



University of the Nations

Catalogue 2014-2016



Université des Nations
열방대학교

Universidade das Nações
Universidad de las Naciones

University of the Nations

Catalogue 2014-2016

Universidad de las Naciones

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LETTER FROM THE INTERNATIONAL CHANCELLOR

Dear Prospective Student,

You have opened the door to one of the greatest adventures on the planet. You can step in and be a part of fulfilling God's dream of making disciples of every nation (Matthew 28:19-20). And you can do this while studying and getting prepared for your destiny. You can join a truly global university, one that is centered on Jesus Christ, and is dedicated to multiplying missionaries.

We have had students from 210 countries join us in this unique "live-learn" environment, seeking to know God and to make him known. Our training is modular, which means that you are immersed intensively in one subject at a time. It's practical, with a maximum amount of hands-on experience. Our visiting teachers are experts in their field and dedicated to Jesus. These teachers and our staff depend upon God for revelation to add to their years of study and expertise. They model that dependence upon God for their students.

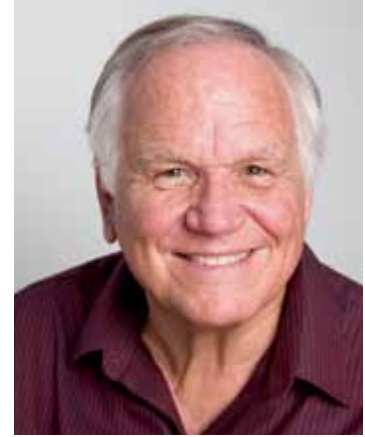
Because of this stimulating environment, our students have developed all kinds of innovations, led by the Holy Spirit. This emphasis on "creating with God" means there's nothing like a University of the Nations education.

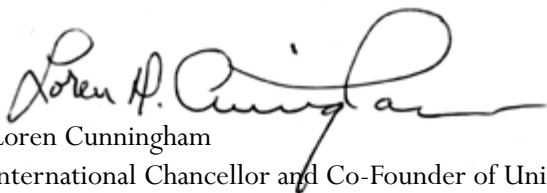
Each year our students are being trained in more than 300 courses in over 550 locations, in over 160 nations. We teach in 97 languages. Their field assignments take them to even more countries. Because of our international student body, and the diverse backgrounds and nationalities of teachers and staff, everyone gains a world-wide perspective and cross-cultural experience by the time they graduate. They will also have studied in several countries during the course of their education.

Because the Church is on the cusp of the greatest explosion of growth in history, we feel certain that we will see a vast multiplication of missionary graduates going to more locations and using a wider variety of means to reach into the most difficult places. We will also see more of our graduates going into every area of society, to bring the lordship of Christ into homes, businesses, government, education, arts, entertainment and sports, the media and local churches. Our graduates will be part of this exponential growth of the Kingdom of God.

It's already underway. It's happening. And you can be part of it as you study with us in the University of the Nations. Together we will see the earth "filled with the knowledge of the glory of the Lord as the waters cover the sea." (Habakkuk 2:14)

So, welcome to this daring endeavor. Your life will never be the same.




Loren Cunningham
International Chancellor and Co-Founder of University of the Nations

LETTER FROM THE INTERNATIONAL PRESIDENT



Dear Prospective Student,

Welcome to the University of the Nations. With great joy we present the 2014-2016 Catalogue to you in a brand new format, filled with great learning and equipping opportunities. One of the unique aspects of the U of N is the modular learning approach for courses and degrees. This not only enhances the learning outcomes and includes instruction for a variety of learning styles, but also gives the student maximum flexibility to shape the learning track individually. We see great fruitfulness, motivation, and joy as students work with this flexibility, being able to study and learn in their fields of passion, while also gaining experience in another cultural context and getting involved with projects all over the world.

The focus on the holistic development of the whole person is another unique feature of the University of the Nations. Each location where U of N courses are offered is a community where students, staff, faculty, teachers and families build an ideal learning environment in a very relational context. In this context students discover passion and destiny as they grow in their walk with God, develop lasting friendships, learn how God is involved in their fields of study, and what it means to make God known in a loving way. The spiritually rich and relationally strong communities offer opportunity for revelation, understanding, and wisdom.

Personally, I deeply appreciate the academic quality of each one of our courses, the highly motivated staff, well-experienced teachers, and the worldwide availability of this training in more than 550 locations and in nearly 100 languages. This is truly the University of the Nations!

Thank you for your interest. It would be a great privilege for us to welcome you and serve you in receiving your education as you engage with us!

A handwritten signature in black ink, appearing to read 'M. Steffen', written in a cursive style.

Markus Steffen
International President
University of the Nations

The production of the University of the Nations (U of N) catalogue requires the accurate collection of data from our school locations worldwide, and the organization of the information for the final production copy. We are especially grateful to those who went the extra distance and gave sacrificially of their time to see that the project was completed. Included on the team were Camille Bishop, Thomas Bloomer, Derek Chignell, Colin Forbes, John Henry, Doreen Jenkins, Patti Lee, and Barbara Overgaard. They contributed hundreds of hours on the catalogue copy, data collection, organization, layout, proof reading and computer expertise. The design and layout of the cover and text pages were done by Geoff Isley (isleydesign.com). Photos are courtesy of numerous YWAM/U of N staff and students throughout the world (thank you!).

To support the international scope of the University of the Nations, this catalogue is written in mid-Atlantic English with a mixture of British and American spelling.

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Contacting the University of the Nations: because of the worldwide nature of the university, initial contacts are best made through the U of N International website (www.uofn.edu) or through the nearest International Registrar office. You will then be directed to the appropriate place for information and updates. Individual bases have the most information about the schools offered in their locations, and a number have their own websites (see www.ywam.org)

International Registrar Offices:

For Africa and Middle East:

Youth With A Mission
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Western Cape, South Africa
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International Registrar for Latin Records
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U of N Transcripts Office:

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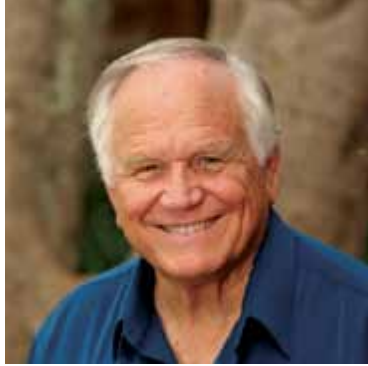
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General Information



Loren Cunningham



Darlene Cunningham



Markus Steffen



Thomas Bloomer

**University of The Nations
Core International Leadership Team**

- Loren Cunningham International Chancellor
- Darlene Cunningham International Vice Chancellor
- Markus Steffen International President
- Thomas Bloomer International Provost, Vice President of Academic Affairs
- David Hamilton International Vice President for Strategic Innovation
- Maureen Menard International Vice President for Leadership & Staff Development
- Julie Spence International Dean, Arts & Sports
- Danny Lehmann International Dean, Christian Ministries
- Aleck Cartwright Representative, Communication
- Thomas Grunder International Committee Chair, Counseling & Health Care
- Mark Brokenshire International Dean, Education
- Edgar Sherman International College Chair, Humanities & International Studies
- Derek Chignell International Committee Chair, Science & Technology
- Christine Colby International Director, Community Development Centre
- Maureen Menard International Director, Centre for Discipleship Training Schools
- Jeff Fountain International Director, Centre for European Studies
- Shirley Jones Representative, Family Resource Centre
- Markus Steffen International Director, GENESIS Centre
- John Hwang International Director, Student Mobilization Centre
- Vince Licari Representative, President Team
- Camille Bishop Representative, Provost Team
- Patti Lee Representative, Provost Team
- Shirley Brownhill Representative, President’s Gathering
- Edwin Fillies Representative, President’s Gathering
- Sean Lambert Representative, President’s Gathering
- Linda Warren Representative, President’s Gathering



David Hamilton



Maureen Menard

Founding Principles of the University of the Nations

Founded upon biblical principles, the University of the Nations (U of N) fulfills its commitment to Christ and His Great Commission by equipping men and women with spiritual, cultural, intellectual, and professional training, and inspiring them to continually grow in their personal relationship with God while also seeking to make Him known among all peoples in all nations.

Viewing the world as both its classroom and venue for ministry, the University of the Nations is committed to teaching and developing Christian men and women called to “make disciples of all nations.” (Matthew 28:19-20). Special priority for service is given to nations, cities, and people groups which have had the least access to the message of the Gospel. An integrated approach to ministry, including evangelism, training, and the meeting of physical needs, is presented biblically and worked out practically.

The University seeks to broaden the scope of evangelistic endeavors by equipping students to serve in all spheres of society, in all nations, in response to Jesus’ declaration that we are the salt and light of the world. Learning to think biblically and discern spiritually, applying scriptural truth to every area of life, prepares students for going to the nations where they are called to serve.

The U of N approach to education is based on 2 Peter 1:5-8, which urges development of godly qualities, adding to faith: moral excellence, knowledge, self-control, perseverance, godliness, brotherly kindness, and love. This character development is an integral part of the curriculum and is imparted through lectures, learning assignments, interpersonal relationships, and daily life, throughout the entire University of the Nations experience.

While committed to educational excellence, the U of N achieves its goals through an emphasis on knowing and loving God and seeking His revelation and guidance. Students in every course participate in regular times of intercession and worship. God’s ways are lived out in student and staff relationships through forgiveness, openness, repentance, honouring the gifts and abilities of each person, unity, teamwork, hospitality, servant leadership and loving one another as commanded by Jesus.

Each course in every College/Faculty of the U of N is a “multiplier for missions,” serving to increase the workers,

resources, and ministries for the mission field. International in scope, the courses provide cross-cultural training related to the specific educational content, and are designed to be applicable in real-life situations. Field assignments with cross-cultural experiences for every student are a fundamental feature of the University training programmes.

Youth With A Mission: The Parent Organization

The University of the Nations was born out of Youth With A Mission (YWAM), a highly decentralized international movement of Christians from many denominations dedicated to presenting the person of Jesus Christ to this generation and to training and equipping many believers in that endeavor. As citizens of God’s kingdom, YWAM staff seek to love, worship, and obey their Lord, to love and serve His Body, the Church, and to present the whole gospel for the whole person throughout the whole world.

A statement of belief unites YWAM workers. “We believe that the Bible is God’s inspired and authoritative word revealing that Jesus Christ is God’s Son; that man is created in God’s image; that God created us to have eternal life through Jesus Christ; that although all men have sinned and come short of God’s glory, God has made salvation possible through the death on the Cross and resurrection of Jesus Christ; that repentance, faith, love and obedience are fitting responses to God’s initiative of grace towards us; that God desires all men to be saved and to come to the knowledge of the truth; and that the Holy Spirit’s power is demonstrated in and through us for the accomplishment of Christ’s last commandment, ‘Go into all the world and preach the Gospel to every creature.’ ”(Mark 16:15)

University of the Nations: History

Pacific & Asia Christian University (PACU) was founded in 1978 in Kona, Hawaii, USA. It was founded to train students in ministering the love of Christ and teaching others according to the command of Christ to make disciples of all nations, in all spheres of society. A development guide was written to create seven colleges/faculties and several multidisciplinary centres that would develop schools, seminars, and other training modules in these subject areas. A master plan for the campus was prepared by a team of planners and architects who carefully consid-

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ered the best environment for implementing the founding principles of the university.

Schools were developed rapidly in many nations and on six continents. Many of these schools were linked with PACU. However, the regional and local names no longer reflected the worldwide scope and unity of the various higher education activities. The Board of Regents unanimously adopted the new name, University of the Nations (U of N), at their meeting in 1988. The name change took place officially on June 2, 1989.

The U of N is unique in its international missionary training scope with school locations in 160 nations and at 550 locations on all continents. Because national accrediting agencies have major differences in their systems, the U of N has not, at present, applied for any one nation's accreditation.

Educational Strategy

The University of the Nations takes a global, cross-cultural, and flexible training approach. Approximately 17,500 students a year take one or more registered courses in over 97 languages at more than 550 locations on all continents. Our training combines elements of both formal and non-formal education, with a commitment to worshipping God in spirit and truth, making room for that expression in all that we do.

Universities first began as ministries of the Church, training leaders for the Church and society. In a similar way, the U of N seeks to train leaders from around the world who are called to the nations, whether they serve in the domain of the Church or in other domains of society. Whatever the context, the common goal of obedience to Christ's commission to go and make disciples of all nations is the prime motivating factor in developing training in the form of seminars, courses, and conferences. Some of the key strategies employed towards reaching that goal are described below.

Learning by Doing

Intensive educational programmes, which require cooperation and sharing among the participants followed by the immediate field application of principles learned, is the essence of learning by doing. These programmes, as part of the overall educational strategy, are implemented in many nations.

Live-Learn Education

The live-learn philosophy is based on the idea of establishing a community where students, staff, and teachers live, eat, and study in close proximity for maximized learning opportunities. Jesus did this with the twelve apostles. Similar biblical examples occur in the schools of the prophets in the Old Testament and in Acts 19. These schools established a community of common values, in which "students" and "teachers" learned together and began to reach out to others to bring change in both individuals and societies.

We believe that learning takes place best in the context of relationships. The strong emphasis placed on building relationships among students and staff provides a secure atmosphere that optimizes the learning experience. Informal education occurs through the in-depth relationships developed in a live-learn environment. Non-formal education takes place in many ways, but it is most apparent when students are on field assignments or internships and face tough, real-life challenges. Formal education, with systematic development of concepts and presentation of information, typically occurs in the classroom, or with a tutor, or in the field. In all of these contexts students are encouraged to seek revelation, guidance, and inspiration from the Holy Spirit.

The U of N live-learn concept is a community learning experience. It is based on the scriptural principle of a body of believers who are one in spirit and working together as a team toward the same objectives. For this reason, teamwork is emphasized at the U of N. Students are often taught to work in teams, such as medical or counseling teams, production and research teams, or traveling performing arts troupes. Teamwork implies a sharing of resources, ideas, talents and a commitment to working together in unity. The great variety of course-related activities provides a rich opportunity for relationships to grow among the students and staff.

Modular Education

The University of the Nations has developed a modular approach to education, which allows students to concentrate on only one course for an entire term. The modular system enhances learning by providing students with intensive and focused time on each topic. Typically, visiting teachers spend a full week or two on their area of expertise, which allows the students to focus upon and

absorb one subject at a time. The concentrated study in one subject area during a twelve-week term prepares the student to work effectively in a subsequent field assignment following the lecture phase.

Another benefit of the modular system is the mobility it allows the students and faculty. For example, a communication student may take an introductory communication course and a photography course at one U of N campus, followed by a photography internship on the mission field. Then he or she may choose to take video and graphics courses at U of N locations in other countries. The student will not only acquire academic training, but also will gain the invaluable opportunity to live in the context of various cultures. These experiences impart a broader understanding of the world and how the student's gifts and knowledge could best be applied to the needs in different nations. The mobility of U of N students also permits friendships among people of different nationalities, creating networks of international exchange.

The modular system allows for a different learning strategy. General principles across a whole subject area can be laid out first. Specific details are then introduced as needed to build a working knowledge and ability in the subject area. Thus the student moves "down" into more and more details as they are needed, but these are always in the context of the objectives and applications. This learning strategy has proven to be highly motivational for students because they relate the basic information to the overall purposes for attending the course.

Although the U of N modular system is less common, it can be correlated to other university systems. Comparing this innovative modular system with a traditional university programme, one modular course or term at the U of N is equivalent to three or four university courses in one subject area. Each full week of work in a course at the U of N can earn one credit upon satisfactory completion. A full 12-week term or course module equates to 12 credits. For example, a full 12-credit U of N modular course is equivalent to twelve "semester-equivalent" or sixteen "quarter-equivalent" credits in the USA university system. Sequences of modules can lead to various degrees at the Associate's, Bachelor's or Master's level.

We believe that modular education is ideally suited to implement the founding principles of the U of N.

The modules are designed to be:

- God-centered: placing each subject in the context of "In the beginning, God..."
- Filled with the excitement of learning who God is, what He has done, and what He can do through us
- Planned to integrate scriptural truths with academic subjects
- Designed to cultivate natural potential, abilities, and spiritual attitudes that help the student respond to God's call on his or her life
- Open-ended, so that the creative dynamic of the Living God can be continually incorporated into the academic programmes
- International in scope, viewpoint and applications

Resident and Resource Teachers

Because of the modular system, students benefit from the knowledge and skills of resident as well as visiting resource teachers whose values are congruent with those of the U of N and YWAM. Resource teachers come for one week or more to teach in their area of expertise. Some hold teaching positions at other colleges or universities while some are authors, pastors, missionaries, scientists or other professionals. Known nationally or internationally for their competency in an area of subject matter, these resource teachers bring richness and diversity to campus life. With the inclusion of resource teachers, the quality of the course is not dependent on one teacher, but on many specialized teachers. In addition, the visiting teachers are available for private consultation in areas of particular interest to individual students.

School Leaders and Staff

The U of N's modular schools are coordinated by school leaders and their staff who are full-time volunteers with Youth With A Mission (YWAM). The school leaders facilitate the visiting resource teachers, often teach part of the course themselves, and work intensively with school staff to train them to be leaders themselves. They not only bring continuity and integration to the course, but they also strive to bring a high level of unity and interaction among the students. The staff coordinate extracurricular activities for the students, meet one-on-one with each student, assign and evaluate learning experiences, and are available for consultation outside of class hours.

U of N Instructors

U of N instructors are resident teachers of a U of N campus or YWAM school. Some live at the location where the course is taught; others come from various locations around the world to teach for one to two weeks at a time. Many are internationally recognized teachers who often teach at various U of N locations, other institutions of learning, and at Christian gatherings.

Multi-Cultural and Cross-Cultural

A key characteristic of both U of N courses and U of N staff and leaders is the multi-cultural representation in the students and in the staff and leaders. The U of N not only values every person from every culture as created in the image of God, but also recognizes that each cultural grouping brings to the table unique gifts and expressions of the nature and character of God. Because of this core belief in the value and significance of the contributions from every culture, the U of N strives to not only keep the doors open to all cultures from all nations, but also to seek out and enroll students from every nation. Many courses are bi-lingual. Evidence of this value being worked out is seen in the reality of the mix of nations and cultures represented in the University of the Nations International.

Intercession and Worship

The U of N gives prominent place to the function and role of intercession and worship as central to all that we do, both in and outside the classroom. Acknowledging God as the source of all wisdom and all knowledge, we seek His revelation concerning all matters of life, expecting His guidance and direction in everything from course development to individual times with students.

Multiplier for Missions

As a “multiplier for missions” each U of N course, seminar and field assignment is intentionally designed to increase workers, resources, and ministries for the mission field. One of the University’s distinctives is the close link between classroom training and on-the-field practical application. This University both equips for and does missions in the context of the training programmes. Any student who receives a degree from the University of the Nations will have already participated in numerous mission endeavors. Taking seriously the teaching component of the Great Commission, we seek to train teachers who will go to the nations through the various areas represented by

the Colleges/Faculties (Education, Health Care, Science and Technology, etc.) Learning the skills in these professions in the context of a biblical worldview becomes the means to the end of teaching the nations, applying biblical principles to all areas of life from economics and education to church life and conduct.

University of the Nations Board of Regents

The U of N Board of Regents consists of the international and regional coordinators of YWAM global ministries and networks. This Board has the responsibility to ensure that the University adheres to its founding principles and maintains the Christian values which characterize YWAM.

Chairman: David Cole

Email: david.cole@uofn.edu

University of the Nations Advisory Board

The U of N Advisory Board members provide the University with valuable information and counsel. Their experience and influential roles in society as well as their deep interest in the U of N vision and founding principles combine to give the U of N up-to-the-minute insight into the influences which are shaping the world. The members are from many nations and serve society through major roles in business, government, technology, law, banking and church leadership. They serve the U of N generously by sharing wisdom gained through decades of experience.

University of the Nations Advisory Board

Joseph Affholter	USA
David Aikman	USA
Mark Anderson	USA
David Ash	Canada
John Badoux	Switzerland
Jonathan Batt	USA
Thomas Bloomer	Switzerland
Larry Breitkreutz	Canada
Daniel Choi	Canada
Kun Mo Chung	South Korea
Chris Crane	USA
Darlene Cunningham	USA
David Cunningham	USA
Loren Cunningham	USA
John De Vries	Canada
Doug Fears	USA
Mike Gallagher	USA
Michael Green	UK
David Hamilton	USA

GENERAL INFORMATION

Gilman A. Hill	USA
Barry Hon	USA
Nabil Iskander	Egypt
Hal Kepner	USA
David Lindsey	USA
Jim Manthei	USA
David Matsuura	USA
Greg Newman	USA
Robert Norsworthy	USA
Bob Perry	USA
Wes Reinheller	Canada
Eric Russell	USA
Friedrich Schock	Germany
Markus Steffen	Switzerland
Wee Sung Tang	Singapore
Jorma K. Virtanen	Finland
Dan Wiebe	Canada
Chong Ho Won	USA





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Academic Information

Courses/Schools

The Discipleship Training School (DTS) including the field assignment is a prerequisite for all other U of N courses.

The DTS is the gateway into the seven Colleges/Faculties and various Centres of the U of N. Students may apply to any DTS offered presently at more than 550 locations in over 160 countries and 97 languages around the world.

Once the student has completed the DTS, he or she may take advantage of the wide variety of courses the U of N offers. These courses are designed to equip the student to live and practice Christ's last command to "make disciples of all nations...teaching them to obey all that I have commanded you" (Matthew 28:19-20). A student does not need to be registered in a degree programme to take U of N courses for which he or she is qualified. Students may take schools in any of the various Colleges/Faculties and locations that best fit their ministry goals. To be admitted to a U of N course, an applicant must provide proof of the ability to do university-level coursework in the language in which the course is offered.

This approach to education offers students the flexibility to pursue those areas of study which are beneficial for reaching their life goals. Students are encouraged to be obedient to the call of God as they seek the equipping necessary to pursue their God-given ministries.

All U of N courses are given a special number preceded by a three letter designator which indicates the College/Faculty or Centre/Institute that offers the course:

ATS	College/Faculty of Arts & Sports
CHR	College/Faculty of Christian Ministries
CMC	College/Faculty of Communication
CNH	College/Faculty of Counseling & Health Care
EDN	College/Faculty of Education
HMT	College/Faculty of Humanities & International Studies
SCI	College/Faculty of Science & Technology
DEV	Community Development Centre
DSP	Centre for Discipleship Training Schools
EUR	Centre for European Studies
FAM	Family Resource Centre
GEN	GENESIS Centre
STU	Student Mobilization Centre

These letters are followed by a three-digit number which indicates the kind of course it is, within the College/Faculty or Centres:

Special non-credit seminars and courses	000-999
Undergraduate seminars	100-199
Introductory undergraduate-level courses	200-299
Advanced undergraduate courses and seminars	300-399
Undergraduate capstone courses, undergraduate thesis	400-499
Graduate courses and seminars	500-599
Graduate capstone courses, Master's thesis	600-699

Courses listed in this catalogue are subject to change. Information on additions to the curriculum between catalogues for the following year are available through U of N International Registrar Offices, International College/Faculty or Centre Offices, or the internet (www.uofn.edu).

Seminars

The U of N offers an extensive year-round seminar programme including seminars, workshops and conferences which carry academic credit and are often open to the public as well as to U of N students.

For participants to receive U of N credit, the seminar must be a minimum of one week (five learning days), be registered through the appropriate College/Faculty or Centre and students must receive a letter grade, except for the DTS courses and seminars (they are graded with "S" or "U"). Participants desiring credit must register for that purpose and pay the required student registration fee. Students may attend any number of seminars and workshops (that offer 1-6 credits each) prior to completion of a DTS. Only 6 seminar credits may be taken in any one course. Students may use seminar credits toward a U of N degree upon approval of the College/Faculty Academic Advisor of the appropriate College/Faculty in which the degree programme is offered (see Seminar Credits section for conditions). Credit for a full learning week of a seminar and a course cannot be obtained simultaneously.

Degrees

Although a student may study in the U of N without pursuing a degree, many find a degree programme beneficial

in preparing for their life goals. Courses can be taken one module at a time leading to a degree offered at the Associate's, Bachelor's or Master's level. We encourage students to intersperse their studies with practical experience on the field, so that their learning and their service build upon one another. For this reason, there is no time limit for completing a U of N degree. The individual degree programmes are listed at the front of each College/Faculty section. When a student decides to pursue a degree, the student consults with an approved College/Faculty Student Advisor of the corresponding College/Faculty. A "Degree Programme Planning Form" is drawn up by the College/Faculty Student Advisor for approval by the College/Faculty International Dean, and is submitted to the International Provost's Office.

Upon satisfactory completion of all the degree requirements the student is eligible for graduation. When the student is 6 months away from the anticipated conclusion of the degree programme, the student files a "U of N Application for Graduation Form" with the International Provost's Office. The College/Faculty Academic Advisor commends the student to the Provost. The Provost examines and approves the commendation and certifies the degree on behalf of the President and the Board of Regents.

Academic Requirements for Degrees

The student is required to fulfill the degree requirements as listed in the U of N Catalogue, either in the year they filed their "Degree Programme Planning Form" or in a newer version of the catalogue. If the student chooses to graduate under a newer version of the catalogue, they must change entirely to the degree requirements of that new catalogue and file a new "Degree Programme Planning Form" with the College/Faculty Academic Advisor.

1. Discipleship Training School Prerequisite

The Discipleship Training School (DTS) is an entry-level prerequisite for all other courses and all degree programmes. All U of N applicants must first satisfactorily complete a fully qualified DTS, including the field assignment, before being permitted to attend any other course or being accepted into a degree programme. The DTS is the gateway into the seven Colleges/Faculties and various Centres of the U of N. The DTS is an intensive Christian training course beginning with a 12-week lecture/teaching phase followed by an 8 to 12-week practical field assignment. The DTS is designed to encourage students

in personal character development, to deepen a living relationship with God and to identify their unique individual gifts and callings in God. Further details are found in the Centre for Discipleship Training Schools' description under Centres and Institutes. Cross-cultural exposure and global awareness are special emphases throughout the course, which prepares the students to reach current and future generations and to answer the call to "Go into all the world and make disciples of all nations" (Matthew 28:19).

2. Cross-Cultural Requirement

The purpose of the cross-cultural requirement is to give graduates practical experience and understanding of cross-cultural living and ministry. A Bachelor's degree student is required to complete a minimum of two U of N schools, i.e. two lecture phases (with their corresponding field assignments/practicums/internships if applicable) in a zone (see College/Faculty Student Advisor of the degree programme) other than the one from which the student holds their nationality, and in an environment which will provide an approved cross-cultural experience. A Master's degree student is required to meet the cross-cultural requirement; however, there are a variety of means by which that may be done.

3. Core Curriculum Requirement

The Core Curriculum is recommended for all students, but is required for all Bachelor's degrees, and one of the three Core Curriculum Courses is required for some Associate's degrees. For the Master's degrees, previous study of the Bible at the university level, equivalent to the undergraduate Bible Core Curriculum, is required. The Core Curriculum has three requirements as described below.

The Communication requirement (12 credits) enables a student to gain a biblical basis for communication, together with the basic skills of reading, researching, writing, and public speaking. It brings direct experience in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media to communicate the message to a variety of audiences.

The Bible requirement (12 credits) enables a student to understand the message of the Bible and develop skills for a lifetime of Bible reading, memorization, meditation and study, and to apply the Scriptures through further study, worship, prayer and obedience.

UNIVERSITY OF THE NATIONS

The Applied Christian Thinking (ACT) requirement (12 credits) enables a student to develop a biblical understanding of worldviews, history, human institutions, culture, science, and the arts. Critical thinking skills are applied to current issues with a view to action.

These Core Curriculum Courses reflect the foundations of the U of N, preparing students to engage with culture and society with the message of God's Word and its application to all of life. Students are also prepared with tools for lifelong learning and development.

Courses approved as meeting Core Curriculum Requirements

Applied Christian Thinking

HMT/SCI 211	Humanities and Science - A Christian Perspective (HAS)
HMT/SCI 213	School of Biblical Christian Worldview (SBCW)
HMT/SCI 215	Transformation School (TS)
HMT/SCI 217	Engaging with God's World (EGW)

Bible

CHR/ATS 211	Biblical Foundations for the Arts (BFA)
CHR 211	Bible Core Course (BCC)
CHR 213	School of Biblical Studies 1 (SBS 1)
CHR 221/322/323	School of the Bible (SotB, Full 3 quarter sequence)
CHR 225	Bible School for the Nations (BSN)
CHR 227	Introductory Bible Course

Communication

CMC 211	School of Communication Foundations (SCF)
CMC 215	Introduction to Communication
CHR/CMC 287	School of Frontier Media (SOFM)

4. Secondary (High) School Graduation or Equivalent

All students applying for a U of N Associate's or Bachelor's degree programme must satisfy the general requirements of graduation from a secondary (high) school or equivalent as approved by the International Provost. This guarantees that the student will have the skills necessary to obtain the maximum benefit from University of the Nations courses.

5. Bachelor's Degree or Equivalent

All students applying for a U of N Master's degree must have satisfactorily earned a Bachelor's degree or its equivalent. Approval by the College/Faculty Dean of the degree program and Provost is required.

6. Language Proficiency

A degree candidate must provide proof of the ability to handle university-level coursework in the languages in which the courses of the degree programme are offered.

7. Field Assignment/Practicum/Internship Credits

An approved degree programme must include:

- 16-36 credits of field assignment/practicum/internship for the Associate's degree,
- 24-36 credits of field assignment/practicum/internship for the Bachelor's degree, and
- 12 credits of field assignment/practicum/internship for the Master's degree.

A field assignment is designed to enable students to exercise newly learned knowledge and skills in a supervised setting, usually within a team context, and with a concentrated missions or ministry focus. A student's learning is significantly accelerated and deepened by the integration of "learning" and "doing" in the field assignment.

An internship places a student in a working environment with another organization (or sometimes in another part of the same organization) to gain on-the-job training and

experience under the direct individual supervision of an on-site person coordinating with a U of N College/Faculty Academic Advisor, Dean or School Leader. Ideally, at the Master's level there would be an opportunity for the student to teach, coach or contribute from his or her own learning experience during the internship.

A practicum is a hands-on experience applying previously gained knowledge or skills, often connected to the lecture phase of a course. It is carried out as a team with a supervisor, often the leader of the original school, and is assessed on the basis of the student's performance and the success of the project.

8. Seminar Credits

Seminar credits should be directly related to the degree programme. These credits must be approved by the College/Faculty Academic Advisor. Credit for a full learning week seminar and a course cannot be obtained simultaneously.

9. Directed Studies Courses

A directed studies course is crafted by a College/Faculty Academic Advisor working with a U of N student in an area where a formal course is not available. There are clear goals and tasks, which may include readings, research, skills acquisition, and assigned classes within the U of N or other learning institutions. The evaluation may include tests, papers, reports, and personal observation. For the BA/BS candidate, directed studies courses may be taken for a maximum of 24 credits. These credits must be pre-approved by the College/Faculty Academic Advisor of the degree programme.

10. Pass/Fail Courses

The DTS course and the DTS seminar are allowed to be graded as pass/fail in the U of N. All other U of N courses and seminars are given a letter grade. The AA/AS or BA/BS candidate may include the pass/fail credits from the DTS in their degree programme. No pass/fail credits are permitted in the Master's Degree programmes.

11. General Transfer Credits

Maximum allowable transfer credits are: AA/AS - 24; BA/BS - 72. Approval of the College/Faculty Dean and Provost is required.

For Master's degrees, the number of allowable transfer credits is at the discretion of the College/Faculty Dean and Provost.

12. Thesis

A thesis can be an original written research paper based on experimentation, field experience or the referenced work of others, or it may be a thesis project designed, implemented, evaluated and written up in report form by the student. The thesis must be applicable to the curriculum in which the degree will be awarded. The thesis advisor works closely with the student throughout the process. Guidelines about length, format and style of writing are available through the International Dean or College/Faculty Academic Advisor. A student who transfers more than 12 undergraduate credits is required to write a thesis for their Bachelor's degree, but in general, a thesis is not required for undergraduate degrees. A graduate thesis is an option for a Master's student with a maximum of 6 credits granted, and the student is expected to orally defend the thesis as described in the guidelines.

13. Satisfactory Completion of All Required and Elective Courses

Each College/Faculty has developed several degree programmes. In addition to the general U of N requirements for an AA/AS, BA/BS or MA/MS, each degree programme will have other courses that are required for that specific programme. See the specific College/Faculty sections in this catalogue to understand the additional course requirements of any particular degree programme. Some programmes may allow for one or more elective courses. These courses should be selected by the student in consultation with an approved College/Faculty Academic Advisor of the programme in which the student is enrolled.

14. Grade Point Averages to be Maintained:

To successfully complete a U of N degree, the student must maintain the following grade point average for their degree: for the AA/AS and BA/BS, a grade point average of "C" is required and for the MA/MS, a grade point average of "B" is required. (Only one "D" grade in a 12-credit course is allowed in an undergraduate U of N degree.)

15. Total Credits

A total of 84 credits is necessary for an AA/AS degree, which includes the credits received from a DTS and its field assignment. A total of 144 credits is necessary for a BA/BS degree. This also includes the credits received from a DTS with its field assignment. A total of 48 credits is necessary for an MA/MS. These credits reflect study

beyond the completion of the DTS prerequisite with its field assignment and the previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the U of N. Note: a degree student may actually accumulate more than the minimum number of credits required because of the student's particular study objectives and due to extra elective courses taken.

Associate's Degree (Two-Year Diploma)

The degree of Associate of Arts (AA) or Associate of Science (AS) will be granted to any student who has registered for an Associate's degree on an "AA/AS Degree Programme Planning Form," which has been fully approved, and who has satisfied the following requirements:

- Discipleship Training School prerequisite
- Secondary (High) School graduation or equivalent requirement
- Language proficiency
- 16 - 36 Field Assignment/Practicum/Internship credits
- Satisfactory completion of all required courses for the particular degree programme, including pre-approved electives
- Total of 84 credits including DTS and field assignment with a maximum of 24 transfer credits
- A "U of N Application for Graduation Form" filed six months before the anticipated conclusion of the degree programme
- Satisfactory clearance of financial accounts of all U of N schools and seminars

Bachelor's Degree

The degree of Bachelor of Arts (BA) or Bachelor of Science (BS) will be granted to any student who has registered for a Bachelor's degree on a "BA/BS Degree Programme Planning Form," which has been fully approved, and who has satisfied the following requirements:

- Discipleship Training School prerequisite
- Cross-Cultural requirement
- Core Curriculum requirement (36 credits) met by successfully completing Bible, Communication, and Applied Christian Thinking courses (see Core Curriculum section under Academic Requirements for Degrees)
- Secondary (High) School graduation or equivalent requirement
- Language proficiency

- 24-36 Field Assignment/Practicum/Internship credits
- No more than 24 Directed Studies credits
- A maximum of 72 General Transfer credits
- Thesis: a thesis is generally not required for a BA/BS candidate unless the student is transferring more than 12 credits, or a specific degree requires it. Not more than 12 credits are granted for a BA/BS thesis.
- Satisfactory completion of all required courses for the particular degree programme, including pre-approved electives
- Total of 144 credits including DTS and Field Assignment
- A "U of N Application for Graduation Form" filed six months before the anticipated conclusion of the degree programme
- Satisfactory clearance of financial accounts of all U of N schools and seminars.

Master's Degree

The degree of Master of Arts (MA) or Master of Science (MS) will be granted to the student who has registered for a Master's degree on a "MA/MS Degree Programme Planning Form" which has been fully approved, and who has satisfied the following requirements:

- Discipleship Training School prerequisite
- Cross-Cultural requirement
- Previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the U of N
- Bachelor's degree or equivalent requirement
- Language proficiency
- 12 Field Assignment/Practicum/Internship credits
- No Pass/Fail Courses
- Optional thesis (maximum 6 credits); an oral defense of the thesis is expected
- Satisfactory completion of all required courses for the particular degree programme, including pre-approved electives.
- Total of 48 credits beyond the completion of the DTS prerequisite with its field assignment and the previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the U of N. No undergraduate courses are allowed.
- A "U of N Application for Graduation Form" filed six months before the anticipated conclusion of the degree programme
- Satisfactory clearance of financial accounts of all U of N schools and seminars

Evaluation

Students will be informed of their grade by the end of the course. The evaluation of a student's development in a specific course or degree programme is based on many factors. Schools and universities throughout the world use various ways of assessing and communicating a student's status in his or her programme. However, for long-term record-keeping purposes, a student's progress is often summarized and recorded by simple letter or number grades. Universities in most nations use generally accepted and documented instructions to translate records and degree information between their institutions. Records for students of the U of N are established and transferred between locations by the system described in this section. Some U of N locations may choose to use a dual record system — one which is commonly used in their nation and the other described here for communication between U of N locations. Official U of N student records will contain the information outlined in this section.

Grades Used in All Post-DTS Schools

Each grade is worth a certain number of grade points:

Grade	Description	Grade Points
A	Excellent	5
B	Good	4
C	Satisfactory	3
D	Borderline	2
F	Failing	1

Passing Grades: “A,” “B,” “C,” and “D” signify various levels of achievement for each completed course. “A” signifies excellent academic achievement. At the low end, “D,” is indicative of meeting only the most minimal expectations, and is on the border of failing. (Only one “D” in a 12-credit course is allowed in an undergraduate U of N degree.)

Failing Grade: “F” is indicative of unsatisfactory work, usually reflecting that less than 60% of the material has been adequately mastered. Credit for a course failed (“F”) may be obtained only by satisfactorily repeating the course.

Grades Used in All DTS Courses and DTS Seminars

The following grades are used in these cases:

Grade	Description	Grade Points
S	Satisfactory	N/A
U	Unsatisfactory (failing)	N/A

Satisfactory and Unsatisfactory: the grades of “S” and “U” will be given for satisfactory or unsatisfactory completion of the Discipleship Training School (DTS) and DTS seminars only. In this case “S” is equivalent to an “A,” “B,” “C,” or “D,” whereas “U” is equivalent to an “F.” Only the DTS is allowed to give “S” and “U” grades. All other schools and seminars are to use “A,” “B,” “C,” “D,” or “F” to evaluate their students.

Grades Used for Special Situations

In some circumstances, the following grades apply:

Grade	Description	Grade Points
T	Deferred	N/A
I	Incomplete	N/A
W	Withdrawal	N/A
N	No credit	N/A
X	Audit	N/A

Deferred: A deferred grade (T) is a temporary grade, used until completion of the subsequent related material or course(s). It may be given to a student who has taken the lecture phase of the DTS and has not completed the field assignment, and in other special cases. Any course for which the “T” grade is used must be converted to a permanent grade within two years. The “T” grade, after two years, would revert to a “U” or “F.”

Incomplete: The grade “I” (incomplete) may be given at the discretion of the course leader when a student cannot fulfill the requirements of the course. This grade is given only when the deficiency is due to authorized absence or other cause beyond the control of the student, and when the work already done has been of a standard acceptable for the satisfactory completion of the course. If a student misses 2 weeks of a course, the student receives an “I” grade at the end of the school. An “I” grade is removed and replaced with a credit grade if the student completes the course requirements to the satisfaction of the course instructor within two calendar years. If the above condition is not met, the “I” will be changed to an “F” by the International Registrar and the student must repeat the course to receive credit for it.

Because of the seriousness of this procedure, the school leader has the responsibility to explain the procedure to the student when giving an “I” grade and must work with the student to complete the course. For this reason, when an “I” grade is received on a Grade Sheet (Form C), the International Registrar will inform the International

Dean or Centre Director, so that they can be sure that the school leader understands his or her responsibility to the student when giving an “I” grade. Students who are unable to complete the work within the two-year time frame may apply for an extension in writing to both the school leader and the International Dean or Centre Director. The school leader and International Dean may create special arrangements for the remaining work to be completed.

Late Admission: A student who arrives late cannot make up any missed weeks in a course while simultaneously attending the same course. He or she must wait until the course is finished before doing so.

Withdrawal: If a student withdraws from a school within the first week of the course, they will not receive a grade and are eligible for a full refund of fees. If a student withdraws from a school in the second week or prior to the final two weeks of a school, they will receive a grade of “W.” During the final two weeks of any school in which a student withdraws, a grade of “F” (or “U” for DTS/CDTS only) will be recorded if a grade of “I” is not appropriate.

No credit: Certain courses numbered 0-99 because of their special nature are offered for no credit (“N”) to U of N students.

Audit: Special circumstances may make it desirable for a student to audit a regular U of N credit course, instead of pursuing it for academic credit. As with all U of N students, an audit student must have satisfactorily completed a DTS, including the field assignment. A student registers to audit a course with the permission of the school leader before instruction begins and may not change from academic credit to audit or from audit to academic credit during a course. A grade of “X” will be assigned to an audited course and no credit will be granted for any U of N degree unless the course is repeated for academic credit. If only a portion of a course is audited, the student will be treated as an observer and attendance will not be recorded on the official transcript.

Credits and Transcripts

Satisfactory completion of one “full learning week” of appropriate university-level education/training will earn one credit in the U of N. Therefore a 12-week course is granted 12 credits. A shorter course will receive credits in keeping with the number of “full learning weeks” in the course. The normal nine-month academic year is there-

fore 36 credits. Credit for a full learning week of a seminar and a course cannot be obtained simultaneously. In the U of N, a “full learning week” represents at least 50 hours of appropriate university level classes, learning activities and study per week. A full 12-credit U of N modular course is equivalent to twelve “semester-equivalent” or sixteen “quarter-equivalent” credits in the USA’s university systems.

An official student record (or transcript) will be issued by the U of N Provost Office upon the completion of a Transcript Request Form and payment of a fee. The U of N reserves the right to deny a transcript to any student who has not cleared his or her financial account. Transcripts will indicate the current academic standing of the student except for non-registered courses and transfer credits, which can only be posted upon completion of all other U of N degree requirements.

Considerations about Accreditation

The University of the Nations offers courses /practicums/internships in over 160 nations worldwide. Various accredited institutions throughout the world accept U of N transfer students and credits. U of N is a degree-granting institution (Associate’s, Bachelor’s and Master’s degrees), but has not applied for accreditation in any one nation’s educational system.

U of N recognizes the value of accrediting agencies in maintaining predictability in quality of education. Therefore, U of N will complete the application process with a global accrediting association in the near future. However, this association is in its early stages of development, and will have to go through its own processes of recognition.

Accreditation is a more complex process for the U of N for the following reasons.

1. U of N is unique in its international missionary training scope with locations in many countries. Validation by an accrediting agency in one nation could be limiting. With the U of N, students may begin their education in South America, continue it in the United States and complete their U of N degree requirements in Europe. This type of international scope is a challenge for accrediting agencies to validate.

2. U of N is a part of Youth With A Mission (YWAM), an international and multi-denominational missionary network. Normally, accreditation agencies require the

separation of the educational institution from the parent organization, thus requiring U of N to separate from YWAM. However, by design, U of N is a part of YWAM and only able to fulfill its purposes as such.

3. The U of N Board of Regents consists of the international and regional coordinators of YWAM global ministries and networks. Accreditation generally requires a partially non-YWAM governing board. However, the present U of N Board of Regents is from a diverse international group, which understands the founding principles of the mission and the university. Since the U of N needs freedom to grow into the fulfillment of the purposes for which it was created, we do not believe that it is right to form a non-YWAM governing board. The U of N does have an International Advisory Board, which consists primarily of non-YWAM representatives.

4. U of N maintains a staff of volunteer missionaries who must raise their own support independent of their positions with the university. Accrediting agencies require salaries for University staff members on the basis that a good solid income helps to ensure stability in the university system and quality in its programmes. The U of N is establishing a “track record” to demonstrate stability through a history of quality long-term staff with independent support. Presently, the U of N has a growing student population internationally, constant construction of new buildings and projects globally, and a growing force of long-term staff members.

5. Our modular approach to education as well as the visiting teacher concept utilized in our schools is generally unknown by accrediting boards. At the present time, much of the academic material provided in the school is presented by long-term staff members in conjunction with visiting speakers, who generally have excellent credentials and high qualifications. Nearly all visiting teachers have extensive international experience and are able to present a broad perspective in their fields of expertise.

6. Our present library resource strategy is different from that required for accreditation standards in a centralized location. We use electronic technology to access most resources, and those resources will ultimately be made available internationally at many U of N training locations.

The U of N is committed to quality education. As a result, U of N courses are now recognized by many institutions of higher learning, Christian and non-Christian. Our

students are accepted as transfer students, and they are given transfer credit for those U of N courses which are comparable to the programmes of the receiving institution. Courses do not transfer on a one-for-one basis, but neither do the courses of other universities. Accreditation is not always the main factor in that decision. The major factor is quality of instruction, recognized by the depth and quality of student learning. On that basis, U of N students show commendable strength. An increasing number of institutions are enthusiastic about accepting U of N students. Of course, the lack of accreditation can leave certain professional doors closed. But for many students, this is not an insurmountable problem. It all depends on the career or profession the individual student is pursuing, for what purpose, and in which nation.

Student Responsibilities

The degree student is responsible for knowing all the pertinent content of the U of N catalogue and ensuring that his or her course programme satisfies degree requirements.

Degree students are encouraged to determine a primary location for their studies, and do two to four courses at one U of N location. This practice provides secure relational and academic continuity for the student pursuing a degree.

Students need to be aware that each credit point is based on satisfactory completion of all requirements for one full learning week for the registered school or seminar. The student is responsible for keeping a record of his or her completed coursework and grades. This record should include documentation of exact dates and locations of both lecture phases and field assignments/practicums/internships. The student should also keep a photocopy of his or her approved degree planning form. This precaution is a personal safeguard as the student travels from location to location.

Most U of N schools have 12 full learning weeks during the standard school term, yielding 12 credits. If for any reason during the standard U of N term of 12 weeks, a school lecture phase lasts only 11 full weeks, then the student may earn a maximum of 11 credits. If a field assignment/practicum/internship lasts 8, 9, 10 or 11 weeks, then the student may earn a maximum of 8, 9, 10 or 11 credits respectively. In some locations the academic coordinators can arrange appropriate registered seminars

of 1-3 credits to be taken following the shorter-than-12-week school. Therefore 12 credits (e.g. 9+3 or 10+2) could still be obtained during a 12-week period. Students need to be aware that when the school lecture phase or field assignment/practicum/internship phase is less than 12 full weeks long, they must assume the responsibility to plan their programmes with additional credit courses or seminars to fulfill degree requirements.

Code of Conduct:

All students enrolling in the U of N are expected to be committed Christians who aim to glorify God in their lives. As a result, faculty and staff have high expectations for each student. The U of N modular education system demands concentrated study and continuous diligence because the academic content of each course or school is equivalent to several traditional university courses.

The development of Christian character is an integral part of our training and a central ongoing goal of the U of N. Consequently, we expect that the conduct of U of N students will be in keeping with biblical standards.

Any compromise of academic integrity, including cheating and plagiarism, any verified violation of biblical standards or of local community-living guidelines at the location where the course takes place and any violation of the law of the land, including visa and immigration procedures, may be considered grounds for disciplinary action or dismissal.





UofN

Admissions and Finances

Application for Admission

Requests for application forms should be sent to the specific U of N location where the student desires to enroll in a particular school. Application requirements and processes will vary from one location to another. Generally speaking, completed applications, including registration fees, confidential references, and financial and health information, should be received at the school location no later than two to three months prior to the start of the school. In addition, all students applying for enrollment to courses outside their country of citizenship must also comply with all the immigration and visa regulations of the host nation. In order to determine eligibility for admission to a U of N course and student visa status, students are requested to submit complete and accurate information regarding their sources of financial support. Prospective students should not depart for the school location until all formalities relating to admission and acceptance have been completed and/or specific permission is obtained from the school leader.

General Entry Requirements

To be admitted to any U of N course, an applicant must provide proof of the ability to do university-level coursework in the language in which the seminar, course or degree programme is offered.

All students applying for undergraduate degree programmes must satisfy the secondary school completion requirement, which is graduation from an approved secondary school or its equivalent. Applicants who have not had opportunities to complete formal secondary school must adhere to specific guidelines established and approved by the U of N Core International Leadership Team. Applicants who have graduated from their nation's secondary schools or recognized secondary equivalency programmes must provide student records (transcripts) or certificates showing satisfactory completion to one of the U of N International Registrar offices.

Students with considerable life experiences and who have completed the DTS, but without a secondary school graduation equivalent, may be permitted to work toward a degree if the following conditions are met:

1. The student's life experiences, such as work, on-the-job training or ministry, have equipped the student to function effectively at the university level.

2. The student must complete satisfactorily two approved post-DTS schools. One must be a course from the Core Curriculum (see Academic Information section). A written recommendation from the school leader of both schools must be sent to the Dean of the College in which the schools were taken, in order to confirm the student's competency and commend the student's continuation in tertiary education within the U of N.

Students applying for a Master's degree must possess an undergraduate degree from a recognized educational institution of tertiary education. Students with considerable life experiences and who have completed the DTS, but without an undergraduate degree, may be permitted to work towards a degree if the following conditions are met:

1. The student's life experiences, such as work, on-the-job training or ministry, have equipped the student to function effectively at the university graduate level.

2. A comprehensive recommendation must be received from a senior leader in YWAM or other organization who can confirm the ability of the prospective student to perform at the Master's level.

3. During the first course at the Master's level, the student has probationary status and must maintain a grade of B or higher to stay in the course. An assessment of performance will be made halfway through the course, and a decision made for continuation to the end of the course. If the performance is unsatisfactory, the student may move to an undergraduate status, or leave the program.

Transfer Students

Admission will be granted to students who have begun their work at other colleges or universities, providing the student satisfies the regular requirements for admission to the U of N. In order to apply for transfer credit, the applicant should request a transcript of coursework from the previous school to be forwarded to their U of N College/Faculty Academic Advisor for evaluation. The College/Faculty Academic Advisor will evaluate the transcript and forward a recommendation to the Provost's Office. Transfer credit must be from a legitimate tertiary institution and must not exceed 72 undergraduate credits for a BA/BS candidate. Work for which credit is sought must have been completed satisfactorily, meet the requirements for the U of N degree programme in which the student is ap-

plying, and be approved by the College/Faculty in which the degree is offered.

Transfer credits are accepted for all degrees, up to the maximum listed under each degree program. A thesis is required when a student transfers more than 12 credits towards a U of N Bachelor's degree. There is no time limit regarding the age of the coursework requested to be transferred in to U of N; however, transfer credit will be posted on a transcript only after the completion of all other degree requirements.

Finances and the U of N

All U of N personnel are responsible to raise their own support; they receive no salary for their services. Volunteer staff, efficient housing, dining and student work assignments are factors which contribute to low costs. Students serve ten to twelve hours per week in student work assignments, assisting staff in maintaining facilities and related operations and services. This practice aids in maintaining the university, promotes teamwork and student-staff interaction, and provides students with an opportunity to serve.

God's provision for individuals comes in different ways. A student's family may assist in paying for the student's tuition. If students have committed themselves to missionary work and have taken a Discipleship Training School, support often comes from home churches. Some students earn money in advance while others see their needs met through gifts from supportive friends. Many times students sense God's leading to give to one another. Responsible stewardship and generosity are foundational values of the mission.

Course fees: Student fees are to be paid in full upon arrival. Any exception must be documented in writing and approved by the specific school leader before the student arrives. In this case, no course completion certificate, no degree diploma, and no acceptance into other courses will be permitted until the fees are paid in full. Students enrolled in a course are expected to continue through the entire course.

Expenses vary widely according to the courses and the cost of living in each nation where a course or a field assignment/practicum/internship is taken. Contact each location directly for current fees. Personal expenses, visa fees, vaccinations, airfares, and airport taxes are not

included in the published course price.

In the case of accompanying children and/or a non-student spouse, a fee will be charged for room and board, child-care and children's education, if applicable. The fee schedule is available from the specific U of N location to which the student applies.

Refund and Financial Aid Policies: policies for termination or early student withdrawal due to extenuating circumstances, such as death in the family, will differ at various U of N locations.

Financial aid may be available at various U of N locations. Application for financial aid must be made to the school leader prior to the start of the school.

Legal Statement

Admission to the U of N and any of its sponsored programs is open to qualified individuals regardless of race, color, national or ethnic origin, sex or educationally unrelated handicaps. The U of N reserves the right to change schedules and course offerings as deemed necessary. The University of the Nations is a degree-granting institution (Associate's, Bachelor's and Master's). Because U of N branches are located in so many different nations, no attempt has been made to secure one nation's accreditation. See the section "Considerations about Accreditation" under the Academic Information section of the catalogue.

UNIVERSITY OF THE NATIONS



Arts & Sports





Julie Spence, *Dean*

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 University of the Nations
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 Kailua Kona, HI 96740
 Email: cas@uofn.edu

College/Faculty of Arts & Sports

The College/Faculty of Arts & Sports equips men and women spiritually, culturally, intellectually, physically and professionally, inspiring them to use their God-given abilities to communicate and demonstrate the Gospel in all nations through a vast range of artistic and sports expressions.

Our courses are designed to achieve an integrated approach to ministry, including evangelism, celebration, and training to meet the challenges of an increasingly globalized society, which universally intersects through arts and sports expressions. Our cornerstone is the Word of God, and we recognize that it is “in Him we live, and move and have our being” (Acts 17:28) and that we as His people are created to praise Him (Isaiah 43:21).

We aim to be salt and light in the vast and diverse realms of arts and sports. It is imperative that we develop godly character and display biblical truths to current and future generations, giving glory to God through arts and sports. Our courses teach individuals and teams to think biblically and apply scriptural truth and prepare students to bring the whole Gospel to the nations using their talents, gifts and abilities to display God’s heart for man.

We are constantly upgrading and expanding our course offerings to meet the challenges of diversification and innovation in today’s societies. Our newest courses range from fashion and culinary arts (which highlight social conscience and fair trade as well as individual values) to free sports and outdoor adventure training. We offer training in disciplines as diverse as music, dance, sports and fitness coaching, theater, visual arts, songwriting, event management, sports ministry, recreation, cultural expressions, nutrition, fine arts, worship ministry, and more. To see all the courses we offer, go to the College of Arts and Sports page of www.uofn.edu or to www.ywamcas.org.

International Committee

<u>Name, Country of Origin</u>	<u>Location</u>
Mitch Anderson, USA	Pichilemu, Chile
Jade Baravilala, Australia	Melbourne, Australia
Maria Jackson, Korea	Kailua-Kona, HI USA
Noémie Jean-Bourgeault, Canada	Montreal, Canada
Sabo Jise, Nigeria	Perth, Australia
John LaDue, Sr., USA	Tokyo, Japan
Karen Lafferty, USA	Santa Fe, NM USA
Faby Ruesga, Assistant Dean, Mexico	Hong Kong, China
Julie Spence, Dean, Australia	Perth, Australia
Belinda van de Loo, USA	Holland, Netherlands
Sandy Yearwood, Assistant Dean, Barbados	Barbados

Degree Programmes

It is essential that a careful check of degree credits be made during the programme, so as to ensure that the final total will be equal to, or more than, the number of credits required for the programme chosen. Choices of electives, directed studies, and seminars are made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information.

The Core requirements (Bible, Communication, Applied Christian Thinking) can be met by taking one of several course options in each category. For a current list of these options, please refer to the Core Curriculum requirements on page 19-20 or consult your College/Faculty Academic Advisor.

Foundational Associate of Arts		Credits
Prerequisites: DSP 211 & 212		19-24
Core:	Bible, Communication, Applied Christian Thinking (A Core Field Assignment may be substituted for one Core Course)	32-36
Emphasis course sequence:		
ATS xxx	Arts and Sports Course	12
ATS xxx	Arts and Sports Field Assignment	8-12
Elective Course, Directed Studies, Seminars		0-13
Total Credits for Associate of Arts Degree		84

At least 20 credits are required in the emphasis area; students should consult their College/Faculty Academic Advisors on their choice of emphasis courses.

Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Dance		Credits
Prerequisites: DSP 211 & 212		19-24
Core:	Bible	12
ATS 215	School of Dance 1	6-12
ATS 216	School of Dance 1 Field Assignment	6-12
ATS 317	School of Dance 2	6-12
or		
ATS 117	Dance Studies Seminar	
ATS 115	World of Dance Seminar	6
Elective Course, Directed Studies, Seminars		6-19
Total Credits for Associate of Arts Degree		84

Associate of Arts in Visual Arts		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible	12
ATS/CMC 251	Fine Arts Foundations I	12
ATS/CMC 353	Fine Arts Foundations II	12
ATS/CMC 252	Fine Arts Foundations Field Assignment	8-12
ATS/CMC 354	Fine Arts Foundations Internship	8-12
Choose from the following:		0-13
ATS 152	Arts and Healing	
ATS 153	Arts, Faith and the City	
ATS 155	Graffiti Arts Seminar	
ATS 305	Arts and the Kingdom	
Total Credits for Associate of Arts Degree		84

Associate of Arts in Music Ministry		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible	12
ATS 263	School of Music in Missions	12
ATS 264	School of Music in Missions Field Assignment	8-12
One seminar in performance chosen from the following:		6
ATS 162	Musicians Summer of Service	
ATS 167	Music Performance: Symphony of Nations	
ATS 168	Music Performance: Contemporary Band	
One seminar or internship chosen from the following:		6-12
ATS 160	Music Ministry Development Seminar	
ATS 365	Music Recording Internship	
ATS 366	Musicians: Booking Tours	
Elective Course, Directed Studies, Seminars		6-21
Total Credits for Associate of Arts Degree		84

Associate of Arts in Performing Arts		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible	12
ATS 213	School of Performing Arts I	12
ATS 214	School of Performing Arts I Field Assignment	8-12
ATS 315	School of Performing Arts II	12
ATS 316	School of Performing Arts II Field Assignment	8-12
Elective Courses, Directed Studies, Seminars		0-13
Total Credits for Associate of Arts Degree		84

Associate of Arts in Event Management		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible	12
ATS 271	School of Event Management	12
ATS 272	School of Event Management Field Assignment	12
ATS 373	Event Management Internship I	12
One of the following:		2-12
CHR 301	Leadership Development Seminar	
CHR 305	Advanced Leadership Seminar	
CHR 345	Leadership Training School	
Elective Course, Directed Studies, Seminars		0-15
Total Credits for Associate of Arts Degree		84

Associate of Arts in Sports Ministry		Credits
Prerequisite:	DSP 211 & 212	19 -24
Core:	Bible	12
ATS 281	Sports Ministry School	12
ATS 282	Sports Ministry School Field Assignment	8-12
ATS 184	Sports Leadership Training	1
ATS/EDN 189	Sports Coaching Seminar	3
ATS 196	Personal Physical Fitness Basic Certification	2
Choose from the following:		18-27
ATS 285	Free Sports	
ATS 286	Free Sports Field Assignment	
ATS 171	Event Management Seminar	
ATS 181	Sports Ministry Training	
ATS 182	Sports Ministry Training Field Assignment	
ATS 187	Power Evangelism	
ATS 194	Personal Holistic Development & Nutrition	
ATS 198	Human Performance Instructor Certification	
Total Credits for Associate of Arts Degree		84

Bachelor of Arts in Dance		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
ATS 215	School of Dance 1	12
ATS 216	School of Dance 1 Field Assignment	1-12
ATS 317	School of Dance 2	12
ATS 318	School of Dance 2 Field Assignment	6-12
or		
ATS 117	Dance Studies Seminar	
ATS 115/116	World of Dance Seminar & Field Assignment	8-12
ATS 111/112	Summer of Dance & Field Assignment	10
ATS 319	Arts Internship	12
Elective Courses, Directed Studies, Seminars		2-26
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Music Ministry		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
ATS 263	School of Music in Missions	12
ATS 264	School of Music in Missions Field Assignment	8-12
ATS 261	School of Worship	12
ATS 262	School of Worship Field Assignment	10 -12
ATS 163/164	Music Ministry Development Seminar & Field Assignment	6 -10
ATS 365	Music Recording Internship	6
ATS 366	Musicians: Booking Tours	6
One	seminar in performance chosen from the following:	6-12
ATS 162	Musicians Summer of Service	
ATS 168	Music Performance: Contemporary Band	
ATS 167	Music Performance: Symphony of Nations	
ATS 171	Event Management Seminar	
	Elective Courses, Directed Studies, Seminars	2-23
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Performing Arts		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
ATS 213	School of Performing Arts I	12
ATS 214	School of Performing Arts I Field Assignment	8-12
ATS 315	School of Performing Arts II	12
ATS 316	School of Performing Arts II Field Assignment	8-12
ATS 319	Arts Internship	12
ATS 171	Event Management Seminar	3-6
	Elective Courses, Directed Studies, Seminars	18-34
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Event Management

Credits

Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking	36
ATS 271 School of Event Management	12
ATS 272 School of Event Management Field Assignment	12
ATS 175 Conference Management Seminar	2-6
ATS 373 Event Management Internship I	12
ATS 374 Event Management Internship II	12
ATS 305 Arts and the Kingdom	5
One of the following:	6-12
CHR 301 Leadership Development Seminar	
CHR 305 Advanced Leadership Seminar	
CHR 345 Leadership Training School	
Elective Courses, Directed Studies, Seminars	13-28
Total Credits for Bachelor of Arts Degree	144



ATS 101

Music Theory - Online Level 1

This introductory online theory seminar will focus on building a solid foundation in basics of music theory and notation.

Credits: 1

ATS 102

Music Theory - Online Level 2

This second online music theory seminar will focus on intermediate applications of foundational skills taught in ATS 101.

Prerequisite: ATS 101

Credits: 1

ATS 111

Summer of Dance Seminar

This seminar will cover foundational topics shaping both personal worldview and identity as well as training in dance technique for modern, contemporary, ballet, and hip hop. Dancers learn 8-10 dance pieces in various dance techniques to perform during the outreach phase which follows this seminar. Summer of Dance runs concurrently with Musicians Summer of Service and Summer of Sports. The seminars share morning worship and lecture times.

Credits: 5

ATS 112

Summer of Dance Field Assignment

Following the “Summer of Dance” seminar, students will go on a field assignment where they will apply what is learned during the seminar. They will minister through dance performance and teaching at a variety of locations such as orphanages, hospitals, city streets, schools, and churches.

Prerequisite: ATS 111

Credits: 4



ATS 117
Dance Studies Seminar

This seminar is taken before or after the School of Dance, depending on the location where it is offered. Both the seminar and the course work together in laying the foundations for dance and in preparing students for the field assignment.

Credits: 6

ATS 118
Cross-Cultural Performing Arts & Sports Seminar

Participants in this seminar will come away with a greater understanding of the nature and character of God, the Father heart of God, intercession, and learning to listen to God; they will also experience practical training in Polynesian style dance, hip hop, stepping style, volleyball, and soccer. Students will also learn about the entertainment field and how it works, and will be encouraged and empowered to improve and make lasting positive change in the physical, social and spiritual aspects of their lives.

Credits: 1-5

ATS 119
Cross-Cultural Performing Arts & Sports Seminar Field Assignment

The field assignment is designed to encourage participants in sharing the love of God through their music and dance production and through sports camps both locally and globally. Students will experience cross-cultural ministry and learn firsthand how arts and sports can unlock the hearts and minds of people towards God and His Kingdom.

Prerequisite: ATS 118

Credits: 1-5

ATS 121
Redeeming Cultures Seminar

Participants will learn principles and skills in identifying cultural evidence of God's preparation of the culture for the Gospel (redemptive analogies). The seminar will include, but not be limited to the expressions of a culture through the arts and will include observation of a community with the goal of establishing a mission community development organisation.

Credits: 6

ATS 122
Redeeming Cultures Seminar Field Assignment

While the field assignment may be integrated throughout the seminar, there will be a specific application time uniquely designed for the culture where the seminar is offered. For example, in South Africa the field assignment will include a "walkabout project" in which five youths will travel with the seminar students to the Kalahari and be taken on a walkabout by the Kalahari Bushmen. This will allow the students to combine the principles learned, using art and other cultural expressions as tools for development.

Prerequisite: ATS 121

Credits: 1

ATS 145
Event Management Seminar

This seminar gives participants an overview of the process of creating a public event from conception to completion, with emphasis on arts productions.

Credits: 6

ATS 149
Conference Management Seminar

A seminar to prepare students to organise and host a conference from conception to completion, with an emphasis on how values are expressed in the way an event is organised and administrated.

Credits: 1-6

ATS 151
Classical Arts Seminar

In this seminar, students will learn about the rules of composition, the rules of perspective, and coloristics. It will include teaching art theory and the spiritual nature of art as well as practical skill training in human anatomy, drawing and painting. Students will also participate in exhibitions in Italy.

Credits: 2-4



**ATS/CNH 152
Arts and Healing**

The Arts and Healing Seminar provides opportunity for participants to explore various techniques and healing models using creative arts. It is designed for both seasoned and beginning artists. Participants with a counseling background who would like to explore creative ministry approaches are also encouraged to apply. Currently two different seminars are being offered under the broader category of Arts and Healing:

Transforming Lives with Creativity

This three-week seminar seeks to empower artists to minister to others using creative art forms. It is open to students who work in all forms of creative arts including visual arts, music, dance, photography, etc. Students will learn about the role of creativity and art in counseling and healing. They will learn about the Father heart of God, strengthening their own identity and through that learn keys for helping others. They will learn basic listening skills and develop plans for a creative workshop where they can use art in the healing process.

Visual Arts and Healing

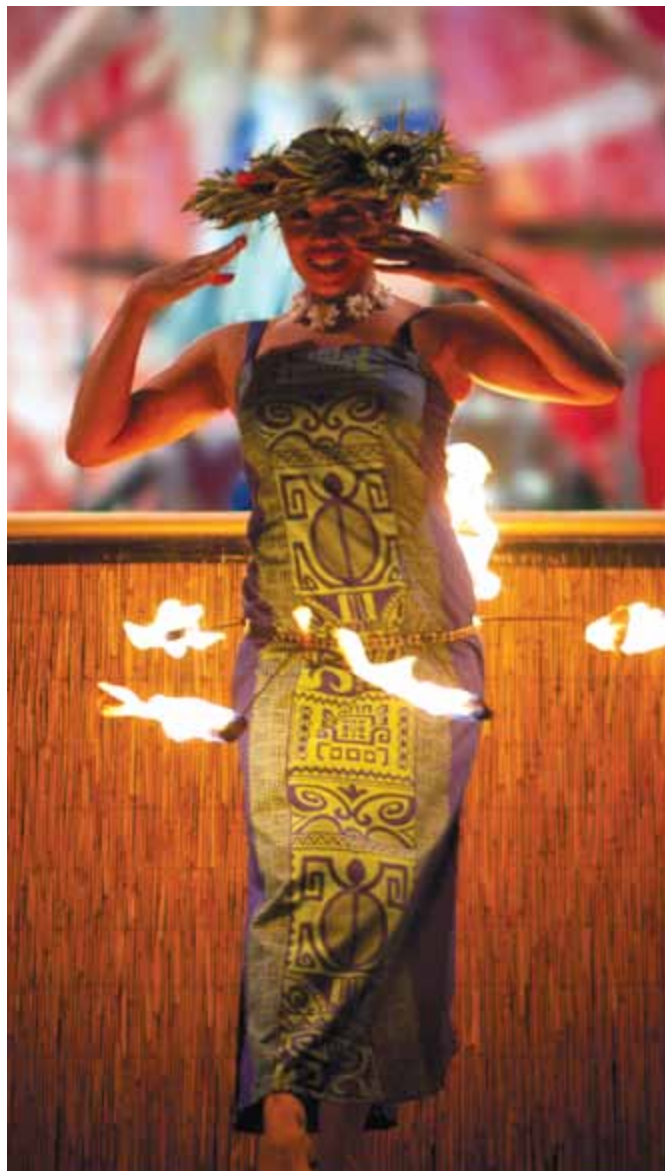
This seminar consists of six weeks of teaching and practical ministry. By participating in a variety of projects, both individually and community-focused, students will both create art and seek ways to minister healing to others. There will be outreach opportunities interwoven with the classroom training to allow the students to practice what they have been learning.

Credits: 3-6

**ATS 153
Arts, Faith and the City**

The purpose of this seminar is to initiate the student in a critical reflection of three artistic expressions that dominant urban life: jazz, cinema, and the fine arts. The seminar begins with the exegetical and theological themes that inform the artistic dimensions of urban life. These themes will be examined as a critical dimension of a worldview seeking the welfare (shalom) of the city. The Montreal International Jazz Festival will be the primary venue for the seminar. Students will learn about a biblical worldview of the arts, and the theological themes informing the fine arts; as well, they will learn to integrate this perspective for the three primary artistic expressions under study in the seminar.

Credits: 5



ATS 154**Creative Visual Arts Seminar**

This seminar covers a variety of topics relating to specific applications of the arts such as for worship and educating a population about social issues. It will include skill-training in use of acrylics, using monochromatic and complementary colors in painting, drawing thumbnail sketches and pictures for children's books, portrait and landscape drawing, and plein-air painting.

Credits: 1-6

ATS 155**Graffiti Arts Seminar**

Participants will learn basic graffiti lingo and techniques (spray-paint can control, buffing out, use of aerosol paints, etc.), and will be taught about the various street artists making their mark today. They will learn about issues such as voice and identity, methods used by street artists around the world, and how regions around the world influence each other. They will apply what has been learned in various projects, culminating in a piece produced by the class together.

Credits: 2

ATS/CHR 160**Worship Seminar**

This intensive training seminar for worship leaders and teams, gives participants training in biblical foundations of worship, worship leadership issues, songwriting, teamwork, and creative and prophetic worship.

Credits: 1-6

ATS 161**Musicians Summer of Service Seminar**

During three weeks of training and rehearsals, participants will be formed into bands. An intensive rehearsal schedule will maximize each band's opportunity to strengthen their musical performance skills. Students also receive practical training in ministry and evangelism. After the training phase, bands travel to several locations around the world for four weeks of music evangelism concerts. The goal is to provide each musician with the opportunity to serve in a cross-cultural setting. Participants must be at least 16 years old and an audition tape is required.

Credits: 3-6

ATS 162**Musicians Summer of Service Field Assignment**

Participants will be working together in one or more bands, ministering and performing both in churches and at evangelistic events in a variety of venues. Students will also teach music at schools, youth groups, and other institutions. Intercession, personal evangelism and testimony sharing will be incorporated into all aspects of this application time for the lecture phase.

Prerequisite: ATS 161

Credits: 4

ATS 163**Music Ministry Development Seminar**

This seminar is designed for the serious-minded musician who wants to further develop his or her professional skills in the areas of songwriting, digital recording, music theory and aspects of the music business. It also gives the musician opportunity to grow spiritually through Bible study, discussion, and applying the work of music ministry and missions in a variety of settings.

Credits: 6

ATS 164**Music Ministry Development Seminar Field Assignment**

During this field assignment students will have opportunity for practical application of training received in ATS 163, including a music tour with opportunity to teach music skills, experience teamwork and develop attitudes needed for the heart of a worshiper.

Prerequisite: ATS 163

Credits: 6

ATS 167**Music Performance Seminar: Symphony of Nations**

Students will experience on-the-road touring while improving their communication and musical skills, using music to bring God's message in the nations where they tour. Designed for classically trained musicians.

Credits: 6

ATS 168

Music Performance Seminar: Contemporary Band

This seminar is designed to give students performance experience. Touring with a band and using the concerts as platforms for evangelism, students will improve in their musical and communication skills. Topics include: identifying strengths and setting personal goals; stage presence in speaking and giving testimony; team building, and touring for evangelism.

Credits: 6

ATS 171

Elements of Songwriting I

A good song can reach deep inside a person's heart and soul. Learn how to create the musical components of an inspiring song including key signature, meter, rhythm, chord progressions and how to write memorable lyrics.

Credits: 3

ATS 172

Elements of Songwriting I Internship

A local internship includes a weekly critique group and performance requirement. An individual study program is provided for students needing extended learning in a particular element. Students will serve the local community with their songs — in churches, coffee shops, and houses of prayer.

Credits: 3

ATS 173

Elements of Songwriting II

Continuing on with Level II provides the student with further development of basic elements while extending to more advanced elements such as minor keys, six-eight meter, advanced chord progressions and modal sounds.

Credits: 3

ATS 174

Elements of Songwriting II Field Assignment

The class will tour within the southeast of the USA, ministering to youth groups, coffee houses, 24/7 prayer centers and churches.

Credits: 3

ATS 181

Sports Ministry Training

This seminar is designed to help athletes, coaches, and sports enthusiasts recognize the potential there is in connecting with others through sports activities. These relationships lead to a better understanding of sports ministry and a basis for leading people into a deeper relationship with God. There are a variety of these seminars, some of which are held in conjunction with a major sports event. Each location will define the goals and activities for their particular sports seminars.

Prerequisite:

Credits: 3-6

ATS 182

Sports Ministry Training Field Assignment

This is a time for hands-on experience with content learned in ATS 181. Activities range from competitive matches and tournaments, to providing camps and clinics for athletes of all ages. In addition, participants may have other ministry opportunities, such as visiting and serving in orphanages, hospitals and schools. In some cases the field assignment will be in a cross-cultural context.

Prerequisite: ATS 181

Credits: 3-6

ATS 184

Sports Leadership Training I

Topics include: Building effective teams, sports and the Bible, presenting the Gospel, leadership and management, and strategic sports ministry programs.

Credits: 1-2

ATS 185

Freesports Seminar

This two-week seminar is an intense immersion into the world of freesports. In two weeks students will visit numerous freesports facilities, shops and events, interviewing company founders, managers and riders that are shaping the scene. Students will be challenged to take a critical look at the world of freesports, and its role within youth culture.

Credits: 2

ATS 187
Power Evangelism

This seminar will prepare students to use sports as a tool in evangelism with special emphasis on strength and fitness in “power” teams. History of evangelism and revival, giving a testimony, and use of sports in sharing one’s faith will be taught by those who have experience in this area.

Credits: 6

ATS 189
Sports Coaching Training Seminar

This seminar provides training for upcoming and current sport coaches on coaching techniques, how to disciple athletes/players and setting up ongoing sports programs to develop communities.

Credits: 3

ATS 194
Personal Holistic Development & Nutrition

This seminar is designed to give individuals desiring to live a healthy lifestyle a clear understanding of mental, physical, and spiritual health. Throughout the seminar, participants take part in regular exercise, and learn how to develop a personal plan for healthy eating and exercising.

Credits: 6

ATS/CNH 196
Physical Fitness – Basic Certification

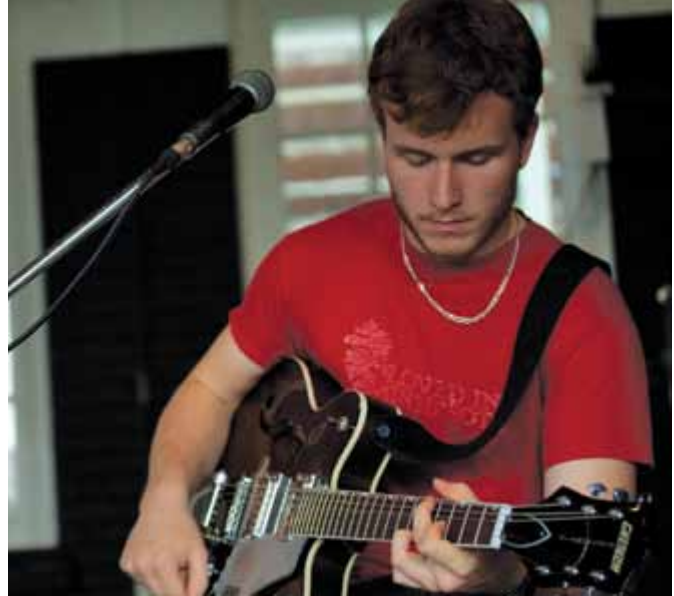
This two-week seminar including both teaching and practice. The objective is that each participant will be able to train children and adults of all ages in the scientific principles of health, motor fitness, wellness, disease and injury prevention from a biblical perspective.

Credits: 2

ATS/CNH 198
Human Performance Instructor Certification

The Athletic Performance Enhancement Instructor Certification is a two-week, eighty-hour academic and hands-on seminar/camp trains participants in how to train and condition athletes at all levels in increasing their physical ability to perform the skill mechanics of their respective sport and unique player position. This is an advanced course that builds upon foundational training and experience such as personal training, physical education and sport coaching.

Credits: 2



ATS 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the U of N. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by U of N and YWAM leaders. Participants will examine current worldwide missions goals and may be involved in planning for future training and ministries. This course may be repeated for a combined maximum of eight credits.

Credits: 1-8

ATS/CHR 211 **Biblical Foundations of the Arts**

This is an inductive biblical studies course designed for artists. Frequent artistic response to the Scriptures will give the student experience extracting content for their art form. Students will create artwork based on biblical themes, striving for heart change of their audience. Some artistic experience is required: music, dance, drama, or visual art. This course meets the U of N Core Curriculum requirement for Bible.

Credits: 12



ATS/CHR 212

Biblical Foundations of the Arts Internship

After the ATS 211 course, students may be assigned to internships where they will work independently with an established ministry to implement the experience they have in the lecture phase creating artwork based on biblical content. This internship will be optional.

Prerequisite: ATS 211

Credits: 12

ATS 213

School of Performing Arts I

This course prepares the student in spiritual, practical, and technical aspects of the performing arts. With the goal of equipping Christian artists both in the context of local church ministry and service in the marketplace, it lays biblical foundations regarding the arts (biblical authority, reevaluating basic assumptions, reclaiming specific art forms, etc.) and delves into issues of the artist's development in both character and skill. Topics may include: theatre arts, mime, dance, music and worship, songwriting and recording, improvisation, communication principles, lighting setup, technical management of the stage, acting technique and rehearsal, directing, set design, and scriptwriting.

Credits: 12

ATS 214

School of Performing Arts I Field Assignment

The Field Assignment will vary according to the location offering ATS 213. It may include some of the following activities: arranging workshops, performances and seminars to give students opportunity to apply their training in real-life settings; cultural research related to the arts, open air events, and visiting villages and cities where students may meet with other artists.

Prerequisite: ATS 213

Credits: 8-12

ATS 215

School of Dance I

The first quarter of this School of Dance sequence provides students with intense dance training and study. It will include modern ballet and jazz technique, improvisation, dance history, anatomy, dance production techniques, composition and several other topics related to dance and missions. Professional Christian artists will teach all aspects of the course and there will be opportunities for performance at local events.

Credits: 12

ATS 216

School of Dance I Field Assignment

During this field assignment students have opportunity to minister through performing, and through teaching dance workshops in a variety of locations such as orphanages, city streets, soup kitchens, and in schools and churches. Students research the culture and artistic history of the nation or people group in which they are working.

Prerequisite: ATS 215

Credits: 6-12

ATS 219

Transformation for the Arts

This course gives a broad perspective concerning the role of the arts both as a vehicle for expressing the heart of the people and culture and as a means of bringing about transformational thinking and action at every level — from the individual to the society. Through topics such as biblical worldview, advanced listening and critical thinking, the role of prayer in transformation, imagination and beauty, Christian artists are equipped for becoming agents of change, as they are being transformed themselves through the Bible, prayer, and personal application of the course content.

ATS 213 & 214 or equivalent arts course

Credits: 12

ATS 223

School of Fashion Design

This course equips fashion designers not only with the skills and techniques of the industry, but also with an understanding of ethics concerning marketing and a biblical perspective of fashion and design. Some topics covered are paint and design, fashion history, sewing, patterns, psychology of fashion, image accessorizing, truth and emotions, marketing and sales techniques, designing a thematic collection, fashion show logistics, and designing and producing a women's line, a men's line and a children's line.

Prerequisite: DSP 211 & 212

Credits: 12"

ATS 224

School of Fashion Design Practicum

Graduates of the Lecture Phase of this school will complete their two-month internship working within the Fashion Ministry (under the Arts Ministry) at the YWAM base in Corrientes in different fashion events and projects.

Prerequisite: ATS 223

Credits: 8

ATS 225

School of Culture & Art

This specialized art school focuses on preparing the students to understand their personal and cultural identity. They learn how to incorporate cultural art forms in leading worship, sharing their faith, and teaching others in the context of the broader culture or society. While there will be some general teaching about culture and the arts, much of the course will focus on the Brazilian culture and art expressions, and on learning how to use art in a Brazilian context.

Credits: 12

ATS 226

School of Culture & Art Field Assignment

The purpose of the field assignment is to give the student further opportunity to understand his cultural and personal identity and share that in an evangelistic setting with others. Artistic media are a key to opening the hearts of people in any nation, and serve as door-openers for sharing the love of Christ with others.

Prerequisite: ATS 225

Credits: 12

ATS/HMT 227

Principles of Redeeming Cultures

This course presents principles for recognizing God's truth and righteousness in the cultures of the world, affirming those cultures, and seeing them transformed by the work of God. Students learn to view history and their own and/or other cultures from a biblical perspective. They also learn to develop strategies for influencing society toward righteousness, making the Word of God the standard for living.

Credits: 12

ATS/CMC 231

School of Acting for the Screen

Students are introduced to the craft of screen acting from a biblical perspective, studying techniques from Stanislavsky's System and Strasberg's Method to Meisner's Approach. This school runs alongside the School of Digital Filmmaking, allowing students to practice their newly acquired skills in short films. The school provides a wide understanding of the film and television industry, including the personal struggles and challenges encountered in that context.

Credits: 12

ATS/CMC 232

School of Acting for the Screen Internship

During the internship, students gain practical experience in a professional environment while also continuing with development through physical and acting exercises.

Prerequisite: ATS/CMC 231

Credits: 12

ATS 241**School of Culinary Arts & Restaurant Management I**

This year-long program consists of three sections of lectures followed by a field assignment. The lecture phase, spread over three quarters, includes topics such as introduction to cooking, culinary arts and restaurant management, sanitation of the kitchen and health codes, knife skills and butchery, sauces, service and front-of-house, introduction to baking, biblical view of nutrition, team development, business as mission, and cooking a variety of cultural styles: Italian, French, Indian, Chinese, Japanese, and Middle Eastern.

Credits: 12

ATS 244**School of Culinary Arts & Restaurant Management Field Assignment**

During this field assignment students will be placed in an established restaurant alongside experienced chefs. By staying in one location for the entire time they will get a real-life model of establishing and running a restaurant while also living and ministering cross-culturally.

Prerequisite: ATS 343

Credits: 8

ATS 245**School of Event Management**

A school designed to train those who want to organize events in the public arena. The students deal with sponsorship, programming, promotion and backstage management of multiple events. The focus will be on arts events at major international venues. Communication will be a key emphasis in networking with all the different groups in society who must be part of staging the event.

Credits: 12

ATS 246**School of Event Management Field Assignment**

The students now take their classroom training from ATS 245 to a major arts event and apply it in a real-life context with supervision from experienced staff.

Prerequisite: ATS 245

Credits: 12





**ATS/CMC 251
Fine Arts Foundations I**

This entry-level school is a highly disciplined programme that provides a biblical foundation in the arts, and develops skills in a variety of artistic media. Daily lectures are given by visiting artists and resident faculty. The course content includes art history, principles of design, techniques of drawing, introduction to life drawing, foundations of color theory, and introduction to painting.

Prerequisite: An entry art exam

Credits: 12

**ATS/CMC 252
Fine Arts Foundations Field Assignment**

The field assignment gives the students opportunities to use their art skills in a cross-cultural context. Students exercise their artistic abilities in a wide variety of settings ranging from sketching on location or teaching in orphanages and schools, to communicating with indigenous

artists or university faculty. Through their artwork, students are able to share the appreciation for and delight with a creative, personal, loving God.

Prerequisite: ATS/CMC 251 or ATS/CMC 353 and consent of instructor

Credits: 8-12

**ATS 257
Art Evangelists School**

This school is designed to train artists to be agents of transformation in communities, cities and nations. Students are trained in the biblical basis for doing art, with an emphasis on three areas: God's character; heart purity and the position of the artist; and the means to communicate the message. The technical skills offered include: drawing, painting, ceramics, textiles, and sculpture.

Credits: 12

ATS 258**Art Evangelists School Field Assignment**

This field assignment gives students cross-cultural experiences where they will have opportunities to apply the training received in ATS 257, including both technical skills and spiritual principles. They develop a deeper understanding of how to use art in sharing their faith and also have opportunities to learn from local artists and craftspeople.

Prerequisite: ATS 257

Credits: 12

ATS/CHR 261**School of Worship**

The School of Worship is a three-month course (followed by an 8-12 week field assignment) imparting foundational values and principles to those aiming to serve in worship among the nations. Topics include: character and lifestyle as a worshiper, understanding the work of the Holy Spirit in worship, applying worship principles within a cross-cultural context, the biblical and historical aspects of worship, leadership and teamwork, the dynamics of worship and intercession, prophetic ministry and worship, spiritual warfare, creativity and musicianship, and worship in missions and evangelism. Note: Each SOW varies in emphasis, so please check individual SOW websites and folders.

Credits: 12

ATS/CHR 262**School of Worship Field Assignment**

The field assignment is designed to apply the values and principles of worship ministry in a variety of church and/or public settings as well as cross-cultural situations.

Prerequisite: ATS/CHR 261

Credits: 8-12

ATS 263**School of Music in Missions**

A specialized course designed primarily for experienced musicians who seek to integrate contemporary music and missions. Specialized concentrations for sound technicians and music ministry administration are also offered. Particular areas of study include: biblical foundations for music ministry, music theory, character development, vocal and instrumental training, song writing, sound systems, worship, music publishing, church ministries, com-

munication skills, evangelism, team leadership, and music and culture. There are also workshops on arranging and rehearsing with a band, studio recording, staging and lighting, and music ministry opportunities.

Credits: 12

ATS 264**School of Music in Missions Field Assignment**

During this three-month rehearsal/field assignment phase, various music groups are formed from the staff and students according to calling and musical style preference. After four weeks of rehearsal and ministry formulation, each group is sent on an eight-week field assignment to work at a local campus or church ministry. Assignments and evaluation are part of the learning experience.

Prerequisite: ATS 263

Credits: 8-12

ATS 267**Audio Production**

The Audio Production course takes place in a working studio (Studio 501) and is designed to give the student hands-on experience in producing and engineering music. It is a highly specialized program focused on all technical aspects of sound production.

Credits: 12

ATS 281**Sports Ministry School**

The Sports Ministry School is designed to equip those working in missions and the local church in developed and developing nations who are athletes and coaches. The course will delve into topics such as a biblical approach to sport ministry, methods and models of sports ministry, developing a ministry plan, and organizing sports ministry events. It will also cover learning fundamental techniques and playing strategies of various sports, general coaching principles, basics of fitness/health and nutrition, leadership and evangelism and discipleship through sport.

Credits: 12



ATS 282
Sports Ministry School Field Assignment

This field assignment correlates directly with the lecture phase I of the Sports Ministry School. Students will apply training from ATS 281 while further developing skills, using a variety of methods and models of sports ministry. Students will also do evangelistic and discipling activities through the avenue of sport.

Prerequisite: ATS 281

Credits: 10

ATS 285
School of Freesports & Youth Culture

This school equips participants to work in all aspects of the freesports youth culture. Training will include topics such as freesports and the youth culture, branding and pro-riding, contextualisation of the Gospel to reach sub-cultures, mentoring and church planting in boardsport communities, sports health and safety, event management, evangelistic shows, and leadership and character development in a freesport context.

Credits: 12



ATS 286
School of Freesports & Youth Culture Field Assignment

The internship gives students a chance to work with a ministry, organization or company that is redeeming the freesports community through active engagement. Individual placements will be arranged to take into account the students' interests and passions. The internship will give students an opportunity to increase their knowledge and further develop their skills in their chosen sphere.

Prerequisite: ATS 285

Credits: 10-12

ATS 305
Arts and the Kingdom

The Arts and the Kingdom Seminar is designed with the goal of exploring in greater depth the professional/vocational call of the Christian artist of all disciplines—fine arts, visual arts, music, dance, theatre, literary arts, culinary arts, etc. Through the particular lens of Jesus' primary message of the Kingdom of God, students will examine what it is that is distinctively different about the work of the Christian artist in the world. Students can

expect to walk away from this humanities-based seminar with greater clarity regarding the professional artistic call, a more passionate sense of the need for their work as artists of Christian faith, and a clearer focus regarding artistic content to pursue which reflects the extraordinary vision of the Kingdom.

Credits: 5

**ATS 306
Creative Improvisation Seminar**

This seminar will lead students into a deeper awareness of the spiritual potential of their art whether that be dance, visual arts or music. You will step beyond your fears of performing, and will learn to improvise, learning to listen to the Lord’s leading while creating art. We’ll explore together what it means to be “Kingdom Servant Artists.”

Prerequisite: The student must be fluent on their instrument or in dance or in fine arts and want to do intercession.

Credits: 1-6

**ATS 315
School of Performing Arts II**

This school builds on the foundations that have been established in the School of Performing Arts I and takes the student to higher levels of difficulty in their skill level as a performing artist. The school will give the students a more coherent understanding of the performing arts in a biblical and sociocultural framework.

Prerequisite: ATS 213

Credits: 12

**ATS 316
School of Performing Arts II Field Assignment**

The field assignment gives students the opportunity to perform in public places and to teach various art forms through workshops and seminars.

Prerequisite: ATS 315

Credits: 9





ATS 317
School of Dance II

This course builds on the foundations that have been established in the School of Dance I (ATS 215) and takes the student to higher levels of difficulty, with techniques requiring excellence and greater depth of understanding. Students will be involved in outreach events and musical theatre performances both locally and around the world.

Prerequisite: ATS 215

Credits: 12

ATS 318
School of Dance II Field Assignment

Following the School of Dance II (or following ATS 117 in Brazil) this field assignment will give students opportunity to experience and minister with what they have been learning in the studio. It will build on the previous School of Dance modules.

Prerequisite: ATS 317

Credits: 6-12

ATS 319
Arts Practicum

Arts Internships are designed to give serious students a deeper experience and training in their area of arts specialty (music, dance, fine arts, etc.) with an emphasis on practical application — usually through performance or teaching. This may be a position with a company, ministry or organization other than YWAM or with a specific project within YWAM that requires further development of their skills.

Credits: 8-12

ATS 342**School of Culinary Arts & Restaurant Management II**

Continuing on the foundations laid in ATS 241, this next segment of training in this series focuses on learning the basics of Italian, French, Indian, Chinese, Japanese and Middle Eastern cuisine.

Prerequisite: ATS 241

Credits: 12

ATS 343**School of Culinary Arts & Restaurant Management III**

Building on the training from ATS 241 and 342, this third course will delve into topics such as business and missions as well as specific culinary arts related to baking quick breads, basic doughs, pies and tarts, custards, mousses. Restaurant management is also included.

Prerequisite: ATS 342

Credits: 12

ATS 347**Event Management Practicum I**

The Event Management Internship is for students who want to get hands-on, in-depth experience of running an event, from the preparation time in prayer to the final evaluation after the event. Students will be required to organize and oversee a team and multi-task all the components that are required to put together a successful event. Interns may manage an off campus event that will network with local businesses and show an awareness of community needs. They will be responsible for the budget, marketing, programming and negotiations with relevant organizations to show their leadership skills.

Prerequisite: ATS 245 & 246

Credits: 12

ATS 348**Event Management Practicum II**

This internship builds on ATS 347 and is for advanced students who desire additional experience with supervision for managing major events. This may be in a company, ministry or organization other than YWAM or with a specific project within YWAM that requires further development of their skills

Prerequisite: ATS 245 & 246

Credits: 6-12

ATS/CMC 353**Fine Arts Foundations II**

Skills in design, drawing, painting and sculpture are further developed for graduates of the Fine Arts Foundations I School. Students explore biblical foundations for art, along with an historical overview of the role of art in influencing society. The school culminates with an exhibition of student artwork.

Prerequisite: ATS/CMC 251

Credits: 12

ATS/CMC 354**Fine Arts Foundations Practicum**

This internship/practicum provides individual study, personal development of skills, and opportunities for sharing one's faith and ministering to others through the arts. The students refine skills learned during the previous quarters and continue their spiritual disciplines, while creating and marketing their artwork on location.

Prerequisite: ATS/CMC 252 or consent of school leader

Credits: 12

ATS 365**Music Recording Internship**

Students will experience the full process of producing music recordings, including all the steps from conceptualizing, recruiting musicians, selecting a production company and recording studio, release party issues, and marketing. Supervision by an experienced production company will equip the student to produce their own music recordings in a professional way.

Prerequisite: any ATS music school or 6 credit music seminar

Credits: 6-12

ATS 366**Musicians: Booking Tours**

Students will learn the steps required in organising a tour. They will book venues, raise funds, recruit musicians, rent equipment and plan transportation and promotion. They may perform on this tour themselves or book the tour for another group. They will learn networking, organisational skills and how to focus on the needs of their target audience.

Prerequisite: any ATS music school or 6 credit music seminar

Credits: 6-12

ATS 391

Undergraduate Directed Studies

An opportunity for students to design an individualized programme of study with credits given towards an undergraduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

ATS 392

Undergraduate Directed Studies Internship

An opportunity for students to design an internship compatible with their undergraduate degree programme, with consultation and supervision of the academic leadership of the college/faculty.

Credits: 1-12



ATS 396

Experience in Missions Leadership

Credit may be granted, upon application to the College/ Faculty Dean, for demonstrated past accomplishments on the mission field with YWAM or another mission. In the mission experience submitted for evaluation, there must have been significant activity and creativity in establishing, developing, or administering a Christian missions thrust, including supervision of co-workers. It can only be used once for a maximum of 12 credits for any student.

Credit will be posted on the transcript only at the time of completion of a U of N degree.

Credits: 1-12

ATS 499

Undergraduate Thesis

Upon the completion of all required coursework, students may choose to write a comprehensive thesis on a topic approved by the college/faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6-12

UNIVERSITY OF THE NATIONS



Christian Ministries





Danny Lehmann, *Dean*

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College/Faculty of Christian Ministries

The College of Christian Ministries recognizes and responds to the great need to equip Christian leaders for service in the Kingdom of God, whether that be through specific mission and church roles or in the broader community. Courses in evangelism, missions (frontier, urban and specific ethnic or religious groups) church planting, biblical studies, leadership, worship and intercession, and youth ministries incorporate personal character development along with specific training and focused prayer towards the goal of obeying Christ’s command to “go and make disciples of all nations. . . teaching them to obey everything I have commanded you.” (Matt. 28:19-20).

Whether participating in a School of Missions, or joining in a leadership seminar, students learn, work, and worship together, with the goal of “seeking first the Kingdom of God” in the context of the broader mission of the University of the Nations: to know God, and to make Him known.

Graduates of these training programs (both those who work towards a degree and those who take one or two specialized training programs) have gone on to start new ministries, plant churches cross-culturally, train new believers, teach the Bible, set up youth ministry outreaches, and much more. Programs are individually planned with the student’s calling and desired learning goals in mind.

International Committee

<u>Name, Country of Origin</u>	<u>Location</u>
Paul Dangtounda, Burkina Faso	Port Harcourt, Nigeria
Lindsey Lautsbaugh, USA	Muizenburg, South Africa
Danny Lehmann, Dean, USA	Kailua-Kona, HI USA
Kevin Norris, New Zealand	Kailua-Kona, HI USA
Scott Orvis, Asst. Dean, USA	Kailua-Kona, HI USA
Chris Vangala, India	Asheville, NC, USA

Degree Programmes

It is essential that a careful check of degree credits be made during the programme, so as to ensure that the final total will be equal to, or more than, the number of credits required for the programme chosen. Choices of electives, directed studies, and seminars are made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information.

The Core Curriculum requirements (Bible, Communication, Applied Christian Thinking) can be met by taking one of several course options in each category. For a list of these, please refer to the Core Curriculum requirements on page 19-20 or consult your College/Faculty Academic Advisor.

Foundational Associate of Arts		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking (A Core Field Assignment may be substituted for either the Communication or Applied Christian Thinking core courses)	32-36
Emphasis course sequence:		
CHR xxx	Christian Ministries Course	12
CHR xxx	Christian Ministries Field Assignment/Internship	8-12
Elective Course, Directed Studies, Seminars		0-13
Total Credits for Associate of Arts Degree		84

At least 20 credits are required in the emphasis area; students should consult their College/Faculty advisors on their choice of emphasis courses.

Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Christian Ministries		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible	12
CHR 231	School of Evangelism	12
CHR 232	School of Evangelism Field Assignment	8-12
Elective Courses, Directed Studies, Seminars		24-33
Total Credits for Associate of Arts Degree		84

Associate of Arts in Biblical Studies		Credits
Prerequisites:	DSP 211 & 212	19-24
CHR 213	School of Biblical Studies I	12
CHR 315	School of Biblical Studies II	12
CHR 316	School of Biblical Studies III	12
CHR 214	School of Biblical Studies Field Assignment	8-12
Elective Courses, Directed Studies, Seminars		12-21
Total Credits for Associate of Arts Degree		84

Associate of Arts in Church Ministries		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible	12
CHR 233	School of Church Planting and Leadership	12
CHR 234	School of Church Planting and Leadership Internship	8-12
Elective Courses, Directed Studies, Seminars		24-33
Total Credits for Associate of Arts Degree		84

Associate of Arts in Missions/Intercultural		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible	12
CHR 235	School of Missions	12
CHR 236	School of Missions Field Assignment	8-12
Elective Courses, Directed Studies, Seminar		24-33
Total Credits for Associate of Arts Degree		84

Bachelor of Arts in Christian Ministries		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
One course with Field Assignment chosen from the following:		20-24
CHR 231/232 School of Evangelism & Field Assignment		
CHR 235/236 School of Missions & Field Assignment		
CHR 345	Leadership Training School	12
Elective Courses, Directed Studies, Seminars		48-57
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Biblical Studies		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Communication, Applied Christian Thinking	24
CHR 213	School of Biblical Studies I (as core requirement)	12
CHR 315/316	School of Biblical Studies II & III	24
CHR 214	School of Biblical Studies Field Assignment	8-12
One of the following:		12-24
CHR/HMT 257 Old Testament Hebrew		
CHR/HMT 258 New Testament Greek		
CHR 271/272 Biblical Teaching and Preaching School & Field Assignment		
Elective Courses, Directed Studies, Seminars (including at least one Field Assignment/Internship if CHR 271/272 are not chosen above)		24-45
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Church Ministries		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
CHR 233	School of Church Planting and Leadership	12
CHR 234	School of Church Planting and Leadership Internship	8-12
One of the following (including the Field Assignment):		20-36
CNH 211/212 Foundations in Counseling Ministry & Field Assignment		
CHR 315/6/214 School of Biblical Studies II & III & Field Assignment		
CHR 271/272 Biblical Teaching and Preaching School & Field Assignment		

CHR/ATS 261/2 School of Worship & Field Assignment	
Elective Courses, Directed Studies, Seminars	24-49
Total Credits for Bachelor of Arts Degree	144

Bachelor of Arts in Missions/Intercultural	Credits
Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking	36
CHR 235 School of Missions	12
CHR 236 School of Missions Field Assignment	8-12
DEV/HMT 365 Community Development School	12
DEV/HMT 366 Community Development School Field Assignment	8-12
Elective Courses, Directed Studies, Seminars (one language or linguistics course strongly recommended)	36-49
Total Credits for Bachelor of Arts Degree	144

Electives for Degree Programmes

Choice of electives for degree programmes is made from existing courses in the College of Christian Ministries, plus other related courses from other colleges. Not all courses are allowed, even from within this college, so it is essential that there be consultation with a College/Faculty Academic Advisor, and written approval given before the student assumes that their programme will meet the degree requirements.

Master of Arts Degrees

Master's degrees are being tested in specific areas in Christian Ministries using the cohort model. No individualized degrees are available at this time. More information is available from a College/Faculty Academic Advisor.



CHR 031
Orientation for Asia

This pre-YWAM orientation programme exposes students to YWAM values and prepares them for entry into YWAM programmes. Participants learn about YWAM values, relationship skills, and working as a team in a cross-cultural situation.

Credits: 2

CHR 113
SBS Seminar

A three-week seminar similar to the first three weeks of CHR 213, School of Biblical Studies. Credit may not be received for both the CHR 113 seminar and CHR 213.

Credits: 3

CHR 114
Biblical Studies Seminar

This seminar empowers people with knowledge and skill to study the Bible. Using a relational inductive approach, students will not only receive an overview of the Bible, but will also learn about the person and work of the Holy Spirit, and understanding the Bible as story.

Credits: 6

CHR 115
SBS New Testament Completion Seminar

A seminar identical to the first 3-4 weeks of CHR 315. It is intended for those who desire to finish the inductive study of the New Testament after completing CHR 213, the first quarter of the School of Biblical Studies. Credit may not be received for both the CHR 115 seminar and CHR 315.

Prerequisite: CHR 213

Credits: 3-4

CHR 116
The Apostle Paul

This seminar provides the opportunity to engage with two classic textbooks on the subject of the Apostle Paul, his writings and theology by analyzing and interpreting the major themes and topics that form the foundation of the Apostle Paul's theology.

Credits: 6



CHR 121**Life & Teachings of Jesus**

The seminar is designed to give the student an in-depth study of the life and teachings of Jesus as presented in the Gospels. Who Jesus is, what he taught and how the Gospels present his message of the Kingdom of God are examined. Emphasis is placed on understanding Jesus in the historical background of the first century and the literary background of the four gospels. The seminar will cover Jesus' teaching on who he is as Messiah, the nature of the Kingdom of God and the nature of discipleship as he defined it.

Credits: 6

CHR 125**Bible School for the Nations Seminar**

The purpose of this seminar is to help bring personal as well as missions application to the Bible School for the Nations Course, and is known locally as Discipling the Nations Seminar. The seminar will give the students instruction and strategies to use their study of the Bible to identify underlying presuppositions in societies, so as to bring transformation to individuals and nations. The seminar is also designed to give students an historical perspective of the church and missions, and the successes and failures of past movements in the advance of the Kingdom of God.

Credits: 3-6

CHR 128**Old Testament Seminar**

The seminar will center on the Old Testament theme of the establishment of God's rule, and its theological contribution to the unfolding story of God's plan of salvation. Special attention will be given to historical settings and historical issues, the Hebrew text, literary types and the story of Israel.

Credits: 1-6

CHR 129**New Testament Seminar**

The seminar provides the student with the opportunity to engage in and thoughtfully reflect on the central themes and critical questions of the New Testament.

Credits: 1-6

CHR 131**Evangelism Seminar**

This seminar gives participants solid foundational teaching on the message of the Gospel, ministering the gifts of the Holy Spirit, creative and effective ways of sharing one's faith, and ministering to the whole person. Depending on the location where it is offered, the emphasis will change (i.e., urban evangelism, youth evangelism, cross-cultural evangelism, etc.)

Credits: 3-6

CHR 133**Church Planting & Leadership Seminar**

This seminar gives students a grasp of God's heart for all nations, especially the least reached peoples of the world, and our responsibility to reach them all. It also gives students some basic training on how to effectively start and multiply church planting movements among a least reached people group through contextualized evangelism.

Credits: 3-6

CHR 136**Perspectives in World Missions**

An overview of the goal of evangelizing all people groups is given from four perspectives: biblical, historical, cultural and strategic. The biblical mandate to go, the success and failures of God's people in carrying out that mandate, and current plans/strategies for bringing the Gospel to the frontiers are covered. Group discussions and readings provide opportunity for a personal response to the call to "make disciples of all nations" (people groups).

Credits: 1-4

CHR 138**Strategy Coordinators Seminar**

This seminar is designed to train participants as strategy coordinators for a large unreached people group. They will develop creative and innovative strategies for reaching unreached people groups from their home countries. Each student will choose an unreached people group to research and ultimately with whom to work.

Credits: 6

CHR 145 **Basic Leadership Practicum 1**

This is an in-service programme designed to assist in developing the leadership skills of staff in U of N schools. Students meet several times each week for discussion and instruction on such topics as pastoral skills, spiritual gifts, small group dynamics, basic management principles, and leadership of public meetings and outreaches. In addition each student meets regularly with a mentor for feedback and evaluation. Assignments include reading and reporting on a number of books covering basic leadership issues.

Prerequisite: DSP 211 & 212

Credits: 6

CHR 146 **Basic Leadership Practicum 2**

In order to apply the principles taught in the CHR 145, students continue their training by helping to lead an evangelistic outreach in a cross-cultural context.

Prerequisite: CHR 145

Credits: 4-6

CHR 147 **Introductory Leadership Seminar**

This Introductory Leadership Seminar is usually given in conjunction with the Introductory Leadership School or the School of Ministry Development (CHR 241). It enables students to discover and develop their gifts and talents in leadership roles. Through the classroom sessions, participants discover their spiritual and motivational gifts, and learn about vision development, spiritual leadership and communication skills for leaders.

Credits: 1-6

CHR 149 **Support Development Seminar**

This program is a comprehensive series of workshops focused on turning the obstacles associated with raising support into opportunities for long-term ministry success. It will cover these topics: creating effective web-based support, making a realistic strategy and understanding the ministry of raising support. In addition to helpful information, all participants will come away with the tools and encouragement they need for long-term ministry support development. These workshops are designed to address the needs of those just starting in ministry as well as experienced missionaries seeking a fresh start in this area.

Credits: 1

CHR 151 **Church History Seminar**

From the first century to the period of the early Church Fathers, to the Middle Ages and into the Reformation and Age of Revival, this seminar covers the breadth of Church History up to the present time, with a view to gain understanding about the future of the Church as well.

Credits: 6

CHR/ATS 160 **Worship Seminar**

This intensive training seminar for worship leaders and teams, gives participants training in biblical foundations of worship, worship leadership issues, songwriting, teamwork, and creative and prophetic worship.

Credits: 1-6

CHR 163 **Worship, Intercession, Spiritual Warfare and Evangelism Seminar**

This seminar will cultivate leaders who have courage, dedication and initiative to sound the alarm and awaken their generation to the freedom and power of the Gospel. Our aim is to see leaders who will ignite and awaken Christians and unbelievers to the burning love of Jesus and the dream of God to reach the least, the last and the lost with the Gospel.

Credits: 2-6

CHR 173 **Teaching & Ministry Development Seminar**

This seminar is designed to give teacher training to YWAM staff with a teaching gift and a message who desire training specifically for teaching in YWAM schools. Topics include: communication principles and dynamics; teaching skills and styles; cross-cultural teaching and learning issues; basic techniques for consultations and counseling; ministering to students in a classroom, and communicating one's life message in a parable.

Credits: 1-6

CHR 175 **Effective Communication for Teaching**

This seminar is the first three weeks of the Titus Project training, a teaching field assignment and preparation for School of Biblical Studies (SBS) graduates. However, this

seminar is open to others who have not taken the SBS. This training includes development of teaching and preaching skills, cross-cultural ministry, learning styles (with an emphasis on reaching oral communicators), focused reading, as well as several assisted and evaluated teachings. This will be conducted within the framework of daily life on a YWAM campus for the live-learn experience.

Credits: 3

CHR 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the U of N. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by U of N and YWAM leaders. Participants will examine current worldwide missions goals and may be involved in planning for future training and ministries. This course may be repeated for a combined maximum of eight credits.

Credits: 1 to 8

CHR/ATS 211 **Biblical Foundations of the Arts**

This is an inductive biblical studies course designed for artists. Frequent artistic response to the Scriptures will give the student experience extracting content for their art form. Students will create artwork based on biblical themes, striving for heart change of their audience. Some artistic experience is required: music, dance, drama, or visual art. This course meets the U of N Core Curriculum requirement for Bible.

Prerequisite: DSP 211 & 212

Credits: 12

CHR 211 **Bible Core Course**

This course is designed to give students a thorough understanding of the inductive approach to Bible study by learning how to employ many creative and diverse methods for reading, interpreting and applying the Scriptures. Students also have opportunities to be involved in topical seminars, dramatic re-creations, and various forms of historical, archaeological, literary and geographical research. During the course students read through the whole Bible, and study in depth many individual books from both the Old



and New Testaments. Note: Though the Bible Core Course is a stand-alone course, it is designed to be compatible with the longer 9-month SBS (CHR 213, 315, and 316). Students who have received credit for CHR 213 may not receive credit for this course. This course meets the U of N Core Curriculum requirement for Bible.

Prerequisite: DSP 211 & 212

Credits: 12

CHR/ATS 212

Biblical Foundations of the Arts Internship

After the CHR/ATS 211 course, students may be assigned to internships where they will work independently with an established ministry to implement the experience they have in the lecture phase creating artwork based on biblical content. This internship will be optional.

Prerequisite: CHR/ATS 211

Credits: 12

CHR 213

School of Biblical Studies I

This is the first in a series of three courses that make up the School of Biblical Studies (SBS). This course sequence surveys the whole Bible using the inductive approach (observation, interpretation and application). This course may serve as a core course in all bachelor's degree programmes. This course meets the U of N Core Curriculum requirement for Bible.

Credits: 12

CHR 214

School of Biblical Studies Field Assignment

Having studied the Bible in great detail, students will now have the opportunity to both deepen their understanding and to train others in the study of the Word of God, generally in a cross-cultural setting.

Prerequisite: CHR 213

Credits: 12

CHR 221

School of the Bible I

This first module of the School of the Bible ties Old Testament history together with the teaching of Jesus on the Kingdom of God to see how biblical principles apply to structures of government and economic relationships. It presents Church history and the history of revivals and missions. This course gives practical direction and experience in biblical interpretation, and develops principles of effective preaching and teaching necessary to draw an audience, keep their attention, and communicate God's message to them. It also introduces practical leadership principles. This course, if combined with CHR 322 and 323, meets the U of N Core Curriculum requirement for Bible.

Credits: 12

CHR 224

School of the Bible Field Assignment

During this fourth module of the School of the Bible, students develop practical skills preaching, teaching, and discipling in churches, prisons, schools, and on the streets. Students carry out all aspects of the outreach: prayer, planning, organization, and leadership. They work alongside local pastors, to see their heart motivation, perspective of ministry, and responsibilities. They communicate the message of missions to the Body of Christ.

Prerequisite: CHR 323

Credits: 8-12

CHR 225

Bible School for the Nations

This Bible course with a missions focus gives a complete survey of the Old and New Testament and principles of biblical investigation. Initial topics include: God's nature and character, the nature of man, sin, redemption, the cross, salvation, discipleship, and the Kingdom of God, as well as a study of Greek and the history of doctrine. This course meets the U of N Core Curriculum requirement for Bible.

Credits: 12

CHR 226

Bible School for the Nations Field Assignment

Students will prepare, organize, and teach a seminar applying the training received in the Bible School for the Nations lecture phase, and will be evaluated on their work.

Prerequisite: CHR 225

Credits: 8-12

CHR 227

Introductory Bible Course

In this course students are equipped with tools for in-depth personal Bible study. This course combines quality teaching, personal study, and practical application in order to help students develop a modest vocabulary and basic familiarity with the Scriptures as preparation for more advanced courses. Comprehensive coverage of many facets of Bible study such as inspiration and canonization of the Scriptures, hermeneutics, biblical ethics, Old Testament survey, basic Greek, New Testament survey, Church history, and homiletics. A disciplined learning environment helps prepare the student for a lifetime of Bible study. The

school focuses on a variety of biblical topics already introduced in the Discipleship Training School, yet goes into a deeper study of each topic, with an emphasis on personal discipleship. Specific content will vary according to course location. This course meets the U of N Core Curriculum requirement for Bible and is offered under the following names: School of Biblical Foundations (SBF) and Discipleship Bible School (DBS).

Credits: 12

CHR 229 **Biblical Apologetics**

This course equips students to engage people of non-Christian religions and philosophies by teaching them about the major worldviews and religions, giving them tools of apologetics and critical thinking, and understanding on how to effectively communicate their faith.

Credits: 12

CHR 231 **School of Evangelism**

This course embraces both the message and the methods of evangelism. Its primary purpose is helping the student gain a deeper understanding of the character of God, including His love for the lost. Topics include: An overview of biblical and historical perspectives on missions, people group thinking, cross-cultural communication, pioneer missions, missions and the local Church, the message of the Gospel, revival, the gifts of the Holy Spirit, ministering in the Spirit, personal renewal, spiritual warfare, and evangelism. Note: College of Christian Ministries degree students will not be awarded credit for this course until both the lecture and field assignments are satisfactorily completed.

Credits: 12

CHR 232 **School of Evangelism Field Assignment**

In order to apply the principles taught in the School of Evangelism (SOE) lecture phase, the three months of classroom time is followed by a practical experience in a cross-cultural context.

Prerequisite: CHR 231

Credits: 8-12

CHR 233 **School of Church Planting and Leadership**

This course is designed for pastors, lay leaders, church planters or those just starting out in church ministry. Topics covered include: church leadership (disciplines and priorities of the leader, planning and management, contemporary leadership issues, identifying and developing leaders, basic biblical interpretation and pastoral counseling); church planting (principles, models, methods, stages of growth and multiplication); church renewal and growth; and spiritual gifts in church life. In some locations, this course has an emphasis on developing a Cell Church model for effective evangelism and discipleship. Note: College of Christian Ministries degree students will not be awarded credit for this course until both the lecture and field assignment are satisfactorily completed.

Credits: 12

CHR 234 **School of Church Planting and Leadership** **Field Assignment**

An internship in a church planting or established church setting under the oversight of the church leadership (where applicable) and supervised by the U of N Church Ministries staff. The internship can be arranged in the student's home church or in other locations around the world. The assignment may range from research to teaching or church planting. Emphasis is placed on implementation of research and planning done during the School of Church Planting and Leadership.

Prerequisite: CHR 233

Credits: 8-12



CHR 235
School of Missions

An overview of missions with some specific skill training is introduced during the initial three-month course and then developed further during the field assignment. Topics include: biblical and historical foundations for missions; the nature of the Church; intercultural communication (principles of and skills for learning another language and culture); missions strategy (evangelism and church planting, church growth, intercession and spiritual warfare, healing, signs and wonders, relief and development); personal and team relationships (the worker's relationship with God, interpersonal relationships, leadership and authority, team building and team dynamics, developing and relating with a prayer/financial support team).

Depending on where the School of Missions is offered, there may be a particular emphasis on a geographical region, demographic category (e.g., urban, rural poor, etc.) and/or cultural/religious grouping (Muslims, Hindus, Buddhists, Tribals, etc.). Some emphases are:

Frontiers: focuses on unreached people groups among Muslims, Hindus, Tribals and Buddhists. The purpose is to train workers for living and ministering among unreached people groups with church planting as a key strategy in discipling new converts;

Strategic: focuses on deploying pioneering teams as the basic vehicle for addressing strategic areas of need throughout the world. Strategic missions embraces both short-term and long-term strategies to accomplish all aspects of ministry, including the planting of both local churches and missions structures.

Pioneering: focuses on equipping individuals and teams to pioneer new ministries in geographical areas and societal spheres, and to help clarify callings, develop vision and learn how to implement a pioneer project.

Urban: focuses on urban areas. Students study demographic and structural views of cities, cross-cultural strategies for cities, and types of evangelism which are effective in cities.

Asian: focuses on Asian studies, learning research skills, with application to developing effective mission strategy for a particular nation or people group.

Muslim: focuses on providing students with the knowledge and skills to minister effectively long term in a Muslim nation. Students should be able to provide an ef-

fective, contextual witness to Muslims, having the skills to be a part of a team starting a new long-term ministry in a Muslim nation.

University: focuses on equipping students for university student ministry, especially the impact of mobilization of students toward their life work and calling. Participants gain understanding and practical knowledge of university student ministries as a mission strategy in a variety of contexts and cultures with contemporary applications.

Note: College of Christian Ministries degree students will not be awarded credit for this course until both the lecture and field assignment are satisfactorily completed.

Prerequisite: DSP 211 & 212

Credits: 12

CHR/STU 235

School of University Ministries and Missions

This twelve-week interdisciplinary course equips university student ministry workers in Youth With A Mission (YWAM) while also serving the broader community of campus ministry workers worldwide. The programme emphasizes the impact of mobilization of students toward their life work and calling. It looks at how this relates to the destiny of the nations where they will live and minister. Participants gain understanding and practical knowledge of university student ministries as a mission strategy in a variety of contexts and cultures with contemporary applications. In addition to historical and biblical studies related to university student ministries, practical instruction for pioneering a campus ministry and for leadership of field ministry internships and similar outreaches are provided.

Credits: 12

CHR 236

School of Missions Field Assignment

Students apply what they have learned in the lecture, doing cultural research, building cross-cultural relationships, and in some cases getting involved in planting a new church, depending on the particular School of Missions and its focus.

Prerequisite: CHR 235

Credits: 8-12

CHR/STU 236

School of University Ministries and Missions Internship

Practical, supervised field assignment to develop campus preaching and teaching skills, campus and field outreach leadership, and/or researching and pioneering a campus ministry as an application of the School of University Ministries.

Prerequisite: HMT/STU 293 or CHR/STU 235

Credits: 12

CHR 237

Impact Evangelism School

A course designed to teach leaders how to organize a large evangelistic event in a local community. Topics include involving and equipping believers in evangelism, discipleship, prayer for revival, and positive change in all areas of society. Students will learn creative methods of evangelism as well as skills for working within interdenominational and cross-cultural settings.

Credits: 12

CHR 238

Impact Evangelism School Field Assignment

Students join a large evangelistic event in progress, and gain experience in all aspects of organization and personnel training for such events.

Prerequisite: CHR 237

Credits: 8-12

CHR 241

Introductory Leadership School

Leadership schools come in different forms, designed to meet the needs of the students, equipping them for servant leadership while giving opportunity for personal growth and development. Two emphases offered in this category of school are:

School of Ministry Development (SOMD) - During this school students discover and develop their gifts and talents in leadership roles. The course is especially designed for new staff at YWAM centres and is adapted to the context of the language and culture of the country in which it is taught. Some of the topics are: understanding the core values of YWAM, perspectives on missions, generational thinking, transforming cultures, personal fund-raising, worship and evangelism, personal ministry development, public speaking, spiritual authority, and conflict resolution.

School of Pioneer Leadership Development (SPLD) - This school has the goal of equipping young leaders to pioneer new YWAM bases, schools or ministries. Students will receive tools to help them in becoming effective learners and leaders — learning the culture, and in some cases the language, of the people where they will pioneer. Topics include: team building, principles of pioneering, servanthood, foundational leadership practices, mentoring, coaching, and the role of intercession in pioneering. Students may have opportunity to work alongside ministries that are in a pioneering phase of development. A recommendation from a YWAM leader is required for entry into this course.

Prerequisite: Recommendation from a YWAM leader
Credits: 12

CHR 242

Introductory Leadership School Field Assignment

This course follows CHR 241, whether taken as the SPLD or the SOMD emphasis. The field assignment may involve working alongside a new ministry or starting one together with a team, and will give opportunity for practical application in activities ranging from teaching, proclamation of the Word, working with youth in urban settings to staffing another YWAM/U of N training program. A key goal of the field assignment is to give leaders-in-training opportunity to grow through practicing and applying what was learned in the lecture phase,

with experienced leaders coming alongside.

Prerequisite: CHR 241

Credits: 8-12

CHR 243

Introductory Leadership Practicum I

An extended practical mentoring experience for potential young leaders, including work in many departments in a YWAM centre, one-on-one sessions with leaders, classroom lectures, small group leadership and organizational training.

Credits: 12

CHR 244

Introductory Leadership Practicum II

An extended practical mentoring experience for potential young leaders, including work in many departments in a YWAM base, one-on-one sessions with leaders, classroom lectures, small group leadership and organizational training. This course follows CHR 243 and builds on the experienced gain in that course.

Prerequisite: CHR 243

Credits: 12

CHR/HMT 257

Old Testament Hebrew

A survey of the grammar, syntax, and vocabulary of biblical Hebrew followed by the reading and translation of significant portions of the Old Testament. Students learn how to make the best use of dictionaries, concordances, commentaries on the Hebrew text, etc., enabling them to do their own study of the Bible.

Credits: 12

CHR/HMT 258

New Testament Greek

A survey of the grammar, syntax, and vocabulary of New Testament Greek, followed by the reading and translation of significant portions of the New Testament. Students learn how to make the best use of dictionaries, concordances, commentaries on the Greek text, etc., enabling them to do their own study of the New Testament.

Credits: 12

CHR/ATS 261**School of Worship**

The School of Worship is a three-month course (followed by an 8-12 week field assignment) imparting foundational values and principles to those aiming to serve in worship among the nations. Topics include: character and lifestyle as a worshiper, understanding the work of the Holy Spirit in worship, applying worship principles within a cross-cultural context, the biblical and historical aspects of worship, leadership and teamwork, the dynamics of worship and intercession, prophetic ministry and worship, spiritual warfare, creativity and musicianship, and worship in missions and evangelism. Note: Each SOW varies in emphasis; please check individual SOW websites and folders.

Credits: 12

CHR/ATS 262**School of Worship Field Assignment**

The field assignment is designed to apply the values and principles of worship ministry in a variety of church and/or public settings as well as cross-cultural situations.

Prerequisite: CHR/ATS 261

Credits: 8-12

CHR 263**Worship, Intercession, Spiritual Warfare and Evangelism School**

This school combines training in worship, intercession, spiritual warfare and evangelism in the context of a YWAM training centre where staff and students worship, pray and evangelize together. The training emphasizes the correlation between fruitful evangelism and deepening a relationship with God in worship, discovering His plan in intercession, and reinforcing His will in spiritual warfare.

Credits: 12

CHR 264**Worship, Intercession, Spiritual Warfare and Evangelism School Field Assignment**

Students will have opportunity to apply the material from CHR 263 in activities such as: leading worship and/or intercession in a cross-cultural setting, planning strategies for evangelizing, evangelistic outreaches, etc.

Prerequisite: CHR 263

Credits: 8-12

CHR 265**School of Intercessory Prayer**

The purpose of the SOIP is to teach, practice and encourage the daily exercise of intercessory prayer and to understand the character, nature, and ways of God in prayer, intercession, worship and spiritual warfare. Understanding the significant place and practice of prayer in the believer's life, and the role of worship and spiritual warfare in making disciples of the nations are taught through lectures, discussions, and research projects. Practical application includes coordinating and leading prayer and worship.

Credits: 12

CHR 266**School of Intercessory Prayer Field Assignment**

Though there is ongoing application both in the lecture phase and in the field assignment of the School of Intercessory Prayer, this portion of the training has students more intensely focusing on a particular area or group of people they have researched and have been praying for, with more time for prayer and worship in that place or among that people group.

Prerequisite: CHR 265

Credits: 8-12

CHR/CMC 287**School of Frontier Media**

Students in this course learn how to communicate the Gospel in culturally relevant ways while learning skills in audio and visual communication which can be directly applied to frontier missions work. Lectures, workshops and field experiences are conducted by cross-cultural communication specialists and media professionals currently working in their field of expertise. Topics include: visual symbolism in cross-cultural contexts, foreign language translation, field photography, videography and audio recording, audio-visual scriptwriting, computer generated graphics and animation, research and culture learning skills, and the use of indigenous forms of media. This course meets the U of N Core Curriculum requirement for Communication.

Credits: 12

CHR/CMC 288

School of Frontier Media Field Assignment

Students apply the knowledge and skills learned in the SFM lecture phase to a field project within a specific unreached people group. They pass on these skills through participating in communication seminars, and by working closely with nationals during the on-field experience. After the field assignment, students return to the Frontier Media school location to prepare presentations, and to experience all aspects of post-production. They participate in producing both a mobilization piece and an evangelistic presentation for the target people group. Students will then be assisted in finding avenues of opportunity in the field of audio-visual production for frontier mission.

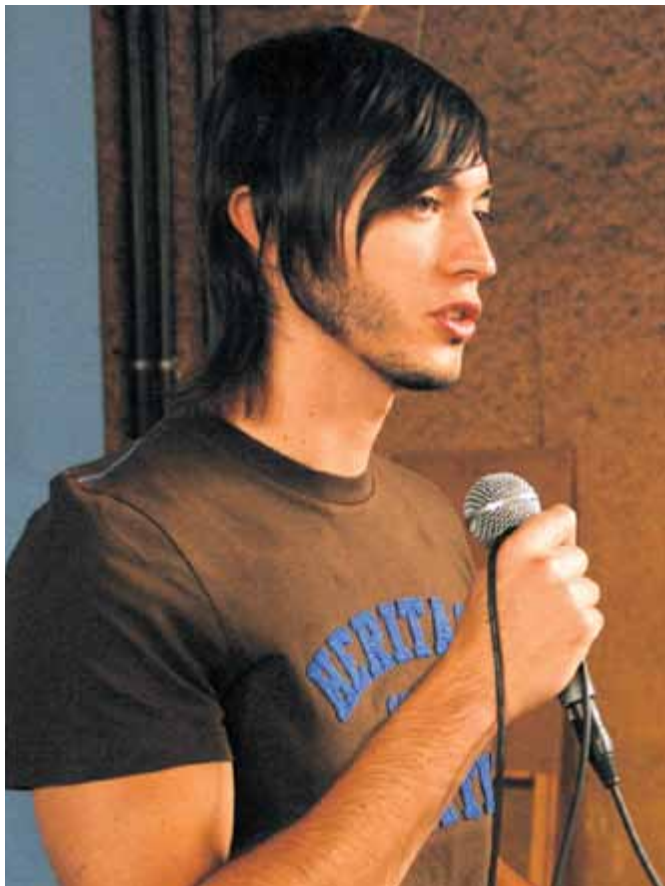
Prerequisite: CHR/CMC 287

Credits: 8-12

CHR 291

School of Youth Ministry

This school is designed for those who will be working with youth with churches, YWAM, or in other organizations. Innovative tools to successfully pioneer and establish new youth ministries or to work with existing ministries



are introduced and modeled. Topics may include God's nature and character, global youth culture, youth and post modernity, MTV trends and church expressions, models of innovation, qualities of a leader, vision and goal setting, spiritual authority and servanthood. The school will help students to form teams for learning and ministering together. This school is offered in more than one location and with different emphases; check with specific locations for details on their particular focus in youth ministry.

Credits: 12

CHR 292

School of Youth Ministry Field Assignment

During the field assignment students who completed CHR 291 will work with experienced youth workers or youth ministry leaders. Locations for the field assignment vary with each school. Contact the school for further information.

Prerequisite: CHR 291

Credits: 8-12

CHR 293

School of Youth Ministry Internship

During the internship students will be given a greater level of responsibility and involvement as they develop their leadership and planning skills. They will continue to function as part of a youth ministry team, often taking responsibility for the planning and implementation of ministry opportunities, and the leading of others. There will be a combination of local and cross-cultural venues. The completion of a plan for the establishment of a new ministry in a new location is a key component of this phase. Each student will work individually to research the context in which the ministry will be established, develop suitable and innovative approaches and map out the development of that ministry. This development plan will be for the specific location in which the intern is working.

Prerequisite: CHR 291 & CHR 292

Credits: 12

CHR 305

Advanced Leadership Seminar

Recognizing that leaders are trained through a variety of activities and learning experiences, learning strategies include one-to-one meetings, group sessions, creative intercession, panel discussions, question times, and lectures.

Leadership Development - This seminar is designed for the experienced YWAM leader who is in need of refreshment, renewal and/or is at a transitional time in his or her leadership experience. Topics include: identity in Christ, clarity of calling and gifts, stages and models of leadership development, leadership style, strategic planning, conflict resolution, team dynamics, and spiritual, practical and servant leadership. A minimum of five years of missions leadership is required.

Slingshot - This leadership seminar is designed so that 18-30 year-old YWAM leaders can embrace the calling, vision and values of the mission. It is often offered in conjunction with key YWAM events, giving students the opportunity to mingle with and learn from seasoned YWAM leaders. Topics include: understanding spiritual leadership, and strengthening godly character and integrity.

YWAM DNA - This seminar is usually 1-2 weeks long and focuses on giving both new and experienced YWAM leaders and staff the history, values, purpose and unique family characteristics of YWAM, hence the name YWAM DNA. This seminar is taught by senior YWAM leaders, often through a storytelling approach.

LTS - These seminars may be offered in conjunction with the Leadership Training School (CHR 345/LTS) or as stand alone seminars apart from an LTS. They are usually 3-6 weeks in length, and deal with many practical leadership and management issues while also training leaders to plan for and carry out their visions from inception to completion.

Prerequisite: Prerequisite for all seminars: missions leadership experience and consent of seminar leader
Credits: 1-6

CHR 315 **School of Biblical Studies II**

This course is a continuation of CHR 213, using the inductive approach to study Hebrews, James, I and II Peter, Jude, I, II and III John, the Gospel of John, Revelation, and Genesis through I Kings.

Prerequisite: CHR 213
Credits: 12

CHR 316 **School of Biblical Studies III**

As the final course in the SBS series, this continuation of training in using the inductive approach to studying the Bible covers the study of II Kings through Malachi.

Prerequisite: CHR 315
Credits: 12

CHR 317 **Introductory School Staff Leadership Training**

The internship will include hands-on work in administering and facilitating the School of Biblical Studies. Also included for the participant will be constructing teachings and preachings in various locations complete with assistance and evaluation, weekly mentoring and input with an advisor and school leader, as well as some focused learning and reading on desired growth outcomes set by the applicant. This will be conducted within the framework of daily life on a YWAM campus for the live-learn experience.

Prerequisite: CHR 213 & 315 & 316
Credits: 12

CHR 318 **Exploring the Torah**

This course seeks to build on the foundation of previous inductive studies by encouraging students to go deeper into the Word with the desire for personal transformation and an outlook to use what they've learned to serve God, communicate the Gospel and make disciples. This course will give a good understanding of the Torah (first five books of the Old Testament) with applicable highlights on the rest of the Old Testament and the New Testament, including pivotal events, significant geographical locations and key characters. This course covers the historical context and literary structure of the Torah.

Prerequisite: DSP 211 & 212; one other Bible course
Credits: 12

CHR 322 **School of the Bible II**

In this second module of the School of the Bible, the focus is the Old Testament. The student learns to develop discipleship tools through effective and creative speaking, biblical interpretation, and leadership principles. Practical insight is gained on how to apply biblical principles to issues in civil government and economics. This course, if combined with CHR 221 and CHR 323, meets the U of N Core Curriculum requirement for Bible.

Prerequisite: CHR 221
Credits: 12

CHR 323 **School of the Bible III**

In this third module of the School of the Bible, understanding of the New Testament message is deepened by providing historical and cultural backgrounds, and by noting the authors' emphases in writing to the intended audience. It begins with a study of the Gospels, including the richness of the parables of Jesus. The Acts and the Epistles come alive as they are studied in chronological sequence. Valuable insights are gained from a working knowledge of New Testament Greek. This course is not intended to detail every verse of the New Testament, but to provide inspiration, practical principles and help for life, and to develop a biblical base for teaching and preaching. This course, if combined with CHR 221 and CHR 322, meets the U of N Core Curriculum requirement for Bible.

Prerequisite: CHR 322
Credits: 12

CHR 325 **Biblical Perspectives for Transforming Nations**

This course explores the importance of Christian worldview for every sphere of society. It also teaches a biblical approach to bringing transformation in a given sphere, city, nation, etc. Thus, it seeks to teach both what a disciplined nation looks like and how to help bring change to a nation.

Credits: 12

CHR 326 **Biblical Perspectives for Transforming Nations Field Assignment**

Students will take the principles learned in CHR 325 and seek to apply them in a cross-cultural and/or university setting.

Prerequisite: CHR 325
Credits: 12

CHR 343 **Advanced Leadership School**

Two primary Advanced Leadership Schools have similar goals of giving practical training for leaders with some experience in a YWAM leadership context.

Leadership Training School – The Leadership Training School (LTS) is designed to equip YWAM leaders in the areas of spiritual leadership, organization and manage-

ment, and communication. It is international both in its student composition and its school staff and speakers. The LTS incorporates a variety of learning contexts. Hands-on workshops enable students to acquire practical skills, and learning groups provide a setting in which to interact, integrate and apply classroom content. Corporate discussions and panels encourage a creative atmosphere for developing innovative concepts and programs. As a final report, each student develops a plan to implement his or her vision for a new mission project. Note: The Advanced Leadership Seminars (CHR 305) are segments of the LTS; therefore, students who take the LTS will not be awarded credit for these seminars, except as part of their LTS credits.

Prerequisite: missions leadership experience and consent of school leader.

School of Pioneer Leadership Development - Level 2 This course is a continuation of CHR 241 and 242, and emphasizes the project that the leader will develop as an application of Phase 1, with mentoring from experienced YWAM leaders. The course is ideal for young leaders who have demonstrated they have acquired the values of YWAM and who now need time and opportunity to pray and plan more, with guidance and support from leaders who can coach them through this process. Further mentoring will be available if needed as the leader commences the project, providing the much-needed support in the pioneering stage of a new ministry.

Prerequisite: CHR 241/242 (SPLD) or recommendation of a school leader.

Credits: 12

CHR 371 **Biblical Teaching and Preaching School**

The Biblical Teaching and Preaching School (BTPS) gives students training and practical experience in ministering the Word of God in a variety of different contexts. The aim of the school is to equip students who already have a thorough understanding of the Scriptures for a ministry of teaching and preaching in churches or on the mission field. The students learn practical skills in effective communication, and they are given help in focused study and heart preparation. The intended result is the preaching and teaching of a message rooted in an accurate interpretation of the Bible and in the power of the Holy Spirit.

Credits: 12

CHR 372
Biblical Teaching and Preaching Field Assignment

The student takes the material and techniques learned in the Biblical Teaching and Preaching School lecture phase, and applies them in a local community of their own culture or in a cross-cultural context in another part of the world.

Prerequisite: CHR 271

Credits: 8-12

CHR 391
Undergraduate Directed Studies

An opportunity for students to design an individualized programme of study with credits given towards an undergraduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

CHR 392
Undergraduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their undergraduate degree programme.

Credits: 1-12

CHR 396
Experience in Missions Leadership

Credit may be granted, upon application to the College/Faculty Dean, for demonstrated past accomplishments on the mission field with YWAM or another mission. In the mission experience submitted for evaluation, there must have been significant activity and creativity in establishing, developing, or administering a Christian missions thrust, including supervision of co-workers. It can only be used once for a maximum of 12 credits for any student.

Credit will be posted on the transcript only at the time of completion of a U of N degree.

Prerequisite: Senior standing and five years active work on the mission field, including three years in missions leadership

Credits: 1-12

CHR 499
Undergraduate Thesis

Upon the completion of all required coursework, students may choose to write a comprehensive thesis on a topic approved by the college/faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6-12

CHR 591
Graduate Directed Studies

With the advice and supervision of an Academic Advisor or research supervisor, students may design a programme of study with credits given towards a graduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of full instructional weeks. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

CHR 592
Graduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their graduate degree programme.

Credits: 1-12

CHR 699
Graduate Thesis

Upon the completion of all required coursework, students may write a comprehensive thesis on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6

UNIVERSITY OF THE NATIONS



Communication





Aleck Cartwright, *Representative*

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 Email: com@uofn.edu

College/Faculty of Communication

The College/Faculty of Communication is dedicated to preparing graduates for global service and leadership in all forms of communication media. While some graduates go into the marketplace, specializing in illustration, design, filmmaking, cartooning, writing, acting or video production, others will serve specifically in a cross-cultural missions context.

In many areas of the media, the line between the marketplace and the mission field is rapidly becoming less distinct. Many students in communication fields pursue their studies to secure gainful employment after graduation. Although using state-of-the-art communication skills in this way is a valid pursuit, the College/Faculty of Communication also challenges students to answer another calling. It is a calling to effect lasting change in the nations of the earth, a calling to communicate the Good News of Christ to every tribe, tongue, people and nation in ways that can be understood by the recipients, no matter what language or cultural background they come from.

The skill-oriented training combined with character formation includes courses, seminars, individualized internships, and group field assignments. Graduates, school leaders and resource teachers include award-winning filmmakers, published authors, respected journalists, cross-cultural communication specialists, foreign language experts, and sought-after consultants. Many of them have earned the right to be counted among the vanguard of 21st century communicators.

International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
Anne Abok, Nigeria	Cape Town, South Africa
Jay Bringas, Philippines	Davao, Philippines
Debra Buenting, USA	Colorado Springs, CO USA
Aleck Cartwright, Representative, Zimbabwe	UK/International Focus
Adrian Coates, South Africa	Cape Town, South Africa
Carol Conkey, USA/Australia	Chiang Mai, Thailand
Calvin Conkey, USA/Australia	Chiang Mai, Thailand
Paulo Fillion, Colombia	Medellín, Colombia
Jeff Rogers, USA	Kailua Kona, HI USA

Degree Programmes

It is essential that a careful check of degree credits be made during the programme, so as to ensure that the final total will be equal to, or more than, the number of credits required for the programme chosen. Choices of electives, directed studies, and seminars are made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information.

The Core Curriculum requirements (Bible, Communication, Applied Christian Thinking) can be met by taking one of several course options in each category. For a list of these, please refer to the Core Curriculum requirements on page 19-20 or consult your College/Faculty Academic Advisor.

Foundational Associate of Arts		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking (A Core Field Assignment may be substituted for either the Bible or Christian Thinking Core Requirement)	32-36
Emphasis course sequence:		
CMC xxx	Communication Course	12
CMC xxx	Communication Field Assignment/Internship	8-12
Elective Course, Directed Studies, Seminars		0-13
Total Credits for Associate of Arts Degree		84

At least 20 credits are required in the emphasis area; students should consult their College/Faculty Academic Advisors on their choice of emphasis courses.

Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Communication Arts and Media		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Communication	12
The degree is completed with the following courses:		
• <i>Cross-Cultural Concentration</i>		
CMC/CHR 287 School of Frontier Media (taken as Communication Core)		
CMC/CHR 288 School of Frontier Media Internship		12
One course selected from the following:		20-24
CMC 265/266 Cross-cultural Visual Communication & Field Assignment		
CHR 235/236 School of Missions & Field Assignment		
One elective chosen from other Communication courses		12
Directed Studies, Seminars		0-9
Total Credits for Associate of Arts Degree		84
• <i>Illustration Concentration</i>		
CMC/ATS 255/256 School of Illustration & Internship		24
CMC/ATS 251/353 Fine Arts Foundations I, II		24
Directed Studies, Seminars		0-5
Total Credits for Associate of Arts Degree		84

• Media Concentration	
One course and its associated Internship selected from: CMC 281/282 School of Video Production & Internship CMC 241/242 School of Photography I & Internship CMC 275/276 School of Journalism: Media & Internship CMC 291/292 School of Radio Broadcasting & Internship CMC 285/286 School of Digital Filmmaking & Internship	24
Two electives selected from other Communication courses, Special Topics, Seminars	24 0-5
Total Credits for Associate of Arts Degree	<hr/> 84

• Visual Design Concentration	
CMC 225 School of Design	12
CMC 328/329 School of Digital Communication & Internship	24
One elective selected from other Communication courses	12
Directed Studies, Seminars	0-5
Total Credits for Associate of Arts Degree	<hr/> 84

Bachelor of Arts in Communication Arts and Media	Credits
Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking	36
CMC 319* School of Strategic Communication	12
CMC 411* Advanced Principles of Communication	12

*or equivalent courses in consultation with a College/Faculty Academic Advisor

The degree is completed with the following courses:

• Cross Cultural Concentration	
CMC/CHR 287 School of Frontier Media (taken as Communication Core)	
CMC/CHR 288 School of Frontier Media Internship	12
One course with its Field Assignment selected from the following:	20-24
CMC 265/266 Cross-Cultural Visual Communication & Field Assignment	
CHR 235/236 School of Missions & Field Assignment	
One course with its Field Assignment selected from the following:	20-24
CMC 261/262 School of Cartooning and Animation & Field Assignment	
CHR 271/272 Foundations for Intercultural Studies & Field Assignment	
Elective Course, Directed Studies, Seminars	0-13
Total Credits for Bachelor of Arts Degree	<hr/> 144

• Illustration Concentration	
CMC/ATS 255/256 School of Illustration & Internship	24
CMC/ATS 251/353 Fine Arts Foundations I, II	24
One course selected from the following:	8-12
CMC/ATS 252 Fine Arts Foundations Field Assignment	
CMC/ATS 354 Fine Arts Foundations Internship	
Directed Studies, Seminars	0-9
Total Credits for Bachelor of Arts Degree	<hr/> 144

• *Media Concentration*

One course and its associated Internship selected from the following:	24
CMC 241/242 School of Photography I & Internship	
CMC 275/276 School of Journalism: Media & Internship	
CMC 285/286 School of Digital Filmmaking & Internship	
CMC 281/282 School of Video Production & Internship	
CMC 291/292 School of Radio Broadcasting & Internship	

Three electives selected from other Communication courses, one of which must be an Internship	36
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Directed Studies, Seminars	0-5
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Total Credits for Bachelor of Arts Degree	144
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• *Visual Design Concentration*

CMC 225 School of Design	12
CMC 328/329 School of Digital Communication & Internship	24

Two electives selected from other Communication courses, one of which must be an Internship	24
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Directed Studies, Seminars	0-5
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Total Credits for Bachelor of Arts Degree	144
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CMC 113 **Writing Seminar**

A variety of seminars will be run under this course number, each one giving students exposure to a different writing style or genre such as creative non-fiction, fiction, thematic writing, screenwriting, magazine writing, editing/writing for the internet, and marketing the writing.

Credits: 1

CMC 114 **Writing Seminar Practicum**

During this practicum students will write in the particular genre or writing style that was taught in CMC 113.

Credits: 1

CMC 115 **Media Workshop**

Participants will learn to appreciate the essential nature of communication and the importance of developing good communication skills. The workshop focuses on learning very practical skills such as how to write and design a ministry or personal newsletter or brochure, how to take effective photographs, and public speaking. Other training includes research, developing web sites, and video production skills.

Credits: 1

CMC 117 **Shaping Culture through Cinema**

The purpose of the Shaping Culture Through Cinema Seminar is to equip students to view movies intentionally and intelligently and through the grid of a biblical worldview. Skills to do that effectively will be taught as students and staff gather to screen and discuss films selected by guest speakers that are affecting and reflecting our societies today.

Credits: 1

CMC 171 **Photojournalism Seminar 1**

In this introduction to field-based photography, participants learn the functions of the parts of a camera, and fundamentals of exposure, shutter speed, ISO, lens choice, and basic composition. Learning takes place both in lectures and in daily time of practical application. Students also learn skills related to the message that the photo brings: hope, life, value and dignity of persons, and the beauty of creation.

Credits: 1

CMC 173 **Advanced Writers Workshop**

Students with previous experience in writing are invited to an in-depth consideration of engaging target audiences more effectively. Lectures and critique by published writers provide expert input on varying elements of effective written communication.

Credits: 1

CMC 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the U of N. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by U of N and YWAM leaders. Participants will examine current worldwide missions goals and may be involved in planning for future training and ministries. This course may be repeated for a combined maximum of eight credits.

Credits: 1 to 8

CMC 211 **School of Communication Foundations**

This program lays essential foundations in biblical communication, while advancing the individual's skill and confidence in speaking, writing and listening. It aims to sharpen the student's ability to communicate clearly through cross-cultural and interpersonal dynamics, and equips students with principles of preparing and delivering a message to a variety of audiences. Through provoking instruction and discussion, practical assignments, and video evaluation, students discover their place and potential as effective influencers in the public forum. This course meets the U of N Core Curriculum requirement for Communication.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 213 **School of Writing**

In this course students are exposed to and practice a variety of writing styles as recognized writers share expertise on narrative and thematic writing, fiction, feature articles, and editing. Daily writing assignments, discussion groups, and critique are woven throughout the program as the following topics are covered: becoming a professional writer, communicating to a defined target audi-

ence, writing a scene, using anecdotes and flashbacks, structuring an article or short story, interviewing effectively, and writing for free-lance markets. Although many of the communication principles taught are universal, this course emphasizes the conventions of writing in the English language.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 214
School of Writing Internship

Students may either select one writing format covered in CMC 213 (narrative, thematic, or fiction) and contract to complete the first draft of a book-length manuscript under the supervision of an editor, or they may serve as a writer for a magazine or other periodical under the supervision of a professional editor.

Prerequisite: CMC 213

Credits: 12

CMC 215
Introduction to Communication

The courses offered under this general category of Introduction to Communication all share the same thrust of preparing the student for a variety of communication purposes and contexts, with foundations in topics such as God as Communicator, Inter-personal and Cross-cultural Communication, and Principles of Communication. Some will have a greater technological skill emphasis (learning how to use a variety of communication software programmes), some will emphasize writing, research and public speaking skills, and some have specific focus interns of target audience for communication projects. This course meets the U of N Core Curriculum requirements for Communication and is offered under the following names: School of Communication (SOC), Introduction to Communication and Design (iCD) and School of Communication and Advocacy (SCA).

Prerequisite: DSP 211 & 212

Credits: 12





CMC 216
Introduction to Communication Field Assignment

Students will research a social justice issue and actively engage that issue in an international context. While serving, students will apply their knowledge from the lecture phase by gathering the necessary information and media.

Prerequisite: CMC 215

Credits: 12

CMC 223
School of Web Design

This school trains students to implement web site development and maintenance from the initial setup of a web site address to designing, publishing and maintaining a web site. The school will also cover other forms of relevant web technology.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 224
School of Web Design Internship

During the course of this internship students will have opportunity for hands-on experience in working with clients, using the skills learned during the lecture phase while continuing to hone their skills and learn in the process of doing.

Prerequisite: CMC 223

Credits: 12

CMC 225
School of Design

This entry-level course focuses on understanding the history and working principles of design. Key topics are: elements of godly communication; advertising and design; layout, color, form and function; designing for print and screen; media strategies for a wide range of media applications. Students also gain understanding on how the design industry works, how they may best function within it, and how their design skills may also be used in a variety of missions contexts.

Prerequisite: DSP 211 & 212

Credits: 12



CMC/ATS 231**School of Acting for the Screen**

Students are introduced to the craft of screen acting from a biblical perspective, studying techniques from Stanislavsky's System and Strasberg's Method to Meisner's Approach. This school runs alongside the School of Digital Filmmaking, allowing students to practice their newly acquired skills in short films. The school provides a wide understanding of the film and television industry, including the personal struggles and challenges encountered in that context.

Prerequisite: DSP 211 & 212

Credits: 12

CMC/ATS 232**School of Acting for the Screen Internship**

During the internship, students gain practical experience in a professional environment while also continuing with development through physical and acting exercises.

Prerequisite: ATS/CMC 231

Credits: 12

CMC 233**Word by Heart**

In this course students will memorize five minutes per week of one of the Gospels in their native language and tell it as an eyewitness might have done. They will learn storytelling skills and practice natural memory techniques that differ from a "rote approach." Using the tools of an actor, they will create imaginary memories to see what the eyewitnesses saw and say what they meant, with the goal of developing honest, technique-free communication that compels audience attention.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 234**Word by Heart Field Assignment**

This Field Assignment for CMC 233 will provide opportunity for students to present 60-90 minutes of the Gospel they have memorized and prepared in their native language.

Prerequisite: CMC 233

Credits: 12

CMC 241**School of Photography I**

The goal of this course is to inspire and train Christians to use photography as a communications tool to serve others. The course teaches photography from a biblical and technical perspective, and students learn appropriate ways of relating to those they photograph or work with. Lectures taught by Christian professional photographers and school staff, combined with photo assignments on the campus and in the community provide a balance of learning approaches. Ample opportunities for shooting, using digital single-lens reflex cameras (D-SLRs) are given, in both color and black & white.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 242**School of Photography I Internship**

After completing the School of Photography (CMC 241) students gain practical experience through three months of on-the-job training, supervised by a professional photographer, in either a mission or business setting.

Prerequisite: CMC 241

Credits: 12

CMC/ATS 251**Fine Arts Foundations I**

This entry-level school is a highly disciplined programme that provides a biblical foundation in the arts, and develops skills in a variety of artistic media. Daily lectures are given by visiting artists and resident faculty. The course content includes art history, principles of design, techniques of drawing, introduction to life drawing, foundations of color theory, and introduction to painting.

Prerequisite: DSP 211 & 212 and an entry art exam

Credits: 12

CMC/ATS 252**Fine Arts Foundations Field Assignment**

The field assignment gives the students opportunities to use their art skills in a cross-cultural context. Students exercise their artistic abilities in a wide variety of settings ranging from sketching on location or teaching in orphanages and schools, to communicating with indigenous artists or university faculty. Through their artwork, students are able to share the appreciation for and delight with a creative, personal, loving God.

Prerequisite: ATS/CMC 251 or ATS/CMC 353 and consent of instructor

Credits: 8-12



CMC 261
School of Cartooning & Animation

This course trains students to use cartoons and animation to communicate the message of hope among the world's least-reached people groups. They will learn how to develop comic strips, anime-style art, and Adobe Flash animation, as well as basic concepts of communication through art and media. A strong emphasis will be placed on creating cross-cultural comics and animated media for places and people groups with minimal Christian presence.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 262
School of Cartooning & Animation Field Assignment

The field assignment for the School of Cartooning and Animation for Missions will include a four-week outreach where students will research and sketch for a cartoon/animation project. This will be followed by eight weeks of production of materials for a particular unreached people group.

Prerequisite: CMC 261

Credits: 12

CMC 263
School of Digital Illustration

This school equips students seeking training in the latest technology in the digitalized world for use with drawing and painting. Topics include: digital figure and animal drawing, background art of cartooning and animation, developing characters in cartooning and animation, storytelling, digital printing process, directing and editing of productions (making of a full cartoon/animation), image and sound editing, videography and motion graphics, flash animation, and a final project.

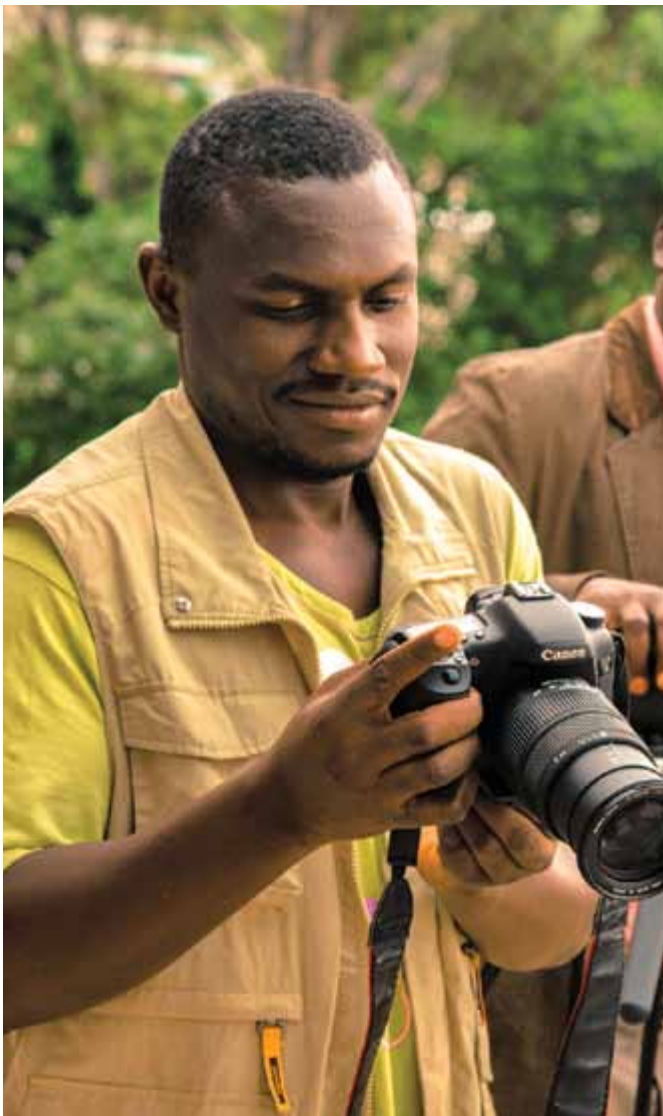
Credits: 12

CMC 264
School of Digital Illustration Internship

Students will be placed in a professional environment with an animation filmmaking company or agency where they will work on a cartooning and animation project under supervision of a professional publisher and/or director.

Prerequisite: CMC 263

Credits: 6



CMC 265**Cross-Cultural Visual Communication**

Students will learn to use biblical truth and gospel stories to create indigenous art forms that unreached peoples can understand. Lectures and workshops by experienced cross-cultural artists, hands-on training, and ministry opportunities among the Asian art community all enhance the learning experience. This school focuses on the integration of visual art techniques with a cross-cultural focus, to produce and multiply evangelistic resources for unreached peoples. Topics include: Ethno-Arts, Introduction to Drawing, Advanced Drawing, Painting & Color Technique, Painting Media, and Advanced Painting & Mixed Media.

Credits: 12

CMC 266**Cross-Cultural Visual Communication Field Assignment**

Lectures are followed by a cross-cultural field assignment to indigenous people groups where students will learn from local artists, produce art exhibitions, and produce indigenous art tools for sharing the gospel. Participants will use biblical truth and gospel stories to create indigenous art forms that indigenous peoples can understand, providing a practical application for artistic missionaries.

Prerequisite: CMC 265

Credits: 12

CMC 273**Documentary Filmmaking School**

This school aims to train and equip new talent to be relevant storytellers using visual media to document facts, real-life stories and events with honesty and integrity. Topics include: history of documentary filmmaking, worldview and content development, script-writing and research, advanced editing with Final Cut Pro, directing and interviewing, marketing, filmmaking and intercession. The course culminates with a group project and final screening.

Credits: 12

CMC 274**Documentary Filmmaking School Practicum**

During the practicum, students who successfully completed CMC 273 will have opportunity to create a documentary and at least begin developing a marketing strategy,

applying principles and practices of intercession, research, proposal development, interviewing and script-writing leading up to the full documentary production.

Prerequisite: CMC 273

Credits: 11-12

CMC 275**School of Journalism**

This school trains students in reporting, interviewing and writing news stories for newspapers, radio and television. Christian journalists teach principles of journalism and news writing skills from their years of experience as reporters, editors and foreign correspondents around the world. Students gain practical experience in interviewing political figures, and covering press conferences, speeches and news events in strategic cities.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 276**School of Journalism Internship**

Students receive on-the-job training working with a newspaper, magazine, radio or television station or network.

Prerequisite: CMC 275

Credits: 12

CMC 277**School of Storytelling & Digital Photography**

This course aims to equip the believer to record images that communicate God's message to the world. It has a strong emphasis on developing latent God-given talents through creativity exercises and exposure to works by Christian photographers. The curriculum also lays a solid foundation of communication skills so that on completion of this course the student will not only be technically competent as a photographer but will also be a skilled communicator who shares his or her faith with a broken world.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 278 **School of Storytelling & Digital Photography Internship**

During the internship students will be able to put into practice the skills and techniques learned during the lecture phase of this school, CMC 277.

Prerequisite: CMC 277

Credits: 12

CMC 281 **School of Video Production**

The School of Video Production provides thorough training in topics such as camera, sound, lighting, picture composition, video editing, script writing, etc. Students write, shoot, and edit their own projects. Through practical assignments, the students receive an overall view of the world of television, film, and professional video production. Experienced professionals lecture and supervise hands-on exercises. Emphasis is placed on excellence, relevance, and effective communication, but also on integrity, and the challenges these media may present for committed Christians.

Credits: 12

CMC 282 **School of Video Production Internship**

Following successful completion of CMC 281, students may apply to take an internship, affording opportunity to gain experience in a working environment while receiving supervision. Students choose locations according to their ministry emphasis or area of interest. Multiple options worldwide are available, including working at television stations or post-production facilities, or gaining field experience in making mission-related documentaries. Professionals provide on-site technical supervision for the student.

Prerequisite: CMC 281

Credits: 12

CMC 283 **Video Impact School**

The Video Impact School provides intensive training in topics such as camera, sound, lighting, picture composition, video editing, script writing, as well as visual storytelling and post production skills. Students write, shoot, and edit their own projects and receive an overview of the world of television, film, and professional video production. Experienced professionals lecture and supervise

hands-on exercises. This hands-on practical application school is designed to equip individuals with the necessary tools to implement “guerilla” film techniques for creating their own short films.

Credits: 12

CMC/CHR 287 **School of Frontier Media**

Students in this course learn how to communicate the Gospel in culturally relevant ways while learning skills in audio and visual communication which can be directly applied to frontier missions work. Lectures, workshops and field experiences are conducted by crosscultural communication specialists and media professionals currently working in their field of expertise. Topics include: visual symbolism in cross-cultural contexts, foreign language translation, field photography, videography and audio recording, audio-visual script-writing, computer generated graphics and animation, research and culture learning skills, and the use of indigenous forms of media. This course meets the U of N Core Curriculum requirement for Communication.

Credits: 12

CMC/CHR 288 **School of Frontier Media Field Assignment**

Students apply the knowledge and skills learned in the SFM lecture phase to a field project within a specific unreached people group. They pass on these skills through participating in communication seminars, and by working closely with nationals during the on-field experience. After the field assignment, students return to the Frontier Media school location to prepare presentations, and to experience all aspects of post-production. They participate in producing both a mobilization piece and an evangelistic presentation for the target people group. Students will then be assisted in finding avenues of opportunity in the field of audio-visual production for frontier mission.

Prerequisite: CHR/CMC 287

Credits: 8-12

CMC/GEN 293 **GENESIS School**

This foundational course equips students in the techniques of linking U of N locations into global classrooms using

video-conferencing and other emerging technologies. Training in leadership and pioneering, new communication technologies, educational principles and cross-cultural communication are integral to the curriculum. The students gain understanding about the vision and concept of GENESIS (acronym for Global Electronic Network Educating Serving Inspiring Students) and how communication technologies are key tools for education and mission purposes.

Prerequisite: DSP 211 & 212

Credits: 12

CMC/GEN 294
GENESIS School Field Assignment

Students participate in pioneering GENESIS in a cross-cultural situation and integrate the concept into the life of a selected ministry. Students go through all the stages of pioneering in a holistic way, starting with intercession, moving into sharing the vision and concept, acquiring equipment, practical installation, organizing events, leading weeks of teaching in U of N schools as well as training others. The students will be coached by experienced staff and supported in the learning effort.

Prerequisite: CMC/GEN 293

Credits: 12

CMC 319
School of Strategic Communication

This school brings biblically-based communication management principles and methodology to students who are practitioners in the communications field. Students develop a strategy of marketing and research from a Christian perspective. The study and application of proven research and marketing techniques enable the students to apply a broad range of communication disciplines effectively. They will be equipped to accomplish their communication goals with success, and become redemptive agents of change within their area of influence. This school not only addresses the market place, but also shows the strength of this redeemed discipline to help strategic planning for evangelism, planting responsive churches, and assisting in the growth of established congregations and ministries.

Prerequisite: DSP 211 & 212 & at least one CMC course with its field assignment or internship

Credits: 12



CMC 326 **School of Design II**

The goal of this school is to teach students how to use digital technologies effectively. By the end of the twelve weeks, students will be equipped to manage a multimedia project from the brainstorming stage, through planning, and finally to implementation. This course exposes students to all the major areas of digital communication. They will learn how to use industry standard software programs to do website design, print design, and interactive multimedia design. At the same time they will learn how to integrate values into the visual communication process.

Prerequisite: DSP 211 & 212 and CMC 225
Credits: 12

CMC 327 **School of Design II Internship**

As students work in a professional environment, they will increase their understanding of visual design and communication, including major aspects of developing and managing communication projects. Students learn how to work together in teams while growing in web-design and media-related skills, such as photography for the web.

Prerequisite: CMC 326
Credits: 12

CMC 328 **School of Digital Communication**

This school trains students in numerous software programs relating to the following major categories of digital communication: print (digital photo editing and graphic art and illustration), 3-D graphics, motion and video graphics, digital video and web design. Students work individually or with a team on a multi-media project as an integrating final assignment. By the end of the course, the student has a basic working knowledge of the main programs used today in this aspect of the communication industry, as well as a better knowledge of design. Emphases vary according to location where the course is offered.

Prerequisite: CMC 225 or consent of instructor
Credits: 12

CMC 343 **School of Photography II**

The goal of this course is to build on the foundations laid in the School of Photography I, with a continued emphasis on a hands-on approach combined with lectures. Students work towards developing both a personal style and a quality portfolio. As with SOP I, ample opportunities for shooting, using digital single-lens reflex cameras (D-SLRs) will be given throughout the course.

Prerequisite: CMC 241
Credits: 12

CMC 344 **School of Photography II Internship**

Students gain added on-the-job experience in photography, supervised by a professional photographer in either a mission or business setting.

Prerequisite: CMC 343
Credits: 12

CMC/ATS 353 **Fine Arts Foundations II**

Skills in design, drawing, painting and sculpture are further developed for graduates of the Fine Arts Foundations I. Students explore biblical foundations for art, along with an historical overview of the role of art in influencing society. The school culminates with an exhibition of student artwork.

Prerequisite: ATS/CMC 251
Credits: 12

CMC/ATS 354 **Fine Arts Foundations Practicum**

This internship/practicum provides individual study, personal development of skills, and opportunities for sharing one's faith and ministering to others through the arts. The students refine skills learned during the previous quarters and continue their spiritual disciplines, while creating and marketing their artwork on location.

Prerequisite: ATS/CMC 252 or consent of school leader
Credits: 12

CMC 385 **School of Digital Filmmaking**

The school equips students spiritually and professionally to effectively create films that will exemplify Christian values. Students gain a Christian perspective of the film

industry in the digital age. After this three-month school students will be able to direct and produce short fictional stories and have an overall understanding of the creation, production and distribution process of films in the independent and mainstream markets. Topics taught include: directing, producing, screenwriting, digital and film camera operation, lighting for film & video, digital sound, video editing, working with actors, and other technical aspects of filmmaking. The development of the character of the future filmmaker as well as skills training is an integral part of the course.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 386 **School of Digital Filmmaking Internship**

Internship opportunities are available in film production companies and film sets in Hollywood and around the world. Those with outstanding qualifications will be linked with a network of partners in the film industry who will help students develop their personal vision.

Prerequisite: CMC 285

Credits: 12

CMC 391 **Undergraduate Directed Studies**

An opportunity for students to design an individualized programme of study with credits given towards an undergraduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

CMC 392 **Undergraduate Directed Studies Internship**

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their undergraduate degree programme.

Credits: 1-12

CMC 396 **Experience in Missions Leadership**

Credit may be granted, upon application to the College/Faculty Dean, for demonstrated past accomplishments on the mission field with YWAM or another mission. In the mission experience submitted for evaluation, there must have been significant activity and creativity in establishing, developing, or administering a Christian missions thrust, including supervision of co-workers. It can only be used once for a maximum of 12 credits for any student. Credit will be posted on the transcript only at the time of completion of a U of N degree.

Credits: 1-12

CMC 411 **Advanced Principles of Communication**

An intense course of study which encourages Christians to become multi-dimensional thinkers, learning to perceive, process and express a variety of points of view on contemporary, personal and social issues from a biblical perspective. This purpose is supported by investigating areas of interpersonal and public communication, group/team dynamics, persuasion and/or argumentation and mass/cross-cultural communication as they relate to significant issues of the times. This challenging course requires the students to work at a mature level of self-motivation, initiative, and emotional stability.

Prerequisite: CMC 211, or consent of School Leader

Credits: 12

CMC 499 **Undergraduate Thesis**

Upon the completion of all required coursework, students may choose to write a comprehensive thesis on a topic approved by the college/faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6-12

UNIVERSITY OF THE NATIONS



Counseling & Health Care





Thomas Grunder, *Committee Chair*

International Office Address

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 Switzerland
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College/Faculty of Counseling & Health Care

The College/Faculty of Counseling and Health Care (CNH) aims to train and mobilize followers of Christ as agents of God’s healing in areas of physical, mental, emotional, spiritual and relational health. An important focus of our graduates is the poor and needy. Students learn an integrated biblical model of ministry that is easily adaptable to different cultural and social settings, providing a powerful entry into the lives of individuals and families.

Our training programmes equip students in areas of biblical counseling and primary health care with ministry impacting individuals, families, communities and nations.

Biblical counseling helps people encounter God to receive revelation, healing, grace and spiritual authority. Our training programmes equip counselors to help others grow in personal and relational wholeness, dealing with poor personal choices, family issues, unresolved conflict, compulsive behaviors, and the wounds of injustice. Focused schools and seminars address issues relating to working with families, children and addictive behaviors.

Primary health care: Improved access to basic health care is a nearly universal felt need. Our health care training focuses on helping families and communities prevent and treat diseases and improve their water, nutrition and birth practices at the household level. Students learn skills in assessment, treatment, prevention, and education. Focused schools and seminars address working in areas of maternal health, community health development, malaria prevention and treatment, etc.

The sphere of society which is central to the College is that of family. The disciplines of counseling and health care minister to the family’s internal and external needs, equipping healthy and holy families as a basic building block for discipling the nations. Where possible, our desire is that health care and counseling work in an integrated way, recognizing that the health of the heart must be addressed before we also see lasting change in health of the body.

International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
Mac Carpenter, Associate Dean, USA	Pune, India
Annette Courvoisier, Associate Dean, Switzerland	Epalinges, Switzerland
Thomas Grunder, Committee Chair, Switzerland	Zollikofen, Switzerland
Kathy Kennedy, Australia	Perth, Australia
Jun Kim, Korea	Phnom Penh, Cambodia
Friedhelm Metzger, Germany	Kailua-Kona, HI USA
Darv Smith, USA	Boulder, CO USA
Linda Subris, Palau	Kailua-Kona, HI USA
Brad Tout, Associate Dean, Australia	Perth, Australia

Degree Programmes

It is essential that a careful check of degree credits be made during the programme, so as to ensure that the final total will be equal to, or more than, the number of credits required for the programme chosen. Choices of electives, directed studies, and seminars are made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information.

The Core Curriculum requirements (Bible, Communication, Applied Christian Thinking) can be met by taking one of several course options in each category. For a list of these, please refer to the Core Curriculum requirements on page 19-20, or consult your College/Faculty Academic Advisor.

Foundational Associate of Arts		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking (A Core Field Assignment may be substituted for one Core Course)	32-36
CNH xxx	Counseling and Health Care Course	12
CNH xxx	Counseling and Health Care Field Assignment/Internship	8-12
	Elective Course, Directed Studies, Seminars	0-13
Total Credits for Associate of Arts Degree		84

At least 20 credits are required in the emphasis area; students should consult their College/Faculty Academic Advisors on their choice of emphasis courses. Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Counseling		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	One course from the Core Curriculum	12
CNH 211/212	Foundations for Counseling Ministry & Field Assignment	24
One	advanced course and its Field Assignment chosen from the following:	24
CNH 315/316	Methods and Models in Biblical Counseling & Field Assignment	
CNH 327/328	Couples & Family Counseling & Field Assignment	
CNH 321/322	Addictive Behavior Counseling School & Field Assignment	
	Directed Readings, Seminars	0-5
Total Credits for Associate of Arts Degree		84

Associate of Arts in Family Ministries	Credits
Prerequisites: DSP 211 & 212	19-24
Core: One course from the Core Curriculum	12
CNH/FAM 223/224 Family Ministry School & Field Assignment	20-24
One approved elective and its Field Assignment from the following:	20-24
CNH 211/212 Foundations for Counseling Ministry & Field Assignment	
CNH/EDN 251/2 Children at Risk & Field Assignment	
EDN 221/222 Principles in Child and Youth Ministries and Field Assignment	
CHR 291/292 School of Youth Ministry and Field Assignment	
Elective Course, Directed Readings, Seminars	0-13
Total Credits for Associate of Arts Degree	84

Associate of Science in Primary Health Care	Credits
Prerequisites: DSP 211 & 212	19-24
Core: Bible	12
CNH 261 Introduction to Primary Health Care	12
CNH 262 Introduction to Primary Health Care Field Assignment	10-12
One course with its Field Assignment or Internship from the following:	20-24
CNH 363/364 Applied Primary Health Care & Field Assignment	
CNH 463/464 Community Health Development & Field Assignment	
CNH 463/465 Community Health Development & Internship	
Elective Course, Directed Readings, Seminars	0-11
Total Credits for Associate of Science Degree	84

Associate of Science in Maternal Health	Credits
Prerequisites: DSP 211 & 212	19-24
CNH 271 Introductory Birth Attendant School	12
CNH 272 Introductory Birth Attendant School Field Assignment	12
CNH 373 Applied Birth Attendant School	12
CNH 374 Applied Birth Attendant School Field Assignment	12
Elective Course, Directed Readings, Seminars	12-17
Total Credits for Associate of Science Degree	84

Additional requirement for graduation: the student must present evidence of competency in primary health care principles and practice, such as a degree in a health-related area, or substantial experience in health care. Students without this will be required to take CNH 261/262 or CNH 463/464 before beginning the birth attendant course sequence.

Bachelor of Arts in Counseling Degrees

Credits from these courses may be used towards the degree. Bachelor of Arts in Counseling Degrees are open to those who have a call to be involved in a counseling ministry, or to those who would like to explore counseling as an expression of their ministry in missions or to the Body of Christ. Counseling is to be understood in its broad

scriptural sense of coming alongside to help with the freeing message of the Gospel. During their degree work, it is expected that those who begin with an exploratory interest will develop a definite call to work in a counseling ministry.

Bachelor of Arts in Counseling	Credits
Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking	36
CNH 211/212 Foundations for Counseling Ministry & Field Assignment	24
One advanced course and its Field Assignment chosen from the following:	24
CNH 315/316 Methods and Models in Biblical Counseling & Field Assignment	
CNH 327/328 Couples & Family Counseling & Field Assignment	
CNH 321/322 Addictive Behavior Counseling School & Field Assignment	
Three related courses (see below)	32-36
Directed Readings, Seminars	0-9
Total Credits for Bachelor of Arts Degree	144

Three related courses that form a coherent field of study may be selected by the student (in consultation with an Academic Advisor) to complete the requirements of the B.A. degree. One of these courses must be a field assignment or practicum. If two of the courses are in a field different from counseling (such as, the Arts), a two-credit Directed Studies course (CNH 391) in the form of an integrative paper will be required to relate the field of study to counseling. Note that in this case, the B.A. degree could require 146 hours. Experience in counseling should form an integral part of the B.A. degree in addition to academic study. Usually this will be fulfilled through the field assignment aspect of the training (a degree student needs a minimum of 24 credits of practical counseling application), but in cases where it is not, students may be asked to work on staff of a counseling ministry for a three-month period.

Bachelor of Arts in Counseling and Health Care	Credits
Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking	36
CNH 261 Introduction to Primary Health Care	12
CNH 262 Introduction to Primary Health Care Field Assignment	10-12
CNH 211/212 Foundations for Counseling Ministry & Field Assignment	24
One course with its Field Assignment selected from the following:	20-24
CNH 363/364 Applied Primary Health Care & Field Assignment	
CNH 463/464 Community Health Development & Field Assignment	
One course with its Field Assignment selected from the following:	24
CNH 315/316 Methods and Models in Biblical Counseling & Field Assignment	
CNH 327/328 Couples & Family Counseling & Field Assignment	
CNH 321/322 Addictive Behavior Counseling School & Field Assignment	
Elective Course, Directed Readings, Seminars	0-11
Total Credits for Bachelor of Arts Degree	156

Bachelor of Science in Primary Health Care		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
CNH 261	Introduction to Primary Health Care	12
CNH 262	Introduction to Primary Health Care Field Assignment	10-12
CNH 363	Applied Primary Health Care	12
CNH 364	Applied Primary Health Care Field Assignment	10-12
CNH 463	Community Health Development	12
CNH 464	Community Health Development Field Assignment	
or		
CNH 465	Community Health Development Internship	8-12
Elective Courses, Directed Readings, Seminars		<u>12-25</u>
Total Credits for Bachelor of Science Degree		144

Bachelor of Science in Maternal Health		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
CNH 261	Introduction to Primary Health Care	12
CNH 262	Introduction to Primary Health Care Field Assignment	10-12
CNH 271	Introductory Birth Attendant School	12
CNH 272	Introductory Birth Attendant School Field Assignment	12
CNH 373	Applied Birth Attendant School	12
CNH 374	Applied Birth Attendant School Field Assignment	12
CNH 463	Community Health Development	12
or		
Another course related to maternal health (in consultation with an Academic Advisor in the College/Faculty)		
Directed Readings, Seminars		<u>0-7</u>
Total Credits for Bachelor of Science Degree		144

CNH 111
Counseling Seminar

This seminar will provide a broad range of foundational understanding and skills for Christian counseling. It may be adapted to a particular context. Please contact the delivery location for further details.

Credits: 1-6

CNH/DSP 115
Destiny by Design

This seminar helps participants understand more fully their life calling, and equips them to help others do the same. Six life-coaching keys are explored: dreams, experiences, soulprint (personality), identity, gifts, and network. The seminar focuses on applying biblical truth to everyday life by using a combination of lectures, interactive exercises, Powerpoint presentations and a workbook, leading students on a journey of discovery concerning their identity and the purpose for which God created them.

Credits: 1-3

CNH 121
Missionary Care Seminar

In addition to giving practical guidelines for encouraging spiritual growth and providing pastoral care for missionaries, this seminar covers a variety of topics relating to missionary life and issues of member care such as: support raising, families in missions, grief, stress management, staff development, singles in missions, team work, and cross-cultural issues.

Credits: 3-4

CNH 122
Missionary Care Seminar Practicum

All interns do practical ministry/member care at various organizations, with supervision, feedback and additional study assignments. Activities include: debriefing, teaching, listening, care for families, working with children, and practical help to missionaries.

Credits: 4





CNH/FAM 131

Marriage and Relationship Workshop I, II, III & IV

This workshop is based on David and Vera Mace’s revolutionary, pioneering work, developed by Keith and Marilyn Hamilton. During the four weeks of this seminar, participants will experience the Level 1 workshop (Marriage Enrichment for couples or Relationship Enrichment for singles) and also be trained in a Level 2 workshop as facilitators. They will study, practice, and prepare materials for teaching and be trained to become instructors. In addition, they will have opportunity to practice teaching levels 1 and 2. Persons completing the seminar will be certified as instructors of REAPP workshops.

Credits: 1-4

CNH 143

Counseling Model Seminar I

These seminars provide an opportunity for in-depth study of a particular Christian counseling model. Through taking a seminar, one is able to develop the understanding and skills of a particular model to a greater level over a period of several weeks. Seminars usually include practice and application. Models currently available include: Heart Connections, Restoring the Foundations (RTF), and Theophostic Approach to Counseling. Check with the location offering the seminar for specifics of which models are offered.

Credits: 1-6

CNH 144

Counseling Model Seminar II

This seminar is the second in a series of seminars which further develop a particular Christian counseling model. The preceding seminar for the same model must be completed before enrolling in this seminar. These “module two” seminars build on the first module, and are a means of receiving accelerated training in a safe and encouraging environment. Models for which seminars are currently available include: Heart Connections and Restoring the Foundations (RTF).

Prerequisite: CNH 143

Credits: 1-6

CNH 145

Counseling Model Seminar III

This seminar is the third in a series of seminars which further develop a particular Christian counseling model.



The preceding seminars for the same model must be completed before enrolling in this seminar. The Heart Connections model is currently the only one with a third module. This module goes into a specific study of some of the more common psychological problems faced by people. The causal background, dynamics, and process of treatment will be the main emphases of the seminar. The training then moves into a study of the various types of abuse, including sexual, physical, verbal, and emotional abuse, with a special emphasis given to the counseling issues relevant to adults who were abused as children.

Prerequisite: CNH 143 & 144

Credits: 1-6

CNH/ATS 152 Arts and Healing

The Arts and Healing Seminar provides opportunity for participants to explore various techniques and healing models using creative arts. It is designed for both seasoned and beginning artists. Participants with a counseling background who would like to explore creative ministry approaches are also encouraged to apply. Currently two different seminars are being offered under the broader category of Arts and Healing:

Transforming Lives with Creativity

This three-week seminar seeks to empower artists to minister to others using creative art forms. It is open to students who work in all forms of creative arts including visual arts, music, dance, photography, etc. Students will learn about the role of creativity and art in counseling and healing. They will learn about the Father heart of God, strengthening their own identity and through that, learning keys for helping others. They will learn basic listening skills and develop plans for a creative workshop where they can use art in the healing process.

Visual Arts and Healing

This seminar consists of six weeks of teaching and practical ministry. By participating in a variety of projects, both individually and community-focused, students will both create art and seeks ways to minister healing to others. There will be outreach opportunities interwoven with the classroom training to allow the students to practice what they have been learning.

Credits: 3-6

CNH/EDN 154 Celebrating Children Workshop

This workshop is for those currently working with or preparing to work with children at risk, looking to expand their skill base and gain a deeper understanding of working with children. The goal for the workshop is to provide the participants with teaching about: a biblical view of the child, the spiritual, emotional and developmental needs of children, holistic missions to children, healthcare needs and evaluation of a ministry, team members and self.

Credits: 2-4

CNH 155 Healthy Sexuality

This seminar proposes a healthy and biblically-based approach to sexuality counseling. Answers that are both practical and coherent, along with awareness of twisted patterns of sexuality learned in the past are part of the curriculum.

Credits: 2

CNH 156 Prayer Ministry Seminar

This seminar trains pastors and Christian workers in basic issues pertaining to spiritual deliverance. It helps to give an understanding of the importance of counseling and how to apply this to a deliverance process, deal with the roots of spiritual conditions, and use the truth of God to deal with these roots responsibly. Additional teaching includes topics such as the Cross, fatherhood, spiritual authority, emotional health, reconciliation, our place in the body of Christ, and responsible relationships.

Credits: 1-6

CNH 161 Primary Health Care Seminar

Every day 35,000 children die from preventable diseases or diarrhea and dehydration. The purpose of this seminar is to provide an introduction to the healthcare needs of the developing world, and to furnish some practical skills in this area. Both medical and nonmedical individuals are encouraged to attend. Eight key areas covered are: nutrition, mother and child health, preventative medicine, curative care, water and sanitation, health education, appropriate medications, and community resources.

Note: credit cannot be received for both the CNH 161 seminar and for CNH 261.

Credits: 1-6

CNH 162

Orientation to Medical Missions

This 1-6 week seminar is designed to orientate the medical professional/health worker to use and enhance their skill with an aim to work in less-resourced and marginalised communities. It focuses on facilitating new clinical skills as well as developing pre-existing ones in the context of global health. Students gain confidence through working in teams and are motivated and equipped for further missions experiences.

Credits: 1-6

CNH 164

Biblical World View Seminar

In this seminar, three major worldviews are introduced, followed by consideration of the following issues: how the Church has historically responded to hunger and poverty; how language reflects worldview through a look at the meaning of the word compassion; how to analyze our own and others' ideas; and how to start living in a manner consistent with our beliefs.

Credits: 1-2

CNH 165

Simple Health Care for Oral Learners - Trainers Seminar I

This seminar promotes basic health education for oral learners. Participants learn about working with the government, local health care workers, and/or community members to attain a measurable decrease in illness and death. Some modules will be completed in CNH 165 and some in CNH 166. Modules include topics such as family issues, learning styles, sanitation, respiratory issues, nutrition, malaria, water, and communicable diseases. After initial training, seminar trainees will visit communities twice weekly to teach the topics learned to a new group. In order to become a health care trainer for oral learning cultures, seminar participants are required to complete two seminars (CNH 165/166) at 2-3 weeks each. It does not matter which seminar is done first.

Credits: 3

CNH 166

Simple Health Care for Oral Learners - Trainers Seminar II

See description for CNH 165. These two seminars are related and can be taken in any order.

Credits: 2-3

CNH 173

Childbirth & Doula Education Seminar

This seminar can be adapted for any location where missionaries would train to serve pregnant women and their families in Asia and Africa, places with the highest maternal/infant death rate. Childbirth has emotional and social elements, and the “doula” provides support before, during and after the birth. This course can equip workers who are already serving in other capacities to reach out to the poor through a simple health education format, either in a classroom setting, or one-on-one counseling.

Credits: 1

CNH 181

Malaria Seminar

This seminar provides simple tools and skills for the students to be able to assist health workers and lab technicians in malaria-endemic areas. Topics include: biblical view of health care; statistics, etymology, history, malarial etiology; evolutionary cycle of parasites causing malaria; using the microscope; means to combat vector; malaria transmission and contagiousness; clinical cases and pathogenesis.

Credits: 6

CNH 182

Pharmacology of Malaria

This seminar is designed to enable field missionaries and/or missions candidates, and community development workers serving in malaria-endemic areas, to learn about new malaria medications, the problem of resistance against certain medications, and general and specific problems with the medication against malaria in all regions of the world. Participants also learn the latest scientific developments in this field in regards to preventing and dealing with epidemics.

Credits: 1

CNH 183

Physiopathology of Malaria

This seminar helps the malaria technicians who are trained in the lab-school every year to perform an accurate diagnosis, to deepen their knowledge in the area of malaria physiopathology. The seminar will help them to be able to make differential diagnosis, clinical diagnosis and to choose the appropriate treatment in a variety of situations.

Credits: 1

CNH 184

Tropical Community Health Care Seminar

This seminar trains missionaries to work with a sustainable development program within tropical communities, and emphasizes multiplication through training of community leadership.

Credits: 1

CNH 186

HIV/AIDS Seminar

This seminar trains students to build an HIV/AIDS competent ministry in any community. Participants will be equipped in both basic and advanced theories of HIV/AIDS, ARV, and will learn how to administer spiritual and emotional support to people affected and/or infected by HIV/AIDS, the rights of those infected and/or affected by the virus, how to start support groups, legal matters, nutrition, prevention and general awareness concerning HIV/AIDS.

Credits: 1-6

CNH/ATS 196

Physical Fitness - Basic Certification

This is a two-week seminar including both teaching and practice. The objective is that each participant will be able to train children and adults of all ages in the scientific principles of health, motor fitness, wellness, disease and injury prevention from a biblical perspective.

Credits: 2

CNH/ATS 198

Human Performance Instructor Certification

This is a two-week, eighty-hour academic and hands-on seminar/camp that trains participants in how to train and condition athletes at all levels in increasing their physical ability to perform the skill mechanics of their respective sport and unique player position. This is an advanced course that builds upon foundational training and experience such as personal training, physical education and sport coaching.

Credits: 2



CNH 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the U of N. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by U of N and YWAM leaders. Participants will examine current worldwide missions goals and may be involved in planning for future training and ministries. This course may be repeated for a combined maximum of eight credits.
Credits: 1-8

CNH 211 **Foundations for Counseling Ministry**

A course to equip those who feel called to reach out to broken, hurting people. As the entry course into degrees in the College/Faculty of Counseling and Health Care, it establishes the foundation stones for a biblical counseling ministry, especially within YWAM and the missions community. These foundation stones include a commitment to reach the lost; recognition that ministry involves the individual, the family and the community; the Divine Plumbline counseling model; and revelation as a key to change. In addition, each course may address specific counseling models or tools and specific counseling issues that are considered relevant to a particular target field or ministry.

Prerequisite: DSP 211 & 212
Credits: 12

CNH 212 **Foundations for Counseling Ministry Field Assignment**

During this course, the knowledge, skills and character qualities learned in the lecture phase are practiced in the field. One of its main purposes is to challenge students to explore counseling ministry opportunities among specific people groups or nations, particular segments of society (children, youth, families, etc.) or for need areas such as addictions. Personal development goals for this training programme include: living a renewing lifestyle, working in a team and adapting to living and working in another culture. Study requirements are designed to fit the individual field assignment situation and to support the focus on service and ministry.

Prerequisite: CNH 211
Credits: 8-12

CNH/FAM 223 **Family Ministry School**

An introduction to the biblical foundations of marriage and family life targeting five major themes related to effective ministry to families: the biblical model of family, God's design for marriage, godly parenting, Christian family counseling principles, and the role of the family in ministry. Students can anticipate growth and development in their personal lives, in their families and in their ability to minister to other families. This course prepares students to disciple other families through the use of family camps, marriage seminars, relationship seminars and parenting seminars. Students are also introduced to premarital counseling tools in the school so they can effectively prepare couples for marriage.

Prerequisite: DSP 211 & 212
Credits: 12

CNH/FAM 224 **Family Ministry School Field Assignment**

After completing CNH/FAM 223, students learn to integrate previous classroom studies with practical service. They will serve on teams that conduct marriage, relationship, and parenting seminars. They also have opportunities to help plan and conduct family camps in some locations. Students participate in a limited amount of supervised family counseling opportunities. Families often have opportunity to minister together as a family during the field assignment.

Prerequisite: CNH/FAM 223
Credits: 8-12

CNH/EDN 251 **Children at Risk**

A course designed for those who want to become advocates for children and work to see lasting change in their lives. The focus is on children who have been placed at risk because of factors such as war, disease, poverty, exploitation, abandonment, disability, and other forms of injustice. Students are given an overview of the needs of at-risk children as well as insight concerning child development. An emphasis is made on intervention and working towards advocacy for children. More specific instruction is provided on issues relating to street children, HIV/AIDS, sexual abuse, and attachment disorder, depending on the location of the school and the needs of children in that setting.

Prerequisite: DSP 211 & 212
Credits: 12

CNH/EDN 252**Children at Risk Field Assignment I**

During this practical followup to CNH/EDN 251, students work with at-risk children under the guidance of practitioners who specialize in specific categories of children at risk. Experience is gained in assessment, intervention, and application of principles learned during the lecture phase.

Prerequisite: CNH/EDN 251

Credits: 12

CNH/EDN 253**Children at Risk Field Assignment II**

In this continuation of CNH/EDN 252, an emphasis is placed on case study and increased understanding of the cultural setting and the complex factors that place children at risk.

Prerequisite: CNH/EDN 252

Credits: 8-12

CNH 261**Introduction to Primary Health Care**

A broad introduction to the biological and health sciences, equipping students to be primary health workers through both didactic and laboratory training. Students benefit from the expert instruction of practicing professionals, including physicians, nurses, physician assistants, dental hygienists, social workers and health educators. Topics include: fundamentals of anatomy and physiology; strategies in primary health care pertaining to issues such as immunization and six target diseases, malnutrition, breast feeding, management of dehydration in children, assessment and care of the sick child, and use of growth charts; practical clinical skills and basic field laboratory procedures.

Prerequisite: DSP 211 & 212

Credits: 12

CNH 262**Introduction to Primary Health Care Field Assignment**

Students travel to field sites in various developing countries in Africa, Asia, the South Pacific, Central America, or South America to work alongside physicians, physician's assistants, nurses, laboratory technicians and other primary health workers. Basic clinical skills, as well as skills in cross-cultural communication, are practiced and developed. Students live in close proximity to the people of the nations where the field assignment takes

place in order to understand the practical problems faced in the developing nations. Field laboratory and community health projects are assigned to each student.

Prerequisite: CNH 261

Credits: 10-12

CNH 271**Introductory Birth Attendant School**

A unique opportunity for those desiring to work in developing nations to be equipped with a basic understanding of midwifery and its practice. Through studying the Scriptures, students gain understanding of God's concern for women, children and babies, and are introduced to a biblical perspective of midwifery. Emphasis is given to training the student in antenatal care, labour and delivery, postnatal care and newborn care up to the age of two years. Major issues affecting women's health, ways to teach and train cross-culturally, and community development principles are included in this course in order to prepare students for their further studies and field assignments.

Prerequisite: DSP 211 & 212

Credits: 12

CNH 272**Introductory Birth Attendant School Field Assignment**

Students travel to one or more field locations in developing countries and are further trained in midwifery practice by being involved in delivery, antenatal clinics, postnatal care and newborn assessment. Students learn the clinical skills necessary in midwifery and take an active part in various mother and child health programmes.

Prerequisite: CNH 271

Credits: 8-12

CNH 281**School of Malaria**

The student in this school learns simple tools and skills for malaria diagnosis, treatment and prophylaxis for fieldwork in malaria endemic areas. Through classroom and clinical study, the school equips students to set up their own small field laboratory to diagnose and treat malaria patients, conduct community education on malaria prevention and treatment, and conduct on-going epidemiological research on malaria.

Prerequisite: DSP 211 & 212

Credits: 12

CNH 282

School of Malaria Field Assignment

During this field assignment students have opportunity for practical application of skills learned in CNH 281, as they set up their own small field laboratory to diagnose and treat malaria patients with supervision of school staff.

Prerequisite: CNH 281

Credits: 12

CNH 315

Methods and Models in Biblical Counseling

An intermediate course for those who want to increase their understanding of various models of biblical counseling. It also helps students know how to bring change where specific difficulties block spiritual development. Particular emphasis is placed on identifying inappropriate beliefs and feelings that keep an individual from developing a healthy Christian identity. The programme emphasizes understanding sexual identity issues and dysfunctional lifestyles, with the goal of healing at root levels. In addition, new goals are set in areas of personal development, skill development, and cognitive development, including evaluation and integration of various counseling models.

Prerequisite: CNH 211 & 212

Credits: 12

CNH 316

Methods and Models in Biblical Counseling Field Assignment

In this application phase of the CNH 315, emphasis is placed on teaching individuals and groups the biblical basis for maturity, and on training others in the use of helping skills. There also may be a focus on counseling in a clinical setting and on developing models for counseling teams whose skills will enable them to be involved among unreached people groups of the world. Target groups for this field assignment include families with relationship breakdowns, people with personal identity issues, victims of sexual brokenness, and people struggling with stress and burnout.

Prerequisite: CNH 315

Credits: 8-12

CNH 321

Addictive Behaviour Counseling School

This course equips students to bring freedom and res-

toration to those who are in bondage because of addictive behaviors. It explores the causes of severe physical, psychological, spiritual, and social problems that result from addictions. Topics include: a biblical understanding of addiction and recovery; the roots of addictive behavior; definitions and criteria for diagnosis; world addictions; skills in leading support and therapy groups; unhealthy and healthy family systems; healing the wounds of addiction; sexual abuse and other childhood traumas; stages of maturity and relationship to addictions; working through grief, forgiveness and recovery; the brain and addictions; and the role of the church and community in the healing/recovery process.

Prerequisite: CNH 211 & 212 or consent of the school leader

Credits: 12

CNH 322

Addictive Behaviour Counseling School Field Assignment

This may be either a team outreach or an internship in a rehabilitation program under supervision, as a means to apply the knowledge and skills learned in CNH 321. It includes most of the following: team teaching in churches, government or NGO rehabilitation programs, being active in a weekly process group, attending 12-step support groups where available, writing up a comprehensive assessment and a case study of a client, writing final reports and a personal treatment plan for the future.

Prerequisite: CNH 321

Credits: 8-12

CNH 327

Couples and Family Counselling

This course has a four-fold purpose: 1) to raise up Christian family counselors; 2) to repair the breaches caused by dysfunction in the family; 3) to restore biblical foundations in society that will effectively meet the challenges of modern day life in the family, church, work, and culture; and 4) to introduce students to effective and unique interventions that can make a significant difference in family relationships. Designed to help train and equip students in systemic theory, practice, and ministry for healthy lifestyle changes, this course will be taught with a focus on the three major phases of systemic development and theory.

Prerequisite: CNH 211 & 212

Credits: 12

CNH 328

Couples & Family Counseling Field Assignment

The field assignment (or internship) phase of the Couples and Family Counseling course will afford the students an opportunity to work with families, couples, and individuals. Students will deepen the skills learned in CNH 327 in a culturally appropriate way and under supervision of trained counselors.

Prerequisite: CNH 327

Credits: 8-12

CNH 363

Applied Primary Health Care

This advanced course is for health workers and medical professionals who already have primary health care training. It will be a continuing primary health care school for the nonmedical professionals, and for medical professionals it will equip students for service in cross-cultural missions contexts. It provides clinical tools for the medical practitioner in the area of diagnosis and management of medical problems. Topics include: principles of patient care such as practical, systematic instruction in the signs, symptoms and treatment of common medical problems; patient assessment; pharmacology, including a survey of drug classifications, uses, dosages, and side effects; nutritional rehabilitation; and advanced clinical skills, such as clinical procedures in suturing, pediatric intravenous therapy, nasogastric bleeding, oral hygiene, emergency dentistry, and minor surgery.

Prerequisite: CNH 261 & 262 or consent of instructor

Credits: 12

CNH 364

Applied Primary Health Care Field Assignment

Field work takes place in a developing country. Emphasis is on further development of the advanced clinical skills learned during CNH 363, including working closely with a dentist to develop emergency dentistry and oral hygiene techniques.

Prerequisite: CNH 363

Credits: 10-12





CNH 373
Applied Birth Attendant School

An advanced school for students who have completed the Introductory Birth Attendant School. Students will have lectures at their field assignment location and gain further understanding about the midwives in a community. Lecture content includes puerperal sepsis, obstructed labor, postpartum hemorrhage and eclampsia. Student will also be involved in clinical experience and research projects.

Prerequisite: CNH 271 & 272

Credits: 12

CNH 374
Applied Birth Attendant School Field Assignment

An advanced field assignment emphasizing the ongoing skills necessary for students to be both competent and confident in midwifery practice.

Prerequisite: CNH 373

Credits: 8-12

CNH 391
Undergraduate Directed Studies

An opportunity for students to design an individualized programme of study with credits given towards an undergraduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

CNH 392
Undergraduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their undergraduate degree programme.

Credits: 1-12



CNH 463**Community Health Development**

This upper-level course provides leadership training in community health development, equipping students to initiate and manage health care work and establish community-based health training in developing countries. Topics include: community health development focusing on poverty, access and sustainability; paternalism and dependency; leading causes of child mortality; community management of childhood illnesses (CMCI); appropriate health technologies for improving water and sanitation; project management; community nutrition and child development, micronutrients; epidemiology and tropical infectious diseases; training trainers; social mobilization; and health advocacy.

Prerequisite: CNH 261 & 262 or international medical experience and the consent of the school leader.

Credits: 12

CNH 464**Community Health Development Field Assignment**

An integral part of the Community Health Development course is the 11-12 week practical field assignment. Working in challenging circumstances in the developing world, students have opportunity to apply and test the principles and skills learned in the classroom by conducting community assessments and project evaluations and by teaching health workshops and mentoring others. This course is especially valuable for medical professionals and project managers preparing for long-term work in developing countries.

Prerequisite: CNH 463

Credits: 11-12

CNH 465**Community Health Development Internship**

Following the Community Health Development (CHD) classroom phase, a student may elect to take a 10-12 week Community Health Development Internship in place of the CHD Field Assignment. Working in the challenging circumstances of the developing world, students have opportunity to apply and test the principles and skills learned in the classroom, often facilitating community assessment, teaching health workshops and mentoring others. This course is especially valuable for health and development professionals and project managers preparing for long-term work in developing nations.

Prerequisite: CNH 463

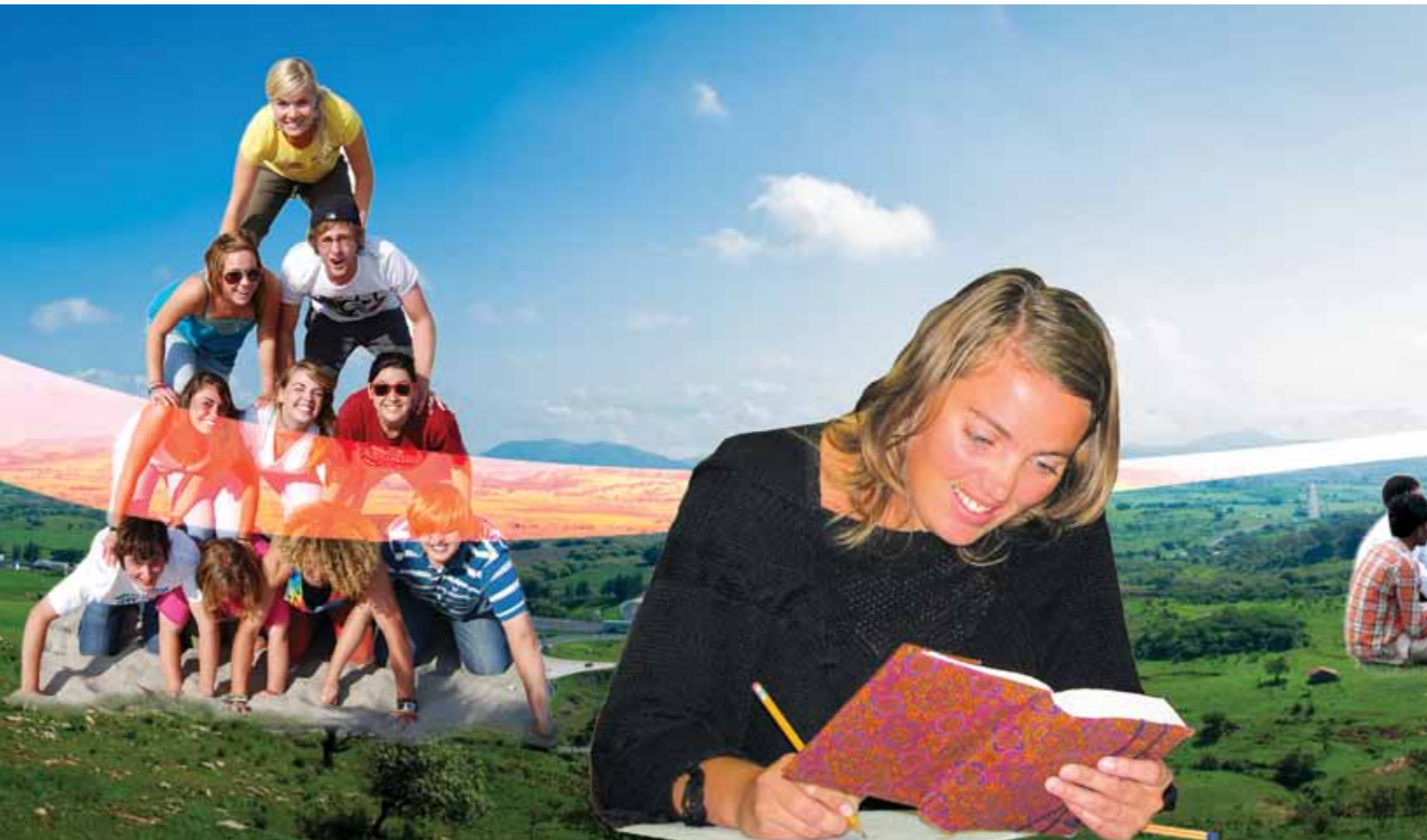
Credits: 10-12

CNH 499**Undergraduate Thesis**

Upon the completion of all required coursework, students may choose to write a comprehensive thesis on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6-12

UNIVERSITY OF THE NATIONS



Education





Mark Brokenshire, *Dean*

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College/Faculty of Education

“Showing to the generation to come the praise of the Lord, and His strength and His wonderful works that He hath done. . . . that they might set their hope in God . . .”

— *Psalm 78:4, 7 KJV*

The College/Faculty of Education is committed to developing people with a desire and calling to work with children and youth. Our educational worldview is that every child, made in the image of God, has a destiny to fulfill in His Kingdom. Many issues, however, place children at risk, robbing them of dignity, respect, and the opportunity to grow up knowing the love of God, having access to a good education and preparation to fulfill their God-given destiny.

Opportunities for training are provided for specific areas of service, including early childhood education, primary/elementary education, ministry to youth, and ministry to children at risk. The College/Faculty offers the opportunity to develop resources that facilitate training programmes, and establish various models of educational training throughout the world. Opportunities are also available for educational assessment and consultation.

Students receive thorough foundational training in the principles and practices of education, including a biblical perspective of human growth and development, the nature of learning and teaching, classroom management, curriculum development, and the role of education in community transformation and world missions. Student internships provide opportunities for classroom experience, working with children under the supervision of experienced teachers. Other internships allow students to work with at-risk children under the supervision of experienced practitioners.

International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
Mark Brokenshire, Dean, New Zealand	Melbourne, Australia
Barbara Connor, United Kingdom	Malaga, Spain
Ruth Golden, USA	Melbourne, Australia

Degree Programmes

It is essential that a careful check of degree credits be made during the programme, so as to ensure that the final total will be equal to, or more than, the number of credits required for the programme chosen. Choices of electives, directed studies, and seminars are made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information.

The Core Curriculum requirements (Bible, Communication, Applied Christian Thinking) can be met by taking one of several course options in each category. For a list of these, please refer to the Core Curriculum requirements on page 19-20, or consult your College/Faculty Academic Advisor.

Foundational Associate of Arts		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking (A Core Field Assignment may be substituted for one Core Course)	32-36
Emphasis course sequence:		
EDN xxx	Education Course	12
EDN xxx	Education Field Assignment/Internship	8-12
	Elective Course, Directed Studies, Seminars	0-13
Total Credits for Associate of Arts Degree		84

At least 20 credits are required in the emphasis area; students should consult their College/Faculty Academic Advisor on their choice of emphasis courses.

Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Science in Early Childhood Education		Credits
Prerequisites:	DSP 211 & 212	19-24
EDN 211	Foundations in Education	12
EDN 231	Early Childhood Education	12
EDN 232	Early Childhood Education Practicum I	12
EDN 333	Early Childhood Education Practicum II	12
EDN 235	Early Childhood Education Field Assignment	12
	Directed Studies, Seminars	0-5
Total Credits for Associate of Science Degree		84

Note: the sequence of the field assignment is left up to the discretion of the school leader. At times, it may be more appropriate to conduct the field assignment during or at the end of the internships.

Associate of Science in Elementary Education (Integrative Approach)		Credits
Prerequisites:	DSP 211 & 212	19-24
EDN 211	Foundations in Education	12
EDN 261	Observation, Planning & Teaching	12
EDN 262	Methods and Models of Curriculum Development	12
EDN 263	Cross-Cultural Practicum	12
EDN 264	Elementary Education Field Assignment	12
	Directed Studies, Seminars	0-5
Total Credits for Associate of Science Degree		84

Note: the sequence of the field assignment is left up to the discretion of the school leader. At times, it may be more appropriate to conduct the field assignment during or at the end of the internships.

Associate of Science in Education (Principle Approach)		Credits
Prerequisites: DSP 211 & 212		19-24
EDN 211	Foundations in Education	12
EDN 241	Teachers Training Course 1	12
EDN 242	Teachers Training Course 2	12
EDN 243	Teachers Training Course 3	12
EDN 244	Teachers Training Course Field Assignment	12
Directed Studies, Seminars		0-5
Total Credits for Associate of Science Degree		84

Note: the sequence of the field assignment is left up to the discretion of the school leader. At times, it may be more appropriate to conduct the field assignment during or at the end of the training courses.

Associate of Arts in Youth Ministry		Credits
Prerequisites: DSP 211 & 212		19-24
EDN 221	Principles of Child and Youth Ministries	12
EDN 222	Principles of Child and Youth Ministries Field Assignment	8-12
EDN 223	Principles of Child and Youth Ministries Practicum I	12
EDN 224	Principles of Child and Youth Ministries Practicum II	12
Elective courses, Directed Studies, Seminars		12-21
Total Credits for Associate of Science Degree		84

Associate of Science in Social Services		Credits
Prerequisites: DSP 211 & 212		19-24
EDN/CNH 251	Children at Risk	12
EDN/CNH 252	Children at Risk Field Assignment I	12
EDN/CNH 253	Children at Risk Field Assignment II	12
One Course and its Field Assignment selected from the following:		20-24
CNH 211/212 Foundations for Counselling Ministry & Field Assignment		
CNH 261/262 Introduction to Primary Health Care & Field Assignment		
EDN 211/215 Foundations in Education & ECE Field Assignment		
DEV/HMT 365/366 Community Development School & Field Assignment		
Elective Course, Directed Studies, Seminars		0-9
Total Credits for Associate of Science Degree		84

Bachelor of Science in Early Childhood Education Credits

Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking	36
EDN 211 Foundations in Education	12
EDN 212 Early Childhood Education	12
EDN 213 Early Childhood Education Internship I	12
EDN 314 Early Childhood Education Internship II	12
EDN 215 Early Childhood Education Field Assignment	12
EDN 391 Directed Studies in Education	12
Elective Course, Directed Studies, Seminars	12-17
Total Credits for Bachelor of Science Degree	144

Note: the sequence of the field assignment is left up to the discretion of the school leader. At times, it may be more appropriate to conduct the field assignment during or at the end of the internships.

Bachelor of Science in Social Services Credits

Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking	36
EDN/CNH 251 Children at Risk	12
EDN/CNH 252 Children at Risk Field Assignment I	12
EDN/CNH 253 Children at Risk Field Assignment II	12
One Course and its Field Assignment selected from the following:	20-24
CNH 211/212 Foundations for Counselling Ministry & Field Assignment	
CNH 261/262 Introduction to Primary Health Care & Field Assignment	
EDN 211/215 Foundations in Education & ECE Field Assignment	
One Course and Field Assignment selected from the following:	20-24
DEV/HMT 365/6 Community Development School & Field Assignment	
CNH 463/464 Community Health Development & Field Assignment	
Elective Course, Directed Studies, Seminars	0-13
Total Credits for Bachelor of Science Degree	144

Masters of Sciences Degrees

Master's degrees are offered in various areas in Education. Programmes are designed to meet the student's study objectives, utilizing graduate seminars and courses available, together with Graduate Directed Studies (EDN 591), Graduate Directed Studies Internship (EDN 592), and the Graduate Thesis (EDN 699). Undergraduate courses may not be used for credit towards a Master's degree.

Master's Prerequisite: Previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum Requirement in the U of N. See also the general requirements for the Master's degree (Academic Information).

Early Childhood Programmes

These programmes are part of an international vision to reach young children around the world during the early stages of their development. Children before the age of six or seven are in the process of constructing an understanding of God, themselves, and the world in which they live. The early childhood programmes are committed to disciple young children through biblically sound, culturally sensitive curricula.

The early childhood programmes are designed to allow each child to succeed in his or her daily activities at school, thus building a healthy self-concept, while learning to have enthusiasm for the challenge of new or difficult work. In this way the children will approach school with the belief that they can succeed at learning.

Primary, Intermediate, and Secondary Schools

Youth With A Mission operates a number of schools at various levels. These are available to the College/Faculty of Education for programme development and teacher training. These schools exist for the purpose of training children and youth to know God in their daily lives, to have a Christian view of themselves and the world around them, and to accept their part in the challenge of world evangelization as a way of life.

These schools are distinctive in that each school's curriculum is the result of prayer and discussion for what is appropriate for a particular school and period of time. Teachers are also committed to discovering and drawing out the creative gifts of each child in their care.

These school programmes are not available in all locations where courses are offered from the U of N.

EDN 111
Foundations in Education Seminar I

Using Scripture as the standard for analyzing educational models and practices, this seminar emphasizes a Christian approach to education with an overview of the physical, intellectual, moral, social/emotional, and spiritual development of children and youth. The nature of learning and the variety of learning styles is considered as well as the character development of effective teachers. This seminar is appropriate for potential educators as well as those educators who want to rethink their educational philosophy and methodology.

Credits: 1-6

EDN 114
Sensorial Approach Seminar

An introduction to the sensorial approach to learning in the context of early childhood education. Topics covered include appropriate methodology in using this approach for teaching language arts, mathematics, emotional and social development, and physical development.

Credits: 1-6

EDN 122
Child and Youth Ministries Seminar

This seminar is designed to train leaders, parents, and others teaching and working with children and teenagers, giving them a working knowledge of child development, generational differences, the responsibilities of teachers and parents in the education of a child, and basic discipleship issues.

Credits: 2-4

EDN/CNH 154
Celebrating Children Workshop

This workshop is for those currently working with or preparing to work with children at risk, looking to expand their skill base and gain a deeper understanding of working with children. The goal for the workshop is to provide the participants with teaching about: a biblical view of the child, the spiritual, emotional and developmental needs of children, holistic missions to children, healthcare needs and evaluation of a ministry, team members and self.

Credits: 2-4





EDN 199
Missions Strategies

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the U of N. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by U of N and YWAM leaders. Participants will examine current worldwide missions goals and may be involved in planning for future training and ministries. This course may be repeated for a combined maximum of eight credits.

Credits: 1 to 8

EDN 211
Foundations in Education

Using Scripture as the standard for analyzing educational models and practices, this course provides potential educators and those who work with children in any context a solid foundation for their future work. The course focuses on the unique approach of Christian education with an overview of the physical, intellectual, moral, social/emotional, and spiritual development of children and youth. The nature of learning and the variety of learning styles is considered as well as the character development of effective teachers. Other topics include: classroom management, curriculum development, and the role of education in community development and world missions.

Prerequisite: DSP 211 & 212

Credits: 12



EDN 212
Early Childhood Education

This course provides an in-depth study of the sensorial approach to learning in the context of early childhood education; the creation of the learning environment, appropriate methodology, classroom management, and a first look at a biblical curriculum which teaches young children about the nature and character of God.

Prerequisite: EDN 211

Credits: 12



EDN 213
Early Childhood Education Practicum

A first internship with opportunities to apply the principles and methods of sensorial learning introduced in EDN 212 through active involvement in a classroom setting. The student will learn how to use materials and methods

designed for the development of the whole child in the areas of character development, language arts, mathematics, emotional and social development, and physical development.

Prerequisite: EDN 212

Credits: 12

EDN 215 **Early Childhood Education Field Assignment**

The student intern is able to apply the principles and skills learned in previous courses to help develop a programme suitable to the needs of young children of the host country, dealing with issues of cross-cultural education. Students will assist with existing early childhood programmes and/or help begin a new early childhood programme in that cultural setting.

Prerequisite: EDN 213

Credits: 12

EDN 216 **Foundations in Education Field Assignment**

Students will develop activities and projects related to education as a model of discipleship, working with the continued training of local teachers, engaging families and communities in the implementation of educational projects.

Prerequisite: EDN 211

Credits: 12

EDN 221 **Principles in Child and Youth Ministries**

A course designed to provide students with biblical models for human growth and development, preparing them to work with children and youth. A major emphasis of the course is on character development, and a practical understanding of the Christian faith applied to all areas of life. It equips students to motivate children and teens in worship and service to others, how to teach other children and teenagers, and how to partner with local churches to facilitate year-round programmes for children and youth.

Prerequisite: DSP 211 & 212

Credits: 12

EDN 222 **Principles in Child and Youth Ministries** **Field Assignment**

This eight-to-twelve-week practical experience is designed to give students opportunities to apply the skills and principles learned during the lecture phase. Students will have the opportunity to be involved in a variety of different settings with teenagers, children and families. Possible activities include child and youth evangelism, leading young people in a King's Kids or other youth outreach programme, serving in schools, churches, and youth camps, and helping children with special needs.

Prerequisite: EDN 221

Credits: 8-12

EDN 223 **Principles in Child and Youth Ministries** **Practicum I**

This first segment of a six-to-twelve-month internship is for students who have completed EDN 221/222 and who desire further experience and mentoring. The goal of the internship is to allow students to gain more skills and familiarity with a broad spectrum of opportunities for serving and helping children and youth, or to further their involvement in a particular type of service. Typical activities include: youth discipleship, mobilising for missions, child and youth evangelism, and mercy ministries with young people and families. The emphasis is on gaining expertise through practical ministry involvement. Tutorials and workshops serve the interns in their personal growth and skills development.

Prerequisite: EDN 222

Credits: 12

EDN 224 **Principles in Child and Youth Ministries** **Practicum II**

This course is a continuation of EDN 223, giving interns additional opportunity for learning while doing as they work with children and youth in a variety of contexts with direct supervision. Additional time is given to helping interns discover and develop their talents and gifts, while growing in confidence and gaining valuable experience in Christian ministry with young people.

Prerequisite: EDN 223

Credits: 12

EDN 241 **Teachers Training Course I**

The first of three courses (also known as “Teachers for the Nations”) that prepare a student to work with children at the elementary school level using a methodology known as the Principle Approach. This methodology assists students in examining the history of a nation and learning to write curriculum for any subject, drawing from biblical foundations. The goal is to equip students for developing Christian educational programmes in any nation. Child development, philosophy of history, the use of phonics to teach reading and writing to children and adults, and curriculum development are among the topics included in this course.

Prerequisite: DSP 211 & 212
Credits: 12

EDN 242 **Teachers Training Course II**

This second course builds on the biblical foundations of education as taught in EDU 241. Working side-by-side with experienced teachers, students continue their internships in both elementary and secondary classrooms.

Prerequisite: EDN 241
Credits: 12

EDN 243 **Teachers Training Course III**

Students continue their daily internships in elementary and secondary classrooms. They prepare lesson plans and gain valuable, hands-on experience by teaching their lessons and by learning to manage a classroom under the supervision of a veteran teacher.

Prerequisite: EDN 242
Credits: 12

EDN 244 **Teachers Training Course Field Assignment**

Students receive field assignment credit by planning and leading elementary and secondary students in a community service outreach. Going to cross-cultural settings for the final field assignment, students have the opportunity to prepare and teach lessons about the principles learned in the previous courses. Often, students teach children and present education seminars to teachers, parents and

pastors, as well as to civic and business leaders at schools established by Teachers for the Nations alumni.

Prerequisite: EDN 243
Credits: 8-12

EDN 245 **Teachers Training Practicum**

This practicum will be run over a year’s time. Students continue to receive training in several subject areas while teaching children in a camp, Vacation Bible School, community school or program, etc. Sample topics covered include research principles and techniques related to education, home school training, advanced curriculum design and development, critical thinking, documentation, child development, curriculum.

Credits: 12

EDN/CNH 251 **Children at Risk**

A course designed for those who want to become advocates for children and work to see lasting change in their lives. The focus is on children who have been placed at risk because of factors such as war, disease, poverty, exploitation, abandonment, disability, and other forms of injustice. Students are given an overview of the needs of at-risk children as well as insight concerning child development. An emphasis is made on intervention and working towards advocacy for children. More specific instruction is provided on issues relating to street children, HIV/AIDS, sexual abuse, and attachment disorder, depending on the location of the school and the needs of children in that setting.

Prerequisite: DSP 211 & 212
Credits: 12

EDN/CNH 252 **Children at Risk Field Assignment I**

During this practical followup to CNH/EDN 251, students work with at-risk children under the guidance of practitioners who specialize in specific categories of children at risk. Experience is gained in assessment, intervention, and application of principles learned during the lecture phase.

Prerequisite: CNH/EDN 251
Credits: 12

EDN/CNH 253**Children at Risk Field Assignment II**

In this continuation of CNH/EDN 252, an emphasis is placed on case study and increased understanding of the cultural setting and the complex factors that place children at risk.

Prerequisite: CNH/EDN 252

Credits: 8-12

EDN 314**Early Childhood Education Practicum II**

This second internship allows students to apply the basic principles of early childhood education in the classroom as an intern under the supervision of an experienced teacher. Workshops and mentoring are provided throughout the internship to assist students in their professional development.

Prerequisite: EDN 213

Credits: 12

EDN 391**Undergraduate Directed Studies**

An opportunity for students to design an individualized programme of study with credits given towards an undergraduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

EDN 392**Undergraduate Directed Studies Internship**

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their undergraduate degree programme.

Credits: 1-12

EDN 396**Experience in Missions Leadership**

Credit may be granted, upon application to the College/Faculty Dean, for demonstrated past accomplishments on the mission field with YWAM or another mission. In the mission experience submitted for evaluation, there must

have been significant activity and creativity in establishing, developing, or administering a Christian missions thrust, including supervision of co-workers. It can only be used once for a maximum of 12 credits for any student. Credit will be posted on the transcript only at the time of completion of a U of N degree.

Credits: 1-12

EDN 499**Undergraduate Thesis**

Upon the completion of all required coursework, students may choose to write a comprehensive thesis on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 12

EDN 591**Graduate Directed Studies**

With the advice and supervision of an Academic Advisor, students may design a programme of study with credits given towards a graduate degree. Activities may include, but are not limited to: reading, research, graduate seminar attendance and presentations, reports, surveys, and research papers. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

EDN 592**Graduate Directed Studies Internship**

With the advice and approval of the College/Faculty Academic Advisor, a student may design an internship compatible with their graduate degree programme.

Credits: 1-12

EDN 699**Graduate Thesis**

Upon the completion of all required coursework, students may write a comprehensive thesis on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6

UNIVERSITY OF THE NATIONS



Humanities & International Studies





Edgar Sherman, *College Chair*

College/Faculty of Humanities and International Studies

At the centre of the biblical worldview is a vision of the future with snapshots of the “prophetic dream” that the Scriptures portray of a banquet for all nations. Here all the peoples of the earth gather to enquire of the Lord how to live life in the light of His law; weapons are destroyed; peace and reconciliation increase and spread; and long life becomes increasingly the norm. As the peoples of the earth bring the treasures of their cultures as gifts to God, they participate in the restoration of all that has been broken by sin.

The College/Faculty of Humanities and International Studies is reaching out to see some of that dream fulfilled in this age. Fired by that vision of the future we desire to take hold of His promises and actively pull them into the present, seeking the Kingdom of God both in this age and in the age to come. In obedience we pray with Jesus: “Thy Kingdom come, Thy will be done, on earth as it is in heaven.”

International Office Address

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Different expressions of that dream are reflected in courses and degrees offered within the College/Faculty. For example, linguistics courses prepare men and women to extend the boundaries of knowledge of the languages of the unreached peoples. Foundations for Intercultural Studies and the School of Reconciliation and Justice prepare students for living as the community of God’s reconciled people, serving as ministers of reconciliation and healing. Humanities and Science: A Christian Perspective looks to “the things that are true, the honorable, the just, the sacred, lovely and of good report,” helping students develop a biblical worldview and celebrate God’s manifold creation, anticipating the day when these things will become a present reality.

International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
Emmanuel Entee, Ghana	Harpenden, UK
Braulia Ribeiro, Brazil	Kailua-Kona, HI USA
Ricardo Rodriguez, Chile	Santiago, Chile
Edgar Sherman, College Chair, US	Heidebeck, The Netherlands
David Stabler, U.S.A.	Orlando, FL USA
Jan Warren, Australia	Perth, Australia

Degree Programmes

It is essential that a careful check of degree credits be made during the programme, so as to ensure that the final total will be equal to, or more than, the number of credits required for the programme chosen. Choices of electives, directed studies, and seminars are made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information.

The Core Curriculum requirements (Bible, Communication, Applied Christian Thinking) can be met by taking one of several course options in each category. For a list of these, please refer to the Core Curriculum requirements on page 19-20, or consult your College/Faculty Academic Advisor.

Degree programs are available in Community Development, Intercultural Studies, and Language and Culture. An Intercultural Studies degree is ideally suited to the preparation of cross-cultural workers who would like to spend a considerable portion of their degree studies in a particular nation or among a people group. It may include a focus on urban situations, teaching English, cultural redemption, or reconciliation.

A degree in a named Language and Culture provides a student with an opportunity to gain extensive skill in a major world language, and the society and culture of the people who use it. A considerable amount of time will be spent learning the language and taking other courses as an exchange student in a local university.

Important Note: in the degree programmes below, in many circumstances (with prior agreement from the Academic Advisor) Foundations for Intercultural Studies (HMT 271) may be replaced with the School of Missions (CHR 235)

Foundational Associate of Arts

Credits

Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking (A Core Field Assignment may be substituted for one Core Course)	32-36
Emphasis course sequence:	
HMT xxx Humanities and International Studies Course	12
HMT xxx Humanities and Int'l Studies Field Assignment/Internship	8-12
Elective Course, Directed Studies, Seminars	0-13
Total Credits for Associate of Arts Degree	84

At least 20 credits are required in the emphasis area; students should consult their College/Faculty Academic Advisors on their choice of emphasis courses.

Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Intercultural Studies		Credits
Prerequisites: DSP 211 & 212		19-24
HMT 271	Foundations for Intercultural Studies	12
HMT 272	Foundations for Intercultural Studies Field Assignment	8-12
or		
HMT 231	Introduction to Ethnolinguistics and Cultural Studies	
HMT 232	Introduction to Ethnolinguistics and Cultural Studies Field Assignment	
HMT 233	Field-based Language Study	
or		
Approved Language and Cultural study (transfer credit)		6-24
An approved internship (chosen in consultation with College/Faculty Advisor)		8-12
Elective Courses, Directed Studies, Seminars		0-31
Total Credits for Associate of Arts Degree		84

Additional requirement for graduation: the student must present evidence of competency in the language studied; in many cases it may be necessary to complete more than 2 terms (24 weeks) of study. No extra credit for language study is available in this case.

Associate of Arts in Intercultural Studies (Field-Based)		Credits
Prerequisites: DSP 211 & 212		19-24
HMT 271	Foundations for Intercultural Studies	12
HMT 272	Foundations for Intercultural Studies Field Assignment	8-12
or		
CHR 235	School of Missions	
CHR 236	School of Missions Field Assignment	
Three courses from the following:		36
HMT 233/234	Field-based Language Study Phase 1/Phase 2	
HMT 235/236	Field-based Culture Acquisition Internship Phase 1/Phase 2	
HMT 237/238	Field-based Contextualized Internship Phase 1/Phase 2	
Elective Courses, Directed Studies, Seminars		0-9
Total Credits for Associate of Arts Degree		84

Associate of Arts in Community Development		Credits
Prerequisites: DSP 211 & 212		19-24
	Field Experience in Community Development	0-24
Core:	Bible	12
DEV/HTM 365	Community Development School	12
DEV/HTM 366	Community Development School Field Assignment	8-12
Elective Courses, Directed Studies, Seminars (chosen in consultation with an Academic Advisor in community development)		0-33
Total Credits for Associate of Arts Degree		84

Bachelor of Arts in Intercultural Studies		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
HMT 271	Foundations for Intercultural Studies	12
HMT 272	Foundations for Intercultural Studies Field Assignment	8-12
or		
HMT 231	Introduction to Ethnolinguistics and Cultural Studies	
HMT 232	Introduction to Ethnolinguistics and Cultural Studies Field Assignment	
HMT 233	Field-based Language Study or Approved Language and Cultural study (transfer credit)	6-24
One of the following:		12
HMT 273	Intercultural Studies Internship	
HMT 391	Directed Studies	
One course with its Field Assignment or with an approved internship chosen in consultation with a College/Faculty Advisor		8-24
Elective Courses, Directed Studies, Seminars		0-43
Total Credits for Bachelor of Arts Degree		<u>144</u>

Additional requirement for graduation: the student must present evidence of competency in the language studied; in many cases it may be necessary to complete more than 2 terms (24 weeks) of study. No extra credit for language study is available in this case.

Bachelor of Arts in Community Development		Credits
Prerequisites:	DSP 211 & 212	19-24
	Field Experience in Community Development	0-24
Core:	Bible, Communication, Applied Christian Thinking	36
DEV/HMT 365	Community Development School	12
DEV/HMT 366	Community Development Field Assignment	8-12
Two advanced courses (at least one with Field Assignment/Internship) in an area of specialization in community development		32-36
Elective Courses, Directed Studies, Seminars (chosen in consultation with an Academic Advisor in community development)		0-37
Total Credits for Bachelor of Arts Degree		<u>144</u>

Bachelor of Arts in Language and Culture		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
HMT 271	Foundations for Intercultural Studies	12
HMT 272	Foundations for Intercultural Studies Field Assignment	8-12
or		
HMT 231	Introduction to Ethnolinguistics and Cultural Studies	
HMT 232	Introduction to Ethnolinguistics and Cultural Studies Field Assignment	
Approved Language and Cultural Study (transfer credit)		48-60
HMT 499	Undergraduate Thesis	12
Elective Courses, Directed Studies, Seminars		0-21
Total Credits for Bachelor of Arts Degree		144

Additional requirements for graduation:

1. The student must present evidence of both vernacular (day-to-day) and academic fluency in the language studied, measured by satisfactorily passing an examination recognized in the nation of study at an agreed level. It should be noted that satisfactory completion of language study will be judged by reference to the skill attained, and not the number of credits gained or terms studied.

2. The level of language skill required to graduate in this degree is high; many may be unable to attain it, or find that they do not require academic fluency in the language. For this reason, students applying for this degree are registered provisionally for the Intercultural Studies degree which does not require such high attainments in language; a student is confirmed for a Language and Culture degree following assessment of their progress after two terms of study.

Opportunities for language and cultural exchange placement currently exist in Arabic and Mandarin Chinese. Study in other languages may be possible.

Master of Arts Degrees

Master’s degrees are offered in various areas in Humanities and International Studies. Programmes are designed to meet the student’s study objectives, utilizing graduate seminars and courses available, together with Graduate Directed Studies (HMT 591), Graduate Directed Studies Internship (HMT 592) and the Graduate Thesis (HMT 699). In each case there are foundational courses for each degree, and in some cases, a residency requirement in the culture studied. See also the general requirements for the Master’s degree (Academic Information).

Master’s Prerequisite: Previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum Requirement in the U of N.

HMT 041

Communication and Culture

The Communication and Culture Course is designed to equip non-native English speakers with a heart for missions by increasing their English communication skills in all areas while learning about different cultures. Classroom instruction utilizes interactive methods of learning that are fun and effective.

Credits: 0

HMT 113

Biblical Christian Worldview Seminar

The seminar will challenge students to think biblically concerning all areas of life personally and in society and will encourage them to become agents of transformation in whatever spheres of influence the students are involved in.

Credits: 6

HMT 124

Oral Tradition & Bible Translation - One Story Seminar

This seminar trains students in the principles of orality and storying, using a story set that emphasizes church planting and transmitting biblical knowledge to oral tradition tribal groups.

Credits: 1

HMT 125

New Korea Servant Seminar

During this two-week intensive seminar participants will have times of intercession, mobilizing, and training, and will learn some Korean language and culture. They will also network with mission workers, organizations and churches that are focused on Korea with the goal of helping to see its people restored to God's plans and purposes.

Credits: 2

HMT 143

English Language Seminar

This seminar is designed to equip YWAM staff in Brazil for working in an English environment or with English speakers. It covers the basic language skills (listening, speaking, reading and writing) while also giving solid foundations in English grammar.

Credits: 4-6



HMT 144

French Language Seminar

This seminar aims to develop the student's French language ability in the skills of listening, speaking, reading and writing. Several language learning methods are used to prepare the individual for integration into society and future ministry.

Credits: 3

HMT 145

Spanish Language Seminar

This seminar is designed to equip YWAM workers who desire to work in a Spanish-speaking environment or with Spanish speaking co-workers. It covers the fundamental language skills (listening, speaking, reading and writing) as well as Spanish grammar essentials.

Credits: 4

HMT 147

TESOL Seminar

This seminar teaches those who will teach English to speakers of other languages (TESOL). It covers all aspects of teacher training such as methods and techniques of teaching English, language acquisition issues, course design, lesson planning, classroom management and the parts and sounds of the English language.

Credits: 4-6

HMT 148 **TESOL Practicum**

After completing the TESOL seminar (HMT 147) participants will teach English to speakers of other languages in classroom or tutoring sessions, with supervision and mentoring by trained teachers.

Prerequisite: HMT 147

Credits: 4-6

HMT 149 **Basic TESOL Skills**

This TESOL seminar includes 60 in-class hours, giving basic instruction in morphology, phonology, grammar, and methods/techniques for Teaching English to Speakers of Other Languages (TESOL). The goal is to prepare team members for teaching ESL on an outreach, or as a component of the outreach at their base. This is not a professional-level training program, but is intended for those who will engage in teaching English for a shorter season on outreach, or would like to be active in ESL ministry without necessarily engaging in teaching at the professional level.

Credits: 2

HMT 175 **Instruction for Cross-cultural Teachers**

Many cross-cultural missionaries, after gaining field experience in another culture and language, join the teaching staff in Porto Velho, Brazil, to help train new missionaries. This seminar helps equip these new teachers for the multiplication process by training the trainers.

Credits: 6

HMT 183 **Islamic Studies Seminar**

This seminar provides training for those who have a desire and call to serve in Muslim nations and cultures, as well as to educate local church members regarding Islam. Topics such as worldview, anthropology, principles of discipleship of nations, history and beliefs of Islam, cultural issues, and cross-cultural evangelism are covered.

Credits: 4

HMT 184 **Islamic Studies Seminar Field Assignment**

Students who complete the HMT 183 seminar will have opportunity to practically apply the training.

Prerequisite: HMT 183

Credits: 1

HMT 187 **Phenomenology of Religion Seminar**

A practical cultural anthropology approach to the phenomenology of religion. Students are able to start investigating the belief systems of their own culture or the culture(s) in which they are or will be working.

Credits: 2

HMT 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the U of N. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by U of N and YWAM leaders. Participants will examine current worldwide missions goals and may be involved in planning for future training and ministries. This course may be repeated for a combined maximum of eight credits.

Credits: 1 to 8

HMT/SCI 211 **Humanities & Science: A Christian Perspective**

This core course of the U of N aims to present, examine, and celebrate God's truth and work in every area of life, in alignment with Philippians 4:8, an exhortation to meditate on "whatever is true, honorable, just, sacred, lovely and of good report." It encompasses the humanities and science and technology, looking at the achievements and failures of individuals, societies, and nations, past and present. The course allots eight weeks of study to humanities, and four weeks to science, though the goal is an integrated approach. Topics include: the history of civilization from ancient times to the present, the meaning of worldview, language and culture, history of science, the practice of science, stewardship principles, appreciating literature and art, world politics and justice issues. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

HMT/SCI 212 **Humanities & Science: A Christian Perspective Field Assignment**

During this course students will have an opportunity to apply ideas learned in HMT/SCI 211. Assignments may

include the study of a nation's culture or an area of society from a Christian perspective, and may provide an opportunity to have practical input of Christian principles into a specific life situation in politics, law, science, the environment, economics, or culture.

Prerequisite: HMT/SCI 211

Credits: 4-12

HMT/SCI 213

School of Biblical Christian Worldview

A historical look at the prevailing philosophies and ideologies that lie beneath the social and political issues of present day societies. It encourages students to become responsible Christians in society, and to exercise positive influence wherever they work and serve. Students delve into topics such as the meaning and components of a worldview and how to apply biblical Christian thinking to contemporary issues. Each student is required to write a paper under the guidance of an advisor. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

HMT/SCI 214

School of Biblical Christian Worldview Field Assignment

An opportunity for students to apply ideas learned in HMT/SCI 213 in a particular cultural setting or sphere of society. Assignments may include the study of a nation's culture and/or may challenge the student to consider how to apply biblical principles in spheres such as politics, law, business, the arts, economics, etc.

Prerequisite: HMT/SCI 213

Credits: 8-12

HMT/SCI 215

Transformation School

This school helps students begin to understand underlying thought patterns in the people groups and cities where they live and work. Through a holistic approach combining discipleship and practical projects, students gain understanding concerning social transformation and the Kingdom of God. During the school, students will look at: the growth of Christianity and departures from a biblical perspective of the Kingdom of God; the history of western civilization including the processes of development; the roles and functions of the mobile and local

aspects of the Church; the role of leadership in social transformation; comparative worldviews in respect to questions of origin, truth, beauty (art) and purpose; and holistic research concerning how societies change. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

HMT/SCI 216

Transformation School Field Assignment

During the field assignment students have opportunity to establish relationships with a people group, assessing their contact with, understanding of, and response to the Gospel. Living among that people group, students will build relationships with them, and attempt to assess the effects of globalisation in that context, especially on the youth. Students will observe the culture using the tools acquired during the lecture phase and will seek to encourage and facilitate the discipleship process through relationship-based research, applying biblical principles of transformation as they work together with the people in that location.

Prerequisite: HMT 215

Credits: 8-12

HMT/SCI 217

Engaging with God's World

The school will delve into worldview issues, and promote critical thinking skills and biblical ethics. Students will use tools such as computer modeling and animations to enhance learning and empower communication. Topics include: apologetics, philosophy and ideas; God, creation and science; discovering God's world; global issues; man and society, discovering the signature of the true author of history in nations, cultures and individuals; community development. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 221 **School of Mapping**

The goal of this course is to train Christian workers to have an extensive understanding of what a map is, how they are created, how to make maps for any type of ministry, and how maps can have a role in transforming nations and meeting the needs of people. In addition, since maps are vital to missions strategy, analysis, and mobilization, the student should be prepared to serve in these areas within any sphere of influence through mapping.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 223 **Foundations in Geographic Studies**

This course looks at several disciplines in the field of Geography as they relate to the spread of the Gospel and the destiny of nations. Students will learn about the processes of the earth, how the physical earth has impacted humans and how humans have impacted the physical earth. This 12-week course is divided into 4 categories, and will include an Introduction to Geography (studying basic earth and human geographic processes); Historical Geography (the role geography played in the spread of the Gospel in the Promised Land, 1st Century Mediterranean region, and during the Exploration Age); Human Geography (human impact on the earth; and Geography in the Digital Age (the role geography plays in present and future ages of telecommunications, strategic initiatives, and the global church).

Prerequisite: DSP 211 & 212

Credits: 12

HMT 224 **Foundations in Geographic Studies Research**

Apply content learned in the FGS course (HMT 223) by doing geographic research, field surveys, asking geographic questions, seeking the Lord as to His 'imprint' on a place and the people in that place, and combine geographic missional knowledge to create a strategic initiative that focuses on particular people groups, social justice issues, and physical/spiritual needs.

Prerequisite: HMT 223

Credits: 12

HMT/ATS 227 **Principles of Redeeming Cultures**

This course presents principles for recognizing God's truth and righteousness in the cultures of the world, affirming those cultures, and seeing them transformed by the work of God. Students learn to view history and their own and/or other cultures from a biblical perspective. They also learn to develop strategies for influencing society toward righteousness, making the Word of God the standard for living.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 231 **Introduction to Ethnolinguistics and Cultural Studies**

Through this training the student is prepared for the first stages of language learning and cultural integration. Subjects covered include: phonetics, basic concepts in linguistics, introductory cultural studies and ethnographic methods, government policies toward indigenous peoples, cross-cultural communication, and language learning skills.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 232 **Introduction to Ethnolinguistics and Cultural Studies Field Assignment**

Students carry out their field assignment in a tribal group, and take their first steps towards learning the language, reaching minimum proficiency by the end of the assignment. They write a preliminary survey and analysis of the culture, especially its lifestyle and customs.

Prerequisite: HMT 231

Credits: 8-12

HMT 233 **Field-based Language Study 1**

This course gives opportunity for credit to be gained from language learning that takes place beyond the classroom - on the street, in the marketplace, through relationships, in a non-formal context. Students are trained in language acquisition skills during Foundations for Intercultural Studies (HMT 271) or an equivalent course, and then complete a period of practical language learning, using a relationship-oriented method of study. They are required to demonstrate regular advance in their skills in the cho-

sen language. Assessment of language competence is made at the end of an agreed period, and a grade and number of credits are awarded on the basis of progress.

Prerequisite: HMT 271 or CHR 235 or HMT 231 as long as there is one week of non-formal language learning training; alternatively, see HMT 133

Credits: 6-24

HMT 234

Field-based Language Study 2

This course gives opportunity to gain additional experience and earn credit for language learning that takes place beyond the classroom — on the street, in the marketplace, through relationships, in a nonformal context. Students who have completed Field-based Language Study I (HMT 233) are able to continue a period of practical language learning, using the same method of relationship-oriented study — either in the same language or in a second language needed in that same field situation. They are required to demonstrate regular advance in their skills in the chosen language. Assessment of language competence is made at the end of an agreed period, and a grade and number of credits are awarded on the basis of progress.

Prerequisite: HMT 233

HMT 235

Field-based Culture Acquisition Internship Phase 1

During this internship students will experience in-depth study of the culture of a specific unreached people group, through living and learning immersed amongst that people as part of a church planting or mercy ministry team. Practical learning is enhanced through reading assignments, mentoring sessions and a written assignment which focuses on a particular aspect of the culture that is of special interest to the student and their team.

Prerequisite: CHR 235 & 236 or HMT 271 & 272

Credits: 12

HMT 236

Field-based Culture Acquisition Internship Phase 2

This is a continuation of HMT 235 for those who desire a deeper experience in learning the culture of a specific unreached people group, through living and learning immersed amongst that people. See HMT 235.

Prerequisite: HMT 235

Credits: 12



HMT 237

Field-based Contextualised Internship Phase 1

On field, in-depth study of culturally relevant church planting methodology and strategy for reaching a specific unreached people group. The student will live and learn immersed amongst the people group they are trying to reach, as part of a church planting or mercy ministries team (or similar strategy for reaching an unreached people group). Practical learning is enhanced through reading assignments, mentoring sessions, and a written assignment which focuses on a particular aspect of Church Planting.

Prerequisite: CCM 235 & 236 or HMT 271 & 272

HMT 238

Field-based Contextualised Internship Phase 2

A continuation of HMT 237 for those who desire a longer-term internship on the field.

Prerequisite: HMT 237

Credits: 12

HMT 243

Communication and Culture I

The Communication and Culture course is designed to equip non-native English speakers with a heart for missions by increasing their English communication skills in all areas while learning about different cultures. Classroom instruction utilizes interactive methods of learning that are fun and effective.

Prerequisite: DSP 211 & 212 (Students who do not meet the prerequisites for this course should refer to HMT 041)

Credits: 12

HMT 244

Communication and Culture II

This may be a continuation of HMT 243 or will be the first course for those who qualify to begin with this level.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 245

Communication and Culture III

For those who have taken HMT 243 and 244 this will be a continuation of Communication and Culture learning at a higher level in all the language skills (speaking, listening, reading and writing.)

Prerequisite: DSP 211 & 212

Credits: 11

HMT 246

Communication and Culture IV

Non-native speakers of English who are already somewhat proficient will be able to take this course, whether they gained their proficiency through taking previous courses with the U of N or elsewhere. Applicants who have not taken HMT 243-245 will be required to demonstrate proficiency at the same level.

Prerequisite: DSP 211 & 212

Credits: 11

HMT 247

Communication and Culture V

This course focuses on upper-intermediate to advanced level English, preparing students for further studies and/or preaching and teaching through the medium of English. Coursework will also include preparation for cross-cultural adaptation in English-speaking cultures and international contexts.

Prerequisite: DSP 211 & 212

Credits: 11

HMT 251

Thai Language & Culture

This course provides content and context for people who desire to learn the Thai language and culture. Students will study how to speak, understand, read and write the Thai language and learn the culture of the Thai people.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 252

Thai Language & Culture Field Assignment

This course provides an opportunity for people to deepen their ability to speak and write the Thai language that they have acquired in HMT 251, practicing with Thai people in the communities where they live, giving opportunity for both language practice and cultural integration.

Prerequisite: HMT 251

Credits: 12

HMT/CHR 257

Old Testament Hebrew

A survey of the grammar, syntax, and vocabulary of biblical Hebrew followed by the reading and translation of significant portions of the Old Testament. Students learn how to make the best use of dictionaries, concordances,

commentaries on the Hebrew text, etc., enabling them to do their own study of the Bible.

Prerequisite: DSP 211 & 212

Credits: 12

HMT/CHR 258
New Testament Greek

A survey of the grammar, syntax, and vocabulary of New Testament Greek, followed by the reading and translation of significant portions of the New Testament. Students learn how to make the best use of dictionaries, concordances, commentaries on the Greek text, etc., enabling them to do their own study of the New Testament.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 261
School of Reconciliation and Justice

This course calls students to live and work from a place of humility and brokenness as they obey the call of God to be peacemakers and ambassadors of reconciliation. Biblical principles for reconciliation, and the Christian’s role in the ministry of healing and reconciliation are explored. Students consider the value and beauty of their own cultural identity, and learn about applying the Cross to that identity and having empathy toward wounded individuals, sub-cultures and corporate entities. At the heart of their study will be a focus on, and engagement with, God’s desire to move individuals and nations from enmity to intimacy through an appreciation, acceptance and understanding of His loving design and diversity.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 262
School of Reconciliation and Justice Field Assignment

Students will come alongside existing ministries of reconciliation in the West Bank (Palestinian Territories) or Luton (England) among people groups and in areas of conflict or cultural tension. The Field Assignment gives opportunities for students to engage in projects while also growing in skills taught in HMT 261 in a “real-life” situation needing healing and reconciliation.

Prerequisite: HMT 261

Credits: 8-12

HMT 263
School of Social Justice

This course will help students understand the historical and cultural backgrounds of injustice issues, develop a biblical worldview of God’s plan for humankind, understand the mandate to steward that design, and discover means of confronting injustice. They will be given practical tools for serving as well as spiritual preparation.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 264
School of Social Justice Field Assignment

The practical application field assignment will give students the opportunity to apply the principles and teachings of HMT 263.

Prerequisite: HMT 263

Credits: 8-12

HMT 271
Foundations for Intercultural Studies

In a multicultural classroom students will explore a biblical perspective of culture and cultural identity. Attention will be given to the diversity of communication styles, values and worldviews, including the songs, the stories, the history and the dreams of each culture. Awareness of one’s own culture and the culture of others are major goals of this course. Particular attention will be given to intercultural relationships and the building of bridges of reconciliation to people and cultures offended by other people groups as well as to language acquisition skills. Note: Students who have completed CHR 235 or HMT 231 may not take this course for credit.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 272
Foundations for Intercultural Studies Field Assignment

This is the first stage of practical application of Foundations for Intercultural Studies (HMT 271). Students focus on language and culture learning as they build relational bridges to people in a culture that is not their own. Their role is that of a learner among those people. The experience of each student will differ according to their living situation and the opportunities that the nation allows. It is expected that a strong bonding and love will develop

with the people of that new culture, which will prove a strong foundation and motivation for language and culture learning and overcoming the inevitable stresses of cross-cultural adjustment.

Prerequisite: HMT 271

Credits: 8-12

HMT/DEV 365 Community Development School

The Community Development School provides training in a biblical approach to community transformation in all spheres of society, beginning with the growth of the individual and his or her relationship with God. The principles and practices are designed to bring change in varied settings, from rural to urban, and from slums to refugee camps in this globalized world. This course equips students with skills to help communities initiate and accomplish strategic activities that will bring life and growth towards God's purposes in His kingdom on earth. The curriculum helps the participant cultivate a solid working knowledge of transformation, development values, fundamental skills, godly character and good relationships.

Prerequisite: DSP 211 & 212 and one full school with field assignment in a community development-related field of study, or equivalent community development field experience of 2 years

Credits: 12

HMT/DEV 366 Community Development School Field Assignment

Following the Community Development School, students will have direct experience in a community where they will apply the development values, concepts, processes, skills, and principles needed to serve a community in growing towards a greater understanding and application of biblical approaches to development. The school field staff will provide necessary support and encouragement in seeking to apply these principles in the unique situation of each community.

Prerequisite: DEV/HMT 365

Credits: 8-12

HMT 391 Undergraduate Directed Studies

An opportunity for students to design an individualized programme of study with credits given towards an undergraduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

HMT 392 Undergraduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their undergraduate degree programme.

Credits: 1-12

HMT 396 Experience in Missions Leadership

Credit may be granted, upon application to the College/Faculty Dean, for demonstrated past accomplishments on the mission field with YWAM or another mission. In the mission experience submitted for evaluation, there must have been significant activity and creativity in establishing, developing, or administering a Christian missions thrust, including supervision of co-workers. It can only be used once for a maximum of 12 credits for any student. Credit will be posted on the transcript only at the time of completion of a U of N degree.

Credits: 1-12

HMT 499 Undergraduate Thesis

Upon the completion of all required coursework, students may choose to write a comprehensive thesis on a topic approved by the college/faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6-12

HMT/DEV 565

Advanced Community Development School

The graduate Advanced Community Development School seeks to equip leaders towards an integrated approach to development with the aim of providing the ingredients and guidance for integrating perspective and skills to fulfill the goals of the course. Some topics covered include: team dynamics and educational transitions, biblical Christian worldview as related to community development, learning dynamics in community, the local church and development, theology and stewardship of the land, community research and reconciliation issues, global health and epidemiology, global stewardship and large scale development.

Prerequisite: DEV/HMT 356 & 366

Credits: 12

HMT/DEV 566

**Advanced Community Development School
Field Assignment**

This field assignment is designed to contribute to the development of communities over extended periods, and to equip the participants as community development facilitators. Thus the field assignments' locations will be selected to contribute to the course purposes, goals and objectives.

Prerequisite: DEV/HMT 565

Credits: 12

HMT 591

Graduate Directed Studies

With the advice and supervision of an academic or research advisor, students may design a programme of study with credits given towards a graduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of full instructional weeks. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

HMT 592

Graduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their graduate degree programme.

Credits: 1-12

HMT 699

Graduate Thesis

Upon the completion of all required coursework, students may write a comprehensive thesis on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6

UNIVERSITY OF THE NATIONS



Science & Technology





Derek A. Chignell, *Committee Chair*

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College/Faculty of Science and Technology

The impact of science and technology on the world is undeniable. Every person on the planet is affected by improvements in growing food, producing energy, moving goods and people, building homes, treating water and healing disease. In modern times, scientific research reveals new aspects of the created order, and often applications to improve the quality of life follow shortly after. The College of Science and Technology prepares students to serve locally or cross-culturally in these technical areas, with a special emphasis on integrating spiritual dynamics with technical skills so that people receive the full benefits of God’s provision through His creation.

The interaction of science and faith is a common theme in this College, both in principle and in practical expression. The Applied Christian Thinking courses introduce this relationship for scientists and non-scientist alike. In addition, the role of God as Creator and Sustainer gives a new appreciation for scientific and technical work, and of the many talented people around the world who work in science.

Students gain basic principles and extensive cross-cultural experience in areas such as: project development, water harvesting and purification, sanitation, building construction, agriculture, aquaculture, aquaponics, energy, environmental stewardship, and information technology. In communities where there has been no hope of change before, this College is partnering in sustainable development projects that open up the exciting possibility of a safe and healthy future.

International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
Derek Chignell, Committee Chair, United Kingdom	Kailua-Kona, HI USA
Andrew West, Australia	Kailua-Kona, HI USA

Degree Programmes

It is essential that a careful check of degree credits be made during the programme, so as to ensure that the final total will be equal to, or more than, the number of credits required for the programme chosen. Choices of electives, directed studies, and seminars are made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information.

The Core Curriculum requirements (Bible, Communication, Applied Christian Thinking) can be met by taking one of several course options in each category. For a list of these, please refer to the Core Curriculum requirements on page 19-20 or consult your College/Faculty Academic Advisor.

Foundational Associate of Science	Credits
Prerequisites: DSP 211 & 212	19-24
Core: Bible, Communication, Applied Christian Thinking (A Core Field Assignment may be substituted for one Core Course)	32-36
Emphasis course sequence:	
SCI xxx Science and Technology Course	12
SCI xxx Science and Technology Field Assignment/Internship	8-12
Elective Course, Directed Studies, Seminars	0-13
Total Credits for Associate of Science Degree	84

At least 20 credits are required in the emphasis area; students should consult their College/Faculty Academic Advisors on their choice of emphasis courses.

Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Science in Community Technology	Credits
Prerequisites: DSP 211 & 212	19-24
Three of the following seminars:	5-10
SCI 152 Community Water Technology	
SCI 153 Basic Construction Technology	
SCI 156 Biogas Technology & Construction	
SCI 158 Community Technology Internship	
SCI 171 Aquaculture	
SCI 173 Sustainable Agriculture	
DEV/HMT 365 Community Development School	12
DEV/HMT 366 Community Development Field Assignment	12
Elective Courses, Directed Studies, Seminars related to community technology systems (with at least one Field Assignment)	26-36
Total Credits for Associate of Science degree	84

Bachelor of Science in Community Technology		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
Three	of the following seminars:	5-10
SCI 152	Community Water Technology	
SCI 153	Basic Construction Technology	
SCI 156	Biogas Technology & Construction	
SCI 158	Community Technology Internship	
SCI 171	Aquaculture	
SCI 173	Sustainable Agriculture	
DEV/HMT 365	Community Development School	12
DEV/HMT 366	Community Development Field Assignment	12
SCI 499	Undergraduate Thesis	12
Elective Courses, Directed Studies, Seminars related to community technology systems (with at least one Field Assignment)		38-48
Total Credits for Bachelor of Science Degree		144

Bachelor of Science in Environment and Resource Stewardship		Credits
Prerequisites:	DSP 211 & 212	19-24
Core:	Bible, Communication, Applied Christian Thinking	36
SCI 231	Environment And Resource Stewardship	12
SCI 232	Environment And Resource Stewardship Field Assignment	8-12
DEV/HMT 365	Community Development School	12
DEV/HMT 366	Community Development School Field Assignment	8-12
SCI 499	Undergraduate Thesis	12
Elective Courses, Directed Studies, Seminars, with at least 12 credits in Science & Technology		24-37
Total Credits for Bachelor of Science Degree		144

Master of Science Degrees

Master’s degrees are offered in various areas in Science and Technology. Programmes are designed to meet the student’s study objectives, utilizing graduate seminars and courses available, together with Graduate Directed Studies (SCI 591), Graduate Directed Studies Internship (SCI 592), and the Graduate Thesis (SCI 699). Undergraduate courses may not be used for credit towards a Master’s degree.

Master’s Prerequisite: Previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum Requirement in the U of N. See also the general requirements for the Master’s degree (Academic Information).

SCI 151
Introduction to Community Technology Seminar

This seminar provides an overview of how technologies can be used to meet felt needs of a hungry and thirsty world and by so doing demonstrate God's love for them in a practical way. The seminar will specifically provide a description of food, water, sanitation, shelter, and energy needs in various parts of the world, and it will provide a review of strategies currently available to meet some of these needs.

Credits: 1 -2

SCI 152
Community Water Technology Seminar

Students will learn how to examine the characteristics of water supplies available to communities, and how to provide, pump, store and purify water economically. Some topics are: water management, water catchment, water holding and sanitation, water purification and non-electrical pumping systems. The seminar is mostly hands-on, and includes the construction of water tanks, sand filters, washbasins and toilets, hand pumps, and hydraulic pump systems.

Credits: 1

SCI 153
Basic Construction Technology Seminar

A basic overview of construction skills and tools needed to complete building projects. A key goal of the seminar is to equip students for construction mercy ministry. Topics include: framing, basic electrical systems, roofing systems as well as a biblical perspective on construction and understanding parallels between Christ as our foundation and the significance of strong foundations in building.

Credits: 2



SCI 155 **Well-drilling Seminar**

This practical seminar teaches students how to drill a well using simple hand tools, equipping the students to provide a community with access to clean water at an affordable price. Students put into practice what they are learning by drilling several wells in villages that have limited access to safe drinking water. The instruction will cover world views that promote development, construction of the well, operation of an Afridev and other hand pumps, installation and maintenance, and strategies for involving the local community. This seminar is excellent for anyone interested in promoting rural development by learning practical ways to reach out to those in need with the love of God.

Credits: 4

SCI 156 **Biogas Technology & Construction**

The Biogas Technology & Construction Workshop is a 2-week course followed by 4 weeks of field assignment locally or internationally. After two weeks of training, participants will have obtained knowledge about biogas technology, the benefits and uses of this technology, and practical construction of the system. This is an appropriate technology for communities throughout the world.

Credits: 2-3

SCI 173 **Sustainable Agriculture Seminar**

In this seminar students will learn about the design and development of low maintenance “food forests” that make use of natural resources already available in a particular location. Topics include: recycling, food production, energy efficiency, water management, waste management and resource stewardship.

Credits: 1-3

SCI 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the U of N. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by U of N and YWAM leaders. Participants will examine current worldwide missions goals and may be involved in planning for future training and ministries. This course may be repeated for a combined maximum of eight credits.

Credits: 1 to 8

SCI/HMT 211 **Humanities & Science: A Christian Perspective**

This core course of the U of N aims to present, examine, and celebrate God’s truth and work in every area of life, in alignment with Philippians 4:8, an exhortation to meditate on “whatever is true, honorable, just, sacred, lovely and of good report.” It encompasses the humanities and science and technology, looking at the achievements and failures of individuals, societies, and nations, past and present. The course allots eight weeks of study to humanities, and four weeks to science, though the goal is an integrated approach. Topics include: the history of civilization from ancient times to the present, the meaning of worldview, language and culture, history of science, the practice of science, stewardship principles, appreciating literature and art, world politics and justice issues. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

SCI/HMT 212 **Humanities & Science: A Christian Perspective Field Assignment**

During this course students will have an opportunity to apply ideas learned in HMT/SCI 211. Assignments may include the study of a nation’s culture or an area of society from a Christian perspective, and may provide an opportunity to have practical input of Christian principles into a specific life situation in politics, law, science, the environment, economics, or culture.

Prerequisite: HMT/SCI 211

Credits: 4-12

SCI/HMT 213 **School of Biblical Christian Worldview**

A historical look at the prevailing philosophies and ideologies that lie beneath the social and political issues of present-day societies. It encourages students to become responsible Christians in society, and to exercise positive influence wherever they work and serve. Students delve into topics such as the meaning and components of a worldview and how to apply biblical Christian thinking to contemporary issues. Each student is required to write a paper under the guidance of an advisor. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

SCI/HMT 214
School of Biblical Christian Worldview Field Assignment

An opportunity for students to apply ideas learned in HMT/SCI 213 in a particular cultural setting or sphere of society. Assignments may include the study of a nation's culture and/or may challenge the student to consider how to apply biblical principles in spheres such as politics, law, business, the arts, economics, etc.

Prerequisite: HMT/SCI 213

Credits: 8-12

SCI/HMT 215
Transformation School

This school helps students begin to understand underlying thought patterns in the people groups and cities where they live and work. Through a holistic approach combining discipleship and practical projects, students gain understanding concerning social transformation and the Kingdom of God. During the school students will look at: the growth of Christianity and departures from a biblical perspective of the Kingdom of God; the history of western civilization including the processes of development; the roles and functions of the mobile and local aspects of the Church; the role of leadership in social transformation; comparative worldviews in respect to questions of origin, truth, beauty (art) and purpose; and holistic research concerning how societies change. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

SCI/HMT 216
Transformation School Field Assignment

During the field assignment students have opportunity to establish relationships with a people group, assessing their contact with, understanding of, and response to the Gospel. Living among that people group, students will build relationships with them, and attempt to assess the effects of globalisation in that context, especially on the youth. Students will observe the culture using the tools acquired during the lecture phase and will seek to encourage and facilitate the discipleship process through relationship-based research, applying biblical principles of transformation as they work together with the people in that location.

Prerequisite: HMT 215

Credits: 8-12

SCI/HMT 217
Engaging with God's World

The school will delve into worldview issues, and promote critical thinking skills and biblical ethics. Students will use tools such as computer modeling and animations to enhance learning and empower communication. Topics include: apologetics, philosophy and ideas; God, creation and science; discovering God's world; global issues; man and society, discovering the signature of the true author of history in nations, cultures and individuals; community development. This course meets the U of N Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12



SCI 231 Environment And Resource Stewardship School

Global concern for the state of the environment and its resources is one of the key issues facing the modern world. The EARS School lays the foundation for a Christian approach to creation care, and develops some fundamental areas of understanding as to how the planet works and how to care for it. Topics include: a Christian perspective of ecology, principles of environmental systems, the impact of communities on the environment, stewardship and resource development, and strategies for environmental education.

Prerequisite: DSP 211 & 212

Credits: 12

SCI 232 Environment And Resource Stewardship Field Assignment

The field assignment provides an opportunity for doing on-site environmental surveys and evaluations, and developing and implementing strategies for stewardship based on biblical standards.

Prerequisite: SCI 231

Credits: 8-12

SCI 264 Introduction to Computer Networking

This school will give students a foundational knowledge of and skills to use for computer networking. The students will gain an understanding of what a computer network is, how it works, and how it can be used for missions.

They will be equipped to be able to implement a defined network architecture with basic network security. The school also will equip students so that they can configure, maintain, and troubleshoot network devices. This course is designed with an emphasis on practical application. There will be a focus throughout the course on how an IT skilled individual is to act and serve in the place they are called.

Prerequisite: DSP 211 & 212

Credits: 12

SCI 273 Sustainable Agriculture School

This course equips students with practical agriculture, food production, and community development skills to address common issues of hunger, relationship between world view and hunger, organic methods and technologies for plant and livestock food production, soil fertility, restoration and healing in the sphere of agriculture, and other topics related to health and food production. The



course presents a biblical perspective on farming and the great value of agriculture as an occupation.

Prerequisite: DSP 211 & 212

Credits: 12

SCI 274
Sustainable Agriculture School Practicum

The field assignment will be incorporated weekly throughout the school with participants implementing learned practices in collaborating partner communities.

Prerequisite: SCI 273

Credits: 12

SCI 392
Undergraduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their undergraduate degree programme.

Credits: 1-12

SCI 391
Undergraduate Directed Studies

An opportunity for students to design an individualized programme of study with credits given towards an undergraduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers.

Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

SCI 392
Undergraduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their undergraduate degree programme.

Credits: 1-12

SCI 396
Experience in Missions Leadership

Credit may be granted, upon application to the College/Faculty Dean, for demonstrated past accomplishments on the mission field with YWAM or another mission. In the mission experience submitted for evaluation, there must have been significant activity and creativity in establish-

ing, developing, or administering a Christian missions thrust, including supervision of co-workers. It can only be used once for a maximum of 12 credits for any student. Credit will be posted on the transcript only at the time of completion of a U of N degree.

Credits: 1-12

SCI 499
Undergraduate Thesis

Upon the completion of all required coursework, students may choose to write a comprehensive thesis on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6-12

SCI 591
Graduate Directed Studies

With the advice and supervision of an academic or research advisor, students may design a programme of study with credits given towards a graduate degree. Activities may include, but are not limited to: reading, research, seminar attendance and presentations, reports, surveys and research papers. Credits will be based on the number of hours equivalent to a full instructional week. Students begin this course by submitting a study/research proposal to the Academic Advisor, or a research supervisor recommended by the Academic Advisor.

Credits: 1-12

SCI 592
Graduate Directed Studies Internship

With the advice and approval of the College/Faculty Academic Advisor a student may design an internship compatible with their graduate degree programme.

Credits: 1-12

SCI 699
Graduate Thesis

Upon the completion of all required coursework, students may write a comprehensive thesis on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6

UNIVERSITY OF THE NATIONS



International Centres



U of N International Centres

The U of N uses the word “Centre” in a restricted sense to refer to a worldwide network of persons and locations in which well-defined interdisciplinary missions objectives are facilitated, communicated, resourced, researched and organized.

The University of the Nations Centres facilitate and integrate international resources and personnel from various Colleges/Faculties, groups and organizations, either outside or within YWAM, to accomplish specific mission objectives. Integration is based upon an operating agreement established between the Centre and the various groups and organizations. This agreement defines and describes how the parties plan to work together on specific projects.

Each Centre typically performs research, develops and makes available seminars, workshops, appropriate reference materials and monitoring procedures related to its objectives. Also, the Centre may develop and organize a foundational school which presents the rudiments and overview of a specific Centre’s mandate. This school is not to exceed 24 full learning weeks (including the field assignment).

Centres do NOT offer degrees, but they do work with the Colleges/Faculties to develop degree programmes related to their areas of expertise. Specialized courses and degree programmes related to the Centre’s mandate are offered within the seven Colleges/Faculties. Currently there are five functional international centres in the University of the Nations. These are:

- DEV Community Development Centre
- DSP Centre for Discipleship Training Schools
- EUR Centre for European Studies
- FAM Family Resource Centre
- GEN GENESIS Centre
- STU Student Mobilization Centre

Descriptions of all these Centres are included in this section.

Community Development Centre

The Community Development Centre (CDC) promotes a long-term integrated approach to transformation of communities, cities, and nations. The phrases “community development,” “community transformation,” and “nation building” have become commonplace in many parts of the world today. Yet true change at the community, city, regional or national level begins with personal change, including changes in ways of thinking. Changed individuals and communities become agents of transformation at broader levels, making sustainable development a desirable vision that becomes a present reality. Transformation ultimately takes place as a result of changes of the heart and mind when confronted with truth, evidence of the transforming power of the Gospel.

The Community Development School, workshops, seminars, resources, and consulting offered by the CDC are designed to facilitate personal and community-wide transformation in every sphere of society. To that end, the DEV:

- Offers instruction concerning biblical worldview and development principles and practice at both the undergraduate and graduate levels through seminars, workshops, outreaches, internships, and the Community Development Schools;
- Integrates multiple disciplines, encouraging coordination of people, programmes, and resources within YWAM/U of N and other organizations and communities in pursuit of common objectives;
- Acts as a catalyst for discovering God’s view and intentions for lasting change in individuals and communities as revealed through His Word, using conversations, group discussions, and other forms of training and interaction;
- Consults with students about opportunities for service and further training in areas of community development and transformation.

International Office Address:

Community Development Centre
University of the Nations
75-5851 Kuakini Hwy #114
Kailua-Kona, HI 96740 USA
Email: ComDevCentre@uofn.edu

CDC International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
Giacomo Coghi, Costa Rica	San Jose, Costa Rica
Gioconda Coghi Rice, Costa Rica	Kona, HI USA
Christine Colby, Director	Kona, HI USA
JiHyun Kim, Korea	Middle East
Sang Hong Kim, Korea	Middle East
Samuel Kisolo, Uganda	Uganda
David Noblet, Australia	Australia
Arnold Rottier, Canada	Montana, USA
Ana Santos, Brazil	Spain
Marilyn Teasley, USA	Richmond, VA USA

DEV 165

Community Development Seminar

This seminar is designed to introduce participants to key issues related to community development, including what is understood by the terms community and development, focusing on holistic, biblical community development and critical issues relating to avoiding dependency and promoting empowerment of communities. There is also discussion of the difference between relief and development and the importance of knowing what is an appropriate response to each, as well as an introduction to doing community assessment based on an appreciative rather than a wholly needs-based approach.

Credits: 1

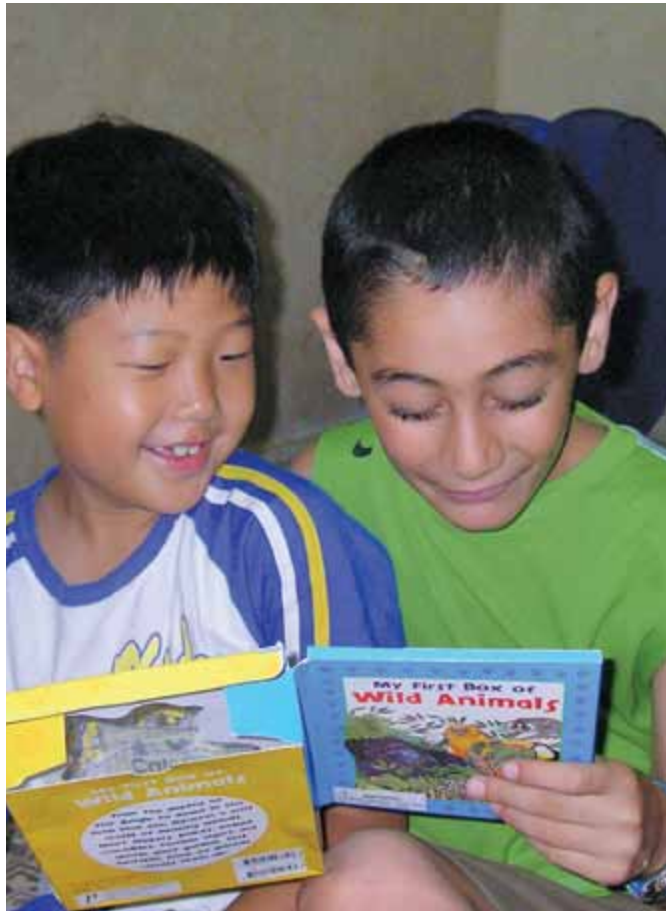
DEV/HMT 365

Community Development School

The Community Development School provides training in a biblical approach to community transformation in all spheres of society, beginning with the growth of the individual and his or her relationship with God. The principles and practices are designed to bring change in varied settings, from rural to urban, and from slums to refugee camps in this globalized world. This course equips students with skills to help communities initiate and accomplish strategic activities that will bring life and growth towards God’s purposes in His kingdom on earth. The curriculum helps the participant cultivate a solid working knowledge of transformation, development values, fundamental skills, godly character and good relationships.

Prerequisite: DSP 211 & 212 and one full school with field assignment in a community development related field of study, or equivalent community development field experience of 2 years

Credits: 12



**DEV/HMT 366
Community Development School Field
Assignment**

Following the Community Development School, students will have direct experience in a community where they will apply the development values, concepts, processes, skills, and principles needed to serve a community in growing towards a greater understanding and application of biblical approaches to development. The school field staff will provide necessary support and encouragement in seeking to apply these principles in the unique situation of each community.

Prerequisite: DEV/HMT 365

Credits: 8-12

**DEV/HMT 565
Advanced Community Development School**

The graduate Advanced Community Development School seeks to equip leaders towards an integrated approach to development with the aim of providing the ingredients and guidance for integrating perspective and skills to fulfill the goals of the course. Some topics covered include: team dynamics and educational transitions, biblical Christian worldview as related to community development, learning dynamics in community, the local church and development, theology and stewardship of the land, community research and reconciliation issues, global health and epidemiology, global stewardship large-scale development.

Prerequisite: DEV/HMT 356 & 366

Credits: 12

**DEV/HMT 566
Advanced Community Development School
Field Assignment**

This field assignment is designed to contribute to the development of communities over extended periods, and to equip the participants as community development facilitators. Thus the field assignment locations will be selected to contribute to the course purposes, goals and objectives.

Prerequisite: DEV/HMT 565

Credits: 12



Centre for Discipleship Training Schools

The Discipleship Training School (YWAM DTS) is a prerequisite for all other courses and is therefore the gateway into the seven Colleges/Faculties and various Centres of the University of the Nations (U of N). The DTS also serves to orient and prepare all new Youth With A Mission (YWAM) and U of N staff.

The purpose of the DTS is:

- To gather and challenge people to worship, listen to and obey God, releasing them (in the context of the DTS) to serve through evangelism, intercession, acts of compassion, and other expressions of God's heart for the world, possibly even pioneering new ministries;
- To inspire and cultivate growth in one's relationship with God, resulting in Christ-like character which is based on a solid biblical foundation, the work of the Holy Spirit, and the personal application of biblical truth, especially concerning God's character, the Cross, and empowering grace;
- To encourage growth in relationship skills through living, learning and working together with people who differ in personality, perspectives and cultural backgrounds;
- To further equip every person to serve God's purposes both within the YWAM context and in other spheres of relationship, strengthening a commitment to reach the lost, especially the unreached, to care for the poor and to be an influence in all areas of society;
- To impart the vision and foundational values of Youth With A Mission International, as well as that of the host operating location, and to provide information regarding a variety of opportunities for service upon successful completion of the Discipleship Training School.

The DTS aims to graduate students:

- Who are growing in understanding of the breadth and depth of God's character and ways, and in particular of His great love for every person and culture;
- Who are becoming more like Jesus in the way they relate to God and people;
- Who increasingly cooperate with the empowering presence of the indwelling Holy Spirit;
- Who listen to and obey God as the result of God's enabling grace;
- Who search the Scriptures in such a way that transforms beliefs values and behaviors;

- Who are growing in lifestyles of worship, intercession and spiritual warfare;
- Who learn to live and work well with others, especially those different from themselves;
- Who can share the Gospel with the lost and have a life-long commitment to do so
- Who have a commitment to continue to be involved in some way with God's work among the nations. including unreached people, the poor and needy and in spheres of society;
- Who understand the calling and values of YWAM and are aware of a variety of opportunities for service with various YWAM ministries;
- Who have a growing heart knowledge of God's purposes for their life and a sense of their life direction;
- Who desire to continue a lifestyle of serving God and His Kingdom purposes either by pursuing further training, joining a YWAM ministry team, or serving through local churches and ministries, as the Lord leads them.

The Centre Network for Discipleship Training Schools has been established to maintain and enhance excellence in DTS programmes worldwide in accordance with the DTS purpose, curriculum and guidelines set by the international leadership of Youth With A Mission and the University of the Nations. The Centre staff seek to serve DTS leadership by providing encouragement, support, and expertise in programme, leadership and resource development. The Centre facilitates the networking of personnel and resources among all DTS and Field Assignment/Outreach locations and the seven Colleges/Centres of the University. It also aids in stimulating the multiplication of new DTS's in strategic locations of the world.

The goals of the DTS Centre Network are:

- A. Partnering within YWAM International:** to develop a relational network of DTS leaders/staff within each region that is also connected to the global DTS world and with all streams of the YWAM family of ministries.
- B. Programme Development:** to aid in the design of DTS programmes in accordance with the DTS purpose, curriculum and guidelines set by the international leadership of YWAM/U of N.

C. Leadership Development: to facilitate DTS leadership and staff development in response to requests and identified needs.

D. Educational Resource Development: to create resources that aid in the training of DTS staff or in implementing an aspect of the curriculum in the DTS and to facilitate the distribution of new and existing resources to the DTS world.

E. Programme monitoring: to receive, track and review course registration documentation for each DTS programme.

F. Strategic multiplication: to promote the pioneering of new DTS and Field Assignments/Outreaches in the ten major language groups and the least evangelized nations of the world.

DTS Centre International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
John Allegretto, USA	Tyler, TX, USA
Gwen Bergquist, Canada	Asia
Jill Bills, New Zealand	Los Angeles, CA, USA
Toni Bragg, USA	Herrnhut, Germany
Joel Bringas, Philippines	Davao, Philippines
Markus Buser, Switzerland	Colombia
Barbie Calco, Philippines	Puerto Princess, Philippines
Dustin Campbell, USA	Davao, Philippines
Vah Caunivalu, Fiji	India
Elena, Australia	South Asia
Gilberto de Mello, Brazil	Cantagen, Brazil
Jussara de Mello, Brazil	Cantagen, Brazil
Carlinha de Paulo, Brazil	Brazil
Teresa Drew, USA	Cuckfield, England
Daniel Etchart, Argentina	Mar del Plata, Argentina
Fiona Gifford, UK	Cape Town, South Africa
Barbara, Switzerland	South Asia
David Harper, USA	Cape Town, South Africa
Amos Hathway, USA	Salem, OR, USA
Todd Hedgepath, USA	Charlotte, NC, USA
Vickie Hedgepath, USA	Charlotte, NC, USA
Kima Hmar, India	Siliguri, India
Cindy Hunt, USA	Orlando, FL, USA
Kim Hunt, USA	Orlando, FL, USA
Jim Isom, USA	Kentucky, USA
Ayangla Jamir, India	Kolkatta, India
Gayle Keapproth, USA	Madison, WI, USA
Leopold Kiwanuka, Uganda	Arusha, Tanzania

Mirjam Klop, The Netherlands	Serbia
Joylynn Landshut, USA	Cape Town, South Africa
Lala Langel, India	Derhadun, India
Patti Lee, Asst. Director, USA	Cape Town, South Africa
Micheal Leeson, USA	Madison, WI, USA
Shelley Leveridge, Canada	Asia
Tanya Lyons, Canada	Vancouver, Canada
Donna MacGowen, USA	Denver, CO, USA
Mark MacGowen, USA	Denver, CO, USA
Maureen Menard, Director, USA	Cape Town, South Africa
Ben Nonoa, New Zealand	Kona, HI, USA
Mark Parker, New Zealand	Auckland, New Zealand
Heba, Egypt	Middle East
Holger Schein, Germany	Cape Town, South Africa
Wanda Taft, USA	Perm, Russia
Pete Thompson, UK	Cape Town, South Africa
Bjarte Tonhiem, Norway	Norway
Jeremy West, USA	Lakeside, MN, USA
Rob Westwood, Australia	Scotland
Lisa Whitaker, USA	Absecom, NJ, USA
Susan, USA	Katmandu, Nepal
Elaine, East Asia	East Asia
Silas, South Asia	South Asia

International Office Address:

DTS Centre International Coordinating Office
 University of the Nations
 PO Box 1031
 Sun Valley 7985 South Africa
 Email: ywamdtscentre@mweb.co.za
 Website: www.ywamdtscentre.com

DSP 111 Discipleship Seminar

This seminar is designed to lead students into a deeper, more intimate walk with God, with teaching of foundational topics of Christian discipleship such as knowing God, hearing God's voice, the importance of the Word, meditation, intercession, fear of the Lord, forgiveness, relinquishing rights, sanctification, evangelism and missions, spiritual warfare, faith and finances, and relationships.

Credits: 1-6

DSP/CNH 115 **Destiny by Design**

This seminar helps participants understand more fully their life calling, and equips them to help others do the same. Six life-coaching keys are explored: dreams, experiences, soulprint (personality), identity, gifts, and network. The seminar focuses on applying biblical truth to everyday life by using a combination of lectures, interactive exercises, Powerpoint presentations and a workbook, leading students on a journey of discovery concerning their identity and the purpose for which God created them.

Credits: 1-3

DSP 14.1 **DTS Leadership Development**

This program is designed to equip YWAM/U of N staff to create and lead YWAM Discipleship Training Schools, including both teaching and outreach phases, in alignment with the apostolic vision, foundational values, purpose, outcomes, curriculum and guidelines of the DTS. It includes outcomes for both DTS leadership and personal growth.

Prerequisite: DSP 211 & 212 and preferably a DTS Foundational Workshop

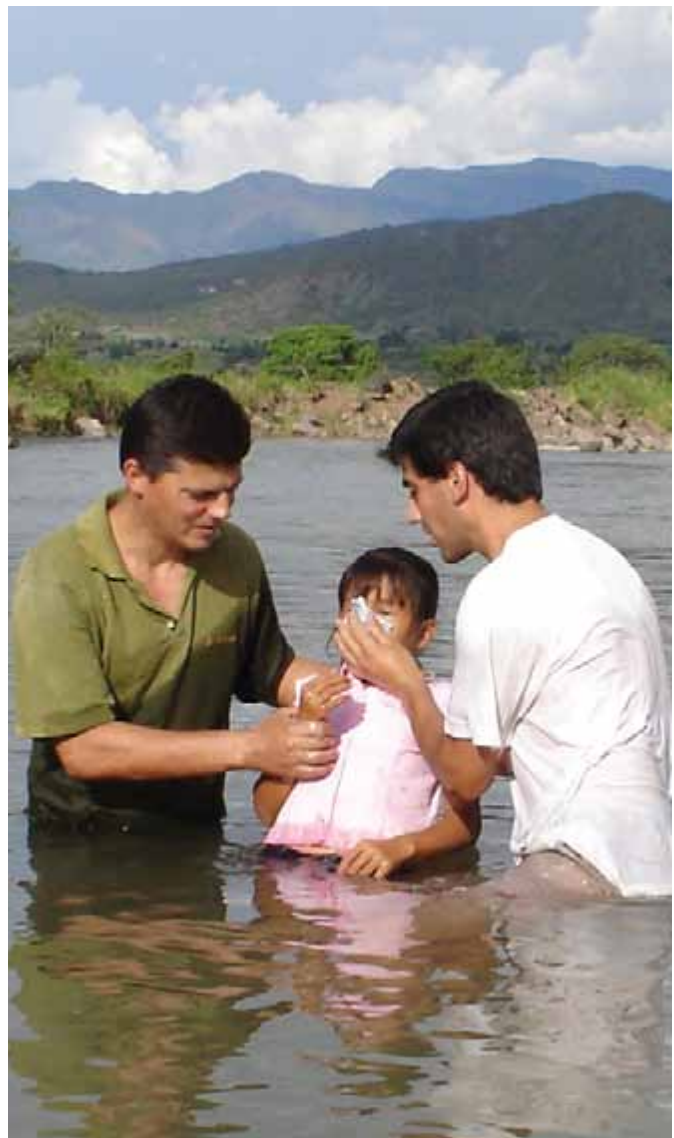
Credits: 1-6

DSP 14.2 **DTS Leadership Development Field Assignment**

Designed to train YWAM/U of N staff to lead a DTS outreach, in alignment with the “Fruitful Practices for DTS Outreach” document, with all team members actively sharing their faith with the aid of relevant resources for maximizing the potential impact of the outreach portion of the DTS.

Prerequisite: DSP 211 & 212; DSP 14.1

Credits: 1-6



DSP 211 Discipleship Training School (DTS)

This school is an intensive Christian discipleship course beginning with an 11 or 12-week lecture/teaching phase followed by an 8-12 week practical field assignment. It is a prerequisite for all other courses in the University of the Nations, and also serves to orient and prepare all new Youth With A Mission (YWAM) staff. The DTS is designed to encourage students in personal character development, cultivating their relationship with God and identifying their unique gifts and callings. Cross-cultural exposure and global awareness are special emphases throughout the course, preparing the students to evangelize and disciple current and future generations, answering the call to “Go into all the world and teach (make disciples of) all nations.” (Matthew 28:19). The curriculum is in the following six major categories: God’s nature and character; God’s intention for individuals, peoples and nations; seeing all of life from God’s perspective; redemption, sin, and the Cross; God’s family — the Church; God’s world - His call and commission; the ministries of YWAM. Focused DTS’s: In some locations the DTS is offered with

a particular focus, such as the Crossroads DTS, Operation Year DTS, University DTS, Sports DTS, Arts DTS, etc. Credit will be given for this course with satisfactory completion of DSP 212.

Credits: 11-12

DSP 212 Discipleship Training School Field Assignment

In this second phase of the Discipleship Training School (DTS), specially organized teams are sent out for 8-12 weeks of evangelism in cross-cultural situations. The emphasis is on the application of principles taught in the DTS lecture phase coupled with teaching on evangelism concepts and practices, equipping students to share their faith in a variety of ways and contexts.

Prerequisite: DSP 211

Credits: 8-12



Family Resource Centre

The Family Resource Centre (FRC) serves as an interdisciplinary and intercultural resource and development network in the area of family and marriage. As such, it provides continuing education opportunities for professionals and lay people through seminars, workshops and short-term courses. These programmes are designed to serve those who are currently working within various marriage and family disciplines. Seminars are offered which address a variety of counseling, legal, ethical, religious, and political-legislative issues, as they relate to the family. These seminars are conducted in cooperation with local churches, social service agencies, educational institutions, and family agencies.

The Centre offers a six-month training program (Family Ministry School) in partnership with the College of Counseling and Health Care for individuals and families with a calling to restore families to their biblical destiny and minister the love of Christ to families all over the world.

The Centre exercises its influence to bring awareness of family issues inside and outside the U of N, and will promote the analysis and application of preventative and restorative therapy in families.

The Centre maintains up-to-date information on current resources available in the area of family and marriage, and facilitates resource networking among those working in this area by:

- Developing a resource library of books, DVDs, videos, articles and other media, as well as seminar packages that can be made available to families, churches, professionals, and service agencies;
- Compiling a reference list of individuals and agencies offering services for family and marriage matters;
- Promoting communication through the publication of articles, books, newsletters, brochures, and pamphlets, as well as through audio, visual and electronic media;
- Serving as a networking and communication centre for various churches, mission agencies, and family agencies.

The Centre seeks to be actively involved in current research, remaining on the cutting edge of family and social development trends by:

- Evaluating the effectiveness of current family models and counseling approaches through field-based research;

- Networking with existing volunteer, professional and government-sponsored agencies that provide services to families;
- Facilitating the integration of social and medical resources to the family (AIDS and other sexually transmitted infection information, family planning, medical and nutritional services).
- Offering marriage and family services to communities;
- Establishing agencies that offer biblical alternatives to existing social service programmes;
- Promoting the role of families in ministry and service.

FRC International Committee

<i>Name, Country of Origin</i>	<i>Location</i>
Larry Ballard, USA	Milton, WI USA
Jongchel Hwang, Korea	Phnom Penh, Cambodia
Merle Jacobs, USA	Fairfax, VA USA
Shirley Jones, Rep., N. Ireland	Restrevor, N. Ireland
Paul Marsh, United Kingdom	Lausanne, Switzerland

FRC Office Address:

Family Resource Centre
University of the Nations
5006 Wheatstone Dr.
Fairfax VA 22032 USA
Email: Merle.jacobs@uofn.edu

Websites:

www.uofn-frc.org and www.ywam-fmi.org

FAM 121

Foundations for Family Life Seminar I

An introduction to the biblical foundations of marriage and family life. The seminar focuses on the following major categories: biblical family foundations, God's design for marriage, developing marriage seminars, godly parenting patterns, developing parenting seminars, introduction to family systems, Christian family counseling principles, and the role of the family in ministry. This seminar is essential preparation for those wishing to work in YWAM family ministries and is often offered in conjunction with the Family Ministry School (FAM/CNH 231 & 232). Individual segments of the seminar can be taken separately or the entire seminar can be completed at one time. Students may not receive U of N credit simultaneously for the Family Ministry School (FAM/CNH 231 & 232) and the Foundations for Family Life Seminar I (FAM 121).

Credits: 1-6

FAM 122

Foundations for Family Life Seminar II

Students will receive practical training and experience in developing various family life seminars, and will role play, prepare dramas, and develop presentations based on the material learned in FAM 121. They will also participate on teams that are conducting family life seminars and camps. Students may not receive U of N credit simultaneously for the Family Ministry School (FAM/CNH 231 & 232) and the Foundations for Family Life Seminar II (FAM 122).

Prerequisite: FAM 121

Credits: 1-4

FAM/CNH 131

Marriage & Relationship Workshop I, II, III & IV

This workshop is based on David and Vera Mace's revolutionary, pioneering work, developed by Keith and Marilyn Hamilton. During the four weeks of this seminar, participants will experience the Level 1 workshop (Marriage Enrichment for couples or Relationship Enrichment for singles) and also be trained in a Level 2 workshop as facilitators. They will study, practice, and prepare materials for teaching and be trained to become instructors. In addition, they will have opportunity to practice teaching levels 1 and 2. Persons completing the seminar will be certified as instructors of REAPP workshops.

Credits: 1-4

FAM 141

Foundations in Personal Relationship Seminar

One major topic will be the focus of each of the four weeks:

God's Original Design For Relationships

This seminar week lays a Scriptural foundation for marriage based on Genesis 2:24 and Hebrews 13:4.

Rescuing Tomorrow's Generation Today

This seminar week provides practical tools that married couples and parents can use in order to establish a written family vision document that can become the foundation for multiple, successive, godly generations.

Reverse Engineering The Sexual Revolution

This seminar week exposes how the Kinsey Reports, the Women's Liberation movement, the Hippie Movement, and the declining importance of marriage and traditional family have all contributed to the establishment and spread of what has become known as the Sexual Revolution. The content of this week is intended to expose the sources of the lies which became the basis upon

which western society has built its sexual culture.

Dealing With Homosexuality

This seminar week is intended to provide participants with greater understanding of how to effectively engage in public discourse surrounding issues of homosexuality and same-sex marriage. Participants will be challenged to learn how to articulate an uncompromising and godly perspective on the issues without becoming trapped in fruitless debates and arguments.

Credits: 1-4

FAM/CNH 223

Family Ministry School

An introduction to the biblical foundations of marriage and family life targeting five major themes related to effective ministry to families: the biblical model of family, God's design for marriage, godly parenting, Christian family counseling principles, and the role of the family in ministry. Students can anticipate growth and development in their personal lives, in their families and in their ability to minister to other families. This course prepares students to disciple other families through the use of family camps, marriage seminars, relationship seminars and parenting seminars. Students are also introduced to premarital counseling tools in the school so they can effectively prepare couples for marriage.

Prerequisite: DSP 211 & 212

Credits: 12

FAM/CNH 224

Family Ministry School Field Assignment

After completing CNH/FAM 223, students learn to integrate previous classroom studies with practical service. They will serve on teams that conduct marriage, relationship, and parenting seminars. They also have opportunities to help plan and conduct family camps in some locations. Students participate in a limited amount of supervised family counseling opportunities. Families often have opportunity to minister together as a family during the field assignment.

Prerequisite: CNH/FAM 223

Credits: 8-12

GENESIS Centre

Global Electronic Network Educating, Serving and Inspiring Students (GENESIS) is an interactive video-conferencing network connecting U of N locations. The purpose of the GENESIS Centre is to make quality training accessible, and to serve the global growth of the U of N. The Centre also researches upcoming communication technologies in order to develop applications for training.

The GENESIS Centre influences the following areas:

- A. Networking:** creating electronic connections with U of N Colleges, Centres, and schools as well as with the YWAM family of ministries, and other organizations and businesses for specific projects and events;
- B. Consulting:** gathering information and providing understanding of how new communication technologies can best serve training within the framework of the U of N values;
- C. Training:** describing the GENESIS concept through seminars, the GENESIS School and its Field Assignment;
- D. Programme development:** making the best teaching available to students in all nations and connecting them in worship, prayer and fellowship. Teachers from the developing world have an opportunity to extend the influence of their ministry and teaching content. The development of teaching content and resource material will be encouraged, especially within the subject of discipling nations;
- E. Technical:** providing technical support for the setup and maintenance of the GENESIS equipment, researching, exploring and testing new technologies and their potential for serving the GENESIS concept.

GENESIS Centre International Committee

<u>Name, Country of Origin</u>	<u>Location</u>
Bret Curtis, USA	Kailua-Kona, HI USA
Pamela de Souza, India	Pune, India
Luzanne Esmeraldo, Switzerland	Lausanne, Switzerland
Adriano Estevam, Brazil	Lausanne, Switzerland
Markus Steffen, Director, Switzerland	Lausanne, Switz.
Mike Stevens, USA	Dalarna, Sweden
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GEN 191 GENESIS Seminar

The GENESIS Seminar is designed to equip participants in the integration and application of GENESIS at a specific location. The seminar is an intensive two weeks of learning the vision, history and concept of GENESIS and how it serves to multiply U of N resources, building bridges to create a global classroom where a multitude of events can take place. Educational principles are integrated in the learning. Hands-on workshop-style sessions will equip the participants to facilitate GENESIS in the schools they run, organize events and do required setup and operation of equipment. An emphasis on understanding trans-cultural dynamics together with team work is integrated to help facilitate the U of N's development around the world.

Credits: 2

**GEN/CMC 293
GENESIS School**

This foundational course equips students in the techniques of linking U of N locations into global classrooms using video-conferencing and other emerging technologies. Training in leadership and pioneering, new communication technologies, educational principles and cross-cultural communication are integral to the curriculum. The students gain understanding about the vision and concept of GENESIS and how communication technologies are key tools for education and mission purposes.

Prerequisite: DSP 211 & 212

Credits: 12

**GEN/CMC 294
GENESIS School Field Assignment**

Students participate in pioneering GENESIS in a cross-cultural situation and integrate the concept into the life of a selected ministry. Students go through all the stages of pioneering in a holistic way, starting with intercession, moving into sharing the vision and concept, acquiring equipment, practical installation, organizing events, leading weeks of teaching in U of N schools as well as training others. The students will be coached by experienced staff

and supported in the learning effort.

Prerequisite: CMC/GEN 293

Credits: 12

Student Mobilization Centre

Our mission is to mobilize university students of all nations on every campus worldwide to God's purposes for their lives in knowing Him and making Him known through their life's work.

This will be accomplished by:

Gathering students and leaders from university communities through mobilization events;

Service to non-believers through: evangelism, mercy ministries, intercession, and hospitality;

Training and Mentoring believers to have a biblical worldview through: live/learn discipleship schools, modeling Godly character, formal and informal teaching, small group Bible studies, seminars, and conferences;

Mobilizing to Calling through: mission internships and other projects integrating field of study with opportunities to meet global need from a biblical worldview;

Collaboration through: partnerships with and support of university staff, other campus organizations, church leaders and members, and YWAM ministries around the world for the purpose of mobilizing student volunteers serving Christ's Great Commission.

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John Henry, USA	Madison, WI, USA
John Hwang, Director, Korea	Cartagena, Colombia
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STU/CHR 235

School of University Ministries and Missions

This twelve-week interdisciplinary course equips university student ministry workers in Youth with a Mission (YWAM) while also serving the broader community of campus ministry workers worldwide. The programme emphasizes the impact of mobilization of students toward their life work and calling. It looks at how this relates to the destiny of the nations where they will live and minister. Participants gain understanding and practical knowledge of university student ministries as a mission strategy in a variety of contexts and cultures with contemporary applications. In addition to historical and biblical studies related to university student ministries, practical instruction for pioneering a campus ministry and for leadership of field ministry internships and similar outreaches are provided.

Prerequisite: DSP 211 & 212

Credits: 12

STU/CHR 236

School of University Ministries and Missions Internship

Practical, supervised field assignment to develop campus preaching and teaching skills, campus and field outreach leadership, and/or researching and pioneering a campus ministry as an application of the School of University Ministries and Missions.

Prerequisite: STU/CHR 235 or HMT/STU 293

Credits: 12

Centre for European Studies

The aim of the Centre for European Studies (CES) is to promote biblical perspectives on Europe's past, present and future, informing effective social, cultural and spiritual engagement towards Europe as a "community of peoples deeply rooted in Christian basic values."

The Centre encourages and promotes the study of culture, history and missions of the European continent, considering the European continent as a whole, and delving into issues such as the profound influence of the Bible on the European peoples and cultures, and its spread globally; constructive biblical responses to major contemporary influences, including secularism, Islam, and new spirituality; and biblically-rooted approaches towards a relationship-based society embracing the values of sustainability, solidarity, equality, freedom and peace.

The goals of the Centre for European Studies are realized through offering courses (including distance-learning via the internet), master classes, seminars, forums, consultations and study tours.

Activities are held in various European locations. For example, the annual State of Europe Forum on Europe Day, around May 9, is held in the capital of the nation holding the presidency of the EU in any given year (Budapest, 2011, Copenhagen 2012, Dublin 2013, Athens 2014, etc.).

Annual Continental Heritage Tours (14 days) and Celtic Heritage Tours (10 days) offer hands-on exploration of places and movements which shaped Europe by their faith. A 12-credit School of European Studies is planned and will have portions taught in several nations, including Holland, Germany, the Czech Republic and Switzerland, with study tours en route. Further seminars and consultations, to be held in various European locations, are being developed and will be announced via the CES website: www.schumancentre.eu.

The Centre's video site, www.youtube.com/schumancentre, offers numerous lectures by international teachers on topics related to European studies.

The Centre partners with other institutions sharing common values and interests, for example, in the formation of think tanks and study units on historical, contemporary and future studies. The Centre is commonly known as the Schuman Centre, after Robert Schuman whose post-war vision for Europe was rooted in Christian values.

CES International Committee: in formation

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www.jucumuruguay.org

Juventud Con Una Mision Rivera

Calle Ituzaingó 435
Centro
Rivera, Rivera 40.000
Uruguay

Tel: 598 46202580
mision@jucumuruguay.org
www.jucumuruguay.org/rivera

United States

Youth With A Mission Arctic Mercy

PO Box 959
Homer, AK 99603
Tel: 1-907-235-9339
Fax: 1-907-235-4829
ywamakam@yahoo.com
www.ywamalaska.com

Youth With A Mission Tribal Winds

6085 Leupp Road
Flagstaff, AZ 86004
Tel: 1-928-527-0104
Fax: 1-928-527-0104
ywamtribalwinds@gmail.com
www.tribalwinds.org

Youth With A Mission Phoenix

PO BOX 62824
PHOENIX, AZ 85082
Tel: 1-480-329-4404
info@ywamphoenix.com
www.ywamphoenix.com

Youth With A Mission Ozarks

7119 Mountain View Drive
Ozark, AR 72949
Tel: 1-479-667-1152
ywamozarks@yahoo.com
www.ywamozarks.org

UNIVERSITY OF THE NATIONS

Youth With A Mission Chico

15850 Richardson Springs Rd
Chico, CA 95973
Tel: 1-530-893-6750
Fax: 1-530-893-6759
info@ywamchico.com
www.ywamchico.com

Youth With A Mission Los Angeles

11141 Osborne Street
Lake View Terrace, CA 91342
Tel: 1-818-896-2755
Fax: 1-818-897-6738
info@ywamla.org
www.ywamla.org

Youth With A Mission Mendocino Coast

30660 Navarro Ridge Road
Albion, CA 95410
Tel: 1-707-937-5700
Fax: 1-707-937-3707
ywam@lordsland.org
www.ywammendocino.org

Youth With A Mission Orange County

PO Box 14637
Irvine, CA 92623
Tel: 1 (949) 444-2131
Fax: 1 (949) 271-4909
bc@ywamships.net
www.ywamships.net

Youth With A Mission

N. Asia Window Alliance
1605 E. Elizabeth St. #U5CD
Pasadena, CA 91104
Tel: 626 398 2340
Fax: 810 222 2498
ywamnasa@gmail.com

Youth With A Mission Diaspora

1539 E. Howard Street
Pasadena, CA 91104
Tel: 909 631-3307
dkdts@hanmail.net

Youth With A Mission Pismo Beach

791 Price St. #119
Pismo Beach, CA 93449
Tel: 1-805-773-9926
ywampismo beach@yahoo.com
www.ywampismo beach.org

Youth With A Mission Redding

5424 Valleyridge Dr
Redding, CA 96003
Tel: 530-736-YWAM
ywamredding@fastmail.fm

Youth With A Mission San Francisco

357 Ellis Street
San Francisco, CA 94102
Tel: 1-415-885-6543
info@ywamsanfrancisco.org
www.ywamsanfrancisco.org

Gleanings For The Hungry

PO Box 309
Sultana, CA 93666
Tel: 1-559-591-5009
Fax: 1-559-591-5036
info@gleanings.org
www.gleanings.org

Youth With A Mission Colorado

PO Box 158
Cimarron, CO 81220
Tel: 1-970-249-7004
Fax: 1-970-249-9164
info@ywamcimarron.org
www.ywamcimarron.org

Youth With A Mission Colorado Springs

505 Popes Bluff Trail
Colorado Springs, CO 80907
Tel: 1-719-527-9594
Fax: 1-719-527-2680
info@ywamsf.org
www.ywamsf.org

Youth With A Mission Denver

12750 West 63rd Ave
Arvada, CO 80004
Tel: 1-303-424-1144
Fax: 1-303-424-2151
info@ywamdenver.org
www.ywamdenver.org

Youth With A Mission Washington DC

PO Box 15287
Washington DC, Capitol 20003
Tel: 202-300-7103
ywamdc@gmail.com

Youth With A Mission Jacksonville

117 1st Avenue North
Jacksonville Beach, FL 32250
Tel: 1 904-372-0161
Fax: 1-904-853-6329
markbaxter77@gmail.com
www.ywamjacksonville.org

Youth With A Mission Orlando

15411 County Road 455
Montverde, FL 34756
Tel: 1-407-273-1667
Fax: 1-407-273-3243
info@ywamorlando.org
www.ywamorlando.org

Orlando Frontier Missions Center

11221 John Wycliffe Blvd.
Orlando, FL 32832
Tel: +1-407-852-3713
ywamfm@gmail.com
www.ywamfm.com

Youth With A Mission Tampa Bay

34077 Eiler Blvd.
Ridge Manor, Tampa Bay, FL 33597
Tel: 1-352-583-5516
ywamtampabay@gmail.com
www.ywamtampa.com

Youth With A Mission Atlanta

PO Box 1025
Grayson, GA 30017
Tel: 1-678-344-7983
Fax: 1-678-344-7919
info@ywamatlanta.org
www.ywamatlanta.org

Youth With A Mission Honolulu

2707 Hipawai Pl.
Honolulu, HI 96822
Tel: 1-808-988-7015
Fax: 1-808-988-5618
reception@ywamhonolulu.com
www.ywamhonolulu.com

Youth With A Mission Kona

75-5851 Kuakini Hwy
Kailua-Kona, HI 96740
Tel: 1-808-326-7228
Fax: 1-808-329-2387
studentservices@uofnkona.edu
www.uofnkona.edu

Youth With A Mission Maui

PO Box 790237
Paia, HI 96779-0237
Tel: 1-808-575-9460
Fax: 1-808-575-9476
information@ywammaui.com
www.ywammaui.com

Youth With A Mission Idaho

PO Box 70
Cascade, ID 83611
Tel: 1-208-382-0050
info@ywamidaho.org
www.ywamidaho.org

Youth With A Mission Louisville

PO Box 22185
Louisville, KY 40252
Tel: 1-502-423-0339
Fax: 1-502-425-0153
info@ywamlouisville.org
www.ywamlouisville.org

BRANCH LOCATIONS

Youth With A Mission Boston

374 Broadway Street
Somerville, MA 02145
Tel: 1-412-760-5684
connect@ywamboston.org
www.ywamboston.org

Youth With A Mission Minneapolis

PO Box 268
Minneapolis, MN 55373
Tel: 1-763-477-6777
Fax: 1-763-477-3852
info@ywam-mn.org
www.ywam-mn.org

Team Xtreme International

Sports Excellence
PO Box 504
Grandview, MO 64030
Tel: 1-816-868-5968
Fax: 1-816-795-6568
kevinstark@hotmail.com
www.teamxtremeintl.com

Warriors Come Home Ministry

723 Main ST.
Grandview, MO 64030
warriorscomehome2011@gmail.com
www.warriorscomehome.com

Youth With A Mission Kansas City

12909 S Highway 71 Suite X
PO Box 38
Grandview, MO 64030
Tel: 1-816-795-1500
Fax: 1-816-795-6568
info@impactworldtour.com
www.ywamcampaigns.com

Youth With A Mission lakeside

501 Blacktail Road
Lakeside, MT 59922
Tel: 1-406-844-2221
Fax: 1-406-844-2690
ywam@ywammontana.org
www.ywammontana.org

Youth With A Mission Flathead Indian Reservation

PO Box 784
Ronan, MT 59864
Tel: 1-406-675-0642
Fax: 1-406-675-0642
ywamflathead@gmail.com

Youth With A Mission Las Vegas

PO Box 36606
Las Vegas, NV 89133-6606
Tel: 1-702-658-5450
Fax: 1-702-307-3601
info@ywamlasvegas.org
www.ywamlasvegas.org

Musicians For Missions International

Sangre de Cristo Arts & Culture
PO Box 22009
Santa Fe, NM 87502
Tel: 1-505-471-5872
ywamsantafe@gmail.com
YWAMSantaFe.com

Youth With A Mission Metro New York

70 New York Avenue
Smithtown, NY 11787
Tel: 631-366-1000
Fax: 631-366-4826
info@ywamny.org
www.ywamny.org

Youth With A Mission Charlotte/Monroe

418 E. Franklin St
Monroe, NC 28112
Tel: 1-704-291-2597
Fax: 1-704-225-0554
ywamnc@gmail.com
www.ywamcharlotte.com

Youth With A Mission Akron

Mailing : 1700 W. Market St.# 199
Office: 1175 W. Market St.
Akron, OH 44313
Tel: 1-330-328-5971
info@ywamakron.com
www.ywamakron.com

Youth With A Mission Southern Plains

PO Box 837
Apache, OK 73006
Tel: 1-580-588-9446
Fax: 1-580-588-9446
ywamsp@aol.com
www.ywamsp.org

Loom International

17 SE 3rd Ave., Suite 404
Portland, OR 97214
Tel: 1 503 922 2556
info@loominternational.org
www.loominternational.org

Youth With A Mission Salem

7085 Battlecreek Rd SE
Salem, OR 97317-9395
Tel: 1-503-364-3837
Fax: 1-503-378-7026
reception@ywamsalem.org
www.ywamsalem.org

Youth With A Mission Coatesville

PO Box 567
Coatesville, PA 19320
Tel: 1-610-384-1001
Fax: 1-610-384-1001
ywamcoatesville@gmail.com
www.ywamcoatesville.com

Youth With A Mission Lebanon

1275 Birch Rd.
Lebanon, PA 17042-9193
Tel: 1-717-274-9010
Fax: 1-717-274-9225
ywampa@comcast.net
www.ywampa.org

Youth With A Mission Pittsburgh

40 Pius St
Pittsburgh PA, PA 15203
Tel: 1-412-996-3823
Fax: 412-918-1569
info@ywampittsburgh.org
www.ywampittsburgh.org

Youth With A Mission Myrtle Beach

308 North 7th Avenue
Myrtle Beach, South Carolina 29577-3767
Tel: 903-399-9415
info@ywammyrtlebeach.com
www.ywammyrtlebeach.com

Youth With A Mission Nashville

PO Box 78219
Nashville, TN 37207
Tel: 1-615-696-3096
Fax: 1-615-696-2419
info@ywamnashville.org
www.ywamnashville.org

Youth With a Mission Austin Liberty

Frontiers
PO Box 5541
Round Rock, TX 78683
Tel: 512-271-1904
info@ywamaustin.com
www.ywamaustin.com

Youth With A Mission El Paso

4444 Edgar Park Ave
El Paso, TX 79904-2808
Tel: 1-915-757-3387
Fax: 1-915-755-5727
ywamepj@ywamepj.org
www.ywamepj.org

Youth With A Mission Tyler

PO Box 3000
Garden Valley, TX 75771-3000
Tel: 1-903-882-5591
Fax: 1-903-882-7673
info@ywamtyler.org
www.ywamtyler.org

YWAM Woodcrest

PO Box 1380
Lindale, TX 75771-1380
Tel: 1-903-882-9663
woodcrest@gmail.com
www.ywamwoodcrest.com

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Youth With A Mission Wylie

P.O.Box 2787
Wylie, TX 75098
Tel: 1-972-429-9278
info@ywamwylie.org
www.ywamwylie.org

Youth With A Mission Virginia

PO Box 7736
4511 Government Rd
Richmond, VA 23231-0236
Tel: 1-804-236-8898
Fax: 1-804-236-8896
studentservices@ywamva.org
www.ywamva.org

Youth With A Mission Discovery Bay

PO Box 989
Port Hadlock, WA 98339
Tel: 1-360-385-3498
Fax: 1-360-379-4833
info@ywamdb.com
www.ywamdb.com

Youth With A Mission AIIM

10211 Bollenbaugh Hill Road
Monroe, WA 98272
Tel: 1-360-794-6043
Fax: 1-360-794-1997
ywamaiim@gmail.com
www.ywam-aiim.org

Youth With A Mission Yelm

PO Box 14672
Tumwater, Washington 98511
Tel: 360-790-9519
paul@faithharvesthelpers.org

U of N Student Mobilization Centre

YWAM PO Box 1526
Ocean City, NJ 08226
Tel: 1-609-365-1404
john.hwang@uofn.edu
www.uofnsmc.net

Youth With A Mission Madison

PO Box 8503
Madison, WI 53708
Tel: 1-608-255-0500
Fax: 1-608-233-4125
ywam@ywammadison.org
www.ywammadison.org

Cowboys With A Mission Wyoming

PO Box 490
Meeteetse, WY 82433
Tel: 1-307-868-2238
sheri@cowboyswithamission.com
www.cowboyswithamission.com

US Virgin Islands

Youth With A Mission of St. Croix

4030 Diamond Ruby
Christiansted
St. Croix, VI 00820
US Virgin Islands
Tel: 1-340-778-7373
Fax: 1-340-778-7373
info@ywamstcroix.org
www.ywamstcroix.org

Vanuatu

Youth With A Mission Vanuatu

PO Box 8105
Pango Village
Port Vila
Vanuatu
Tel: 678-24924
info@lovevanuatu.org
www.lovevanuatu.org

West Bank: Palestinian Territories

Youth With a Mission Palestine

palestine@ywam.org

Zambia

Youth With A Mission Livingstone

PO Box 60508
Livingstone 10101
Zambia
Tel: +260-966 263 267
YWAM.livingstone@gmail.com
www.ywamlivingstone.org

Zimbabwe

Youth With A Mission Victoria Falls

Number 5837 Mkhosana,
Victoria Falls
Zimbabwe
Tel: 263-13-43871
ywamvicfalls@gmail.com



UofN

Course Locations

Course Locations

The worldwide network of Youth With A Mission (YWAM) bases provides the framework within which the University of the Nations courses are offered. Students at the U of N are thus able to take courses at locations where the cultural or educational emphasis is most appropriate to their final goal. This section of the catalogue lists courses available worldwide by College/Faculty and Centres.

Schools offered at YWAM/U of N bases worldwide are only available for U of N credit if they have been evaluated and approved by the appropriate College/Faculty committees and the International Provost's Office. At that time they are officially registered as U of N schools.

Some courses listed in the College/Faculty section are for degree students only and are not listed here. Students will be informed of them by their Academic Advisors.

The locations provided in this section were current at the time of publication. However, the school network is growing rapidly; an update of new locations may be obtained from the appropriate International Registrar's Office at the following locations:

East Asia and Pacific

University of the Nations
International Registrar for Asia-Pacific
195
75-5851 Kuakini Hwy.
Kailua-Kona, Hawaii 96740
USA
Email: registrar.ap@uofn.edu

India

Registrar, U of N Lonavala
GPO Box 27
Lonavala 410401, M.S.
India
Email: registrar.india@uofn.edu

Europe

Youth With A Mission Amsterdam
U of N International Registrar for Europe
Kadijksplein 18
1018 AC Amsterdam
Netherlands
Email: registrar.europe@uofn.edu

Africa and Middle East

Youth With A Mission
U of N International Registrar, Africa/Middle East
PRIVATE BAG X129
Muizenberg, Cape Town 7950
Western Cape, South Africa
Email: registrar.afme@uofn.edu

North America & English-speaking Central America/Caribbean

University of the Nations
International Registrar for Latin Records
P.O. Box 1005
Grayson, GA 30017
USA
E-Mail: registrar.latin@uofn.edu

Latin America & other Latin Nations

University of the Nations
International Registrar for Latin Records
P.O. Box 2266
AC EQS 104-304, Brasilia
DF 70343-970, Brazil
Email: registrar.latin@uofn.edu

Southeast Asia/Australia; Indochina/Philippines; Central Asia

University of the Nations
International Registrar for Asia
PO Box 7
Mitchell ACT 2911
Australia
Email: registrar.asia@uofn.edu

College / Faculty of Arts and Sports

ATS 101/102

Music Theory - Online Level 1 & 2 USA, New Mexico, Sante Fe English

ATS 111/112

Summer of Dance Seminar & Field Assignment USA, Montana, Lakeside English

ATS 117

Dance Studies Seminar USA, Hawaii, Kona English

ATS 118/119

Cross-Cultural Performing Arts & Sports Seminar & Field Assignment USA, Missouri, Kansas City (Grandview), Warriors Come Home English

ATS 121/122

Redeeming Cultures Seminar & Field Assignment South Africa, Worcester English/Afrikaans

ATS 145

Event Management Seminar USA, Hawaii, Kona English

ATS 149

Conference Management Seminar Dominican Republic, Santiago English/Spanish

ATS 151

Classical Arts Seminar Russia, Rostov-on-Don English/Russian

ATS/CNH 152

Arts and Healing Australia, Perth, Western Australia English

India, Jaipur (Create International) English

South Africa, Cape Town (Tygervally) English

USA, Hawaii, Kona English

ATS 153

Arts, Faith and the City Canada, Quebec, Montreal English/French

ATS 154

Creative Visual Arts Seminar Armenia, Yerevan Russian/English

ATS 155

Graffiti Arts Seminar Australia, Perth, Western Australia English

ATS/CHR 160

Worship Seminar Senegal, Rufisque French

Switzerland, Lausanne English/Korean

ATS 161/162

Musicians Summer of Service Seminar & Field Assignment USA, Montana, Lakeside English

ATS 163

Music Ministry Development Seminar USA, New Mexico, Sante Fe English

ATS 163/164

Music Ministry Development Seminar & Field Assignment USA, Washington, Port Hadlock (Discovery Bay) English

ATS 164

Music Ministry Development Seminar Field Assignment USA, New Mexico, Sante Fe English

ATS 167

Music Performance Seminar: Symphony of Nations USA, Hawaii, Kona English

USA, Texas, Woodcrest English

ATS 168

Music Performance Seminar: Contemporary Band USA, New Mexico, Sante Fe English

UNIVERSITY OF THE NATIONS

ATS 171/172/173/174

Elements of Songwriting I & II & Internship & Field Assignment USA, Texas, Woodcrest English

ATS 172

Elements of Songwriting I Internship USA, Hawaii, Kona English

ATS 182

Sports Ministry Training & Field Assignment USA, Montana, Lakeside English

ATS 184

Sports Leadership Training I Chile, Pichilemu English/Spanish

ATS 185

Freesports Seminar Italy, Pescara English

ATS 187

Power Evangelism USA, Missouri, Kansas City (Grandview), Team Xtream English

ATS 189

Sports Coaching Training Seminar South Africa, Worcester English

ATS 194

Personal Holistic Development & Nutrition Hong Kong, Tuen Mun English

ATS/CNH 196

Physical Fitness - Basic Certification USA, Virginia, Richmond English

ATS/CNH 198

Human Performance Instructor Certification Ukraine, Kyiv (Kiev) English/Russian

USA, Virginia, Richmond English

ATS/CHR 211/212

Biblical Foundations of the Arts & Field Assignment USA, Hawaii, Kona English

ATS 213/214

School of Performing Arts & Field Assignment Argentina, Corrientes Spanish

Australia, Sydney (Island Breeze) English

Colombia, Cartagena Spanish

Hong Kong, Tuen Mun English

Jamaica, West Indies, St. James, Montego Bay English

Philippines, Antipolo City (Cainta) English

USA, Hawaii, Kona English

ATS 215/216/317

School of Dance I & II & Field Assignment USA, Montana, Lakeside English

ATS 215/216/317/318

School of Dance Studies I, II & Field Assignment USA, Hawaii, Kona English

ATS 219

Transformation for the Arts USA, Hawaii, Kona English

ATS 223/224

School of Fashion Design & Practicum Argentina, Corrientes Spanish/English

ATS 225/226

School of Culture and Art & Field Assignment Brazil, Piratininga Portuguese/English

ATS/HMT 227

Principles of Redeeming Cultures Australia, Canberra, A.C.T. English

Australia, Carbrook, Queensland English

USA, Hawaii, Kona English

ATS/CMC 231/232

School of Acting for the Screen & Internship Australia, Brisbane (Mitchelton), Queensland English

COURSE LOCATIONS

ATS 241/342/343/244

School of Culinary Arts & Restaurant Management I, II, III & Field Assignment

	USA, Colorado, Colorado Springs, Strategic Frontiers	English
	USA, Hawaii, Kona	English

ATS 245/246

School of Event Management & Field Assignment

	Switzerland, Lausanne	English
	USA, Hawaii, Kona	English

ATS/CMC 251/252/353/354

Fine Arts Foundations I, II, Field Assignment & Internship

South Korea, Cheju Korean/English

ATS 257/258

Art Evangelists School & Field Assignment

Australia, Perth, Western Australia English
USA, Colorado, Denver (Arvada) English

ATS/CHR 261/262

School of Worship & Field Assignment Australia, Perth, Western Australia

	Australia, Perth, Western Australia	English
	Australia, Sydney (Island Breeze)	English
	Brazil, Piratininga	Portuguese/Spanish
	Cambodia, Siem Reap	English/Khmer
	Canada, British Columbia, Vancouver	English
	Chile, Pichilemu	Spanish/English
	Costa Rica, San Jose	English/Spanish
	Germany, Herrnhut	English
	Hong Kong, Hong Kong	English
	India, Lonavala	English
	India, Tamil Nadu, Chennai (Kottivakkam)	English
	India, Tamil Nadu, Mission Village T. C.	English
	Madagascar, Antananarivo (All Nations)	Malagasy/English
	Mexico, Ensenada	English/Spanish
	Nepal, Dadeldhura	English/Nepali
	New Zealand, Tauranga	English
	Nigeria, Port Harcourt	English/French
	Philippines, Antipolo City (Cainta)	English
	Romania, Targu Mures	English/Romanian
	South Korea, Cheju	Korean/English
	Sweden, Restenäs (Ljungskile)	English
	Switzerland, Lausanne	English
	USA, Colorado, Denver (Arvada)	English
	USA, Florida, Orlando	English
	USA, Montana, Lakeside	English
	USA, Tennessee, Nashville	English
	USA, Texas, Tyler	English

ATS 263/264

School of Music in Missions & Field Assignment

Australia, Newcastle (The Junction), New South Wales English
Australia, Perth, Western Australia English
England, U.K., Harpenden English
India, Bangalore English
USA, Washington, Port Hadlock (Discovery Bay) English

ATS 267

Audio Production

USA, Montana, Lakeside English

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ATS 281/282

Sports Ministry School & Field Assignment	Chile, Pichilemu	English/Spanish
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ATS 285/286

School of Freesports & Culture & Field Assignment	Italy, Pescara	English
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ATS 305

Arts and the Kingdom	USA, New Mexico, Sante Fe	English
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ATS 306

Creative Improvisation Seminar	USA, Texas, Woodcrest	English
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ATS 315/316

School of Performing Arts II & Field Assignment	France, Lyon French/ USA, Hawaii, Kona	English
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ATS 319

Arts Practicum	USA, Hawaii, Kona	English
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ATS 347/348

School of Event Management Practicum I & II	Switzerland, Lausanne	English
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ATS 365

Music Recording Internship	USA, New Mexico, Sante Fe	English
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ATS 366

Musicians: Booking Tours	USA, New Mexico, Sante Fe	English
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College / Faculty of Christian Ministries

CHR 031

Orientation for Asia	Singapore, Singapore	English
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CHR 113

SBS Seminar	Australia, Canberra, A. C. T.	English
	Australia, Perth, Western Australia	English
	Bangladesh, Dhaka	Bangla/English
	Brazil, Joao Pessoa	Portuguese
	Mexico, Tijuana	English/Spanish
	Singapore, Singapore	English
	South Africa, Worcester	English
	Switzerland, Lausanne	German

CHR 114

Biblical Studies Seminar	Scotland, U.K., West Kilbride, (Seamill)	English
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CHR 115

SBS New Testament Completion Seminar	Switzerland, Wiler	German/English
	Tanzania, Arusha	English
	Thailand, Chiang Mai	Thai

CHR 116

The Apostle Paul	USA, Montana, Lakeside	English
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CHR 121

Life & Teachings of Jesus	USA, Montana, Lakeside	English
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COURSE LOCATIONS

CHR 125

Bible School for the Nations Seminar	Australia, Perth, Western Australia	English
	Belize, San Pedro Town	English
	Kingdom of Tonga, Nuku'alofa	English/Tongan
	Nepal, Central Region, Hetauda	Nepali/English
	Nepal, Kathmandu (FMC)	English/Nepali
	Nicaragua, Managua (Diriamba)	Spanish
	Norway, Kristiansand (Flekkeroy)	English/Norwegian
	USA, Texas, El Paso	English/Spanish
	USA, Wisconsin, Madison	English

CHR 128

Old Testament Seminar	USA, Montana, Lakeside	English
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CHR 129

New Testament Seminar	USA, Montana, Lakeside	English
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CHR 131

Evangelism Seminar	Germany, Herrnhut	English
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CHR 133

Church Planting & Leadership Seminar	USA, Missouri, Kansas City (Grandview), YWAM Campaigns	English
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CHR 136

Perspectives in World Missions	South Korea, Cheju	Korean
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CHR 138

Strategy Coordinators Seminar	Brazil, Contagem (Belo Horizonte)	Portuguese/English
	Brazil, Curitiba	English/Portuguese
	USA, Florida, Orlando (FMICO)	English

CHR 145

Basic Leadership Practicum 1	Australia, Brisbane (Mitchelton), Queensland	English
	Switzerland, Wiler	English/German

CHR 145/146

Basic Leadership Practicum I & 2	Canada, Quebec, Dunham	French/English
	Colombia, Cartagena	Spanish/English
	England, U.K., Carlisle	English
	England, U.K., Nuneaton (The King's Lodge)	English
	Netherlands, Amsterdam	Dutch/English
	Norway, Skien	English
	Switzerland, Davos	English
	Switzerland, Lausanne	English
	USA, California, Chico (Richardson Springs)	English
	USA, California, Pismo Beach	English
	USA, Florida, Orlando	English

CHR 146

Basic Leadership Practicum 2	Australia, Brisbane (Mitchelton), Queensland	English
	Switzerland, Wiler	English/German

CHR 147

Introductory Leadership Seminar	Italy, Pescara	English
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CHR 149

Support Development Seminar	USA, Wisconsin, Madison	English
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CHR 151

Church History Seminar	USA, Montana, Lakeside	English
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UNIVERSITY OF THE NATIONS

CHR/ATS 160

Worship Seminar	Senegal, Rufisque	French
	Switzerland, Lausanne	English/Korean

CHR 163

Worship, Intercession, Spiritual Warfare and Evangelism Seminar	USA, California, Mendocino	English
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CHR 173

Teaching & Ministry Development Seminar	USA, Colorado, Colorado Springs, Strategic Frontiers	English
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CHR 175

Effective Communication for Teaching	South Africa, Cape Town (Muizenberg)	English
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CHR 211

Bible Core Course	Argentina, Corrientes	Spanish/Portuguese
	Australia, Melbourne (Surrey Hills), Victoria	English
	Australia, Townsville, Queensland	English
	Chile, Pichilemu	Spanish/English
	Chile, Santiago	Spanish
	England, U.K., England, Cambridge	English
	England, U.K., London (Notting Hill)	English/Spanish
	France, Le Gault La Foret	French/English
	India, Bangalore	English
	Latvia, Talsi	English/Latvian
	Norway, Stavanger	English/Norwegian
	Paraguay, Coronel Oviedo	Spanish
	Philippines	English
	Sweden, Restenäs (Ljungskile)	English
	Switzerland, Lausanne	English/French/Korean
	USA, California, Orange County	English
	USA, Florida, Orlando	English
	USA, Hawaii, Honolulu	English
	USA, South Carolina, Myrtle Beach	English
	USA, Tennessee, Nashville	English

CHR/ATS 211/212

Biblical Foundations of the Arts & Field Assignment	USA, Hawaii, Kona	English
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CHR 211/214

Bible Core Course & Field Assignment	Australia, Carbrook, Queensland	English
	Australia, Perth, Western Australia	English
	Australia, Sydney (Island Breeze)	English
	Costa Rica, San Jose	Spanish/English
	England, U.K., Nuneaton (The King's Lodge)	English/Korean
	Hong Kong, Tuen Mun	English
	Mexico, Ensenada	English/Spanish
	Papua New Guinea, Mt. Hagen	English/Pidgin
	South Africa, Worcester	English
	South Korea, Cheju	Korean

CHR 213

School of Biblical Studies I	Indonesia, East Java, Surabaya	Indonesian/English
	Thailand, Chiang Mai	Thai
	Togo, Lome	French/English

COURSE LOCATIONS

CHR 213/214/315/316

School of Biblical Studies I, II, III & Field Assignment	Bangladesh, Dhaka	Bangla/English
	Brazil, Belem	Portuguese/Spanish
	Brazil, Curitiba	Portuguese
	Brazil, Maringa	Portuguese
	Cambodia, Battambang	Khmer/English
	Chile, Pichilemu	Spanish/English
	England, U.K., Nuneaton (The King's Lodge)	English
	Germany, Hurlach	English/German
	India, Mysore	English
	Madagascar, Antananarivo (Palace Of Worship)	English/Malagasy
	Mexico, Tijuana	English
	Netherlands, Heidebeek (Heerde)	Dutch/English
	Nigeria, Port Harcourt	English
	South Africa, Cape Town (Muizenberg)	English
	South Korea, Cheju	Korean
	Switzerland, Wiler	German/English
	Tanzania, Arusha	English/Kiswahili
	Thailand, Chiang Rai	English
	Ukraine, Kyiv (Kiev)	English/Russian
	USA, California, Los Angeles (Lakeview Terrace)	English
	USA, Colorado, Colorado Springs, Strategic Frontiers	English
	USA, Hawaii, Honolulu	English
	USA, Hawaii, Kona	English

CHR 213/315/316

School of Biblical Studies I,II,III	Australia, Canberra, A.C.T.	English
	Australia, Sunshine Coast (Maroochydore), Qucensland	English
	Cameroon, Yaounde	French/English
	Canada, Alberta, Turner Valley	English
	England, U.K., Nuneaton (The King's Lodge)	English
	Kyrgyzstan, Kyrgyzstan	Kyghiz
	Nepal, Pokhara	English
	Singapore, Singapore	English
	Sweden, Restenäs (Ljungskile)	English
	Taiwan, Taipei	English/Mandarin
	USA, Montana, Lakeside	English

CHR 214

School of Biblical Studies Field Assignment	Australia, Canberra, A.C.T.	English
	Chile, Pichilemu	Spanish/English
	India, Lonavala	English/Hindi
	Taiwan, Taipei	English/Mandarin
	USA, Montana, Lakeside	English

CHR 221/322/323/224

School of the Bible I, II, III & Field Assignment	Nicaragua, Managua (Diriamba)	Spanish
	Puerto Rico, Juncos	Spanish/English
	USA, Texas, Tyler	English

UNIVERSITY OF THE NATIONS

CHR 225/226

Bible School For The Nations & Field Assignment	Australia, Perth, Western Australia	English
	Belize, San Pedro Town	English
	Mexico, Guadalajara	Spanish/English
	Nepal, Central Region, Hetauda	Nepali/English
	Nepal, Kathmandu (FMC)	English/Nepali
	Nicaragua, Managua (Diriamba)	Spanish
	Norway, Kristiansand (Flekkeroy)	English/Norwegian
	USA, Texas, El Paso	English/Spanish
	USA, Wisconsin, Madison	English

CHR 227

Introductory Bible Course	Brazil, Piraquara	Portuguese
	England, U.K., Nuneaton (The King's Lodge)	English
	USA, Colorado, Denver (Arvada)	English
	USA, Hawaii, Kona	English

CHR 229

Biblical Apologetics	USA, Hawaii, Kona	English
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CHR 231/232

School of Evangelism & Field Assignment	Australia, Perth, Western Australia	English
	France, Lyon	French
	India, Tamilnadu, Trichy	English
	Mali, Bamako	French
	Norway, Skien	English
	Philippines, Antipolo City (Cainta)	English/Tagalog
	Togo, Kpalime (Porteurs de Vie)	French/English
	USA, Florida, Orlando	English
	USA, Hawaii, Honolulu	English
	USA, Hawaii, Maui	English
	USA, Texas, Tyler	English

CHR 233/234

School of Church Planting and Leadership & Internship	Brazil, Crato	Portuguese
	Paraguay, Coronel Oviedo	Spanish/Guarani
	Switzerland, Burtigny	English/French

CHR 235/236

School of Missions & Field Assignment	Argentina, Buenos Aires	Spanish
	Argentina, Corrientes	Spanish/Portuguese
	Argentina, Mendoza, Argentina	Spanish/English
	Armenia, Yerevan	Russian/English
	Australia, Canberra, A. C. T.	English/Mandarin
	Australia, Perth, Western Australia	English
	Australia, Wollongong (Windang)	English
	Brazil, Contagem (Belo Horizonte)	Portuguese
	Brazil, Curitiba	Portuguese
	Chile, Santiago	Spanish/English
	Colombia, Cartagena	Spanish/English
	Hong Kong, Hong Kong	English
	India, Tamilnadu, Trichy	English
	India, Varanasi, N India Office	Hindi/English

COURSE LOCATIONS

	Indonesia, Bali	English/Indonesian
	Indonesia, Minahasa Utara, Tumulung	Indonesian
	Ireland, Sligo	English
	Madagascar, Toamasina	Malagasy/English
	Myanmar, Myanmar	Myanmar (Burmese)/English
	Norway, Ottestad (Grimerud)	English
	Philippines, Cebu (Talisay)	English/Tagalog
	Singapore, Singapore	English/Mandarin
	Taiwan, Taipei	English/Mandarin
	Thailand, Chiang Mai	English/Thai
	Thailand, Chiang Rai	Mandarin/English
	USA, Colorado, Colorado Springs, Strategic Frontiers	English
	USA, Florida, Jacksonville	English
	USA, Florida, Orlando	English
	USA, Texas, Tyler	English
	USA, Washington, Port Hadlock (Discovery Bay)	English

CHR/STU 235/236

School of University Ministries & Missions & Internship	South Africa, Potchefstroom	English
	USA, Wisconsin, Madison	English

CHR 237/238

Impact Evangelism School & Field Assignment	Brazil, Curitiba (IWT)	Portuguese/English
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CHR 241

Introductory Leadership School	India, Bangalore	English
	India, Lucknow	English/Hindi
	Mexico, Mazatlan	English/Spanish
	South Africa, Worcester	English
	Switzerland, Lausanne	English
	USA, Idaho, Boise (Cascade)	English
	USA, Oregon, Salem	English

CHR 241/242

Introductory Leadership School & Field Assignment	Australia, Canberra, A.C.T.	English
	Australia, Perth, Western Australia	English
	Australia, Sunshine Coast (Maroochydore), Queensland	English
	Australia, Tasmania, Sorell	English
	Brazil, Almirante Tamandare	Portuguese
	Brazil, Contagem (Belo Horizonte)	Portuguese
	Brazil, Fortaleza	Portuguese
	Brazil, Maringa	Portuguese/English
	Cambodia, Battambang	Khmer/English
	Canada, British Columbia, Vancouver (Nexia)	English
	India, Tamil Nadu, Chennai (Kottivakkam)	English/Tamil
	Mexico, Tijuana	English/Spanish
	Norway, Ottestad (Grimerud)	English
	Panama, Panama City (Chilibre)	English/Spanish
	Switzerland, Davos	English
	USA, Colorado, Denver (Arvada)	English
	USA, Florida, Orlando	English
	USA, Kentucky, Louisville	English
	USA, Minnesota, Minneapolis (Rockford)	English/Spanish

UNIVERSITY OF THE NATIONS

CHR 242

Introductory Leadership School Field Assignment	India, Bangalore	English
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CHR 243

Introductory Leadership Practicum I	Belize, San Pedro Town	English
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CHR 243/244

Introductory Leadership Practicum I & II	Australia, Melbourne (Surrey Hills), Victoria	English
	Australia, Perth, Western Australia	English
	Australia, Townsville, Queensland	English
	USA, Montana, Lakeside	English

CHR/HMT 257

Old Testament Hebrew	USA, Montana, Lakeside	English
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CHR/HMT 258

New Testament Greek	USA, Montana, Lakeside	English
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CHR/ATS 261/262

School of Worship & Field Assignment	Australia, Perth, Western Australia	English
	Australia, Sydney (Island Breeze)	English
	Brazil, Piratininga	Portuguese/Spanish
	Cambodia, Siem Reap	English/Khmer
	Canada, British Columbia, Vancouver	English
	Chile, Pichilemu	Spanish/English
	Costa Rica, San Jose	English/Spanish
	Germany, Herrnhut	English
	Hong Kong, Hong Kong	English
	India, Lonavala	English
	India, Tamil Nadu, Chennai (Kottivakkam)	English
	India, Tamil Nadu, Mission Village T. C.	English
	Madagascar, Antananarivo (All Nations) Malagasy/	English
	Mexico, Ensenada	English/Spanish
	Nepal, Dadeldhura	English/Nepali
	New Zealand, Tauranga	English
	Nigeria, Port Harcourt	English/French
	Philippines, Antipolo City (Cainta)	English
	Romania, Targu Mures	English/Romanian
	South Korea, Cheju	Korean/English
	Sweden, Restenäs (Ljungskile)	English
	Switzerland, Lausanne	English
	USA, Colorado, Denver (Arvada)	English
	USA, Florida, Orlando	English
	USA, Montana, Lakeside	English
	USA, Tennessee, Nashville	English
	USA, Texas, Tyler	English

CHR 263/264

Worship, Intercession, Spiritual Warfare and Evangelism School & Field Assignment	Mexico, Mazatlan	English/Spanish
	USA, California, Redding	English
	USA, Colorado, Denver (Arvada)	English
School of Intercessory Prayer	Bangladesh, Dhaka	English/Bangla
	Germany, Herrnhut	English

COURSE LOCATIONS

CHR 265/266

School of Intercessory Prayer & Field Assignment	India, Delhi	English
	India, Varanasi, N. India Office	English
	South Korea, Cheju	Korean
	Sweden, Restenäs (Ljungskile)	English

CHR/CMC 287/288

School of Frontier Media & Field Assignment	Australia, Perth, Western Australia	English
	Thailand, Chiang Mai (Create Thailand)	English

CHR 291/292

School of Youth Ministry & Field Assignment	Australia, Newcastle (The Junction), New South Wales	English
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CHR 291/292/293

School of Youth Ministry, Field Assignment & Internship	Australia, Perth, Western Australia	English
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CHR 305

Advanced Leadership Seminar	Australia, Sydney (Island Breeze)	English
	India, YWAM Delhi	English/Hindi
	Nepal, Kathmandu (Center)	English/Nepali
	Norway, Ottestad (Grimerud)	English
	South Africa, Cape Town (Muizenberg)	English
	Spain, Alhaurin de la Torre, Europe Field Office	English
	Switzerland, Burtigny	English/French
	Tanzania, Dar Es Salaam	English
	Thailand, Bangkok	English

CHR 315

School of Biblical Studies II	Togo, Lome	French
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CHR 316

School of Biblical Studies III	Togo, Lome	French/English
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CHR 317

Introductory School Staff Leadership Training	South Africa, Cape Town (Muizenberg)	English
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CHR 318

Exploring the Torah	USA, Hawaii, Kona	English
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CHR 325/326

Biblical Perspectives for Transforming Nations & Field Assignment	USA, Wisconsin, Madison	English
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CHR 343

Advanced Leadership School	Australia, Perth, Western Australia	English
	Samoa, Apia	English/Samoan

CHR 371/372

Biblical Teaching and Preaching School & Field Assignment	Malaysia, Penang	English
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CHR 391

Undergraduate Directed Studies	England, U.K., Nuncaton (The King's Lodge)	English
	South Africa, Cape Town (Muizenberg)	English
	Tanzania, Arusha	English
	USA, Montana, Lakeside	English

UNIVERSITY OF THE NATIONS

College / Faculty of Communication

CMC 113

Writing Seminar	Australia, Perth, Western Australia	English
	Netherlands, Amsterdam	English/Dutch
	Ukraine, Kyiv	Russian/English
	USA, Texas, Woodcrest	English

CMC 113

Writing Seminar	USA, Texas, Woodcrest	English
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CMC 114

Writing Seminar Practicum	USA, Texas, Woodcrest	English
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CMC 115

Media Workshop	Thailand, Chiang Mai (Create Thailand)	English
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CMC 117

Shaping Culture through Cinema	USA, Hawaii, Kona	English
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CMC 171

Photojournalism Seminar 1	Mexico, Tijuana	English/Spanish
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CMC 173

Advanced Writers Workshop	USA, Texas, Woodcrest	English
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CMC 211

School of Communication Foundations	Australia, Newcastle (The Junction), New South Wales	English
	South Africa, Cape Town (Tygervalley)	English
	Sweden, Restenäs (Ljungskile)	English
	Switzerland, Burtigny	English
	USA, Wisconsin, Madison	English

CMC 213/214

School of Writing & Internship	USA, Texas, Woodcrest	English
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CMC 215

Introduction to Communication	USA, Colorado, Denver (Arvada)	English
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CMC 215/216

Introduction to Communication & Field Assignment	Australia, Perth, Western Australia	English
	Switzerland, Lausanne	English

CMC 223/224

School of Web Design & Internship	England, U.K., Harpenden	English
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CMC 225

School of Design	Brazil, Piratininga	English/Portuguese
	England, U.K., Harpenden	English
	South Africa, Cape Town (Tygervalley)	English

CMC 225/326/327

School of Design I, II & Internship	South Korea, Cheju	Korean/English
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CMC/ATS 231/232

School of Acting for the Screen & Internship	Australia, Brisbane (Mitchelton), Queensland	English
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CMC 233/234

Word by Heart & Field Assignment	USA, Hawaii, Kona	English
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CMC/ATS 251/252/353/354

Fine Arts Foundations I, II, Field Assignment & Internship	South Korea, Cheju	Korean/English
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CMC 261/262

School of Cartooning & Animation & Field Assignment	Taiwan, New Taipei City, Create International	English/Mandarin
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COURSE LOCATIONS

CMC 263/264

School of Digital Illustration & Internship	South Korea, Cheju	Korean/English
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CMC 265/266

Visual Arts For Missions & Field Assignment	Thailand, Chiang Mai (Create Thailand)	English
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CMC 273/274

Documentary Filmmaking School & Internship	England, U.K., Harpenden	English
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CMC 275/276

School of Journalism: Mass Media & Internship	South Africa, Cape Town (Tygervalley)	English
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CMC 277/278

School of Storytelling & Digital Photography & Internship	South Africa, Cape Town (Tygervalley)	English
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CMC 281/282

School of Video Production & Internship	South Africa, Cape Town (Tygervalley)	English
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CMC 283

Video Impact School	USA, Colorado, Denver (Arvada)	English
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CMC/CHR 287/288

School of Frontier Media & Field Assignment	Australia, Perth, Western Australia	English
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	Thailand, Chiang Mai (Create Thailand)	English
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CMC/GEN 293/294

GENESIS School & Field Assignment	Switzerland, Lausanne	English
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CMC 319

School of Strategic Communication	Switzerland, Burtigny	English
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CMC 328

School of Digital Communication	South Africa, Cape Town (Tygervalley)	English
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CMC 385/386

School of Digital Filmmaking & Internship	Australia, Brisbane (Mitchelton), Queensland	English
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	South Africa, Cape Town (Tygervalley)	English
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CMC 392

Undergraduate Directed Studies Internship	Switzerland, Lausanne	English
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CMC 411

Advanced Principles of Communication	USA, Oregon, Portland (Advocacy Centre)	English
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College / Faculty of Counseling & Health Care

CNH 111

Counseling Seminar	England, U.K., London (Earls Court)	English
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	Finland, Kuopio	English/Finnish
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CNH/DSP 115

Destiny by Design	Cape Town, South Africa (DTS Centre)	English/Mandarin/Spanish
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CNH 121

Missionary Care Seminar	Kenya, Mombasa	English/Swahili
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	USA, Tennessee, Nashville	English
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CNH/FAM 131

Marriage and Relationship Workshop I, II, III & IV	Germany, Hainichen	English/German
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CNH 143/144/145

Counseling Model Seminar I, II, III	Canada, British Columbia, Winfield	English
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CNH 144

Counseling Model Seminar II	USA, Hawaii, Kona	English
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UNIVERSITY OF THE NATIONS

CNH/ATS 152

Arts and Healing	Australia, Perth, Western Australia	English
	India, Jaipur (Create International)	English
	South Africa, Cape Town (Tygervalley)	English
	USA, Hawaii, Kona	English

CNH/EDN 154

Celebrating Children Workshop	Bangladesh, Dhaka	Bangla
	Mexico, Tijuana	English/Spanish

CNH 155

Healthy Sexuality	Brazil, Almirante Tamandare	Portuguese
	Brazil, Porto Velho	Portuguese

CNH 156

Prayer Ministry Seminar	Brazil, Almirante Tamandare	Portuguese
	USA, Virginia, Richmond	English

CNH 161

Primary Health Care Seminar	Australia, Perth, Western Australia	English
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CNH 162

Orientation to Medical Missions	Australia, Perth, Western Australia	English
	USA, Hawaii, Kona	English

CNH 164

Biblical World View Seminar	Mexico, Guadalajara	English/Spanish
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CNH 165/166

Simple Health Care for Oral Learners - Trainers Seminar I & II	Australia, Perth, Western Australia	English
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CNH 173

Childbirth & Doula Education Seminar	Mexico, Ensenada	English
	Philippines, Subic Bay (Olongapo)	English/Tagalog
	USA, Hawaii, Kona	English
	USA, Texas, Tyler	English

CNH 181

Malaria Seminar	Brazil, Porto Velho	Portuguese
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CNH 182

Pharmacology of Malaria	Brazil, Porto Velho	Portuguese
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CNH 183

Physiopathology of Malaria	Brazil, Porto Velho	Portuguese
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CNH 184

Tropical Community Health Care Seminar	Brazil, Porto Velho	Portuguese
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CNH 186

HIV/Aids Seminar	Malawi, Blantyre	English
	South Africa, Worcester	English

CNH/ATS 196

Physical Fitness - Basic Certification	USA, Virginia, Richmond	English
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CNH/ATS 198

Human Performance Instructor Certification	Ukraine, Kyiv (Kiev)	English/Russian
	USA, Virginia, Richmond	English

CNH 211/212

Foundations for Counseling Ministry & Field Assignment	Argentina, Buenos Aires (Counseling Center)	Spanish/English
	Argentina, Mendoza, Argentina	Spanish/English
	Australia, Perth, Western Australia	English

COURSE LOCATIONS

	Belize, San Pedro Town	English
	Brazil, Almirante Tamandare	Portuguese/English
	Brazil, Recife	Portuguese/English
	Cambodia, Phnom Penh (Training)	English/Korean
	Chile, Pichilemu	Spanish/English
	Chile, Quinta Region, Viña del Mar (Valparaiso)	Spanish/English
	England, U.K., London (Notting Hill)	English
	Georgia, Tbilisi	English/Russian
	India, Lonavala	English/Hindi
	Ivory Coast, Bonoua	French
	Kyrgyzstan, Kyrgyzstan	English/Russian
	Latvia, Liepaja	Latvian/English
	Madagascar, Antananarivo (Balm of Soul)	English/Malagasy
	Netherlands, Amsterdam	English
	Paraguay, Coronel Oviedo	Spanish
	Philippines, Antipolo City (Cainta)	English
	South Korea, Cheju	Korean
	Switzerland, Châtel	English
	Switzerland, Lausanne	English
	USA, Colorado, Colorado Springs, Strategic Frontiers	English
	USA, Oregon, Salem	English
	USA, Pennsylvania, Coatesville	English

CNH/FAM 223/224

Family Ministry School & Field Assignment	Brazil, Curitiba (Monte das Águias)	Portuguese/English
	Germany, Hainichen	German/English
	Kyrgyzstan, Kyrgyzstan	Kyrgyz/Russian
	Netherlands, Heidebeek (Heerde)	Dutch/English
	New Zealand, Matamata	English
	Nigeria, Port Harcourt	English/French
	Norway, Ottestad (Grimerud)	Norwegian/English
	South Africa, Worcester	English
	South Korea, Cheju	Korean
	Switzerland, Wiler	English/German
	Tanzania, Arusha	English/Kiswahili
	Thailand, Chiang Mai	Korean
	Thailand, Khon Kaen	Thai/English
	Uganda, Jinja	English

CNH/EDN 251

Children at Risk	Argentina, Corrientes	Spanish/English
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CNH/EDN 251/252

Children at Risk & Field Assignment I	Australia, Perth, Western Australia	English
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CNH/EDN 251/252/253

Children at Risk & Field Assignments I & II	Brazil, Belo Horizonte	Portuguese/English
	Brazil, Curitiba	Portuguese/English
	Brazil, Recife	Portuguese/English
	Mexico, Tijuana	English/Spanish
	Switzerland, Burtigny	English/French

UNIVERSITY OF THE NATIONS

CNH 261/262

Introduction to Primary Health Care & Field Assignment	Australia, Perth, Western Australia	English
	Australia, Townsville, Queensland	English
	Brazil, Porto Velho	Portuguese
	England, U.K., Nuneaton (The King's Lodge)	English
	India, Lonavala	English
	Nepal, Kathmandu (Center)	Nepali/English
	South Africa, Worcester	English
	Togo, Lome	French/English
	USA, Montana, Lakeside	English

CNH 271/272

Introduction to Birth Attendant School & Field Assignment	Australia, Perth, Western Australia	English
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CNH 281/282

School of Malaria & Field Assignment	Brazil, Porto Velho	Portuguese
	Mozambique, Marromeu	Portuguese/English
	Senegal, Rufisque	Portuguese/French

CNH 315/316

Methods and Models in Biblical Counseling & Field Assignment	Australia, Perth, Western Australia	English
	Chile, Pichilemu	Spanish/English
	Switzerland, Châtel	English/Korean

CNH 327/328

Couples & Family Counselling & Field Assignment	South Africa, Worcester	English
	Switzerland, Châtel	English

CNH 321/322

Addictive Behaviour Counseling School & Field Assignment	Brazil, Recife	Portuguese/English
	South Korea, Cheju	Korean
	Switzerland, Châtel	English

CNH 363/364

Applied Primary Health Care & Field Assignment	Australia, Perth, Western Australia	English
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CNH 373/374

Applied Birth Attendant School & Field Assignment	Australia, Perth, Western Australia	English
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CNH 463/464/465

Community Health Development, Field Assignment & Internship	USA, Hawaii, Kona	English
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College / Faculty of Education

EDN 111

Foundations in Education Seminar I	Brazil, Porto Velho	Portuguese
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EDN 114

Sensorial Approach Seminar	Switzerland, Lausanne	English
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EDN 122

Child and Youth Ministries Seminar	Brazil, Maringa	Portuguese/English
	South Africa, Durban	English

EDN/CNH 154

Celebrating Children Workshop	Bangladesh, Dhaka	Bangla
	Mexico, Tijuana	English/Spanish

EDN 211

Foundations in Education	Bangladesh, Dhaka	Bangla
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COURSE LOCATIONS

	Brazil, Porto Alegre	Portuguese
	Mozambique, Maputo	Portuguese/English
	Switzerland, Burtigny	English/French

EDN 211/212/213/314/215

School of Early Childhood Education	South Korea, Cheju	Korean
	Switzerland, Lausanne	English/French

EDN 211/215

School of Early Childhood Education & Field Assignment	Australia, Perth, Western Australia	English
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EDN 216

Foundations in Education Field Assignment	Mozambique, Maputo	Portuguese/English
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EDN 221

Principles in Child and Youth Ministries	Jordan, Limassol	English/Arabic
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EDN 221/222

Principles in Child and Youth Ministries & Field Assignment	Australia, Tasmania, Sorell	English
	Brazil, Maringa	Portuguese/English
	Brazil, Pitangui	Portuguese/English
	Switzerland, Wiler	English/German
	Tanzania, Arusha	English/Kiswahili

EDN 221/222/223/224

Principles in Child and Youth Ministries, Field Assignment & Practicum	Puerto Rico, Juncos	Spanish/English
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EDN 241

Teacher's Training Course I	Nicaragua, Managua (Diriamba)	Spanish
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EDN 241/242/243/244

Teacher's Training Course I, II, III & Field Assignment	Jamaica, West Indies, Newport, Manchester	English
	USA, Texas, Tyler	English

EDN 241/242/244

Teacher's Training Course I, II & Field Assignment	Colombia, Bucaramanga	Spanish/English
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EDN 245

Teacher's Training Practicum	Jamaica, West Indies, Newport, Manchester	English
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EDN/CNH 251

Children at Risk	Argentina, Corrientes	Spanish/English
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EDN/CNH 251/252

Children at Risk & Field Assignment I	Australia, Perth, Western Australia	English
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EDN/CNH 251/252/253

Children at Risk & Field Assignments I & II	Brazil, Belo Horizonte	Portuguese/English
	Brazil, Curitiba	Portuguese/Portuguese
	Brazil, Recife	Portuguese/English
	Mexico, Tijuana	English/Spanish
	Switzerland, Burtigny	English/French

College / Faculty of Humanities & International Studies

HMT 041

Communication and Culture	England, U.K., Nuneaton (The King's Lodge)	English
	USA, Oregon, Salem	English
	USA, Pennsylvania, Lebanon	English
	USA, Texas, Tyler	English

UNIVERSITY OF THE NATIONS

HMT 113

Biblical Christian Worldview Seminar	South Africa, Cape Town (Muizenberg)	English
	Switzerland, Lausanne	German

HMT 124

Oral Tradition & Bible Translation - One Story Seminar	Brazil, Porto Velho	Portuguese
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HMT 125

New Korea Servant Seminar	Sweden, Restenäs (Ljungskile)	English/Korean
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HMT 143

English Language Seminar	Bolivia, Santa Cruz	English
	Switzerland, Lausanne	English

HMT 144

French Language Seminar	Switzerland, Burtigny	French
	Switzerland, Lausanne	French

HMT 145

Spanish Language Seminar	USA, Texas, El Paso	Spanish
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HMT 147

TESOL Seminar	England, U.K., Harpenden	English
	South Africa, Worcester	English
	Thailand, Chiang Rai	English
	Ukraine, Ternopil	English
	USA, Montana, Lakeside	English
	USA, Pennsylvania, Lebanon	English
	USA, Texas, Tyler	English

HMT 147/148

TESOL Seminar & Practicum	Australia, Canberra, A.C.T.	English
	Australia, Perth, Western Australia	English
	India, Jaipur (Create International)	English
	USA, Oregon, Salem	English
	USA, Washington, Port Hadlock (Discovery Bay)	English

HMT 148

TESOL Practicum	South Africa, Worcester	English
	USA, Hawaii, Kona	English

HMT 148/149

TESOL Practicum & Basic TESOL Skills	Thailand, Chiang Rai	English
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HMT 175

Instruction for Cross-cultural Teachers	Brazil, Porto Velho	Portuguese
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HMT 183/184

Islamic Studies Seminar & Field Assignment	South Africa, Cape Town (Muizenberg)	English
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HMT 187

Phenomenology of Religion Seminar	Brazil, Porto Velho	Portuguese
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HMT/SCI 211

Humanities & Science: A Christian Perspective	Australia, Perth, Western Australia	English
	Mali, Bamako	French/English
	Switzerland, Burtigny	English/French
	Togo, Lome	French/English

COURSE LOCATIONS

HMT/SCI 211/212

Humanities & Science: A Christian Perspective & Field Assignment	England, U.K., Harpenden	English
	India, Shillong	English
	South Africa, Worcester	English
	South Korea, Cheju	Korean/English

HMT/SCI 213

School of Biblical Christian Worldview	Romania, Medias	Romanian/English
	USA, Florida, Orlando	English

HMT/SCI 213/214

School of Biblical Christian Worldview & Field Assignment	France, Le Gault La Foret	English/French
	Germany, Hurlach	English/German
	Romania, Iasi	Romanian/English
	Russia, Perm	Russian/English
	Switzerland, Wiler	English/German

HMT/SCI 216

Transformation School Field Assignment	Australia, Perth, Western Australia	English
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HMT/SCI 217

Engaging with God's World	Switzerland, Lausanne	English
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HMT 221

School of Mapping	USA, Hawaii, Kona	English
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HMT 223/224

Foundations in Geographic Studies & Research	USA, Hawaii, Kona	English
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HMT/ATS 227

Principles of Redeeming Cultures	Australia, Canberra, A. C. T.	English
	Australia, Carbrook, Queensland	English
	USA, Hawaii, Kona	English

HMT 231/232

Introduction to Ethnolinguistics and Cultural Studies & Field Assignment	Brazil, Porto Velho	Portuguese
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HMT 233/234

Field-Based Language Study 1 & 2	Israel	English
	Israel, Jerusalem	English
	West Bank, Palestinian Territories	English

HMT 235/236

Field-based Culture Acquisition Internship Phase 1 & 2	Israel	English
	West Bank, Palestinian Territories	English

HMT 237/238

Field-based Contextualised Internship Phase 1 & 2	Israel	English
	West Bank, Palestinian Territories	English

HMT 243

Communication and Culture I	Bolivia, Santa Cruz	English
	Colombia, Cartagena	English
	Tanzania, Arusha	English
	USA, Oregon, Salem	English
	USA, Virginia, Richmond	English

HMT 243/244

English Language and Culture I & II	England, U.K., Nuneaton (The King's Lodge)	English
	Switzerland, Lausanne	English

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HMT 243/244/245/246

English Language and Culture I, II, III & IV	Canada, Alberta, Blackfalds	English
	South Africa, Worcester	English
	Thailand, Chiang Rai	English/Thai

HMT 244

Communication and Culture II	Australia, Perth, Western Australia	English
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HMT 244/246

Communication and Culture III & IV	Ukraine, Ternopil	English
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HMT 246

Communication and Culture IV	Australia, Perth, Western Australia	English
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HMT 247

Communication and Culture V	South Africa, Worcester	English
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HMT 251/252

Thai Language & Culture & Field Assignment	Thailand, Chiang Rai	English/Thai
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HMT/CHR 257

Old Testament Hebrew	USA, Montana, Lakeside	English
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HMT/CHR 258

New Testament Greek	USA, Montana, Lakeside	English
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HMT 261/262

School of Reconciliation & Justice & Field Assignment	England, U.K., England, Reconciliation Walk	English
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HMT 263/264

School of Social Injustice & Field Assignment	USA, Colorado, Denver (Arvada)	English
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HMT 271/272

Foundations for Intercultural Studies & Field Assignment	Spain	English
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HMT/DEV 365

Community Development School	USA, Virginia, Richmond	English
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HMT/DEV 365/366

Community Development School & Field Assignment	Australia, Perth, Western Australia	English
	Brazil, Belem	Portuguese/English
	Brazil, Recife	Portuguese/English
	England, U.K., Harpenden	English
	Indonesia, Bali	English/Indonesian
	Jamaica, West Indies, St. James, Montego Bay	English
	Mexico, Tijuana	English/Spanish
	USA, Colorado, Denver (Arvada)	English
	USA, Montana, Lakeside	English

HMT/DEV 565/566

Advanced Community Development School & Field Assignment	USA, Hawaii, Kona	English
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College / Faculty of Science & Technology

SCI 151

Introduction to Community Technology Seminar	USA, Hawaii, Kona	English
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SCI 151/152

Introduction to Community Technology & Community Water Technology	Samoa, Apia	English/Samoan
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SCI 152

Community Water Technology Seminar	Malawi, Blantyre	English
	USA, Hawaii, Kona	English

COURSE LOCATIONS

SCI 153

Basic Construction Technology Seminar	Samoa, Apia	English/Samoan
	USA, Hawaii, Kona	English

SCI 155

Well-drilling Seminar	Malawi, Blantyre	English
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SCI 156

Biogas Technology & Construction	Samoa, Apia	English/Samoan
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SCI 173

Sustainable Agriculture Seminar	USA, Hawaii, Kona	English
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SCI/HMT 211

Humanities & Science: A Christian Perspective	Australia, Perth, Western Australia	English
	Mali, Bamako	French/English
	Switzerland, Burtigny	English/French
	Togo, Lome	French/English

SCI/HMT 211/212

Humanities & Science: A Christian Perspective & Field Assignment	England, U.K., Harpenden	English
	India, Shillong	English
	South Africa, Worcester	English
	South Korea, Cheju	Korean/English

SCI/HMT 213

School of Biblical Christian Worldview	Romania, Medias	Romanian/English
	USA, Florida, Orlando	English

SCI/HMT 213/214

School of Biblical Christian Worldview & Field Assignment	France, Le Gault La Foret	English/French
	Germany, Hurlach	English/German
	Romania, Iasi	Romanian/English
	Russia, Perm	Russian/English
	Switzerland, Wiler	English/German

SCI/HMT 216

Transformation School Field Assignment	Australia, Perth, Western Australia	English
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SCI/HMT 217

Engaging with God's World	Switzerland, Lausanne	English
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SCI 231/232

Environment & Resource Stewardship School & Field Assignment	Costa Rica, Heredia	English/Spanish
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SCI 264

Introduction to Computer Networking	USA, Hawaii, Kona	English
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SCI 273/274

Sustainable Agriculture School & Practicum	Uganda, Jinja	English
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SCI 392

Undergraduate Directed Studies Internship	USA, Oregon, Salem	English
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Centre for Discipleship Training Schools

DSP 111

Discipleship Seminar	Bolivia, Santa Cruz	Spanish
	South Africa, Worcester	English/Afrikaans
	USA, Kentucky, Louisville	English

UNIVERSITY OF THE NATIONS

DSP 14.1

DTS Leadership Development	Guyana, Georgetown	English
	Haiti, St. Marc	English/Creole
	USA, Montana, Lakeside	English

DSP 14.1/14.2

DTS Leadership Development & Field Assignment	Brazil, Piratininga	Portuguese/Spanish
	Cambodia, Battambang	English/Khmer

DSP 21.1/21.2

Discipleship Training School & Field Assignment (YWAM-DTS)

	Albania, Tirana	Albanian/English
	Angola, Catumbela	Portuguese
	Angola, Huambo	Portuguese
	Argentina, Bariloche	Spanish
	Argentina, Buenos Aires (Counseling Center)	Spanish/English
	Argentina, Buenos Aires, San Clemente	Spanish/Portuguese
	Argentina, Córdoba	Spanish/English
	Argentina, Corrientes	Spanish/English
	Argentina, Mar del Plata	Spanish/English
	Argentina, Mendoza, Argentina	Spanish/English
	Argentina, Puerto Madryn	Spanish/English
	Argentina, Salta Capital	Spanish/French
	Argentina, Ushuaia	Spanish/English
	Armenia, Yerevan	Russian/English
	Australia, Adelaide (Norton Summit), South Australia	English
	Australia, Airlie Beach, Queensland	English
	Australia, Brisbane (Mitchelton), Queensland	English
	Australia, Byron Bay (Tyagarah), New South Wales	English
	Australia, Canberra, A.C.T.	English
	Australia, Carbrook, Queensland	English
	Australia, Darwin, Northern Territory	English
	Australia, Melbourne (Surrey Hills), Victoria	English
	Australia, Newcastle (The Junction), New South Wales	English
	Australia, Perth, Western Australia	English
	Australia, Sunshine Coast (Maroochydore), Queensland	English
	Australia, Surfers Paradise, Queensland	English
	Australia, Sydney (Glenorie), New South Wales	Korean/English
	Australia, Sydney (Island Breeze)	English/Korean
	Australia, Tasmania, Sorell	English
	Australia, Townsville, Queensland	English
	Australia, Wollongong (Windang)	English
	Bangladesh, Dhaka	Bangla/Bengali/English
	Bangladesh, Khulna	Bangla
	Bangladesh, Rajshai	Bangla
	Barbados, West Indies	English
	Belize, San Pedro Town	English
	Bolivia, Santa Cruz	Spanish/English
	Brazil, Almirante Tamandare	Portuguese
	Brazil, Aracaju	Portuguese/Spanish

COURSE LOCATIONS

Brazil, Belem	Portuguese
Brazil, Belo Horizonte	Portuguese/English
Brazil, Contagem (Belo Horizonte)	Portuguese/Portuguese
Brazil, Crato	Portuguese
Brazil, Cuiabá	Portuguese
Brazil, Curitiba	Portuguese/English
Brazil, Curitiba (Monte das Águias)	Portuguese
Brazil, Florianopolis	Portuguese
Brazil, Fortaleza	Portuguese/English
Brazil, Goiania	Portuguese
Brazil, Joao Pessoa	Portuguese/English
Brazil, Maccio	Portuguese
Brazil, Maringa	Portuguese/English
Brazil, Ouro Fino	Portuguese/Spanish
Brazil, Palmas	Portuguese
Brazil, Parana, Foz do Iguacu	Portuguese
Brazil, Piaui, Teresina	Portuguese
Brazil, Piraquara	Portuguese/English
Brazil, Piratininga	Portuguese/English
Brazil, Pitangui	Portuguese/English
Brazil, Ponta Grossa (Urban)	Portuguese/Spanish
Brazil, Porto Alegre	Portuguese
Brazil, Porto Velho	Portuguese
Brazil, Recife	Portuguese/English
Brazil, Rio de Janeiro, Borel	Portuguese
Brazil, Salvador	Portuguese
Brazil, Santa Isabel	Korean/English
Brazil, Sao Luis	Portuguese
Brazil, Sao Paulo	Portuguese
Brazil, Sao Paulo, Campinas	Portuguese
Brazil, Vitoria	Portuguese
Bulgaria, Yasenovo	English/Bulgarian
Burundi, Bujumbura	English
Cambodia, Battambang	Khmer/English
Cambodia, Phnom Penh (Training)	Khmer/English
Cambodia, Siem Reap	Khmer/English
Cameroon, Akok Yebekolo	French/English
Canada, Alberta, Blackfalds	English
Canada, Alberta, Calgary	Korean/English
Canada, Alberta, Medicine Hat, IWT	English
Canada, Alberta, Turner Valley	English
Canada, British Columbia, Kelowna	English
Canada, British Columbia, Vancouver (Nexia)	English
Canada, Manitoba, Steinbach (Island Breeze)	English
Canada, Ontario, Muskoka	English
Canada, Ontario, Toronto	Korean/English
Canada, Quebec, Dunham	French/English
Canada, Quebec, Montreal	French/English

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Canada, Saskatchewan, Saskatoon	English
Chile, Pichilemu	Spanish/English
Chile, Quinta Region, Viña del Mar (Valparaiso)	Spanish/English
Chile, Santiago	Spanish/Portuguese
Colombia, Bogota	Spanish/English
Colombia, Cartagena	Spanish/English
Colombia, Leticia	Spanish/English
Colombia, Pereira	Spanish/English
Costa Rica, Heredia	English/Spanish
Costa Rica, Nicoya	English/Spanish
Costa Rica, San Jose	English/Spanish
Czech Republic, Cheb	English/Czech
Dominican Republic, Azua	English/Creole
Dominican Republic, Jarabacoa	Spanish/English
Dominican Republic, San Pedro	English/Spanish
Dominican Republic, Santo Domingo	Spanish/English
Dominican Republic, Villa Mella	English/Korean
Egypt, Egypt	Arabic/English
El Salvador	Spanish/English
England, U.K., Carlisle	English
England, U.K., Cuckfield (Holmsted Manor)	English
England, U.K., Derby	English
England, U.K., Harpenden	English
England, U.K., Leeds	English
England, U.K., Nuneaton (The King's Lodge)	English
England, U.K., York	English
Estonia, Estonia	English/Estonian
Faroe Islands, Havn	English/Faeroese
Fiji, Lautoka, Marine Reach	Korean
Finland, Kuopio	English/Finnish
Finland, Perheniemi	Finnish/English
France, Le Gault La Foret	French/English
France, Les Salles du Gardon	English/French
France, Lyon	French
France, St. Paul-Trois Chateaux, French Ministries Office	French/English
Georgia, Tbilisi	English/Greman
Germany, Altensteig	English/German
Germany, Eutin	German/English
Germany, Hainichen	German/English
Germany, Herrnhut	German/English
Ghana, Kumasi	English
Grenada, St. Patricks	English
Guatemala, Antigua	English/Spanish
Guatemala, Guatemala City	Spanish/English
Guinea-Bissau, Bissau, Gabu	Portuguese/Creole
Guyana, Georgetown	English
Haiti, St. Marc	Creole/English
Hong Kong, Hong Kong	Mandarin/English

COURSE LOCATIONS

Hong Kong, Tuen Mun	English/Cantonese
Iceland, Reykjavik	English
India, Andhra Pradesh, Vizag City	English
India, Assam State, Guwahati	English/Hindi
India, Assam State, Jorhat	English/English
India, Bangalore	English
India, Chandigarh (Union Territory), Training Location	English/Hindi
India, Chennai (Madras)	English
India, Darjeeling	English/Nepali
India, Goa	English
India, Guwahati	English
India, Haryana, Ambala	Hindi
India, Himachal Pradesh, Dharamsala (Kangra District)	English
India, Himachal Pradesh, Lake Valley (Kullu)	English/Hindi
India, Indore	Hindi/English
India, Jaipur (Create International)	English
India, Jodhpur	English/Hindi
India, Kanpur	Hindi/English
India, Karnataka, Belgaum	Kannada/English
India, Karnataka, Dharwad	English
India, Kochi	English
India, Lonavala	English
India, Lucknow	English/Hindi
India, Ludhiana	English/Hindi
India, Madhya Pradesh, Kharua	Hindi/English
India, Madurai	Tamil/English
India, Maharashtra, Ahmednagar	Marathi
India, Maharashtra, Pune	English
India, Maharashtra, Satara District	English/Marathi
India, Maharashtra, Sillod Team	Marathi
India, Manali	Hindi/English
India, Manipur State, Imphal	English
India, Mizoram, Aizawl	English
India, Mumbai	English
India, Mysore	English
India, Nagaland, Dimapur	English
India, Nashik Team	English/Hindi
India, Orissa State, Gopalpur	English/Hindi
India, Orissa, Cuttack	English
India, Patna	English/Hindi
India, Puducherry, Pondicherry	English/French
India, Shillong	English
India, Siliguri, DTS Location	English
India, Tamil Nadu, Chennai (Kottivakkam)	English
India, Tamil Nadu, Mission Village T. C.	English
India, Tamilnadu, Trichy	English
India, Trivandrum (Pattom)	English/Malay
India, Uttar Pradesh, Agra	Hindi/English

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India, Uttar Pradesh, Greater Noida	English
India, Uttarakhand, Dehradun	English/Nepali
India, Varanasi, N India Office	English/Hindi
India, West Bengal, Durgapur	English/Bengali
India, YWAM Delhi	English
Indonesia, Bali	English/Indonesian
Indonesia, Kalimantan, Pontianak	Indonesian
Indonesia, Minahasa Utara, Tumulung	Indonesian/English
Indonesia, Surabaya	Indonesian/English
Indonesia, West Java, Bandung	Indonesian/English
Ireland, Sligo	English
Italy, Milano	Italian
Ivory Coast, Abidjan	French
Jamaica, West Indies, Newport, Manchester	English
Jamaica, West Indies, St. James, Montego Bay	English
Jordan, Limassol	English/Arabic
Kenya, Mombasa	English
Latvia, Talsi	English/Latvian
Liberia, Monrovia	English
Madagascar, Antananarivo (All Nations)	Malagasy
Madagascar, Antananarivo (Palace Of Worship)	Malagasy/English
Madagascar, Toamasina	Malagasy/French
Malawi, Blantyre	English
Malawi, Mzuzu	English
Malaysia, Kota Kinabalu Bahasa	Malaysia/English
Malaysia, Penang	English
Mexico, Cancun	Spanish/English
Mexico, Creel	Spanish
Mexico, Ensenada	English/Spanish
Mexico, Guadalajara	Spanish/English
Mexico, Mazatlan	English/Spanish
Mexico, Mexico City	English/Spanish
Mexico, Tijuana	English/Spanish
Moldova, Cahul	Romanian/English
Mozambique, Lichinga	Portuguese/Yao
Myanmar, Myanmar	Myanmar (Burmese)/English
Namibia, Windhoek	English
Nepal, Central Nepal, Kathmandu (Boudhha District)	Nepali/English
Nepal, Central Region, Bhaktapur	Nepali
Nepal, Central Region, Lalitpur District	English/Nepali
Nepal, Chitwan	Nepali/English
Nepal, Dharan	Nepali
Nepal, Eastern Region, Birtamod	Nepali
Nepal, Jiri	Nepali
Nepal, Kathmandu (Center)	Nepali/English
Nepal, Pokhara	Nepali/English
Nepal, Surkhet	Nepali/English
Nepal, West Region, Butwal	Nepali

COURSE LOCATIONS

Netherlands, Amsterdam	English/Dutch
Netherlands, Heidebeek (Heerde)	English/Dutch
New Zealand, Auckland	English
New Zealand, Matamata	English
New Zealand, Matamata, Pursuits	English
New Zealand, Oxford	English
New Zealand, Tauranga	English
Nicaragua, Managua (Diriamba)	Spanish/English
Nigeria, Ibadan, Oyo	English
Nigeria, Jos	English
Nigeria, Kaduna	English/Hausa
Nigeria, Katsina State, Katsina	English/Hausa
Nigeria, Lagos	English/French
Nigeria, Lagos State, Apapa	English/French
Nigeria, Lagos State, Ikeja	English
Nigeria, Osun State, Osogbo	English
Nigeria, Otukpo	English
Norway, Aalesund	English/Norwegian
Norway, Engavaagen	English/Norwegian
Norway, Kristiansand (Flekkeroy)	Norwegian/English
Norway, Oteren (Borgen)	Norwegian/English
Norway, Skien	Norwegian/English
Norway, Stavanger	English/Norwegian
Pakistan	English/Urdu
Panama, Chiriqui	Spanish/English
Panama, Panama City (Chilibre)	English/Spanish
Paraguay, Ciudad del Este	Spanish
Paraguay, Coronel Oviedo	Spanish
Peru, Chiclayo	Spanish/English
Peru, Cusco	Spanish/English
Peru, Iquitos	Spanish/English
Peru, Lima	Spanish/English
Philippines	English
Philippines, Albay, Daraga	English/Tagalog
Philippines, Antipolo City (Cainta)	English
Philippines, Aparri	English/Tagalog
Philippines, Baguio City	English
Philippines, Bontoc	Ilocano
Philippines, Cebu (Impact World Tour, Philippines)	English
Philippines, Cebu (Talisay)	English
Philippines, Manila (Balut)	Filipino/English
Philippines, Molo	English/Korean
Philippines, Naga	English/Filipino
Philippines, Puerto Princesa City	English/Tagalog
Portugal, Mem Martins	Portuguese
Puerto Rico, Juncos	Spanish/English
Romania, Cluj	Romanian/English
Romania, Constanta	English/Romanian

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Romania, Targu Mures	English/Romanian
Russia, Krasnoyarsk	English/Russian
Russia, St. Petersburg	Russian/English
Russia, Vladivostok	Russian/English
Rwanda, Kigali	English/Kinyarwanda
Scotland, U.K., Stirling	English
Scotland, U.K., West Kilbride, (Seamill)	English
Senegal, Rufisque	French
Sierra Leone, Kissy Town (Freetown)	English
Singapore, Singapore	English
South Africa, Cape Town (Muizenberg)	English
South Africa, Cape Town (Tygervalley)	English
South Africa, Durban (Bellair)	English
South Africa, Johannesburg	English
South Africa, White River	English
South Africa, Worcester	English
South Korea, Busan	Korean
South Korea, Busan, YWAM Campaigns Korea	Korean/English
South Korea, Cheju	Korean
South Korea, Cheong-Ju	Korean
South Korea, Chun-cheon City	Korean
South Korea, Chungcheongnam-do (Cheonan)	Korean
South Korea, Jeollabuk-do	Korean
South Korea, Kangwon, Wonju	Korean
South Korea, Kwang-Ju (Gwangju)	Korean
South Korea, Mokpo City	Korean
South Korea, Seoul	Korean
South Korea, Suwon-si Gyeonggi-do	Korean
South Korea, TaeGu	Korean
South Korea, Taejon City	Korean
Spain	English/Spanish
Sri Lanka, Western Province, Kandana	English
St. Lucia, Castries, ST. LUCIA	English/French
St. Vincent & Grenadines, Kingstown, St. Vincent	English
Swaziland, Mbabane	English
Sweden, Restenäs (Ljungskile)	English/Swedish
Sweden, Stockholm (Sollentuna)	English/Swedish
Switzerland, Burtigny	English/French
Switzerland, Châtel	French/English
Switzerland, Davos	English
Switzerland, Lausanne	English/Korean
Switzerland, Wiler	English/German
Taiwan, Taipei	English/Mandarin
Tanzania, Arusha	English/Kiswahili
Tanzania, Mbeya	Swahili/English
Tanzania, Morogoro	Swahili/English
Thailand, Chiang Mai	English/Korean/Thai
Thailand, Chiang Mai (Create Thailand)	English

COURSE LOCATIONS

Thailand, Chiang Rai	Thai/English
Thailand, Khon Kaen	Thai/Korean
Thailand, Phitsanulok	Thai/English
Thailand, Phuket	English/Thai
Thailand, Ratchathani	English/Thai
Timor-Leste, Comoro, Dili	Portuguese
Togo, Ketao	French
Togo, Lome	French/English
Trinidad & Tobago, Carapichaima	English
Uganda, Jinja	English
Ukraine, Kyiv (Kiev)	Russian/English
Ukraine, Vinnitsa	Ukrainian/English
Uruguay, Rivera	Portuguese/Spanish
US Virgin Islands, St. Croix, Virgin Islands (US)	English
USA, Alaska, Homer	English
USA, Arizona, Flagstaff	English
USA, Arizona, Phoenix	English
USA, Arkansas, Ozark	English
USA, California, Chico (Richardson Springs)	English
USA, California, Los Angeles (Lakeview Terrace)	English
USA, California, Mendocino	English
USA, California, Pasadena	Korean
USA, California, Pismo Beach	English
USA, California, Redding	English
USA, California, San Francisco	Korean
USA, California, Sultana	English
USA, Colorado, Cimarron	English
USA, Colorado, Colorado Springs, Strategic Frontiers	English
USA, Colorado, Denver (Arvada)	English
USA, District of Columbia	English
USA, Florida, Orlando	English
USA, Florida, Tampa	English
USA, Georgia, Atlanta (Grayson)	English
USA, Hawaii, Kona	English
USA, Hawaii, Maui	English
USA, Idaho, Boise (Cascade)	English
USA, Kentucky, Louisville	English
USA, Massachusetts, Boston	English
USA, Minnesota, Minneapolis (Rockford)	English
USA, Missouri, Kansas City (Grandview), Warriors Come Home	English
USA, Missouri, Kansas City (Grandview), YWAM Campaigns	English
USA, Montana, Lakeside	English
USA, Montana, Polson	English
USA, Nevada, Las Vegas	English
USA, North Carolina, Charlotte (Monroe)	English
USA, Ohio, Akron	English
USA, Oklahoma, Apache	English
USA, Oregon, Salem	English

UNIVERSITY OF THE NATIONS

	USA, Pennsylvania, Coatesville	English
	USA, Pennsylvania, Pittsburgh	English
	USA, South Carolina, Myrtle Beach	English
	USA, Tennessee, Nashville	English
	USA, Texas, Austin	English
	USA, Texas, El Paso	English/Spanish
	USA, Texas, Tyler	English
	USA, Texas, Wylie	English
	USA, Virginia, Richmond	English
	USA, Washington, Port Hadlock (Discovery Bay)	English
	USA, Washington, Seattle (Monroe)	Korean/English
	USA, Washington, Yelm	English
	USA, Wisconsin, Madison	English
	USA, Wyoming, Meeteetse	English
	Vanuatu, Port Vila	English/French
	Wales, U.K., Wrexham (Llangollen)	English
	Zambia, Livingstone	English
	Zimbabwe	English

Community Development Centre

DEV 165

Community Development Seminar	Cambodia, Battambang	English/Khmer
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DEV/HMT 365

Community Development School	USA, Virginia, Richmond	English
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DEV/HMT 365/366

Community Development School & Field Assignment	Australia, Perth, Western Australia	English
	Brazil, Belem	Portuguese/English
	Brazil, Recife	Portuguese/English
	England, U.K., Harpenden	English
	Indonesia, Bali	English/Indonesian
	Jamaica, West Indies, St. James, Montego Bay	English
	Mexico, Tijuana	English/Spanish
	USA, Colorado, Denver (Arvada)	English
	USA, Montana, Lakeside	English

DEV/HMT 565/566

Advanced Community Development School & Field Assignment	USA, Hawaii, Kona	English
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Family Resource Centre

FAM 121

Foundations for Family Life Seminar I	Cameroon, Yaounde	English/French
	Kyrgyzstan, Kyrgyzstan	Kyghiz/Russian
	Philippines, Baguio City	English
	South Africa, Worcester	English/Afrikaans
	Taiwan, Taipei	Mandarin
	Thailand, Khon Kaen	Thai/English

FAM 121/122

Foundations for Family Life Seminar I & II	New Zealand, Matamata	English/Korean
	Thailand, Chiang Mai	Korean

COURSE LOCATIONS

FAM 122

Foundations for Family Life Seminar II	Philippines, Baguio City	English
	South Africa, Worcester	Afrikaans/English

FAM/CNH 131

Marriage and Relationship Workshop I, II, III & IV	Germany, Hainichen	English/German
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FAM 141

Marriage Seminar	USA, Hawaii, Kona	English
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FAM/CNH 223/224

Family Ministry School & Field Assignment	Brazil, Curitiba (Monte das Águias)	Portuguese/English
	Germany, Hainichen	German/English
	Kyrgyzstan, Kyrgyzstan	Kirghiz/Russian
	Netherlands, Heidebeek (Heerde)	Dutch/English
	New Zealand, Matamata	English
	Nigeria, Port Harcourt	English/French
	Norway, Ottestad (Grimerud)	Norwegian/English
	South Africa, Worcester	English
	South Korea, Cheju	Korean
	Switzerland, Wiler	English/German
	Tanzania, Arusha	English/Kiswahili
	Thailand, Chiang Mai	Korean
	Thailand, Khon Kaen	Thai/English
	Uganda, Jinja	English

GENESIS Centre

GEN 191

GENESIS Seminar	Switzerland, Lausanne	English
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GEN/CMC 293/294

GENESIS School & Field Assignment	Switzerland, Lausanne	English
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Student Mobilization Centre

STU/CHR 235/236

School of University Ministries & Missions & Internship	South Africa, Potchefstroom	English
	USA, Wisconsin, Madison	English



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College/Faculty of Communication

College/Faculty of Counseling and Health Care

College/Faculty of Education

College/Faculty of Humanities & International Studies

College/Faculty of Science and Technology

Community Development Centre

Centre for Discipleship Training Schools

Centre for European Studies

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