



UNIVERSITY OF THE NATIONS

Catalogue 2017-2019

Universidade das Nações
Universidad de las Naciones
Université des Nations
열방 대학

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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 214 nations and dependent 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 fields 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.

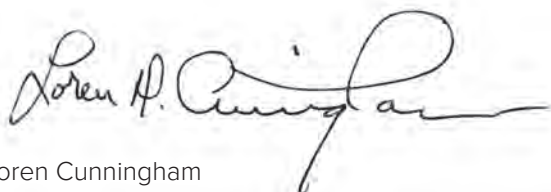
Because of this stimulating environment, our students have developed all kinds of innovations, led by the Holy Spirit. This emphasis on "creating with God" means there's nothing like a University of the Nations education.

Each year our students are being trained in more than 400 courses and seminars in over 650 locations, in around 140 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 worldwide 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 and in areas of science and technology, health care, 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.

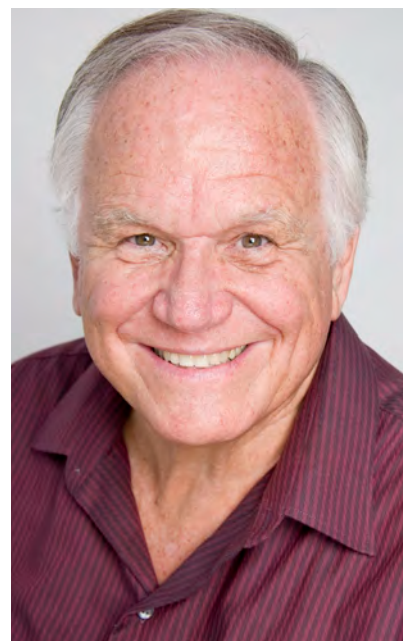
It's already underway. It's happening. And you can be part of it as you study with us in the University of the Nations. Together we will see the earth "filled with the knowledge of the glory of the Lord as the waters cover the sea." (Habakkuk 2:14)

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 INTERNATIONAL CHANCELLOR AND CO-FOUNDER



LOREN CUNNINGHAM

LETTER FROM INTERNATIONAL PRESIDENT



MARKUS
STEFFEN

Dear Prospective Student,

Welcome to the University of the Nations.

You'll find within the pages of this 2017-2019 University of the Nations Catalogue the details about the courses, seminars and degrees we are offering during the next three years. The University of the Nations is a global network with more than 650 locations in close to 140 nations with learning opportunities offered in nearly one hundred languages.

With much creativity and innovation we have designed new degree programs. I invite you to look through the descriptions and overall outcomes of the Associate's, Bachelor's and Master's degrees. I am sure that there are programs that will serve your educational plans. At the UofN, we consider degrees as levels of commendation for understanding, knowledge, and skills in a specific category as well as personal maturity and capacity to produce fruitful work.

The UofN courses are embedded in YWAM centres around the world. Therefore, students have amazing opportunities to travel and learn through outreaches, practicums and internships in a variety of cultures and ministries. With the community and cohort-based learning we are ideally positioned for students to discover their calling, to develop passion, and to find significance and deep joy.

Thank you for your interest. It is a great privilege for us to welcome you to the UofN.

A handwritten signature in black ink, appearing to read 'M. Steffen', written over a light grey circular background.

Markus Steffen
International President
University of the Nations

The production of the University of the Nations (UofN) 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, Aleck Cartwright, Derek Chignell, John Henry, John Mraz, Barbara Overgaard, and Brad Tout. They contributed hundreds of hours on the catalogue copy, data collection, organization, layout, proof reading, photo curation, and computer expertise. The design and layout of the cover and text pages were done by Arun Ankam (www.arunankam.com). Photos are courtesy of numerous YWAM/UofN 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 and punctuation.

Contacting the University of the Nations. Because of the worldwide nature of the UofN, initial contacts are best made through the UofN 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)

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University of The Nations Core International Leadership

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Darlene Cunningham	International Vice Chancellor
Markus Steffen	International President
Thomas Bloomer	International Provost, Vice President for Academic Affairs
David Hamilton	Vice President for Strategic Innovation
Maureen Menard	Vice President for Leadership & Staff Development
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Phil Leage	International Director, Extension Studies Centre
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Sean Lambert	Representative, President's Gathering
Linda Warren	Representative, President's Gathering

Founding Principles of the University of the Nations

Founded upon biblical principles, the University of the Nations (UofN) 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 UofN 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 UofN 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 UofN 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 UofN 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 established 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 considered 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 (UofN), at their meeting in 1988. The name change took place officially on June 2, 1989.

The UofN is unique in its international missionary training scope with school locations in about 140 nations and at 650 locations on all continents. Because national accrediting agencies have major differences in their systems, the UofN has not, at present, applied for full accreditation as a university in any one nation's educational system.

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 650 locations on all continents. Our training combines elements of both formal and non-formal education, with a commitment to worshiping 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 UofN 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, 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 UofN 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 UofN. 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 on and absorb one subject at a time. The concentrated study in one subject area during a 12-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 UofN campus, followed by a photography internship in another location. Then he or she may choose to take video and graphics courses at UofN locations in other countries. The student will not only acquire academic training, but will also 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 UofN 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 UofN 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 UofN is equivalent to three or four university courses in one subject area. Each full week of work in a course at the UofN 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 UofN modular course is equivalent to 12 "semester-equivalent" or 16 "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 UofN.

The modules are:

- 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 UofN and YWAM. Resource teachers come for one week or more to teach in their areas 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 person, 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 UofN'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.

UofN Instructors

UofN instructors are resident teachers of a UofN 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 UofN locations, other institutions of learning, and at Christian gatherings.

Multicultural and Cross-Cultural

A key characteristic of both UofN courses and UofN staff and leaders is the multicultural representation in the students and in the staff and leaders. The UofN 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 UofN strives not only to keep the doors open to all cultures from all nations, but also to seek out and enrol students from every nation. Many courses are bilingual. 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 UofN gives prominent place to the function and role of intercession and worship as central to all that we do, both inside and outside of 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 UofN 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 UofN 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 Advisory Board

The UofN 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 UofN vision and founding principles, combine to give the UofN 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 UofN generously by sharing wisdom gained through decades of experience.

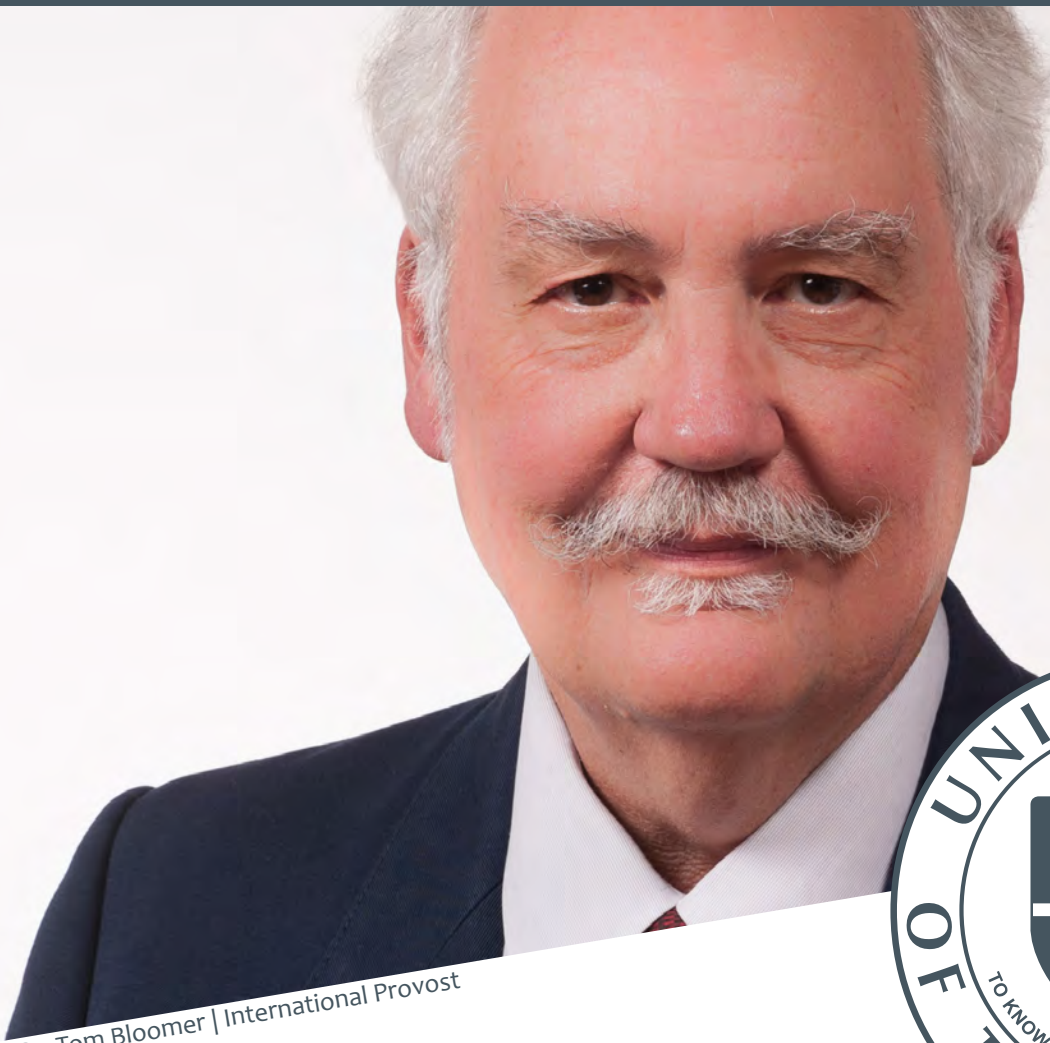
University of the Nations Board of Regents

The UofN Board of Regents (BOR) has the responsibility to ensure that the university adheres to its founding principles and maintains the Christian values which characterize YWAM.

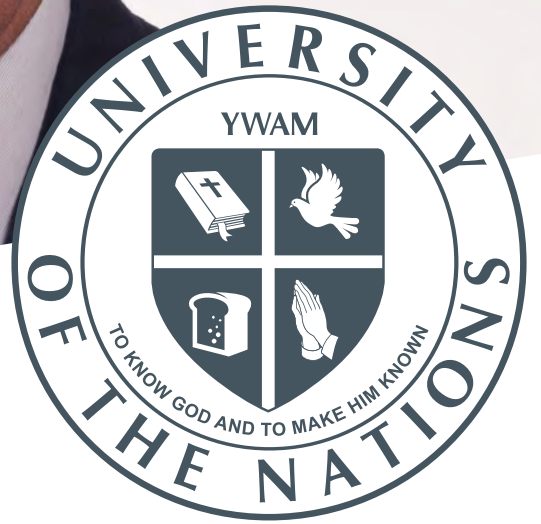
Board Of Regents Members

Tom Bloomer	Switzerland
David Cole	Singapore
Loren Cunningham	USA
Darlene Cunningham	USA
John Dawson	USA
Edwin Fillies	South Africa
David Hamilton	USA
Sean Lambert	Mexico
Lee Changhoon	South Korea
Will McGirr	Australia
Maureen Menard	South Africa
Ken Mulligan	Australia
Joseph Ouédraogo	West Africa
Alessandro Pereira	Central Asia
Tove Poulsen	Sweden
Alejandro Rodriguez	Argentina
Silo Schmidt	Bangladesh
Markus Steffen	Switzerland
Jim Stier	Brazil
Joshua Tanaami	India
Maida Wissa	Middle East

Chairperson: David Cole
email: david.cole@uofn.edu



Dr. Tom Bloomer | International Provost



Courses/Schools

The Discipleship Training School (YWAM-DTS), including the field assignment, is a prerequisite for all other UofN courses. The YWAM-DTS is the gateway into the 7 Colleges/Faculties and various Centres of the UofN. Students may apply to any YWAM-DTS offered presently at more than 650 locations in over 140 countries and 97 languages around the world.

Once the student has completed the YWAM-DTS, he or she may take advantage of the wide variety of courses the UofN 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 UofN 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 UofN 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 the student 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 ministry.

All UofN courses are given a special number preceded by a 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
CCC	Centre for Core Curriculum
EDN	College/Faculty of Education
ES	Extension Studies Centre
HMT	College/Faculty of Humanities & International Studies
SCI	College/Faculty of Science & Technology
DEV	Community Development & Justice Centre
DSP	Centre for Discipleship Training Schools
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 UofN International Registrar Offices, International College/Faculty or Centre Offices, or the internet (www.uofn.edu)

Seminars

The UofN offers an extensive seminar programme. Each registered seminar carries academic credit. They are often open to the public as well as to UofN students. The term "seminar" is used because it is broadly understood in the various cultures we work within. However, these are in fact short courses involving specific learning outcomes, a 50-hour full learning week and graded assessments.

For participants to receive UofN credit, the seminar must be a minimum of one week (5 learning days), be registered through the appropriate College/Faculty or Centre, and students must receive a letter grade, except for the YWAM-DTS courses and seminars; they are graded with Satisfactory (S) or Unsatisfactory (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 YWAM-DTS. Only 6 seminar credits may be taken in any one course. Students may use seminar credits toward a UofN degree upon approval of the College/Faculty Student 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.

Extension Studies

UofN Extension Studies (ES) is the part-time study program offering UofN Courses in a variety of formats. ES courses include clear learning outcomes, evaluation of the student's grasp of the subject, and a final grade as well as assigned credits. ES courses usually have no DTS requirement; however, for advanced courses the DTS might be a requirement depending on content, level and prerequisites.

As with seminars, students may attend any number of extension studies courses prior to completion of a YWAM-DTS. Students may use extension studies credits toward a UofN degree upon approval of the College/ Faculty Student Advisor of the appropriate College/Faculty in which the degree programme is offered (see Seminar & Extension Studies 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 UofN 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 UofN 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 "UofN Application for Graduation Form" with the International Provost's Office. The College/Faculty Student 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 UofN 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 Student Advisor.

1. Discipleship Training School Prerequisite

The YWAM Discipleship Training School (YWAM-DTS) is an entry-level prerequisite for all other courses and all degree programmes. All UofN 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 YWAM-DTS is the gateway into the 7 Colleges/Faculties and various Centres of the UofN. The YWAM-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 YWAM-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 2 UofN schools, i.e. 2 lecture phases (with their corresponding field assignments/practicums/internships if applicable) in a zone other than the one from which the student holds their nationality (see College/Faculty Student Advisor of the degree programme), and in an environment which will

provide an approved cross-cultural experience. A Master’s degree student is also 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 3 Core 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 3 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.

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

Current Approved Courses that Meet the Core Curriculum Requirements

Applied Christian Thinking

HMT/SCI 211	Humanities & 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 211	Bible Core Course (BCC)
CHR 213	School of Biblical Studies I (SBS I)
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)
CHR/CMC 371	Biblical Teaching and Preaching School (BTPS)

of the UofN, 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.

4. Secondary (High) School Graduation or Equivalent

All students applying for a UofN 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 UofN 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 UofN College/Faculty Student 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 usually 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 & Extension Studies Credits

Seminar credits, including credits for extension studies courses, should be directly related to the degree programme. These credits must be approved by the College/Faculty Student Advisor. Credit for a full learning week seminar or extension studies course cannot be obtained while simultaneously attending another UofN course.

9. Directed Studies Courses

A directed studies course is crafted by a College/Faculty Student Advisor working with a UofN 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 UofN 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 Student 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 UofN. All other UofN 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.

11. General Transfer Credits

Maximum allowable transfer credits from other educational institutions 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 Student 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 12 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 UofN 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 Student Advisor of the programme in which the student is enrolled.

14. Grade Point Averages to be Maintained

To successfully complete a UofN 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 UofN 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 previous study of the Bible at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the UofN. 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 "UofN Application for Graduation Form" filed 6 months before the anticipated conclusion of the degree programme
- Satisfactory clearance of financial accounts of all UofN 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, 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 “UofN Application for Graduation Form” filed 6 months before the anticipated conclusion of the degree programme
- Satisfactory clearance of financial accounts of all UofN 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
- Bible Core Curriculum requirement of the UofN or the equivalent
- Bachelor’s degree or equivalent requirement
- Language proficiency
- 12 Field Assignment/Practicum/Internship credits
- No Pass/Fail Courses
- Optional thesis (maximum 24 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 previous study of the Bible at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the UofN. No undergraduate courses are allowed.

- A “UofN Application for Graduation Form” filed 6 months before the anticipated conclusion of the degree programme
- Satisfactory clearance of financial accounts of all UofN 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 UofN are established and transferred between locations by the system described in this section. Some UofN 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 UofN locations. Official UofN 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 UofN 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” (Temporary) may be 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 2 years. The “T” grade, after 2 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 2 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 2-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, he or she will not receive a grade, and is 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, that student 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 UofN students.

Audit Special circumstances may make it desirable for a student to audit a regular UofN credit course, instead of pursuing it for academic credit. As with all UofN 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 UofN 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 UofN. 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 9-month academic year is therefore 36 credits. Credit for a full learning week of a seminar and a course cannot be obtained simultaneously. In the UofN, a “full learning week” represents at least 50 hours of appropriate university level classes, learning activities and study per week. A full 12-credit UofN modular course is equivalent to twelve “semester-equivalent” or 16 “quarter-equivalent” credits in the USA’s university system.

An official student record (or transcript) will be issued by the UofN Provost Office upon the completion of a Transcript Request Form and payment of a fee. The UofN 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 UofN degree requirements.

Considerations About Accreditation

The University of the Nations offers courses which may be used toward UofN degrees and field assignments/practicums/internships in over 140 nations worldwide. Various accredited institutions throughout the world accept UofN transfer students and credits. UofN is a degree-granting institution (Associate’s, Bachelor’s and Master’s degrees). Some UofN training locations are approved by government agencies in the nations where they are located.

Accreditation is a more complex process for the UofN for the following reasons given below.

1. The UofN is unique in its international missionary training with locations in many countries. With the UofN, students may begin their education in South America, continue it in the United States and complete their UofN degree requirements in Europe. This type of international scope will require an international accrediting agency able to validate across many nations and languages.

2. The UofN Board of Regents consists entirely of regional representatives from the parent organization, Youth With A Mission. The Board members are from a diverse international group, all of whom are part of YWAM and understand the founding principles of the UofN. The UofN also has an International Advisory Board, which consists primarily of non-YWAM representatives. This combination ensures high academic standards and clear identity. An accrediting agency would need to validate this structure.

3. The UofN maintains a staff of volunteer missionaries who must raise their own support independent of their positions with the university. The UofN is establishing a “track record” to demonstrate stability through a history of quality long-term staff with independent support. Presently, the UofN has a large student population internationally, constant construction of new buildings and projects globally, and a growing force of long-term staff members. An accrediting agency would need to acknowledge that this model is a viable alternative to paid staff.

4. Our modular approach to education as well as the visiting teacher concept utilized in our schools is a relatively new concept for accrediting boards. At the present time, much of the academic material provided in the courses 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.

The UofN is committed to quality education. As a result, UofN 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 UofN 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, UofN students show commendable strength. An increasing number of institutions are enthusiastic about accepting UofN students. Many employers or educational institutions rely on the classical accreditation process to assure the quality of a person's degree. Students who graduate from the UofN may need to describe the unique curriculum, character and strength of the UofN degree to a potential employer or university to confirm the quality of their educational experience.

Student Responsibilities

Degree students are responsible for knowing all the pertinent content of the UofN Catalogue and ensuring that their course programme satisfies degree requirements.

Degree students are encouraged to determine a primary location for their studies, and do 2 to 4 courses at one UofN 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 their 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 the individualized approved degree planning form. This precaution is a personal safeguard as the student travels from location to location.

Most UofN schools require 12 full learning weeks of lecture, yielding 12 credits. If circumstances require, students may complete a course with 11 weeks, yielding 11 credits. However, additional credits may be made up after completion of the required minimum field assignment/practicum/internship, typically 8 weeks. In many locations the academic coordinators can arrange appropriate registered seminars of 1–3 credits to be taken following the shorter than 12–week school. 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. Any student completing less than 11 weeks on a standard 12 week course will not be awarded any credits for the course.

Code of Conduct:

All students enrolling in the UofN are expected to be committed Christians who aim to glorify God in their lives. Therefore, faculty and staff have high expectations for each student. The UofN 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 UofN. Consequently, we expect that the conduct of UofN 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.



Application for Admission

Requests for application forms should be sent to the specific UofN location where the student desires to enroll in a particular course. 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 2 to 3 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 UofN 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 course location until all formalities relating to admission and acceptance have been completed and/or specific permission is obtained from the course leader.

General Entry Requirements

To be admitted to any UofN course, an applicant must provide proof of the ability to do university-level course work 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 UofN 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 UofN International Registrar offices.

Students with considerable life experience and who have completed the YWAM-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 satisfactorily complete 2 approved post-DTS schools.

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 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 UofN. In order to apply for transfer credit, the applicant should request a transcript of coursework from the previous school to be forwarded to their UofN 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 UofN degree programme in which the student is applying, 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 UofN Bachelor's degree. There is no time limit regarding the age of the coursework requested to be transferred into UofN; however, transfer credit will be posted on a transcript only after the completion of all other degree requirements.

Finances and the UofN

All UofN 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 10-12 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 course 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 UofN 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 UofN locations.

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

Legal Statement

Admission to the UofN 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 UofN 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 UofN branches are located in 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 on page 23.





JULIE SPENCE

INTERNATIONAL DEAN

International Office Address
College/Faculty of Arts and Sports
University of the Nations
75-5851 Kaulani Highway #27
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Introduction for College/Faculty of Arts & Sports

The goal of the College/Faculty of Arts & Sports is to glorify God and to influence the sphere of celebration, which includes arts, sports and entertainment. Today gaming, sports and arts are 3 of the biggest income earners and they captivate people's attention, time and income. If the athletic and artistic celebrities were Christians, they would use their skills to influence the next generation. The college seeks to train up a generation of artists and athletes who prioritize God, live a life of excellence, and have a heart to reach the nations.

This is not a short-term goal but a life-long commitment for students to use the abilities God has given them and to gain the discipline required to reach their potential. Students in the college are trained not only in skills in arts and sports, but also in godly character, commitment, biblical truth, tenacity and humility.

Our graduates will be able to lead celebration here "on earth as it is in heaven," and will have a spirit of love and laughter, discipline and integrity, not only to draw people to God but also to influence society. They will be able to show the world a better way to celebrate by using their talent to bring light and hope into dark places.

The College of Arts & Sports has degrees available in topics ranging from sports ministry to music, visual arts to event management, dance to worship in order to equip people to serve God and impact nations. Students focus on a skill of their choice, and have the opportunity to travel to other cultures and share life together with them.

Find out more about the College of Arts & Sports at www.uofn.edu or www.ywamcas.org or www.ywamarts.com or www.ywamsports.com

International Committee

Name, Country of Origin	Location
Mitch Anderson, USA	Pichilemu, Chile
Aaron Barker, USA	Kona, Hawaii
Noemie Jean-Bourgeault, Canada	Montreal, Canada
Belinda Kuhn, USA	Minnesota, USA
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
Sandy Yearwood, Assistant Dean, Barbados	St Philip, 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 must be made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information in the first section of this catalogue.

The Core Curriculum requirements (Bible, Communication, and 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 20, or consult your College/Faculty Academic Advisor.



Foundational Associate of Arts

The Foundational Associate of Arts degree will give the student skills for a lifetime of Bible study and application; a biblical understanding of worldviews and critical thinking; and skills in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media. These skills are applied in a specific emphasis through one course from one college. This degree can provide a launching pad into other further studies and other degree programmes.

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/Practicum	8–12
Elective Course or Seminars		0–13
Total Credits for Associate of Arts Degree		84

Note: at least 20 credits are required in the emphasis area; consult an Academic Advisor prior to choosing an emphasis course. Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Dance

The AA in Dance includes training in Hip Hop, ballet, modern, contemporary, cultural and performance opportunities in these areas. Graduates will have biblical foundations and knowledge of dance history and will be challenged to be innovators in the dance world. Students will grow in the spiritual power and authority of dance in the marketplace and gain dance experience on international platforms.

Associate of Arts in Dance		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible	12
ATS 215	School of Dance I	12
ATS 216	School of Dance I Field Assignment	8–12
Selected Courses or Seminars from the following as agreed with an Academic Advisor		20–24
ATS 115	World of Dance Seminar	
ATS 317	School of Dance II	
ATS 237	School of Musical Theater	
ATS 238	School of Musical Theater Field Assignment	
Elective Course, Directed Studies or Seminars as agreed with an Academic Advisor		0–13
Total Credits for Associate of Arts Degree		84

Associate of Arts in Visual Arts

This degree is a flexible 84-credit program that offers students the opportunity to experience different artistic techniques and abilities while developing a biblical worldview of the arts. This degree is intended to give students an opportunity to choose a discipline of their choice in studio arts, digital arts, media or fashion.

Associate of Arts in Visual Arts		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible	12
One course and field assignment chosen from:		20–24
ATS 257	Art Evangelists School	
ATS 258	Art Evangelists School Field Assignment	
or		
ATS 251	Fine Arts Foundations I	
ATS 252	Fine Arts Foundations I Field Assignment	
One course and practicum chosen from:		20–24
ATS 355	Artists in Development	
ATS 356	Artists in Development Practicum	
or		
ATS/CMC 255	School of Illustration	
ATS/CMC 256	School of Illustration Practicum	
Elective Course, Directed Studies or Seminars as agreed with an Academic Advisor		0–13
Total Credits for Associate of Arts Degree		84

Associate of Arts in Music Ministry

Musicians who are seeking excellence in their ministry will be able to improve their musical skills, learn how to manage the business side of their ministry, and be challenged to a deeper walk with God as they work with like-minded musicians and experience other countries and cultures. This training takes musicians from deep times of worship and prayer together to the front line of reaching the lost through their music.

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		6–12
ATS 160	Worship Seminar	

ATS 168	Music Performance Seminar: Contemporary Band	
ATS 308/309	Cross-Cultural Worship Ministry & Field Assignment	
One course chosen from the following:		6–12
ATS 163/164	Music Ministry Development Seminar & Field Assignment	
ATS 365	Music Recording Internship	
ATS 366	Musicians: Booking Tours	
Elective Course, Directed Studies or Seminars as agreed with an Academic Advisor		0–21
Total Credits for Associate of Arts Degree		84

Associate of Arts in Performing Arts

Aspiring artists who would like to have a foundation in performing arts can consider applying for the AA in Performing Arts. This degree covers three major fields: dance, music, and theater. It will cover the foundational elements of the arts, enhancing and developing skills in these fields in an environment where students will not only learn theoretical concepts, but also apply what they learn in a variety of locations.

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 237	School of Musical Theater	12
ATS 238	School of Musical Theater Field Assignment	8–12
Elective Course, Directed Studies or Seminars as agreed with an Academic Advisor		0–13
Total Credits for Associate of Arts Degree		84

Associate of Arts in Event Management

Students graduating with an AA in Event Management will learn how to run events, including how to develop a programme, work as part of a team, develop a marketing strategy, manage a budget and use a SWOT analysis. They will have hands-on practical experience organizing events so as to apply their classroom learning in the nations.

Associate of Arts in Event Management		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible	12
ATS 245	School of Event Management	12
ATS 246	School of Event Management Field Assignment	12
ATS 347	School of Event Management Practicum I	12
ATS 305	Arts and The Kingdom	5
One course chosen from the following:		1–12
CHR 305	Advanced Leadership Seminar	
CHR 343	Advanced Leadership School	
Directed Studies or Seminars as agreed with an Academic Advisor		0–16
Total Credits for Associate of Arts Degree		84

Associate of Arts in Sports Ministry

The AA in Sports Ministry combines a solid biblical foundation with an education in sports and ministry so that students will be well equipped to be a witness for Christ when stepping into the sports arena. They will bring the love of God in truth through biblical perspectives on ethics in sports, competition, and good stewardship to a culture that is focused on personal success.

Associate of Arts in Sports Ministry		Credits
Prerequisite:	DSP 211 & 212	19–24
Core:	Bible	12
ATS 184	Sports Leadership Training I	1
ATS 189	Sports Coaching Training Seminar	3
ATS 196	Physical Fitness – Basic Certification	2
ATS 281	Sports Ministry School	12
ATS 282	Sports Ministry School Field Assignment	8–12
Selected courses or seminars from the following as agreed with an Academic Advisor:		18
ATS 145	Event Management Seminar	
ATS 181	Sports Ministry Training Seminar	
ATS 182	Sports Ministry Training Seminar Field Assignment	
ATS 185	Freesports Seminar	
ATS 194	Personal Holistic Development and Nutrition	
ATS 198	Human Performance Instructor Certification	
ATS 245	School of Event Management	
ATS 246	School of Event Management Field Assignment	
ATS 285	School of Freesports and Youth Culture	

ATS 286	School of Freesports and Youth Culture Field Assignment	
	Directed Studies, Seminars as agreed with an Academic Advisor	0–9
Total Credits for Associate of Arts Degree		84

Associate of Arts in Hospitality Management

The Associate of Arts in Hospitality Management enables students to study in both food and beverage management and hotel management. It will provide a strong foundation of knowledge and skills focusing on creativity, problem solving techniques, entrepreneurship, biblical hospitality and transformational leadership skills to prepare students for future management roles. Graduates will be technically competent and professionally trained for careers in the hospitality industry.

Associate of Arts in Hospitality Management		Credits
Prerequisite:	DSP 211 & 212	19–24
ATS 201	Hospitality Administration I	12
ATS 202	Hospitality Administration II	12
ATS 203	Hospitality Leadership and Intercultural Management	12
ATS 204	Hospitality Management Internship	8
One course chosen from the following:		12
ATS 205	School of Food and Beverage Operations	
ATS 206	School of Hotel Operations	
One elective seminar chosen from the following:		4
ATS 103	Hospitality Ethics	
ATS 105	Hospitality Entrepreneurship	
ATS 106	Hospitality Language Training I	
ATS 108	Business Communication I	
Directed Studies or Seminars as agreed with an Academic Advisor		0–5
Total Credits for Associate of Arts Degree		84

Bachelor of Arts in Dance

The Bachelor of Arts in Dance curriculum sharpens techniques and skills in Hip Hop, ballet, modern, contemporary, and cultural dance, equipping dancers for on and off stage performance. Students will learn stage technique, organizational skills, and how to build a ministry on a solid biblical foundation. They will have a deeper understanding of dance as worship and intercession, with skills to pass on to future generations. Students will connect with dance leaders around the world and have an opportunity to develop long-term strategies to serve the nations through dance.

Bachelor of Arts in Dance		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
ATS 215	School of Dance I	12
ATS 216	School of Dance I Field Assignment	6–12
ATS 317	School of Dance II	12
ATS 318	School of Dance II Field Assignment	6–12
Selected courses or seminars from the following as agreed with an Academic Advisor		36
ATS 115	World of Dance Seminar	
ATS 116	World of Dance Seminar Field Assignment	
ATS 217	Dance Company Practicum	
ATS 237	School of Musical Theater	
ATS 238	School of Musical Theater Field Assignment	
ATS 319	Arts Practicum	
Elective Course, Directed Studies, Seminars		0–17
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Visual Arts

The Bachelor of Arts in Visual Arts is designed for students wishing to maximize their studio immersion. The degree is designed to give art students flexibility in constructing their program by allowing them to choose one or more concentrations—studio arts, art therapy, digital arts or fashion. All art majors choose between Art Evangelists School or Fine Arts Foundations I as their core course and then select the concentration that is best suited to their academic and career goals. The program offers a visual arts curriculum integrated with a biblical worldview.

Bachelor of Arts in Visual Arts		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
One course and field assignment chosen from		20–24
ATS 257	Art Evangelists School	
ATS 258	Art Evangelists School Field Assignment	
ATS 251	Fine Arts Foundations I	
ATS 252	Fine Arts Foundations I Field Assignment	
One course and field assignment/practicum chosen from:		20–24
ATS 355	Artists in Development	
ATS 356	Artists in Development Practicum	
ATS 353	Fine Arts Foundations II	

ATS 354	Fine Arts Foundations II Field Assignment	
	Related arts courses as agreed with an Academic Advisor	36
	Elective Course, Directed Studies, Seminars	0–13
	Total Credits for Bachelor of Arts Degree	144

Bachelor of Arts in Music Ministry

Musicians who seek to develop their instrumental, song writing, recording, arranging and communication skills will find the courses in the Bachelor of Arts in Music Ministry invaluable. They will have daily opportunities to grow more deeply in the knowledge of God while also working on their skill set. The YWAM missionary environment networks musicians with a common goal into long-term multicultural ministry teams that reach out to a hurting world through their music and their lives.

Bachelor of Arts in Music Ministry		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
ATS 261	School of Worship	12
ATS 262	School of Worship Field Assignment	8–12
ATS 263	School of Music in Missions	12
ATS 264	School of Music in Missions Field Assignment	12
ATS 365	Music Recording Internship	12
ATS 366	Musicians: Booking Tours	6–12
	Related music courses as agreed with an Academic Advisor	12
	Elective Course, Directed Studies, Seminars	0–15
	Total Credits for Bachelor of Arts Degree	144

Bachelor of Arts in Performing Arts

The BA in Performing Arts covers three major fields: dance, music, and theater. It includes the foundational elements of the arts, enhancing and developing skills in these fields in an environment where students will not only learn theoretical concepts, but also apply what they learn in a variety of locations. The core curriculum adds the basic skills needed to understand and communicate in the area of performing arts.

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 311	School of Street Art	12
ATS 312	School of Street Art Field Assignment	8–12
ATS 145	Event Management Seminar	1-6
ATS 146	Event Management Seminar Field Assignment	1-6
Elective Courses, Directed Studies, Seminars		24–47
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Event Management

The Bachelor of Arts in Event Management will see students qualified not only in technical skills, but also with the ability to manage all aspects of a complex event from visionary conception to execution, leaving a long-term legacy of quality Christian events to impact communities and nations.

Bachelor of Arts in Event Management		Credits
Prerequisites: DSP 211 & 212		19–24
Core: Bible, Communication, Applied Christian Thinking		36
ATS 245	School of Event Management	12
ATS 246	School of Event Management Field Assignment	12
ATS 347	Event Management Practicum I	12
ATS 348	Event Management Practicum II	12
ATS 305	Arts and the Kingdom	5
Choose one of the following:		1–12
CHR 305	Advanced Leadership Seminar	
CHR 343	Advanced Leadership School	
Elective Courses, Directed Studies, Seminars		19–35
Total Credits for Bachelor of Arts Degree		144



Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

ATS 103 **Hospitality Ethics**

The hospitality industry presents many opportunities for unethical practices. Employees can be placed in morally and ethically challenging and ambiguous situations. This module provides students with an understanding of ethical principles related to this industry. These include integrity, fairness, accountability, honesty and respect for others. Through case studies and discussions, ethical issues relating to the hospitality industry will be covered.

Credits: 1–6

ATS 105 **Hospitality Entrepreneurship**

This course introduces the many facets related to starting a successful new business venture including planning, funding, and management. Students will learn what is involved with being entrepreneurial and the role of entrepreneur.

Credits: 4



ATS 106 **Hospitality Language Seminar I**

This seminar focuses on the specialized language of the hospitality industry in the context of interactions between staff and guests. This training will better enable hospitality staff to interact with guests in their various roles, functions and departments.

Credits: 1–6

ATS 108 **Business Communication Seminar 1**

This seminar provides students with an understanding of the importance of creating a coordinated business communication system, and how organizations can benefit from good communication strategies and tools. Effective communication involves much more than just motivating employees and dispensing good public relations. Students learn how to communicate effectively with fellow employees from the mailroom to the boardroom and between organizations.

Credits: 4

ATS 113 **Arts Seminar**

This seminar teaches participants how make use of the performing arts in worship and proclamation of the Gospel. Both theoretical and practical training are included in the curriculum.

Credits: 1–6

ATS 114 **Arts Seminar Field Assignment**

This phase allows participants to put into practice the lessons and skills they acquired during the teaching phase.

Prerequisite: ATS 113

Credits: 1–6

ATS 115 **World of Dance Seminar**

This seminar equips those who are called and have a desire to model innovative dance styles. Using these modern and cultural dance styles not only connects and merges the hearts of the young and old, but also makes a mark wherever these dancers go in the entertainment industry or in the church context. This seminar is designed to prepare dancers to serve in these arenas.

Credits: 1–6

ATS 116 **World of Dance Field Assignment**

During a performance and teaching tour, students apply what they have learned in the World of Dance Seminar, as well as learn indigenous dances of the host cultures visited on the tour.

Prerequisite: ATS 115

Credits: 1–6

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: 1–6

ATS 146 **Event Management Seminar Field Assignment**

This field assignment gives hands-on experience with the content learned from ATS 145. Events may range from

major athletic events, art festivals, and global gatherings to community events and celebrations. Practical experience and further training in team leadership skills, networking, event planning, implementation and evaluation, as well as continued development of the technical skills of running an event, are all part of this field assignment experience.

Prerequisite: ATS 145

Credits: 1–6

ATS 151 **Classical Arts Seminar**

This seminar is part of a year-long Russian Arts Academy School and is for intermediate art students interested in increasing their drawing and painting skills.

Credits: 1–6

ATS 157 **Art Evangelists Seminar**

During this seminar students learn the basics of evangelism, using the arts, with topics such as design process, painting murals, drawing portraits, biblical worldview of the arts, art therapy, and heart purity. The purpose for running this seminar is to train individuals to be effective in displaying the splendour of God to the nations through fine art and craft, and to be effective cross cultural evangelists, able to work as individuals and as a team in any culture.

Credits: 1–6

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. The seminar provides biblical instruction regarding the nature of worship and praise, the forms and expressions of worship and praise - both personally and corporately, and enriches the experiences of engaging with God and giving Him glory.

Credits: 1–6

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 opportunities to grow spiritually through Bible study, discussion, and music ministry and missions in a variety of settings.

Credits: 1–6

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

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

Prerequisite: ATS 163

Credits: 1–6

ATS 165 **Music Conservatory Seminar**

This seminar is for those who want to learn to play violin, viola or cello. Students will learn correct posture for holding and playing the instrument, music theory, some piano instruction, and sight-singing. The setting is a group string orchestra but individual lessons are also given.

Credits: 1–6

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: 1–6

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, covering sports in general or specific sports such as the Soccer Ministry Seminar which covers coaching





methods and organizing soccer camps, tournaments and soccer schools. Each location will define the goals and activities for their particular sports seminars.

Credits: 1–6

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 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: 1–6

ATS 184 **Sports Leadership Training I**

Participants will cover aspects of building effective teams, sports and the Bible, Gospel presentations, leadership and management, and strategic sports ministry programs.

Credits: 1–6

ATS 185 **Freesports Seminar**

A continuation of the training in ATS 184, this seminar gives students further opportunities to apply basic leadership principles to sports ministry. The value of networking with the church and with other organizations is emphasized.

Credits: 1–6

ATS 186 **Sports Leadership Training Field Assignment**

Participants will visit a variety of sports ministries and put into practice what they have learned in ATS 185 and/or ATS 184.

Prerequisite: ATS 184

Credits: 1–6



ATS 189 **Sports Coaching Training Seminar**

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

Credits: 1–6

ATS 194 **Personal Holistic Development & Nutrition**

This course 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: 1–6

ATS/CNH 196 **Physical Fitness-Basic Certification**

This is a 2–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: 1–6

ATS/CNH 198 **Human Performance Instructor Certification**

This is a 2–week, 80–hour academic and hands-on seminar/camp that equips participants to train and condition athletes at all levels to increase 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: 1–6

ATS 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the UofN. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures led by UofN 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 8 credits.

Credits: 1–8

ATS 201 **Hospitality Administration I**

Hospitality Administration I is the foundational course for the Hospitality Management Associate Degree program. It provides an introduction to the hospitality industry and service quality. The school will equip students with knowledge of the hospitality sector and an understanding of the working relationships among the various sectors within the hospitality industry. It provides current information on products, services, technology and careers in the industry. Students will also gain an understanding of service quality and the concepts of delivering consistent quality service. They will be introduced to the basic principles and practices of customer-oriented service and design, cross-cultural skills and international customer relationship management.

Prerequisite: DSP211 & 212

Credits: 12

ATS 202 **Hospitality Administration II**

Hospitality Administration II covers hospitality, marketing and human resource management. This course focuses on the key concepts and principles in marketing and how these concepts are applied, with an emphasis on the marketing process relating to the hospitality industry. The Human Resources portion focuses on the theory and practice of effective management of human resources to achieve organizational goals and objectives. Human Resource professionals and line managers should understand how best to select, recruit, deploy, train and develop, assess and reward people who work for them. Students will acquire skill sets in these areas.

Prerequisite: ATS 201

Credits: 12

ATS 203 Hospitality Leadership and Intercultural Management

This course provides students with an understanding of the roles and responsibilities of supervisors, managers and leaders. It is intended to help students acquire a range of supervisory, management and leadership skills. Students will also learn about leadership styles and stewardship. The course will also help students gain understanding and competencies in cross-cultural management and communication.

Prerequisite: DSP211 & 212

Credits: 12

ATS 204 Hospitality Management Internship

The internship requires 600 hours over a 4-month period with a hospitality organisation.

Prerequisite: ATS 203

Credits: 8–12

ATS 205 School of Food and Beverage Operations

The Food and Beverage Operations course consists of 2 parts. They are food and beverage service (front of house) and Food Production (back of house). Students will develop the applied knowledge and skills required to work as a food and beverage service professionals in a full-service restaurant. Various food and beverage service techniques and effective guest service skills and attitudes will be taught and practiced. Students will also be introduced to the different types of beverages, and the concepts of revenue management and cost control. Food production covers key theoretical aspects of food production critical to the success of a full service restaurant. Students will learn the importance of kitchen workflow and the need for good coordination among various divisions of the kitchen service personnel. They will also learn how food product, basic food science, and nutrition knowledge are essential in the application of menu planning and pricing.

Prerequisite: DSP211 & 212

Credits: 12

ATS 206 Hotel Operations

This course equips students with a comprehensive understanding of the various functions, systems and

procedures in hotel front office and housekeeping operations. It presents a systematic approach to managing the guest cycle from the point of reservation to the stay, checkout, and account settlement. Aspects of key front office administration processes crucial to the success of front office operation will also be emphasized. The housekeeping training will equip students with a working knowledge of good housekeeping practices to achieve the standards expected by guests in the hotel and lodging industry.

Prerequisite: DSP211 & 212

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, re-evaluating 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.

Prerequisite: DSP 211 & 212

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 opportunities 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.

Prerequisite: DSP 211 & 212

Credits: 12

ATS 216 School of Dance I Field Assignment

During this field assignment students have opportunities to minister through performing and by teaching dance workshops in a variety of locations such as orphanages, city streets, soup kitchens, and 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: 8–12

ATS 217 Dance Company Practicum

The 9-month Dance Company Practicum is designed to provide graduates of School of Dance Studies (or students with the permission of the school leaders) the experience of a professional modern dance company, while also experiencing the intentional discipleship and covering of UofN Leadership. Acceptance is determined only by Dance Ad Deum Artistic Director, Randall Flynn, after a live audition.

Prerequisite: ATS 215

Credits: 8–12

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 production of a women's, men's and children's





lines of clothing.

Prerequisite: DSP 211 & 212

Credits: 12

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.

Prerequisite: DSP 211 & 212

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 or her cultural and personal identity and share that in an evangelistic setting with others. Artistic mediums 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: 8–12

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.

Prerequisite: DSP 211 & 212

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.

Prerequisite: DSP 211 & 212

Credits: 12

ATS/CMC 232

School of Acting for the Screen Practicum

During the practicum, students gain practical experience in a professional environment while continuing to develop through physical and acting exercises.

Prerequisite: CMC 231

Credits: 8-12

ATS 233

School of Acting

This school teaches the historical and technical knowledge of theatre art, while developing practical skills related to the art. Topics include: origins and history of the theatre, history of art and writing, history and practice of pantomime. Issues of cultural redemption, anatomy, nutrition, and physical conditioning for the artist, and ancient theatre.

Prerequisite: DSP 211 & 212

Credits: 12

ATS 237

School of Musical Theatre (Performance and Production)

The School of Musical Theatre (Performance and Production) aims to develop in students the skills, knowledge and character required for creating and producing musical theatre as a tool for evangelism. The course will include understanding a biblical perspective on the arts, the global musical theatre industry, intimacy and identity, bible study and the hebraic mindset, and being a witness in the sphere of celebration. Additional topics including singing, dancing, acting, producing, playwriting and composing. Set design and stage management may be explored. Students will be exposed to the broad range of areas involved in musical theatre production while developing a specific area of expertise.

Prerequisite: DSP211 & 212

Credits: 12

ATS 238

School of Musical Theatre (Performance and Production) Field Assignment

Students will be given the opportunity to present the short musical theatre production they created during the lecture phase and will engage in one-on-one evangelistic activities and the presentation of the Musical Theatre production they created during lecture phase. Students whose focus is on production will assist in the planning of the outreach time.

Prerequisite: ATS 237

Credits: 8–12

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 contributors which must be part of staging the event.

Prerequisite: DSP 211 & 212

Credits: 12

ATS 246

School of Event Management Field Assignment

An opportunity for students to 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: 8–12

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 mediums. Daily lectures are given by visiting artists and resident faculty. The course 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 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: CMC/ATS 251 or 353 and consent of instructor

Credits: 8–12

ATS/CMC 255**School of Illustration**

In this course students are trained by professional illustrators and staff in commercial art fields such as: children's book illustration, animation, editorial computer design, magazine covers, packaging, medical illustration, movie posters and product illustration. Some topics covered are: drawing, composition, conceptual illustration, biblical foundations of the arts, color theory, portfolio development, perspective, painting techniques and freelance business. The school assists students in developing a marketable and professional artistic skill. Besides the pre-requisite listed below, a portfolio review of five examples of the student's artwork is required.

Prerequisite: DSP 211 & 212

Credits: 12

ATS/CMC 256**School of Illustration Practicum I**

The practicum will provide a working experience tailored to the students' areas of interest. They will learn multiple media techniques as well as the business and ministry aspects of multiple fields of illustration. Students will be able to create illustrations from concept to presentation and working with clients.

Prerequisite: ATS/CMC 255

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 creating art, with an emphasis on three areas: God's character, heart purity of

the artist, and the means to communicate the message. The technical skills offered include: drawing, painting, ceramics, textiles, and sculpture.

Prerequisite: DTS 211 & 212 and consent of school leader

Credits: 12

ATS/CMC 257**School of Illustration Practicum II**

The Practical experience builds on the work started in Practicum I. See ATS/CMC 256 Practicum I for details.

Prerequisite: ATS/CMC 256

Credits: 8–12

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 technical skills and spiritual principles. They develop a deeper understanding of how to use art in sharing their faith and will have opportunities to learn from local artists and craftsmen.

Prerequisite: ATS 257

Credits: 8–12

ATS/CHR 261**School of Worship**

The School of Worship imparts foundational values and principles to those intending to serve in worship among the nations. Topics include character and lifestyle of 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, spiritual warfare, creativity and musicianship, and worship in missions and evangelism.

Prerequisite: DSP 211 & 212

Credits: 12

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

The field assignment is designed to help students 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

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 administrators 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, communication 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.

Prerequisite: DSP 211 & 212

Credits: 12

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

During this 3-month rehearsal/field assignment phase, various music groups are formed from the staff and students according to calling and musical style preference. After 4 weeks of rehearsal and ministry formulation, each group is sent on an 8-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 course 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 for application in a variety of settings including the church congregation, worship and music events, concerts, YWAM bases, etc.

Prerequisite: DSP 211 & 212

Credits: 12

ATS 281**Sports Ministry School**

The Sports Ministry School is designed to equip athletes and coaches working in missions and the local church. 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 fundamental techniques and playing strategies of various sports, general coaching principles, basics of fitness/health and nutrition, leadership and evangelism, and discipleship through sport.

Prerequisite: DSP 211 & 212

Credits: 12

ATS 282 **Sports Ministry School Field Assignment**

This field assignment correlates directly with the lecture phase 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: 8–12

ATS 283 **Outdoor Ministry Program I**

The Outdoor Ministry Program is 11 months long and includes the Outdoor Ministry Program I, Outdoor Ministry Program II and the field assignment. Practical outworking of skills is integrated throughout the 11 months. The program will introduce students to ministry in outdoor adventures through training, lectures, reading, and hands-on experience. They will learn what it means to guide people in the outdoors safely through risk management, using outdoor adventures as a way to encourage growth in individual lives. Backpacking, basic rock climbing, and intro to mountaineering are some of the main skills that are focused on during this first part of the program.

Prerequisite: DSP 211 & 212

Credits: 12

ATS 284 **Outdoor Ministry Program II**

Students will focus on advanced mountaineering, advanced rock climbing, Wilderness First Responder, and Avalanche 1 certification. They will also shift from strictly learning to working as a secondary guide helping prepare and lead outdoor trips with the Endurance DTS that is run during the summer months at YWAM in Lakeside, Montana.

Prerequisite: ATS 283

Credits: 12



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 board-sport communities, sports health and safety, event management, evangelistic shows, and leadership and character development in a freesport context.

Prerequisite: DSP 211 & 212

Credits: 12

ATS 286**School of Freesports & Youth Culture Internship**

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 student's interests and passions. The internship will give students an opportunity to increase their knowledge and further develop their skills in their chosen spheres.

Prerequisite: ATS 285

Credits: 8–12

ATS 289**Outdoor Ministry Program Field Assignment**

The Field Assignment will be at least 5 weeks long and will take place in either Nepal, India, Thailand, Cambodia, Taiwan, or Ukraine. Students will be partnering with local Christian ministries to help them achieve some of their goals, projects, and justice issues in remote villages.

Prerequisite: ATS 283

Credits: 5

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 whether in fine arts, visual arts, music, dance, theatre, literary arts, culinary arts, or other aspects of the arts. Through the lens of Jesus' primary message of the Kingdom of God, we will examine what 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 that which reflects the extraordinary vision of the Kingdom.

Credits: 6

ATS/CHR 308**Cross Cultural Worship Ministry**

This seminar is designed to challenge and deepen understanding of those involved in worship ministry to encourage biblical values of worship among people from any cultural background. The seminar includes introductory biblical instruction regarding cultural perspectives (the Kairos Course), the study of how different people groups express their worship to God (ethnodoxology), and how to release the songs and sounds of the nations in worship to God.

Prerequisite: ATS/CHR 261 & 262 .

Credits: 6

ATS/CHR 309**Cross-Cultural Worship Ministry Outreach**

During this outreach, students will have further opportunities to apply curriculum from the lecture portion of this seminar while being immersed in another culture where they will participate in language learning, building relationships, and serving others through worship, music, and the arts.

Prerequisite: ATS/CHR 308

Credits: 6

ATS 311**Street Art School**

This course is dedicated to intermediate and/or advanced level artists. Students will learn how to perform in a street setting, how to reach people with the arts, and how to put projects into place. There will be different streams within the school: dance, street art and music (based on the Hip Hop movement). They will be together for worship, some theory classes, and the creation of a show mixing arts and different styles.

Prerequisite: ATS 213

Credits: 12

ATS 312**Street Art School Field Assignment**

Students will be involved in some artistic events in the city and have outreaches with specific events, festivals and competitions. Evangelism through the arts in the streets is the goal.

Prerequisite: ATS 311

Credits: 8–12

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 gives students opportunities to experience and minister with what they have learned in the studio. It will build on the previous School of Dance modules.

Prerequisite: ATS 317

Credits: 8–12

ATS 319**Arts Practicum**

Arts practicums 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 will usually be a position with a specific project within YWAM that requires further skill development.

Prerequisite: DSP 211&212 plus UofN arts school or prior experience

Credits: 8–12

ATS 347**School of Event Management Practicum I**

The Event Management Practicum is for students who want to get hands-on, in-depth experience in 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 complete all the components that are required to put together a successful event. Students 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: 8–12

ATS 348**School of Event Management Practicum II**

This practicum 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: 8–12

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

Skills in design, drawing, painting and sculpture are further developed for graduates of 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

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

This 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: 8–12

ATS 355**Artists in Development**

The Artists in Development (AiD) program focuses on developing artists, not just their art. AiD is designed to give

artists a safe place to create, to learn about who they are in God, and how to make godly life choices in the midst of the specific challenges that difficult times and good times bring. Understanding God and spiritual growth are key to this personal and spiritual development. The artists learn how to use their art to communicate God's love to the world.

Prerequisite: DSP211 & 212 plus ATS257 & 258 or ATS/CMC251 & 252 or portfolio of previous work.

Credits: 12

ATS 356 **Artists in Development Practicum**

Throughout the practicum, the artists work with the help of their staff towards completing a final project, whether that is a set of recordings, an exhibition or a portfolio. The artist's personal spiritual development is continued throughout the practicum in the context of a Christian community.

Prerequisite: ATS 355

Credits: 8–12

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 student to produce their own music recordings in a professional way.

Prerequisite: any ATS music school or 6 credit music seminar

Credits: 8–12

ATS 366 **Musicians: Booking Tours**

Students will learn the steps required to organise a tour. To 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: 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 missions 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 UofN degree.

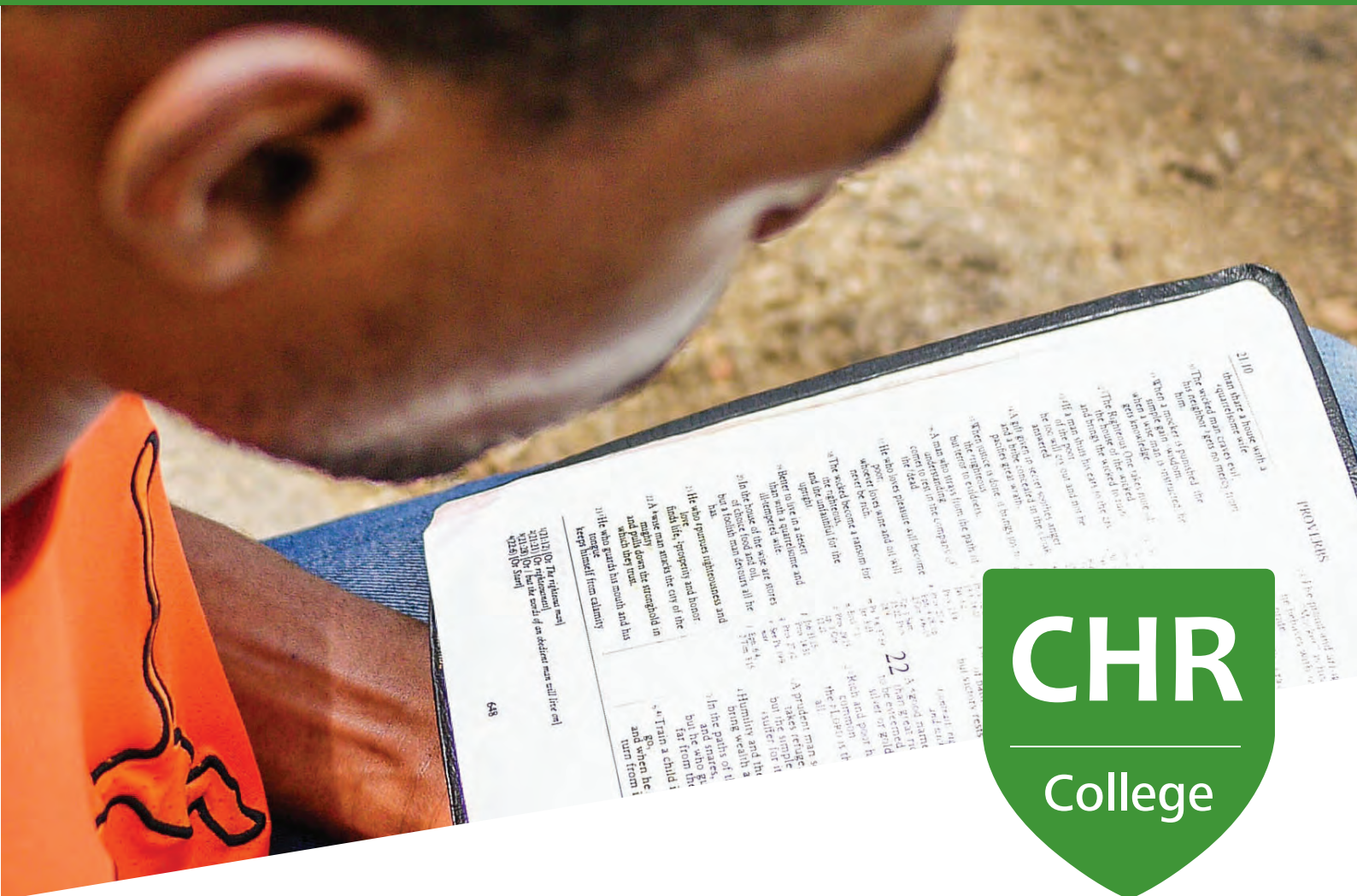
Credits: 1–12

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: 12







DANNY LEHMANN

INTERNATIONAL DEAN

International Office Address

College/Faculty of
Christian Ministries
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orvis@uofnkona.edu

Introduction for 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

Name, Country of Origin

Location

Paul Dangtounda, Burkina Faso	Port Harcourt, Nigeria
Scott Orvis, International Asst. Dean, USA	Kailua Kona, HI, USA
Kevin Norris, New Zealand	Kailua Kona, HI, USA
Lindsey Lautsbaugh, USA	Muizenberg, South Africa
Danny Lehmann, Dean, USA	Kailua Kona, HI, USA
Chris Vangala, India	Asheville, NC, USA
Jiggu G. Bogi, India	Hyderabad, India

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 must be made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information in the first section of this catalogue.

The Core Curriculum requirements (Bible, Communication, and 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 20, or consult your College/Faculty Academic Advisor.

Electives for Degree Programmes: It is essential that there be consultation with a College/Faculty Academic Advisor before the student assumes that their preferred electives will meet the degree requirements.



Foundational Associate of Arts

The Foundational Associate of Arts degree will give the student skills for a lifetime of Bible study and application; a biblical understanding of worldviews and critical thinking; and skills in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media. These skills are applied in a specific emphasis through one course from one college. This degree can provide a launching pad into further studies and other degree programmes.

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:		
CHR xxx	Christian Ministries Course	12
CHR xxx	Christian Ministries Field Assignment/Practicum	8–12
Elective Course, Directed Studies, Seminars		0–13
Total Credits for Associate of Arts Degree		84

Note: at least 20 credits are required in the emphasis area; students should consult an Academic Advisor of the relevant College/Faculty on their choice of emphasis course. Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Biblical Studies

This degree in Biblical Studies reflects the desire to train the students in “accurately handling the word of truth” (2 Tim. 2:15). This is accomplished by learning the skills of various forms of inductive Bible study to discover the biblical author’s intent through understanding the grammatical, historical and literary context.

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 or Seminars		12–21
Total Credits for Associate of Arts Degree		84

Associate of Arts in Leadership

This degree in leadership helps students develop godly character that encourages others to follow them as leaders, as well as competence in leadership skills using the Jesus model of servant leadership as their example. This is coupled with an emphasis on relational leadership so that recipients can learn to work well with others, especially those whose leadership styles differ from their own.

Associate of Arts in Leadership		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible	12
CHR 241	School of Ministry Development	12
CHR 242	School of Ministry Development Field Assignment	8–12
CHR 243	Introductory Leadership Practicum I	12
CHR 244	Introductory Leadership Practicum II	12
Directed Studies, Seminars		0–9
Total Credits for Associate of Arts Degree		84

Associate of Arts in Missions/Intercultural Studies

The objective of this Missions/Intercultural Studies degree is to prepare the student to accurately use the fields of theology, anthropology, sociology and cross-cultural communication, so that they can contextualize the gospel to be understood and received by the recipient culture.

Associate of Arts in Missions/Intercultural Studies		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 or Seminars		24–33
Total Credits for Associate of Arts Degree		84

Associate of Arts in Christian Ministries

This degree in Christian Ministries focuses on the message and methods of evangelism. It begins with helping the student gain a deeper understanding of the character of God, including His love for the lost, as well as growing in a deeper understanding of the gospel message. Learning how to adapt the gospel message to different cultures is also a crucial element.

Associate of Arts in Christian Ministries		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible	12
CHR 231/232	School of Evangelism & Field Assignment	20–24
Elective Courses, Directed Studies or Seminars		24–33
Total Credits for Associate of Arts Degree		84

Bachelor of Arts in Christian Ministries

This degree in Christian Ministries focuses on the message and the methods of evangelism. It begins with helping the student gain a deeper understanding of the character of God, including His love for the lost, as well as growing in a deeper understanding of the Gospel message. Learning how to adapt the Gospel message to different cultures is also a crucial element.

Bachelor of Arts in Christian Ministries		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
One course with its field assignment chosen from the following:		20–24
CHR 231/232	School of Evangelism & Field Assignment	
CHR 235/236	School of Missions & Field Assignment	
Advanced leadership courses as agreed with an Academic Advisor		12
Elective Courses, Directed Studies or Seminars		48–57
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Biblical Studies

The Bachelor of Arts in Biblical Studies reflects the desire to train the students in “accurately handling the word of truth” (2 Tim. 2:15). This is accomplished by learning the skills of various forms of inductive Bible study to discover the biblical author’s intent through understanding the grammatical, historical and literary context.

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	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		48–57
Total Credits for Bachelor of Arts Degree		144

Bachelor of Arts in Missions/Intercultural Studies

The objective of this Missions/Intercultural Studies degree is to prepare the student to accurately use the fields of theology, anthropology, sociology and cross-cultural communication, so that they can contextualize the gospel to be understood and received by the recipient culture. The core curriculum gives a foundation in basic skills of Bible knowledge, communication and applied Christian thinking.

Bachelor of Arts in Missions/Intercultural Studies		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
One of the following courses with its field assignment:		20–24
DEV/HMT 365/366 Community Development School & Field Assignment		
CNH 261/262 Primary Health Care & Field Assignment		
CHR 233/234 School of Church Planting and Leadership & Field Assignment		
Elective Courses, Directed Studies or Seminars (one language or linguistics course strongly recommended)		36–49
Total Credits for Bachelor of Arts Degree		144



Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

CHR 111 **Bible Core Course Seminar 1**

Using the inductive method, and the books of Acts, Philemon and the Gospel of John, as well as a variety of learning methods, students will learn how to rightly handle the Word of God, develop an overall understanding of the message of the Bible, and develop skills that will serve a lifetime of Bible reading, memorization, meditation and study. A reverence for God's Word and a hunger to understand and apply the Scriptures through study, worship, prayer and obedience will result in the transformation of beliefs, values and behaviors.
Credits: 3

CHR 113 **School of Biblical Studies Seminar**

A 3-week seminar similar to the first 3 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 also will learn about the person and work of the Holy Spirit, and will understand the Bible as story.

Credits: 1–6

CHR 115 **School of Biblical Studies 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 2



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: 1–6

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.

Prerequisite: CHR 225

Credits: 3–6

CHR 126 **Exploring the Torah: Genesis Seminar**

This course seeks to build on the foundation of previous inductive method studies, going deeper into the Bible with the goals of personal transformation and the development of the ability to use what has been learned to serve God and communicate the Gospel to others. This particular training will give the student a good understanding of Genesis, with applicable reference to pivotal events, dates, significant geographical locations and key characters in the rest of Old Testament and in the New Testament.

Credits: 1–6

CHR 128 **Old Testament Seminar**

The seminar will center on the Old Testament theme of the establishment of God's rule, and the theological contribution this provides to the unfolding story of God's plan of salvation. Special attention will be given to historical settings and 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 found in 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: 1–6

CHR 132 **Evangelism Seminar Field Assignment**

During the field assignment participants will have opportunities to minister among the poor and needy, and develop confidence in telling others in words and deed about the good news of the Gospel in a variety of ways. Content will vary according to the location where the seminar is offered.

Prerequisite: CHR 131

Credits: 1–6

CHR 133 **Church Planting and Leadership Seminar**

This seminar gives students a grasp of God's intention 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: 1–6

CHR 135 **Missions Seminar**

There are three main emphases of this seminar: Frontier, Urban, and Strategic.

Frontier: Focus on motivating and mobilizing workers for least-evangelized people groups.

Urban: Focus on providing opportunities for students to explore and discover biblical solutions to major social

issues in urban centres.

Strategic: Focus on biblical and strategic foundations for missions used throughout human history, including issues of globalization and how to strategically reach the unreached, while also helping participants in planning their involvement in strategic mission endeavors.

Credits: 1–6

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 opportunities for a personal response to the call to “make disciples of all nations” (people groups).

Credits: 1–6

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: 1–6

CHR 145 Basic Leadership Seminar

This is an in-service programme designed to assist in developing the leadership skills of staff in UofN schools. Students meet several times each week for discussion and instruction on topics such 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: 1–6





CHR 146 **Basic Leadership Seminar** **Field Assignment**

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: 1-6

CHR 147 **Ministry Development Seminar**

This Ministry Development Seminar is usually given in conjunction with 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 148 **Ministry Development Seminar Field** **Assignment**

The practical application of the Ministry Development Seminar.

Prerequisite: CHR 147

Credits: 1-6

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: 1-6

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: 1–6

CHR 169 **Spiritual Disciplines Seminar**

This 6-week seminar is designed for the those who are seeking to develop an intentional approach to continually deepening their relationship with God. Throughout this time, participants will learn and practice spiritual disciplines in a community context with the goal of cultivating a life of intimacy with God and rhythms of prayer, solitude, rest, and practical work.

Credits: 1–6

CHR 173 **Teaching & Ministry Development Seminar**

This seminar is designed to give teacher training to YWAM staff with a teaching gift and message who desire to be trained 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.

Prerequisite: DSP211 & 212

Credits: 1–6

CHR 174 **Teaching & Ministry Development Practicum**

A practical application of the principles learned in the Teaching & Ministry Development Seminar lecture phase.

Prerequisite: CHR 173

Credits: 1–6

CHR 175 **Effective Communication for Teaching**

This course is the first 3 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: 3–4

CHR 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the UofN. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by UofN 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 8 credits.

Prerequisite:

Credits: 1–8

CHR 211 **Bible Core Course**

This course gives students a good understanding of the Inductive approach to Bible study, learning how to think critically, equipping them with tools for life. The students read through the whole Bible and every type of biblical genre is studied, with books from both the Old and New Testament. All types of teaching and learning styles are experienced. A NT timeline and OT timeline are completed, bringing a great overview of the Bible. Students learn how to memorize and meditate on the Word. They are given opportunities to gain experience in facilitating a Bible study, and enhance their skills in teaching and preaching the Word. They study Hebrew poetry through Psalms and Proverbs and the historical background of each book. This course can be taken online.

See www.onlinesbs.org for details.

Prerequisite: DSP 211 & 212

Credits: 12

CHR 213**School of Biblical Studies I**

This is the first in a series of 3 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 meets the UofN Core Curriculum requirement for Bible.

This course can be taken online.

See www.onlinesbs.org for details.

Prerequisite: DSP 211 & 212

Credits: 12

CHR 214**School of Biblical Studies Field Assignment**

Having studied the Bible in great detail, students will now have some training on how to communicate the Bible effectively and then either go out and preach, teach, lead Bible studies, or train others the principles they have learned on how to study of the Word of God. This will generally be done in a cross-cultural setting.

Prerequisite: CHR 213

Credits: 8–12

CHR 215**Readings in Biblical Studies**

The Readings in Biblical Studies course is a programme designed to expose the student to a breadth of biblical studies, and to provide a basic foundation in a wide area of theology. During the course, the student will read a large volume of reference literature from a pre-selected list determined by the Course Advisor. This will include mandatory reading, as well as books chosen by the student from different topics in line with their own areas of interest.

Prerequisite: DSP 211 & 212

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 UofN Core Curriculum requirement for Bible.

Prerequisite: DSP 211 & 212

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 UofN Core Curriculum requirement for Bible.

Prerequisite: DSP 211 & 212

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

CHR 227**Introductory Bible Course**

In this course students are equipped with tools for in-depth personal Bible study. This course meets the U of N Core Curriculum requirement for Bible, though offered under two different names as noted below. Both the DBS and the SBF

(see below) combine 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. Two emphases offered in this under the banner of “Introductory Bible Course” are:

Discipleship Bible School (DBS) -In this course students are equipped with tools for continual development of personal Bible study. Throughout the course students will grow in their understanding of the nature and character of God, how to live in and contribute to community, the importance of covenants, how to communicate God’s redemptive plan, how to use the Word in a ministry context, and discovering the “big picture” of Bible (overview). A disciplined learning environment helps prepare the student for a lifetime of Bible study. Through the facilitation of small groups and the creation of community, the DBS emphasizes personal discipleship and godly character. Additionally, the school focuses on a variety of Biblical topics building on the foundation established in the Discipleship Training School.

School of Biblical Foundations (SBF) - This course gives 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.

Prerequisite: DSP 211 & 212

Credits: 12

CHR 228 **Introductory Bible Course** **Field Assignment**

During the field assignment, students use what they have learned throughout the lecture phase and specifically have opportunities to communicate those truths to people who may not have access to biblical training.

Prerequisite: CHR 227

Credits: 8–12



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.

Prerequisite: DSP 211 & 212
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. Students will not be able to use credit for this course in a degree program until both lecture and field assignments are satisfactorily completed.

Note: College of Christian Ministries degree students

will not be awarded credit for this course in a degree until both the lecture and field assignments are satisfactorily completed.

Prerequisite: DSP 211 & 212
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 3-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 in a degree until both the lecture and field assignments are satisfactorily completed.

Prerequisite: DSP 211 & 212

Credits: 12

CHR 234 School of Church Planting and Leadership Internship

An internship in a church planting or established church setting under the oversight of the church leadership (where applicable) and supervised by the UofN 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 3-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 effective, contextual witness to Muslims, having the skills to be a part of a team starting a new long-term ministry in a Muslim nation.

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

Prerequisite: DSP 211 & 212

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 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.

Prerequisite: DSP 211 & 212
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 **School of Ministry Development**

Introductory level leadership courses are known by various names at various YWAM/UofN training centres, but generally have similar goals of training staff and leaders at those centres, equipping staff for servant leadership and giving opportunity for personal growth and development. Topics will vary according to the location. Typical topics include understanding YWAM history and values, spiritual disciplines for leaders, time management, fund-raising, personal ministry development, calling, purpose and vision, identity of a leader, conflict resolution, and other topics pertinent to leadership development in a particular locale.

Prerequisite: DSP211 & 212
Credits: 12

CHR 242 **School of Ministry Development** **Field Assignment**

The Field Assignment is a practical application of CHR 241, and may involve working alongside a new ministry or starting one together with a team; it will give opportunities for practical application in activities ranging from teaching, proclamation of the Word, working with youth in urban settings or staffing another YWAM/UofN training program. A key goal of the field assignment is to give leaders-in-training opportunities 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 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.

Prerequisite: DSP 211 & 212
Credits: 8–12

CHR 244 **Introductory Leadership Practicum II**

An extended practical mentoring experience for young leaders, continuing on from CHR 243, with specific goals and training set up in consultation with leaders at the training centre where the course is offered.

Prerequisite: CHR 243
Credits: 8–12

CHR 245 **School of Pioneering and Leadership** **Development**

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, including 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 stage of development.

Prerequisite: DSP 211 & 212 and recommendation from a YWAM leader
Credits: 12

CHR 246 **School of Pioneering and Leadership** **Development Field Assignment**

The Field Assignment may involve working alongside a new ministry in a pioneering stage or starting one together with a team; it will give opportunity for practical application in activities ranging from teaching, proclamation of the Word, working with youth in urban settings or staffing another YWAM/UofN training program. A key goal of the field assignment is to give leaders-in-training opportunities

to grow through practicing and applying what was learned in the lecture phase, with experienced leaders coming alongside.

Prerequisite: CHR 245
Credits: 8–12

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.

Prerequisite: DSP 211 & 212
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.

Prerequisite: DSP 211 & 212
Credits: 12

ATS/CHR 261 **School of Worship**

The School of Worship imparts foundational values and principles to those intending 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, spiritual warfare, creativity and musicianship, and worship in missions and evangelism.

Prerequisite: DSP 211 & 212
Credits: 12





ATS/CHR 262

School of Worship Field Assignment

The field assignment is designed to help students 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.

Prerequisite: DSP 211 & 212

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.

Prerequisite: DSP 211 & 212

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 267 **The Well-Worship: Experiential** **Leadership & Learning**

The Well is a hands-on training and practicum experience for worship leaders and musicians who would benefit from opportunities to lead in various settings, both inside and outside of YWAM. This program is designed to challenge musicians by moving beyond simple worship sets towards a more integrated worship model that places a high emphasis on response to the leadership of the Holy Spirit. Each participant will have multiple opportunities to lead worship both locally where the course is offered, and also in other venues where the staff and students will travel to minister. Participants will work alongside experienced leaders in order to glean from one another's perspectives.

Prerequisite: DSP 211 & 212; practical experience in leading worship
Credits: 12

CHR/HMT 283 **School of Islamic Studies**

The School of Islamic Studies (SIS) is designed both through lectures and practical relationships to further the student's love, commitment and understanding of Muslim peoples in their own cultural context. The school emphasizes that Christians must understand, love, and share their faith with Muslims in an attitude of humility, respect and reconciliation.

Prerequisite: DSP 211 & 212
Credits: 12

CHR/HMT 284 **School of Islamic Studies Field Assignment**

The field assignment following CHR/HMT 283 will continue

the forming of relationships with Muslim neighbors in a multicultural urban environment. A one year internship is available where students develop language skills to deepen cross-cultural relationships.

Prerequisite: HMT/CHR 283
Credits: 8–12

CHR/HMT 285 **School of Hindu Studies**

A key focus of this course is preparing the student for ministry to Hindus by laying a biblical foundation for contextualisation. Activities include research and study of Hindu beliefs and religious practices, with an emphasis on modeling and developing indigenous and contextualised church planting approaches, using storytelling, dialogue, drama, and music. Students will add to their learning by living with a Hindu family.

Prerequisite: DSP 211 & 212
Credits: 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 UofN Core Curriculum requirement for Communication.

Prerequisite: DSP 211 & 212
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: CMC/CHR 287

Credits: 8–12

CHR 291 **School of Youth Ministry**

This school is designed for those who will be working with youth in churches, YWAM, or in other organisations. 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.

Prerequisite: DSP 211 & 212

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 Practicum**

During the practicum 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: 8–12

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. Three emphases offered under the banner of this seminar name are:

Leadership Development Course - 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.

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.

Leadership Training Seminar (LTS) - These seminars may be offered in conjunction with the Advanced Leadership School (CHR 345/ALS) or as stand-alone seminars apart from an ALS. 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

ATS/CHR 308 **Cross-Cultural Worship Ministry**

This seminar is designed to challenge and deepen understanding of those involved in worship ministry to encourage biblical values of worship among people from any cultural background. The seminar includes introductory biblical instruction regarding cultural perspectives (Kairos

Course), the study of how different people groups express their worship to God (ethnodoxology), and how to release the songs and sounds of the nations in worship to God.

Prerequisite: ATS/CHR 261 & 262

Credits: 6

ATS/CHR 309 **Cross-Cultural Worship Ministry Outreach**

During this outreach, students will have further opportunity to apply curriculum from the lecture portion of this seminar while being immersed in another culture where they will participate in language learning, building relationships, and serving others through worship, music, and the arts.

Prerequisite: ATS/CHR 308

Credits: 6

CHR 315 **School of Biblical Studies II**

This course is a continuation of the School of Biblical Studies, 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. This course can be taken online. See www.onlinesbs.org for details.

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. This course can be taken online. See www.onlinesbs.org

Prerequisite: CHR 315

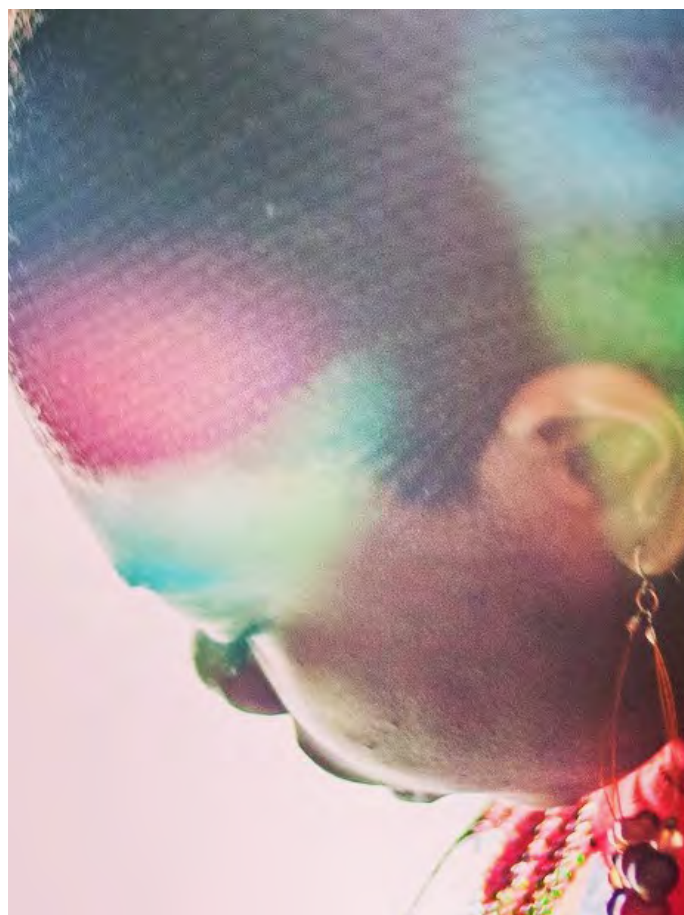
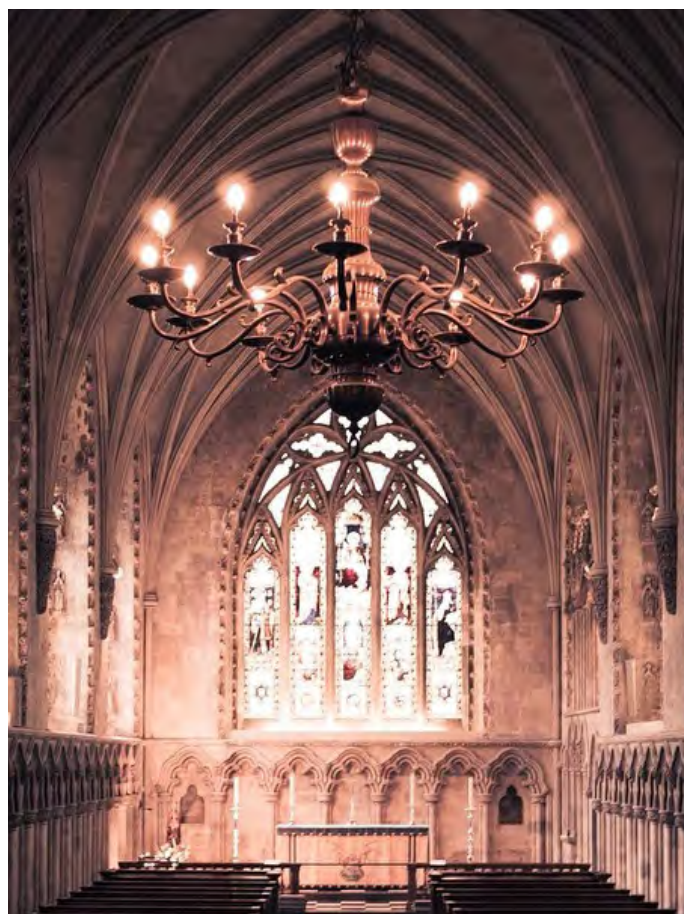
Credits: 12

CHR 317 **SBS Staff Leadership Training**

This practical training course will include hands-on work in administrating and facilitating the School of Biblical Studies. Training includes opportunities for teaching and preaching while receiving evaluation, weekly mentoring and input with an adviser and school leaders, 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 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 UofN 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 322, meets the UofN Core Curriculum requirement for Bible.

Prerequisite: CHR 322

Credits: 12

CHR 325

Foundations 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.

Prerequisite: CHR 225 & 226

Credits: 12



CHR 326 **Foundations 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: 8–12

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 management, 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 a school leader.

School of Pioneer Leadership Development - Level 2 This course is a continuation of CHR 245 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/CMC 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 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. This course meets the UofN Core Curriculum requirements for Communication.

Prerequisite: CHR 211, CHR 213 or equivalent Bible training approved by the school leader.

Credits: 12

CHR/CMC 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 371

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 his or her 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 UofN degree.

Prerequisite: “Senior standing and 5 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 paper on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 12







CMC

College



ALECK CARTWRIGHT

INTERNATIONAL DEAN

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Introduction for 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

Name, Country of Origin

Location

Anne Abok, Nigeria	Cape Town, South Africa
Jay Bringas, Philippines	Davao, Philippines
Aleck Cartwright, Dean, Zimbabwe	Northern Ireland, UK
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	Medellin, Colombia
Jeff Rogers, USA	Kailua-Kona, HI, USA
Donna-Rae Cartwright, UK	Northern Ireland, UK
Jonathan de Jong, The Netherlands	Piratininga, Brazil

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 must be made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information in the first section of this catalogue.

The Core Curriculum requirements (Bible, Communication, and 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 20, or consult your College/Faculty Academic Advisor.



Foundational Associate of Arts

The Foundational Associate of Arts degree will give the student skills for a lifetime of Bible study and application; a biblical understanding of worldviews and critical thinking; and skills in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media. These skills are applied in a specific emphasis through one course from one college. This degree can provide a launching pad into other further studies and other degree programmes.

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:		
CMC xxx	Communication Course	12
CMC xxx	Communication Field Assignment/Internship	8–12
Elective Course, Directed Studies or Seminars		0–13
Total Credits for Associate of Arts Degree		84

Note: at least 20 credits are required in the emphasis area; students should consult an Academic Advisor of the relevant College/Faculty on their choice of emphasis course. Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Communication Arts and Media

The Associate of Arts in Communication Arts and Media is offered with a range of emphases, each of which will equip the student for a specific application of skills in communication.

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 in one emphasis:		
* Cross-Cultural Concentration		
This AA with a concentration in cross-cultural communication will equip the student with a broad understanding and skill set in communicating cross-culturally with particular application to frontier missions contexts.		
CHR/CMC 287	School of Frontier Media (taken as Communication Core above)	
CHR/CMC 288	School of Frontier Media Field Assignment	12
Select 1 course 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**

*** Illustration Concentration**

This AA with a concentration in illustration will equip the student with a comprehensive understanding and skill set in the area of contextual illustration and fine arts.

ATS/CMC 255/256 School of Illustration & Practicum	24
ATS/CMC 251/353 Fine Arts Foundations I, II	24
Directed Studies, Seminars	0–5

Total Credits for Associate of Arts Degree **84**

*** Media Concentration**

This AA with a media concentration will equip the student with knowledge and skills in the area of their chosen media emphasis. Upon completion of the degree, the graduate should contribute to projects at a professional level in their field of expertise.

One course and its associated internship/practicum selected from: 24

CMC 241/242	School of Photography I & Internship	
CMC 273/274	School of Documentary Filmmaking & Practicum	
CMC 281/282	School of Video Production & Internship	
CMC 285/286	School of Digital Filmmaking & Internship	

Select 2 electives from other Communication courses 24

Directed Studies, Seminars 0–5

Total Credits for Associate of Arts Degree **84**

*** Visual Design Concentration**

This AA with a visual design concentration will equip the student with insight and skills for print, Web, photography and motion graphics.

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 **84**

Bachelor of Arts in Communication Arts and Media

The Bachelor of Arts in Communication Arts and Media is offered with a range of emphases, each of which will equip the student for a specific application of skills in broader communication fields. The student will select an area of concentration from the options listed here.

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

Choose one of the following: 12

CMC 305/306 Advanced Principles of Communication Seminar & Practicum

CMC 411 Advanced Principles of Communication

The degree is completed with the following courses:

* Cross-Cultural Concentration

The BA with a concentration in cross-cultural communication will equip the student with a deeper understanding and skill set in communicating cross-culturally, with particular application in the frontier missions context. The graduate should be able to effectively and appropriately contextualise their message for a cross-cultural audience.

CHR/CMC 287 School of Frontier Media (taken as Communication Core above)

CHR/CMC 288 School of Frontier Media Field Assignment 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 144

* Illustration Concentration

The BA with an illustration concentration will equip the student with a comprehensive understanding and skill set in the area of contextual illustration and fine arts. Graduates should also be able to think critically and be able to market their work effectively.

ATS/CMC 255/256 School of Illustration & Practicum 24

ATS/CMC 251/353 Fine Arts Foundations I, II 24

One course selected from the following: 8–12

ATS/CMC 252 Fine Arts Foundations Field Assignment

ATS/CMC 354 Fine Arts Foundations Practicum

Directed Studies, Seminars 0–9

Total Credits for Bachelor of Arts Degree **144**

*** Media Concentration**

This BA with a media concentration will equip the student with a deeper understanding and skill set in the area of their chosen media specialty. Upon completion of this BA degree, the graduate should be able to think critically and be able to work professionally in the development of projects, contribute well to a creative team, and be able to market their work effectively.

One course and its associated internship/practicum selected from the following: 24

CMC 241/242	School of Photography I & Internship	
CMC 273/274	School of Documentary Filmmaking & Practicum	
CMC 281/282	School of Video Production & Internship	
CMC 285/286	School of Digital Filmmaking & Internship	

Select 3 electives from other Communication courses,
one of which must be an internship 36

Directed Studies, Seminars 0–5

Total Credits for Bachelor of Arts Degree **144**

*** Visual Design Concentration**

This BA with a concentration in visual design will equip the student with a deeper understanding and skill set in all elements of visual design, from Web development to videography, photography and graphic design. Upon completing this BA, the graduate should be able to build Websites, create a broad range of print media, and shoot effective photography and videography. They should also be able to think critically and be able to market their work effectively.

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

Select 2 electives from other Communication courses,
one of which must be an internship. 24

Directed Studies, Seminars 0–5

Total Credits for Bachelor of Arts Degree **144**



Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

CMC 116 **Culture Specific Evangelistic Media**

This seminar combines passion for evangelism, with new knowledge and skills for reaching the world. It brings together an awareness of the unfinished task in missions today with new ways of approaching cross-cultural evangelism using media, arts, and cutting-edge digital technologies. Methods and resources are drawn together from experienced evangelists around the world in order to equip students with the most effective means available today for communicating the gospel across cultures, languages and worldviews.

Credits: 1

CMC 161 **Comics and Cartooning**

Participants will learn the theory behind why cartoons are effective for various purposes. They will receive training in how to write, design, and draw comics to communicate the Gospel, and will study Manga techniques from a renowned Manga artist from Japan.

Credits: 2

CMC 163 **Digital Graphics**

In this seminar, students receive hands-on training in Adobe graphics applications to produce attention-getting digital images and illustrations which communicate dynamically.

Credits: 2

CMC 187 **Frontier Filmmaking Seminar**

This seminar is a 6-week practical course designed to give a participant a taste of what it is like to be a production assistant on a cross-cultural film crew producing an actual dramatic evangelism film for an unreached people group. The School of Frontier Filmmaking will provide training alongside field-based staff on practical audio-visual projects among unreached people groups to provide media resources for frontier missions.

Credits: 6





CMC 199 Missions Strategies

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the UofN. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by UofN 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 8 credits.

Credits: 1–8

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 UofN 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 audience, 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 Practicum**

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: 8–12

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 Communications. 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 in terms of target audience for communication projects. This course meets the UofN 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 advocacy 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: 8–12

CMC 217**School of Writing for the Screen**

The School of Writing for the Screen introduces students to the principles of writing narrative fictional stories for the screen. The course focuses on screenwriting format,

structure, craft and technique, with an emphasis on the fundamentals of storytelling. During this intensive 3-month course, students will learn to pitch story concepts, develop short scripts and treatments, work in a collaborative environment, and lastly complete a first draft of a feature-length script. Students will also gain a thorough understanding of the current film industry and standards expected of a professional writer. Finally, the course will prepare and familiarize students with the challenges and struggles Christian writers often encounter as they work to become active artists in the film industry.

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 contexts.

Prerequisite: DSP 211 & 212

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.

Prerequisite: DSP 211 & 212

Credits: 12

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

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

Prerequisite: CMC 231

Credits: 8–12

CMC 233**Word by Heart**

In this course students will memorize weekly Scriptures from 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 and, 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 opportunities for students to present 60–90 minutes of the Gospel they have been memorizing and preparing to present in their native language, and to organize events for others to hear the presentations.

Prerequisite: CMC 233

Credits: 8–12

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 3 months of on-the-job training, supervised by a professional photographer, in either a mission or business setting.

Prerequisite: CMC 241

Credits: 8–12

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: DSP 211 & 212 and 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/CMC 255**School of Illustration**

In this course students are trained by professional illustrators and staff in the commercial art fields such as: children’s book illustration, animation, editorial computer design, magazine covers, packaging, medical illustration, movie posters and product illustration. Some topics covered are: drawing, composition, conceptual illustration, biblical foundations of the arts, color theory, portfolio development, perspective, painting techniques and freelance business. The school assists students in developing a marketable and professional artistic skill. As a pre-requisite a portfolio review of five examples of the student’s artwork is required.

Credits: 12

ATS/CMC 256**School of Illustration Practicum**

The practicum will provide a working experience tailored to the student’s area of interest. Students may choose to work in a design studio, with a freelance illustrator,

or in a missions setting under the supervision of a professional artist.

Prerequisite: ATS/CMC 255

Credits: 8-12

ATS/CMC 257

School of Illustration Practicum II

The Practicum II builds on the work from the Practicum I.

See ATS/CMC 256 Practicum I for details.

Prerequisite: ATS/CMC 256

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 & Animation for Missions will include a 4-week outreach where students will research and sketch for a cartoon/animation project. This will be followed by 8 weeks of production of materials for a particular unreached people group.

Prerequisite: CMC 261

Credits: 8-12

CMC 265

Cross-Cultural Visual Communication

Students will learn to use biblical truth and Gospel stories to create indigenous art forms that communicate cross-culturally. 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 Mediums, and Advanced Painting & Mixed Media.

Prerequisite: DSP 211 & 212

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: 8–12

CMC 271 **School of Photographic Communication**

This course is the spine of the PhotogenX round-the-world programme. It seeks to teach the skill of photography and design as it relates to the local contexts where it is being run, i.e. South Africa, Turkey, Egypt, Israel, Ethiopia, Holland, North Africa and Costa Rica. Some topics include photojournalism; documentary photography; working with digital files (color resolution, bits and bytes, histograms, Photoshop/ Lightroom); the heart of an artist; working with light, and design.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 272 **School of Photographic Communication** **Field Assignment**

This field assignment will enable the student to apply photographic skills learned in CMC 271 in a variety of contexts. Students will develop their skill level within the context of seeking to understand God's heart for justice for the poor and the needy.

Prerequisite: CMC 271

Credits: 8–12



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; scriptwriting 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.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 274**Documentary Filmmaking School Practicum**

During the practicum, students who successfully completed CMC 273 will have the 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: 8–12

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

School of Storytelling and Digital Photography.

Prerequisite: CMC 277

Credits: 8-12

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.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 282**School of Video Production Internship**

Following successful completion of the School of Video Production, students may apply to take an internship, affording the 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: 8–12

CMC 285**Introduction to Filmmaking**

This course will equip students with the necessary skills to provide an Introduction to Filmmaking. Students will be encouraged to develop a heart of excellence with a desire for effecting change as the creative foundation of the art form. Storytelling is at the heart of the training, and students will produce and direct short films targeted at a mainstream audience and thus gain a foundation in the technical aspects of filmmaking and character development.

Prerequisite: DSP 211 & 212

Credits: 12

CMC 286**Introduction to Filmmaking Practicum**

During this practicum students will be able to put into practice their skills in filmmaking while part of a film production

Prerequisite: CMC 285

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 UofN Core Curriculum requirement for Communication.

Prerequisite: DSP 211 & 212

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: CMC/CHR 287

Credits: 8–12

CMC 305**Advanced Principles of Communication Seminar**

The APC is an intensive 6-week seminar which encourages students to become multi-dimensional thinkers. The student learns to perceive, process and express a variety of viewpoints 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 day. This challenging seminar requires the students to work at a mature level of self motivation, initiative, and emotional stability. This seminar will give graduates within the College of Communication another option to the full 12-week APC school (by completing both the intensive and the practicum). Students must start the APC directed studies component, CMC 306, within 6 months of completing their 6-week Intensive. Within that time frame each student will choose their own 6 weeks to complete the online course.

Credits: 6

CMC 306**Advanced Principles of Communication Practicum**

This online course requires each student to be fully motivated to do their own self study. During the 6 weeks students will read 3 books: *New Issues Facing Christians Today* by John Stott, *Matters of Life and Death* by John Wyatt, *God and Political Justice* by Landa L. Cope. They will continue to learn about the 5 global issues that they started in the Advanced Principles of Communication Seminar (APC 301). They will be required to be reading the news and engaging in TED Talks that deal with these particular global issues. They will continue to learn how God addresses these issues in Scripture and they will be expected to write reports on the books they read and the TED talks they choose. The students will watch and discuss relevant films and teaching videos that will be chosen by their Directed Studies advisor. They will be expected to integrate what they have both read and watched into their final paper. The final paper is due at the end of the 6 weeks. The student is also expected to Skype with their advisor once a week and get feedback on their homework. This online course is an extension of the 6-week Advanced

Principles of Communication Seminar (CMC 305) and will give graduates within the College of Communication another option to the full 12-week APC school (by completing both the intensive and the practicum). Students must start the Advanced Principles of Communication Directed Studies within 6 months of completing their 6-week intensive. Within that time frame each student will choose their own 6 weeks to complete the online course.

Prerequisite: CMC 305

Credits: 6

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

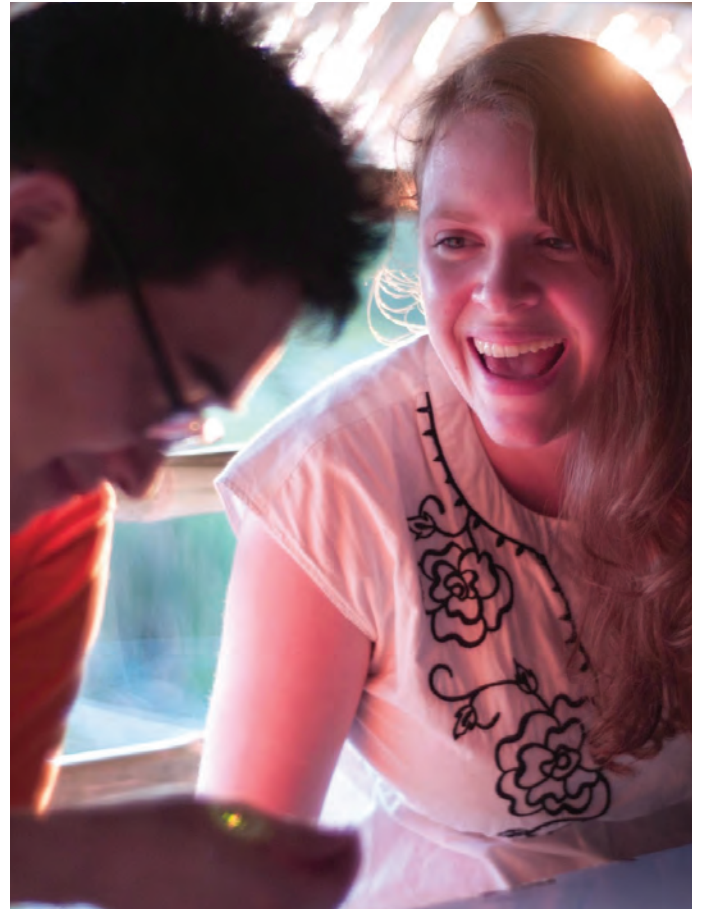
Credits: 12

CMC 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 329 School of Digital Communication Internship

Students are offered the opportunity to gain more experience in techniques and programs studied in CMC 328 by working directly with professionals. The location of the internship is discussed with the College/Faculty staff for maximum compatibility with each student's career or ministry goals.

Prerequisite: CMC 328
Credits: 8–12

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 and 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: 8–12

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. 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: 8–12

CHR/CMC 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 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. This course meets the UofN Core Curriculum requirements for Communication.

Prerequisite: CHR 211, CHR 213 or equivalent Bible training approved by the school leader.
Credits: 12

CHR/CMC 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 371
Credits: 8–12

CMC 374 **PhotogenX Practicum**

This practicum is to enable the student to understand more fully the purpose of PhotogenX through practical application experiences. The main activity will be to prepare a distribution tour in one of the continents of the world, learning how to advocate for a specific issue of justice and see people mobilized. This is the best preparation for the PhotogenX ministry.

Prerequisite: completion of required prior PhotogenX focused courses
Credits: 8–12

CMC 380 **Author's Training School**

This school will provide an incubator-like environment in which budding authors, with a specific message, are equipped to fulfill the mandate God has given them to extend the Kingdom. During the school, the training and mentoring by recognized authors will enable the students to prepare their manuscript for publication.

Prerequisite: DSP 211 & 212
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 3-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 and 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 and prior study assignments
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 385
Credits: 8–12

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 missions 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 UofN 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 paper on a topic approved by the college/faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 12







THOMAS GRUNDER

COMMITTEE CHAIR

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Introduction for College/Faculty of Counseling & Health Care

The College/Faculty of Counseling & 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 universally 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

Name, Country of Origin

Location

Mac Carpenter, Associate Dean, USA	Pune, India
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
Linda Subris, Palau	Kailua-Kona, HI USA
Dibel Beltrán, Chelo, Uruguay	Pichilemu, Chile

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 must be made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information in the first section of this catalogue.

The Core Curriculum requirements (Bible, Communication, and 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 20, or consult your College/Faculty Academic Advisor.



Foundational Associate of Arts

The Foundational Associate of Arts degree will give the student skills for a lifetime of Bible study and application; a biblical understanding of worldviews and critical thinking; and skills in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media. These skills are applied in a specific emphasis through one course from one college. This degree can provide a launching pad into other further studies and other degree programmes.

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:		
CNH xxx	Counselling & Health Care Course	12
CNH xxx	Counselling & Health Care Field Assignment	8–12
Elective Course or Seminars		0–13
Total Credits for Associate of Arts Degree		84

Note: at least 20 credits are required in the emphasis area; students should consult an Academic Advisor of the relevant College/Faculty on their choice of emphasis course. Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Counseling

The Associate of Arts in Counseling provides graduates with a knowledge of the biblical foundations and core skills for a counselling ministry in a Christian or Christian missions context, usually alongside more experienced counselors.

Associate of Arts in Counseling		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	One Core Curriculum Course	12
CNH 211/212	Foundations for Counseling Ministry & Field Assignment	22–24
One advanced course and its field assignment from the following:		22–24
CNH 315/316	Advanced Training for Counseling Ministry & Field Assignment	
CNH 321/322	Addictive Behaviour Counseling School & Field Assignment	
CNH 327/328	Couples & Family Counseling & Field Assignment	
Directed Studies or Seminars as agreed with an Academic Advisor		0–9
Total Credits for Associate of Arts Degree		84

Associate of Arts in Family Ministries

The Associate of Arts in Family Ministries provides an understanding of the biblical foundations of family, and skills for helping Christian families live from that perspective. Specific skills in counseling or in working with children or youth are also developed.

Associate of Arts in Family Ministries		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	One Core Curriculum Course	12
CNH 223/224	Family Ministry School & Field Assignment	20–24
One approved elective and field assignment from the following:		20–24
CNH 211/212	Foundations for Counseling Ministry & Field Assignment	
CNH/EDN 251/252	Children at Risk & Field Assignment	
EDN 221/222	Principles in Child & Youth Ministries & Field Assignment	
CHR 291/292	School of Youth Ministry & Field Assignment	
Elective Course, Directed Studies or Seminars as agreed with an Academic Advisor		0–13
Total Credits for Associate of Arts Degree		84

Associate of Science in Primary Health Care

The Associate of Science in Primary Health Care degree provides the graduate with the biblical foundations and skills

necessary to address the worldwide need of primary health care.

Associate of Science in Primary Health Care		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible	12
CNH 261	Primary Health Care	12
CNH 262	Primary Health Care Field Assignment	10–12
CNH 363	Advanced Primary Health Care	12
CNH 364	Advanced Primary Health Care Field Assignment	10–12
Directed Studies or Seminars as agreed with an Academic Advisor		0–9
Total Credits for Associate of Science Degree		84

Associate of Science in Maternal Health

The Associate of Science in Maternal Health degree provides graduates with the biblical aspects of maternal health and the practice and involvement of all aspects surrounding birth and newborn care. Students work in less resourced settings with marginalised women.

Associate of Science in Maternal Health		Credits
Prerequisites: DSP 211 & 212		19–24
CNH 271	Birth Attendant School	12
CNH 272	Birth Attendant School Field Assignment	12
CNH 373	Advanced Birth Attendant School	12
CNH 374	Advanced Birth Attendant School Field Assignment	12
Elective Courses, Directed Studies or Seminars as agreed with an Academic Advisor		12–17
Total Credits for Associate of Science Degree		84

Bachelor of Arts in Counseling

The Bachelor of Arts in Counseling degree programme is open to those who have a call to be involved in 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 ministry is to be understood in its broad scriptural sense of coming alongside to help with the freeing message of the Gospel.

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	22–24
One advanced course and its field assignment chosen from the following:		22–24
CNH 315/316	Advanced Training for Counseling Ministry & Field Assignment	
CNH 321/322	Addictive Behaviour Counseling School & Field Assignment	
CNH 327/328	Couples & Family Counseling & Field Assignment	
One other Counseling course and its field assignment		22–24
One related course as agreed with an Academic Advisor		12
Elective Course, Directed Studies, Seminars		0–11
Total Credits for Bachelor of Arts Degree		144

Experience in counselling should be an integral part of the degree in addition to academic study. Usually it is fulfilled through the field assignment aspect of the training (a degree student needs a minimum of 24 credits of practical counseling application).

Bachelor of Arts in Counseling & Health Care

The Bachelor of Arts in Counseling & Health Care degree draws together the skills of both counseling and health care for those who wish to be involved in ministry to the whole person with the understanding that spiritual health and physical health are closely interdependent.

Bachelor of Arts in Counseling & Health Care		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
CNH 261/262	Primary Health Care & Field Assignment	22–24
CNH 211/212	Foundations for Counseling Ministry & Field Assignment	22–24
One course and its field assignment from the following:		20–24
CNH 363/364	Advanced Primary Health Care & Field Assignment	
CNH 463/464	Community Health Development & Field Assignment	
DEV/HMT 365/366	Community Development & Field Assignment	
One course and its field assignment from the following:		22–24
CNH 315/316	Advanced Training for Counseling Ministry & Field Assignment	
CNH 321/322	Addictive Behaviour Counseling School & Field Assignment	
CNH 327/328	Couples & Family Counseling & Field Assignment	
Elective Course, Directed Studies, Seminars		0–15
Total Credits for Bachelor of Arts Degree		156

Experience in counseling should be an integral part of the degree in addition to academic study. Usually it is fulfilled through the field assignment aspect of the training (a degree student needs a minimum of 24 credits of practical counselling application).

Bachelor of Science in Primary Health Care

The Bachelor of Science in Primary Health Care programme gives students opportunity to develop a holistic approach to health care and acquire the skills essential for working in different community settings

Bachelor of Science in Primary Health Care		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
CNH 261/262	Primary Health Care & Field Assignment	22–24
CNH 363/364	Advanced Primary Health Care & Field Assignment	22–24
One course and its field assignment chosen from the following:		20–24
CNH 463/464	Community Health Development & Field Assignment	
DEV/HMT 365/366	Community Development School & Field Assignment	

One related health care course as agreed with an Academic Advisor	12
Elective Course, Directed Studies, Seminars	0–13
Total Credits for Bachelor of Science Degree	144

Bachelor of Science in Maternal Health

Through the Bachelor of Science in Maternal Health programme students gain a biblical view of health care, combining both primary health care and maternal health to gain essential skills and knowledge necessary for serving in developing nations.

Bachelor of Science in Maternal Health		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
CNH 271	Birth Attendant School	12
CNH 272	Birth Attendant School Field Assignment	12
CNH 373	Advanced Birth Attendant School	12
CNH 374	Advanced Birth Attendant School Field Assignment	12
CNH 261/262	Primary Health Care & Field Assignment	22–24
CNH 363	Advanced Primary Health Care	12
Elective Courses, Directed Studies, Seminars		0–7
Total Credits for Bachelor of Science Degree		144



Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

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 location running the course 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: 1–6

CNH/EDN 154 **Celebrating Children Workshop**

This workshop presents a biblical perspective on children by looking at topics such as child growth and development through the eyes of Scriptures. Students will also examine international and national laws concerning children and their well-being and protection, as well as exploring issues affecting children including lack of healthy relationships, abuse, trauma, trafficking, natural disasters, etc. A primary goal of the workshop is giving tools to childcare workers for building healthy and sustainable ministries for children.

Credits: 1–6



CNH 161**Primary Health Care Seminar**

Every day thousands of children die from preventable diseases or diarrhea and dehydration. The purpose of this seminar is to provide an introduction to the health care needs of the developing world, and to furnish some practical skills in this area. Both medical and non-medical 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 encourage the medical professional/health worker to use and enhance their skills 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 163**Community Health Development Seminar**

This seminar emphasizes practical tools for skilled servant leaders called to community health transformation. It runs concurrently with the 6-month Community Health Development School (CNH 463/464) and covers topics such as biblical world view of development, project management, proposal writing, participative learning and action, and a primer of community health issues.

Credits: 1–6

CNH 165**Simple Healthcare 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 2 seminars (CNH 165/166) at 2-3 weeks each. It does not matter which seminar is done first.

Credits: 1–6

CNH 166**Simple Healthcare for Oral Learners - Trainers Seminar II**

See description for CNH 165. These 2 seminars are related and can be taken in any order.

Credits: 1–6

CNH 169**Essentials of Nutrition**

This course provides an overview of the basic components of food, insights on food-related diseases, and realistic perspectives on supplements, functional foods and additives. Teaching will also include nutrition from a biblical perspective, and will also reveal the background of eating behavior and food related myths. In addition, this course will help to address hunger issues and broken systems in society, such as the food and drug industry. The intent of this course is to help people to develop healthier eating habits, as well as to be better equipped for community catering and ministry in developing nations.

Credits: 1–6

CNH 171**Mother and Child Health Seminar**

This seminar trains people in the principles and practices of good maternal health. The teaching combines God's perspective for women and the poor with practical answers and understanding with regards to women who are pregnant and often marginalised in their communities. Students will be trained to become trainers, equipping others with the same educational tools they receive through the seminar.

Credits: 1–6

CNH 173**Doula Seminar**

This seminar can be adapted for any location where cross-cultural workers would train to serve pregnant women and their families. Childbirth has emotional and social elements; the doula, or birth partner, provides support for the mother as well as the whole family, which can assist the birth attendant/physician in their medical role. This course can equip workers who are already serving in other capacities to reach out to women and their families, providing understanding, comfort, information and support throughout the pregnancy, labor and delivery, and after the birth.

Credits: 1–6

CNH 174**Doula Field Assignment**

During the field assignment, students will have the opportunity to serve alongside women in a developing setting, giving comfort measures and supporting midwives and other health professionals in the birthing process. This practice enables students to gain skills in cross-cultural communication and become confident in their role as a birth partner and supporter. Often health professionals in developing settings do not have the time to spend with each individual. The doula can bring a solution in under-resourced health services.

Credits: 1–6

CNH 175**Childbirth Educator Seminar**

The childbirth educator seminar will equip participants to empower communities with understanding of the time surrounding pregnancy and birth, so that lives can be saved. Students will serve women in the developing world who have little to no understanding of their bodies in terms of what is happening during pregnancy, the risk factors during pregnancy, and how good nutrition is vital for them and their families throughout and beyond the pregnancy.

Credits: 1–6

CNH 176**Childbirth Educator Field Assignment**

Students will go to a service location in both urban and rural settings, having opportunity to participate in teaching women and families via group seminars and individual tutoring. Students experience various teaching styles, and

will learn about local cultural understanding of childbearing and how to address key mother and child health issues in the community.

Credits: 1–6

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 healthcare; 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: 1–6

CNH 199**Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the UofN. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by UofN 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 8-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 223 **Family Ministry School**

An introduction to the biblical foundations of marriage and family life targeting 5 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 224 **Family Ministry School Field Assignment**

After completing CNH 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. Families often have opportunities to minister together as a family during the field assignment.

Prerequisite: CNH 223
Credits: 8–12





CNH/EDN 251 **Children at Risk**

This is 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 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 Practicum I**

During this practical followup to the Children at Risk lecture phase, 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: EDN/CNH 251

Credits: 8–12

CNH/EDN 253 **Children at Risk Practicum II**

In this continuation of the Children at Risk Practicum I, an emphasis is placed on case study and increased understanding of the cultural setting and the complex factors that place children at risk.

Prerequisite: EDN/CNH 252

Credits: 8–12

CNH/EDN 254 **Children at Risk Field Assignment**

This field assignment is also a practical followup to the Children at Risk lecture phase but with a different format to Practicum I and II. Some locations that offer the Children at Risk lecture phase offer this field assignment and others offer one or both practicums. Experience is gained in application of principles learned during the lecture phase.

Prerequisite: CNH/EDN 251

Credits: 8–12



CNH 261**Primary Health Care**

Primary Health Care training reaches 80% of the world's health needs through both preventive and curative training, including basic clinical skills to treat the most common health issues and causes of death. Students are equipped to train and teach in primary health education. Curriculum is based on the 8 essential keys for the health of communities: food and nutrition, health education, disease, water and sanitation, clinical care, maternal and children's health, essential drugs and community resources. The Primary Health Care School gives a biblical approach to health for the poor and needy. It equips students to function as primary health care workers in developing and less-resourced areas.

Prerequisite: DSP 211 & 212

Credits: 12

CNH 262**Primary Health Care Field Assignment**

During the Field Assignment, students learn to treat and diagnose health issues in a variety of settings such as: mobile clinics, health provider facilities, churches, schools, hospitals, and health posts. Opportunities for service include home visits, teaching, reaching remote areas, community health assessments, and encouraging existing works. Students combine their faith and clinical understanding to reach communities for an effective and long-lasting health solution.

Prerequisite: CNH 261

Credits: 8–12

CNH 271**Birth Attendant School**

A unique opportunity for those desiring to work in developing nations to be equipped with a basic understanding of maternal health 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 assisting in the birthing process. 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**Birth Attendant School Field Assignment**

Students travel to one or more field locations in developing countries and are further trained in maternal health practice by being involved in delivery, antenatal clinics, postnatal care and newborn assessment. Students learn the clinical skills necessary 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 field-work 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 opportunities for practical application of skills learned in the School of Malaria, as they set up their own small field laboratory to diagnose and treat malaria patients with supervision of school staff.

Prerequisite: CNH 281

Credits: 8–12

CNH 315**Advanced Training for Counseling Ministry**

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

Advanced Training for Counseling Ministry Field Assignment

In this application course, 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 restoration 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 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 & Family Counseling

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 & 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

Advanced Primary Health Care

This course prepares students for long-term medical missions and influence in the sphere of health care.

In addition to broadening the student's scope of practice through topics such as obstetrics and basic dentistry, the course includes training in more advanced clinical and assessment skills, and emphasizes a holistic approach to health. A focus is given on eradicating disease and finding solutions to current health problems in both urban and rural settings. Research and in-depth biblical studies enable the student to focus on the end goal of long-term missions. Those who have either completed CNH 261 & 262 or who are medical professionals may be candidates to take this course.

Prerequisite: CNH 261/262 or consent of instructor

Credits: 12

CNH 364 **Advanced Primary Health Care** **Field Assignment**

This course facilitates the students in applying their existing health care skills and developing new ones. Mobile clinics, training other professionals, village work, hospital involvement are some of the activities during the field assignment. This school strengthens the spiritual and physical aspects of the medical missionary, and prepares them for their future involvement in missions.

Prerequisite: CNH 363

Credits: 8–12

CNH 373 **Advanced Birth Attendant School**

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

Prerequisite: CNH 271 & 272

Credits: 12

CNH 374 **Advanced Birth Attendant School** **Field Assignment**

This advanced field assignment emphasizes the ongoing skills necessary for students to be both competent and confident in practice. It provides opportunities to work in teams applying the knowledge and developing the



skills learned in both the Birth Attendant School and the Advanced Birth Attendant School lecture phases.

Prerequisite: CNH 373

Credits: 8–12

CNH 391 **Undergraduate Directed Studies**

Students in this course will undertake an individualized programme of study in a specialized area in the field of counseling. Activities can include, but are not limited to, reading, research studies, practicum activities in the area of interest, seminar attendance, and presentations, reports, surveys and research papers. A final summary paper will be required, as well as a minimum of 50 hours of work per credit. Residency at a particular location or full time participation are not required. Students begin this course by submitting a study proposal to the Academic Advisor, or to a course supervisor recommended by the Academic Advisor. Programmes for more than 2 credits need to include some component of practicum.

Prerequisite: CNH 315 and 316 or CNH 321 and 322 or other suitable advanced training in counseling

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 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 UofN degree.

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: DSP 211 & 212 plus CNH 261 & 262 or international experience as approved by 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 the 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: 8–12

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 the 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: 8–12

CNH 499**Undergraduate Thesis**

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

Credits: 6–12



EDN

College



MARK BROKESHIRE

INTERNATIONAL DEAN

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Introduction for 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 and primary/elementary education, adult learning, ministry to youth and children at risk. The College/Faculty also offers the opportunity to develop resources and establish various models of hands-on ministry and training others throughout the world.

Students receive thorough foundational training in the principles and practices of their field of study. Courses include new input primarily gained through in class lecture and discussion, along with field internships which allow the student to put their new knowledge and skills into practice under ongoing mentorship. The combination allows students to make immediate, practical application of new knowledge, skills and character, further deepening and strengthening their learning.

International Committee

Name, Country of Origin

Location

Mark Brokenshire, Dean, New Zealand	Melbourne, Australia
Barbara Connor, United Kingdom	Malaga, Spain
Ruth Golden, USA	Kailua-Kona, Kona, HI
Lisa Orvis, USA,	Kailua-Kona, Kona, HI

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 must be made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information in the first section of this catalogue.

The Core Curriculum requirements (Bible, Communication, and 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 20, or consult your College/Faculty Academic Advisor.



Foundational Associate of Arts

The Foundational Associate of Arts degree will give the student skills for a lifetime of Bible study and application; a biblical understanding of worldviews and critical thinking; and skills in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media. These skills are applied in a specific emphasis through one course from one college. This degree can provide a launching pad into other further studies and other degree programmes.

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 1 Core Course)	32–36
Emphasis course sequence:		
EDN xxx	Education Course	12
EDN xxx	Education Field Assignment/Practicum	8–12
Elective Course, Directed Studies, Seminars		0–13
Total Credits for Associate of Arts Degree		84

Note: at least 20 credits are required in the emphasis area; students should consult an Academic Advisor of the relevant College/Faculty on their choice of emphasis course. Total Field Assignment/Practicum credit may vary from 16 to 36 credits.

Associate of Science in Early Childhood Education

The AS in Early Childhood Education degree will prepare the student for practical service in the field of early childhood education. Students will build a biblical worldview of education around the topics of the value of a child, the role of family, and the character of God as foundational to all content and practice while developing practical skills in creating a healthy classroom community and an interactive approach to learning and lesson planning. Students will be prepared practically to teach children aged 0-8 in any context, including Sunday school, existing schools and pioneering new educational ministries.

Associate of Science in Early Childhood Education		Credits
Prerequisites:	DSP 211 & 212	19–24
EDN 211	Foundations in Education	12
EDN 231	Methods & Models of 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 practicums.

Associate of Science in Primary Education (Integrative Approach)

The Associate of Science in Primary Education degree will prepare the student for practical service in the field of primary (elementary) education. Students will build a biblical worldview of education around the topics of the value of a child, the role of family, and the character of God as foundational to all content and practice. Students will develop practical skills in creating a healthy classroom community, and an interactive approach to learning and lesson planning. Students will be prepared practically to teach children aged 5–16 in any context.

Associate of Science in Primary Education		Credits
Prerequisites:	DSP 211 & 212	19–24
EDN 211	Foundations in Education	12
EDN 261	Primary Education Practicum I	12
EDN 262	Methods and Models of Primary Education	12
EDN 263	Primary Education Practicum II	12
EDN 264	Primary 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 practicums.

Associate of Science in Education (Principle Approach)

The Associate of Science in Education degree will prepare the student for practical service in the field of education using the Principle Approach to education. Students will build a biblical worldview of education around the topics of the value of a child, the role of family, and the character of God as foundational to all content and practice while developing practical skills in creating a healthy classroom community. They will be prepared practically to teach children aged 5–16, using the Principle Approach to teaching and learning.

Associate of Science in Education		Credits
Prerequisites:	DSP 211 & 212	19–24
EDN 211	Foundations in Education	12
EDN 241	Teacher's Training Course I	12
EDN 242	Teacher's Training Course II	12

EDN 243	Teacher's Training Course III	12
EDN 244	Teacher's 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

The Associate of Arts in Youth Ministry programme will prepare the student for practical service in ministry to children, teenagers and families. During the course of study, students will build a biblical worldview, and will develop practical skills, knowledge and character to engage effectively in a broad spectrum of ministry expressions, including child and youth evangelism, mercy ministries, youth discipleship and mobilizing for missions.

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

Associate of Arts in Social Services

The Associate of Arts in Social Services degree programme will prepare the student for practical service in the field of social services. Students will build a biblical worldview of children at risk and the issues which have contributed to their lack of safety and well-being. Students will develop knowledge, skills and character to identify and address issues for children, families and communities such as: war, disease, poverty, exploitation, abandonment, disability, HIV/AIDS, sexual abuse, and attachment disorder.

Associate of Arts in Social Services		Credits
Prerequisites:	DSP 211 & 212	19–24
EDN/CNH 251	Children at Risk	12
EDN/CNH 252	Children at Risk Practicum I	12
EDN/CNH 253	Children at Risk Practicum II	12

One course and its field assignment selected from the following:	20–24
CNH 211/212 Foundations for Counseling Ministry & Field Assignment	
CNH 261/262 Primary Health Care & Field Assignment	
EDN 211/216 Foundations in Education & Field Assignment	
DEV/HMT 365/366 Community Development School & Field Assignment	
Directed Studies, Seminars	0–9
Total Credits for Associate of Arts Degree	84

Associate of Arts in Family Studies

The Associate of Arts in Family Studies degree will equip students to help disciple families while introducing students to a foundational model of family life (Family of Origin) for the study and understanding the dynamics of family life, and the basic tools required for helping relate to families. This degree is coordinated through the Family Resource Centre.

Associate of Arts in Family Studies	Credits
Prerequisite: DSP 211 & 212	19–24
FAM 251 Foundations for Family Studies	12
FAM 252 Foundations for Family Studies Field Assignment	8–12
FAM 253 Foundations for Family Studies Practicum	8–11
One approved seminar chosen from the following:	1
FAM 101 Bible and Family Integration Seminar or	
FAM 102 Worldview and Family Integration Seminar	
One approved course and its field assignment selected from the following:	20–24
CNH 211/212 Foundations for Counselling Ministry & Field Assignment	
EDN 251/254 Children at Risk & Field Assignment	
EDN 221/222 Principles in Child and Youth Ministries & Field Assignment	
CHR 291/292 School of Youth Ministry & Field Assignment	
CNH 317/318 Couples & Family Counseling Ministry & Field Assignment	
Elective Course, Directed Studies, Seminars	0–16
Total Credits for Associate of Arts Degree	84

Bachelor of Science in Early Childhood Education

The Bachelor of Science in Early Childhood Education degree will prepare the student for practical service in the field of early childhood education. Students will build a biblical worldview of education around the topics of the value of a child, the role of family, and the character of God as foundational to all content and practice while developing practical skills in creating a healthy classroom community, and an interactive approach to learning and lesson planning. Students will be prepared practically to teach children from birth to 8 years old in any context. Students will also develop breadth and depth in Core Curriculum areas of biblical studies, communication and applied Christian thinking.

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 231	Methods & Models of 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
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 practicums.

Bachelor of Arts in Social Services

The Bachelor of Arts in Social Services degree will prepare the student for practical service in the field of social services. Students will build a biblical worldview of children at risk and the issues which have contributed to their lack of safety and well-being. Students will develop knowledge, skills and character to identify and address issues for children, families and communities, such as: war, disease, poverty, exploitation, abandonment, disability, HIV/AIDS, sexual abuse, and attachment disorder. Students will also develop breadth and depth in Core Curriculum areas of biblical studies, communication, and applied Christian thinking.

Bachelor of Arts 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 Practicum I	12
EDN/CNH 253	Children at Risk Practicum II	12

One course and its field assignment selected from the following:	20–24
CNH 211/212 Foundations for Counseling Ministry & Field Assignment	
CNH 261/262 Primary Health Care & Field Assignment	
EDN 211/216 Foundations in Education & FIE 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 Arts Degree	144

Bachelor of Science in Primary Education

The Bachelor of Science in Primary Education degree will prepare the student for practical service in the field of primary education. Students will build a biblical worldview of education, the value of a child, the role of family, and character of God as foundational to all content and practice while developing practical skills in creating a healthy classroom community and an interactive approach to learning and lesson planning. Students will be prepared practically to teach children aged 5–16 in any context. Students will also develop breadth and depth in Core Curriculum areas of biblical studies, cross-cultural, interpersonal and multi-media communication, as well as a biblical overview of history, social studies and geography, and the sciences.

Bachelor of Science in Primary Education		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
EDN 211	Foundations in Education	12
EDN 261	Primary Education Practicum I	12
EDN 262	Methods and Models of Primary Education	12
EDN 263	Primary Education Practicum II	12
EDN 264	Primary 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

Bachelor of Arts in Family Studies

The Bachelor of Arts in Family Studies degree gives students an in-depth Christian foundation to family life, and equips them to be mentors to families or individuals. It compares different societal family issues and models, addresses healthy sexual wholeness, and provides a full depth of understanding of the Family of Origin model presented in the AA degree programme in Family Studies. This degree is coordinated through the Family Resource Centre.

Bachelor of Arts in Family Studies		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
One approved seminar chosen from the following:		1
FAM 101	Bible and Family Integration Seminar	
FAM 102	Worldview and Family Integration Seminar	
FAM 251	Foundations for Family Studies	12
FAM 252	Foundations for Family Studies Field Assignment	8–12
FAM 252	Foundations for Family Studies Practicum	8–11
FAM 351	Advanced Family Studies	12
FAM 352	Advanced Family Studies Field Assignment	8–12
FAM 353	Advanced Family Studies Practicum	8–12
Elective Course, Directed Studies, Seminars		12–32
Total Credits for Bachelor of Arts Degree		144

Masters of Science/Arts 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, 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: UofN Bible Core Curriculum requirement, or previous study of the Bible, at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the UofN. See also the general requirements for the Master's degree (in Academic Information in the first section of this catalogue).



Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

EDN 111 **Foundations in Education Seminar**

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 132 **Preschool in a Suitcase Seminar**

This practical workshop aims to equip students to pioneer and/or develop biblically based programmes in early childhood education in a variety of settings. It is of particular value to those working with limited resources in contexts such as developing nations, refugee camps, etc.

Credits: 1-6

CNH/EDN 154 **Celebrating Children Workshop**

This workshop presents a biblical perspective on children by looking at topics such as child growth and development through the eyes of Scriptures. Students will also examine international and national laws concerning children and their well-being and protection, as well as exploring issues affecting children including lack of healthy relationships, abuse, trauma, trafficking, natural disasters, etc. A primary goal of the workshop is giving tools to childcare workers for building healthy and sustainable ministries for children.

Credits: 1-6

EDN 199 **Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the UofN. This credit is for highly interactive week-long events that include discussions around missions-oriented



lectures, led by UofN 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 8-credits.

Credits: 1–8

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 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, as well as 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, to teach other children and teenagers, and 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 8-to-12-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, working with mercy ministries 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 6-to-12-month practicum 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: 8–12

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

This course is a continuation of the PCYM Practicum I, giving interns additional opportunities 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: 8–12

EDN 231 **Methods & Models of 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: DSP 211 & 212

Credits: 12

EDN 232

Early Childhood Education Practicum I

This practicum gives the opportunity to apply the principles and methods of sensorial learning introduced in EDN 231 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 231

Credits: 8–12

EDN 235

Early Childhood Education Field Assignment

The student 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 232

Credits: 8–12

EDN 241

Teacher's Training Course I

The first of 3 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, EDN 211

Credits: 12

EDN 242

Teacher's Training Course II

This second course builds on the biblical foundations of education as taught in EDN 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

Teacher's 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

Teacher's 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/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 Practicum I

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

Prerequisite: EDN/CNH 251
Credits: 8–12

EDN/CNH 253 Children At Risk Practicum II

In this continuation of EDN/CNH 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: EDN/CNH 252
Credits: 8–12

EDN/CNH 254 Children At Risk Field Assignment

This field assignment is also a practical follow up to the Children at Risk lecture phase but with a different format to Practicum I and II. Some locations that offer the Children at Risk lecture phase offer this field assignment and others offer one or both practicums. Experience is gained in application of principles learned during the lecture phase.

Prerequisite: EDN/CNH 251
Credits: 8–12

EDN 261 Primary Education: Practicum I

Students engage in directed observation of teachers and students in several classrooms, also learning about a school community as a whole. They observe and record how teachers maintain a God-honoring environment that welcomes children and their families, where children are able to grow in wisdom and character as they participate in active learning. Students increasingly assist teachers with daily classroom tasks. Formal lesson planning is introduced and throughout the second half of the quarter students





are involved in preparing and teaching mainly literacy and numeracy focused lessons.

Prerequisite: EDN 211

Credits: 8–12

EDN 262

Primary Education: Methods and Models

This course provides an introduction to educational theory, history and philosophy. Topics include assessment, classroom management, reflective practice, teaching methodology, reaching diverse learners, and multiplying God-centered education for the nations. Students will develop a biblical worldview and skills to teach and create curriculum in every major subject area, along with resources. Throughout the course they will be expected to read relevant materials, complete projects that demonstrate their learning, and create practical resources that can be used to enrich learning in a variety of cultural settings. Note: students can begin the degree programme with EDN 262 then continue with 261, 263.

Prerequisite: DSP 211 & 212, EDN211

Credits: 12

EDN 263

Primary Education: Practicum II

Students will be placed in 2 primary (elementary) school classrooms, each with a supervising lead teacher for 1 month. They will plan, teach and assess learning for units of work built on a biblical foundation. They will also apply principles of classroom management and working with diverse learners explored during the Methods and Models school. Students will also focus on developing learning resources, both for the host school and for their future field assignment. During the practicum the students will aid, assist and serve their school staff in their regular teaching practice.

Prerequisite: DSP 211 & 212, EDN 261, EDN 262

Credits: 8–12

EDN 264

Primary Education: Field Assignment

Student teacher's will apply principles and skills learned in previous courses to help develop and lead a program suitable to the needs of children of the host country. They may assist with existing schools and/or help begin a new school program in that cultural setting. Students will spend a minimum of 3 weeks in one location, and will also work to provide education training for local educators and parents.



They turn in weekly reports and have regular contact with the UofN course leader throughout the Field Assignment.

Prerequisite: DSP 211 & 212, EDN 263

Credits: 8–12

EDN 333

Early Childhood Education Practicum II

A second practicum provides the student teacher with additional opportunities to apply the principles and methods introduced in EDN 231 through active involvement in a classroom setting. The student teacher will continue to develop the skills, knowledge and character developed in Practicum I to a greater depth. In addition, the student teacher will begin to innovate and adjust their practice as needed for different contexts and situations.

Prerequisite: EDN 232

Credits: 8–12

EDN 391

Undergraduate Directed Studies

Students have the opportunity 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 UofN degree.

Credits: 1–12

EDN 499

Undergraduate Thesis

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

Credits: 1–12

EDN 591

Graduate Directed Studies

The directed studies will utilize the underpinning knowledge gained from the student's research to develop a new educational resource. It will include further research and consultation with people from cultures where the curriculum or resource is to be used.

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

The focus of this course is to create a final thesis which describes the research, the process and the results of the curriculum or resource development. It should include appropriate reflection and adjustments made in response to the research.

Credits: 6–24



HMT

College



ED SHERMAN

COLLEGE CHAIR

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Introduction for College/Faculty Humanities & International Studies

At the centre of a 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 & 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.”

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 prepares students for living as the community of God’s reconciled people, serving as ministers of reconciliation and healing. Humanities & Science: A Christian Perspective and other Applied Christian Thinking courses, look to “the things that are true, the honorable, the just, the sacred, lovely and of good report,” contributing to renewing of minds and so helping students develop a biblical worldview and celebrate God’s manifold creation, anticipating the day when these things will become a present reality.

For those who desire to learn and interact with the sphere of government, international relations and/or diplomacy, the College/Faculty of Humanities & International Studies offers various courses that will equip students to confidently engage on a deeper level in the sphere of government, while creating a strong biblical, spiritual, and academic, foundation on which they are able to build and think critically about real life and current dilemmas. The ability to reflect the Lord’s heart and Kingdom values, as they serve, wrestle, and engage with the tensions that dominate this complex sphere, will be the bedrock on which they build a solid biblical understanding in order to disciple nations.

“The government will be on His shoulders. And He will be called Wonderful Counselor, Mighty God, Everlasting Father, Prince of Peace. Of the greatness of his government and peace there will be no end. He will reign on David’s throne and over His kingdom, establishing and upholding it with justice and righteousness from that time on and forever. The zeal of the Lord Almighty will accomplish this.” (Isaiah 9:6-7)

International Committee

Name, Country of Origin

Location

Emmanuel Entee, Ghana

St. Albans, UK

Rebecca Koenig, South Africa

Muizenberg, South Africa

Ricardo Rodriguez, Chile

Santiago, Chile

Edgar Sherman, Committee Chair, USA

Heidebeek, The Netherlands

David Stabler, USA

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 must be made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information in the first section of this catalogue.

The Core Curriculum requirements (Bible, Communication, and 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 20, or consult your College/Faculty Academic Advisor.

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

The Foundational Associate of Arts degree will give the student skills for a lifetime of Bible study and application; a biblical understanding of worldviews and critical thinking; and skills in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media. These skills are applied in a specific emphasis through one course from one college. This degree can provide a launching pad into other further studies and other degree programmes.

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 & International Studies Course	12
HMT xxx	Humanities & International Studies Field Assignment/Practicum	8–12
Elective Course, Directed Studies or Seminars		0–13
Total Credits for Associate of Arts Degree		84

Note: at least 20 credits are required in the emphasis area; students should consult an Academic Advisor of the relevant College/Faculty on their choice of emphasis course. Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Arts in Intercultural Studies

The Associate of Arts in Intercultural Studies prepares students with the basic cultural, linguistic and ministry skills for living as the community of God's reconciled people, serving as ministers of reconciliation and healing in our intercultural world.

Associate of Arts in Intercultural Studies		Credits
Prerequisites:	DSP 211 & 212	19–24
One of the following combinations of courses:		14–36
HMT 271	Foundations for Intercultural Studies	
HMT 272	Foundations for Intercultural Studies Field Assignment	
or		
HMT 231	Introduction to Ethnolinguistics and Cultural Studies	
HMT 232	Introduction to Ethnolinguistics and Cultural Studies Field Assignment	
Choose between:		6–24
HMT 233	Field-Based Language Study	

or	
Approved Language study (transfer credit)	
An approved internship (chosen in consultation with an Academic 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)

The Field-Based Associate of Arts in Intercultural Studies offers the possibility of developing language, culture and ministry skills as a part of a cross-cultural team, learning in the field where the student is working. The language component can be learned either by (registered) non-formal learning, or by study in a field-based language academy. Most of the degree can be earned on the field where the student is working.

Associate of Arts in Intercultural Studies (Field-Based)	Credits
Prerequisites: DSP 211 & 212	19–24
Choose one course and its field assignment from the following:	20–24
HMT 271/272 Foundations for Intercultural Studies & Field Assignment	
CHR 235/236 School of Missions & Field Assignment	
Choose 3 courses from the following:	36
HMT 233 Field-Based Language Study Phase 1	
HMT 234 Field-Based Language Study Phase 2	
HMT 235 Field-Based Culture Acquisition Internship Phase 1	
HMT 236 Field-Based Culture Acquisition Internship Phase 2	
HMT 237 Field-Based Contextualised Internship Phase 1	
HMT 238 Field-Based Contextualised Internship Phase 2	
Directed Studies, Seminars	0–9
Total Credits for Associate of Arts Degree	84

Associate of Arts in Community Development

The Associate's degree in Community Development equips students with the skills to help bring life and growth towards God's purposes in His Kingdom on earth. Field experience in community development is required as preparation for the Community Development School. An area of specialization is pursued through a series of electives to complete the degree.

Associate of Arts in Community Development		Credits
Prerequisites:	DSP 211 & 212	19–24
	Field Experience in Community Development	0–24
Core:	Bible	12
DEV/HMT 365	Community Development School	12
DEV/HMT 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

Associate of Arts in Government & International Relations

The Associate of Arts in Government & International Relations will involve study in the areas of government and international relations that will equip the student with a biblical understanding of God's purposes for government, both in terms of good citizenship and for further study in preparation for government service.

Associate of Arts in Government & International Relations		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Applied Christian Thinking	12
HMT 265	School of Government & Intl. Studies	12
HMT 266	School of Government & Intl. Studies Field Assignment	8–12
	One course with its field assignment or approved equivalent:	20–24
HMT 228/229	School of Redemptive History & Field Assignment	
HMT 263/264	School of Social Justice & Field Assignment	
HMT 367	School of Advocacy, Law and Justice	
HMT 368	Legislative Advocacy & Social Justice	
HMT 369	School of International Relations and Diplomacy	
	Elective Courses, Directed Studies, Seminars	0–13
Total Credits for Associate of Arts Degree		84

Bachelor of Arts in Intercultural Studies

The Bachelor of Arts in Intercultural Studies prepares students with the cultural, linguistic and ministry skills for living as the community of God's reconciled people, serving as ministers of reconciliation and healing in our intercultural world. Learning is both broader and deeper than the AA in these areas, and requires the 3 Core Curriculum courses. Much of the study will be done on the field in the context of a cross-cultural team in a culture/nation the student is planning to reach.

Bachelor of Arts in Intercultural Studies		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
One course and its field assignment from the following:		20–24
HMT 271/272	Foundations for Intercultural Studies & Field Assignment	
HMT 231/232	Introduction to Ethnolinguistics and Cultural Studies & Field Assignment	
One of the following:		6–24
HMT 233	Field-Based Language Study	
or		
Approved Language and Cultural study (transfer credit)		
One of the following:		12
HMT 273	Intercultural Studies Internship	
or		
HMT 391	Directed Studies	
One course or seminar with its field assignment or with an approved internship chosen in consultation with an Academic Advisor		8–24
Elective Courses, Directed Studies, Seminars		0–43
Total Credits for Bachelor of Arts Degree		144

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

The Bachelor of Arts degree in Community Development equips students with the skills to help bring life and growth towards God's purposes in His Kingdom on earth. Field experience in community development is required as preparation for the Community Development School. The 3 Core Curriculum courses and an area of specialization, pursued through a series of electives, complete the degree.

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		144

Bachelor of Arts in Language and Culture

The Bachelor of Arts in 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 may be spent learning the language and taking other courses as an exchange student in a local university.

Bachelor of Arts in Language and Culture		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
	One of the following combinations of courses:	20–24
HMT 271	Foundations for Intercultural Studies	
HMT 272	Foundations for Intercultural Studies Field Assignment	
	or	
HMT 231	Introduction to Ethnolinguistics and Cultural Studies	
HMT 232	Introduction to Ethnolinguistics and Cultural Studies Field Assignment	
	One course chosen from the following:	48–57
HMT 233	Field-based Language Study	
	or	
	Approved language and cultural study (transfer credit)	

HMT 499	Undergraduate Thesis	12
	Elective Courses, Directed Studies, Seminars	0–9
Total Credits for Bachelor of Arts Degree		144

Additional requirements for graduation

1. The student must achieve the S-3 level on the ILR Scale (see link below). Definition:

Professional working proficiency is the 4th level of 5 in the Interagency Language Roundtable (ILR) scale of language proficiency, formerly called the Foreign Service Institute (FSI) scale. This level is sometimes referred to as S-3 or Level 3. A person at this level is described as follows:

- Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics
- Can discuss particular interests and special fields of competence with reasonable ease
- Has comprehension which is quite complete for a normal rate of speech
- Has a general vocabulary which is broad enough that he or she rarely has to grope for a word
- Has an accent which may be obviously foreign; has a good control of grammar; and whose errors virtually never interfere with understanding and rarely disturb the native speaker.

<http://www-01.sil.org/LinguaLinks/languagelearning/MangngYrLnggLrnngPrgrm/TheILRFSIProficiencyScale.htm>

2. The test to evaluate the student's proficiency level has to be performed by a UofN Academic Advisor or teacher with experience in the area of language learning, with the help of a native speaker.

Master of Arts Degrees

Master's degrees are offered in various areas in the College/Faculty of Humanities & 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). 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 in the Academic Information section of the catalog.

Master's Prerequisite: UofN undergraduate Bible Core Curriculum requirement or previous study of the Bible at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the UofN.



Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

HMT 041 **Communication and Culture**

This 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 **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: 1–6

HMT 114 **Worldview Seminar Practicum**

The seminar practicum is an opportunity to work in various areas of society to bring insights and dialogue based on a Christian worldview as developed in HMT 113.

Prerequisite: HMT 113

Credits: 1–6

HMT 124 **Oral Tradition & Bible Translation**

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: 1–6

HMT 125 **New Korea Servant Seminar**

During this 2-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 131**Introduction to Ethno-linguistics and Cultural Studies Seminar**

The seminar give the missionaries some tools with language and culture learning of non-western languages. It has direct impact equipping those who focus on serving amongst unreached people groups. It helps prepare those who want to work with Bible translation, or translation of Bible stories, or working with general evangelization, or mercy ministries among unreached groups.

Credits: 1–6

HMT 143**English Language Seminar**

This seminar is designed to equip YWAM staff 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: 1–6

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: 1–6

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 164**Reconciliation and Peace-Making Seminar**

This seminar will delve into issues such as working to undo oppression, living the Gospel within a violent context or war-zone, building communities of faith that are good news to the poor, and reconciliation. Also known as the “Let Justice Roll Down Seminar,” this training is a response to the ever-growing awareness of young people who are overwhelmed with the realities of Human Trafficking, Poverty, Violence and War, and want to do something about what they see. Through this workshop-style seminar, participants will find themselves rooted within the vast history of faith-based activism and peacemaking, learn a biblical vision of justice, craft a practical tool belt for engagement, and return home ready to work within their communities, nations or missions field towards justice and reconciliation.

Credits: 1–6

HMT 165**Social Justice Seminar**

This seminar is designed to promote a healthy understanding of injustice and the Christian response to it. Students will be mobilized and connected to others who are pursuing a long term missions calling as an activist or in communities impacted by the global sex trade. In a live-learn environment using a combination of lectures, dialogue and hands-on experience in ministering to others, students will gain understanding concerning issues of commercial sexual exploitation, human trafficking, and prostitution from multiple perspectives.

Credits: 1–6

HMT 166**Social Justice Seminar Internship**

This is a voluntary, 6-week internship for all the students who completed HMT 165 who want to apply what they have learned by joining in with already existing ministries to support and to learn more about the issues presented in the lectures.

Prerequisite: HMT 165
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: 1–6

HMT 199**Missions Strategies**

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the UofN.

This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by UofN 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 8 credits.

Credits: 1–8

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

This Core Course of the UofN 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 8 weeks of study to humanities, and 4 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 UofN 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 idea 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: 8–12

HMT/SCI 213**School of Biblical Christian Worldview**

This course takes 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 learn 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 UofN Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

HMT/SCI 214**School of Biblical Christian Worldview Field Assignment**

This field assignment offers 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 UofN 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 opportunities 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: SCI/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 animation 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; and community development. This course meets the UofN Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12



HMT 228**School of Redemptive History**

The School of Redemptive History inspires students with a love for finding God's fingerprints in history and developing practical skills for study, research and intercession with the Holy Spirit. Using a variety of creative and artistic expressions, students will go through a process of study and reflection that shapes their understanding of the stories of nations in a way that communicates God's story with love, healing, belonging and redemption.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 229**School of Redemptive History Field Assignment**

Through a combination of travel, observation, research and writing, students will apply the principles and content of HMT 228 in practical ways.

Prerequisite: HMT 228

Credits: 8–12

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 the opportunity for credit to be gained from language learning that takes place beyond the classroom - on the street, in the marketplace and 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 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 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: 6–12

HMT 234**Field-Based Language Study 2**

This course gives the opportunity for credit to be gained from language learning that takes place beyond the classroom - on the street, in the marketplace and through relationships, in a non-formal context. Students who have completed Field-based Language Study 1 (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

Credits: 6–12

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: 8–12

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.

Prerequisite: HMT 235

Credits: 8–12

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. Students 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

Credits: 8–12

HMT 238**Field-Based Contextualised Internship Phase 2**

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

Prerequisite: HMT 237

Credits: 8–12

HMT 243**Communication & 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 & 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 & 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: 12

HMT 246**Communication & 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 a previous course with the University of the Nations or elsewhere. Applicants who have not taken HMT 243-245 will be required to demonstrate proficiency to the same level.

Prerequisite: DSP 211 & 212
Credits: 12

HMT 247**Communication & Culture V**

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

Prerequisite: DSP 211 & 212
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.

Prerequisite: DSP 211 & 212
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.

Prerequisite: DSP 211 & 212
Credits: 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 the School of Social Justice.

Prerequisite: HMT 263
Credits: 8–12

HMT 265**Government and International Studies**

The School of Government and International Studies is designed to challenge students to develop a biblical perspective of government, law, and international relations. In addition, it will equip students with greater

understanding of international current events within an historical context. Students will learn about regional issues and conflicts from visiting teachers who are either nationals or have lived and worked extensively in various regions of the world. They will learn that ideas have consequences through studying how the worldviews of prominent historical leaders have brought blessing or judgment upon their nations. They also will learn how success or failure of domestic or foreign policies is related to national leaders adherence to, or ignorance of, biblical principles.

Prerequisite: DSP 211 & 212

Credits: 12

HMT 266 **Government and International Studies** **Field Assignment**

An opportunity to apply the principles of the School of Government and International Studies in the public arena, to work in government offices, to dialogue with people from different political points of view, and to better understand the possibilities for service in public office.

Prerequisite: HMT 265

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 building 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. 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

CHR/HMT 283 **School of Islamic Studies**

The School of Islamic Studies is designed both through lectures and practical relationships to further the student's love, commitment and understanding of Muslim peoples in their own cultural context. The school emphasizes that Christians must understand, love, and share their faith with Muslims in an attitude of humility, respect and reconciliation.

Prerequisite: DSP 211 & 212

Credits: 12

CHR/HMT 284 **School of Islamic Studies Field** **Assignment**

The field assignment following CHR/HMT 283 will continue the forming of relationships with Muslim neighbors in a multicultural urban environment. A one-year internship is available where students develop language skills to deepen cross-cultural relationships.

Prerequisite: HMT/CHR 283

Credits: 12

CHR/HMT 285 **School of Hindu Studies**

A key focus of this course is preparing the student for ministry to Hindus by laying a biblical foundation for contextualisation. Activities include research and study of Hindu beliefs and religious practices, with an emphasis on modeling and developing indigenous and contextualised church planting approaches, using storytelling, dialogue, drama, and music. Students will add to their learning by living with a Hindu family.

Prerequisite: DSP 211 & 212

Credits: 12



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 year.

Credits: 11–12

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

HMT 367 School of Advocacy, Law and Justice

A second level school intended to give students God's heart for justice and mercy and the foundation they need to pursue careers and ministries in advocacy through law,

government, and other justice ministries. Students will be given tools to assist in implementing effective and practical research, project planning, and legal analysis. Topics will include: advocacy through intercession; legal research and analysis; political and governmental systems; constitutions and law-making; national, international, and human rights law; and grassroots organizing.

Credits: 12

HMT 368 School of Legislative Advocacy and Social Change

This course is designed to give students hands-on experience in developing a legislative advocacy or social change campaign for a social justice issue that they have worked on in the field. It is designed to demystify the legislative process, to make law and the legal process more accessible to those working in advocacy on justice campaigns, and to provide practical tool sets to influence policy and the legislative agenda. The course includes daily intercession and time in the Word to seek God's heart for justice and to learn how to be doers of the Word. Daily lectures present skills and practical information necessary to understand legislative work in the political sphere. Individual and group research times and group work are part of the curriculum.

Prerequisite: ACT Core Course or another HMT course with its Field Assignment as agreed with a College Academic Advisor

Credits: 12

HMT 369 School of International Relations & Diplomacy

The School of International Relations & Diplomacy (SIRD) is designed to challenge students to develop a biblical perspective and worldview in the area of government, international relations, and diplomacy. It will equip students to engage on a deeper level in the sphere of government, while creating a strong academic and spiritual foundation on which they are able to build right thinking as they serve, wrestle, and engage in this sphere. In addition, it will equip students with greater understanding of international current events within an historical context. Students will learn about regional issues and conflicts from highly respected speakers who are either nationals or have lived and worked extensively in the regions of the world they teach about. The students will learn to become facilitators

of peace, justice, and reconciliation in the domains of international relations and diplomacy.

Prerequisite: An ACT Core Course or HMT 219 as agreed with a College Academic Advisor

Credits: 12

HMT 391 **Undergraduate Directed Studies**

This provides 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.

Prerequisite: DSP 211 & 212

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 UofN degree.

Credits: 1–12

HMT 499 **Undergraduate Thesis**

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

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 paper on a topic approved by the College/Faculty leadership. The finished paper must conform to established academic writing standards.

Credits: 6–24





DEREK A. CHIGNELL

COMMITTEE CHAIR

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Introduction for College/Faculty of Science & Technology

Every person on the planet depends on a supply of basic needs for their existence—the growing of food, production of energy, treatment of water, and construction of shelter. This is science at work, but undergirding these needs are the basic principles that science uses to achieve its goals. Scientific discovery reveals exciting new aspects of our amazing created world, and often technical innovations that improve the quality of life follow from these discoveries. The College of Science & Technology encourages students to meet the needs of others with skills learned on the job, and integrates these skills with an understanding of the principles behind them and the purpose for serving the world through science and technology.

Students can gain basic principles and extensive cross-cultural experience in areas such as: project development, water harvesting and purification, sanitation, construction, agriculture, aquaculture, aquaponics, food security, renewable energy, and environmental stewardship. We strive to partner with communities around the world where there has been no hope of change before, bringing to bear sustainable development projects that open up the possibility of a verdant and healthy future for everyone.

The College/Faculty sees no artificial line between word and deed. Love results in action which may be as practical as sowing seeds, building a latrine or repairing a roof, but never conceals the saving knowledge of Jesus Christ that gives life ultimate meaning and results in permanent change.

We often pray the Lord's Prayer: "Thy Kingdom come, Thy will be done, on earth as in Heaven." Our work in science and technology brings us just a few steps closer to the Kingdom values that we all desire for the world in which we live.

International Committee

Name, Country of Origin

Location

Derek Chignell, Committee Chair, United Kingdom	Kailua-Kona, HI, USA
Usufono Fepuleai, Samoa	Apia, Samoa
Derek Kirbow, USA	Kailua-Kona, HI, USA
Decent Levson, Malawi	Ntcheu, Malawi
Ricardo Otake, Brazil	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 must be made in consultation with a College/Faculty Academic Advisor. Please refer to the Student Responsibility section under Academic Information in the first section of this catalogue.

The Core Curriculum requirements (Bible, Communication, and 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 20 , or consult your College/Faculty Academic Advisor.



Foundational Associate of Science

The Foundational Associate of Science degree will give the student skills for a lifetime of Bible study and application; a biblical understanding of worldviews and critical thinking; and skills in interpersonal, intrapersonal, and cross-cultural communication, including the use of various media. These skills are applied in a specific emphasis through one course from one college. This degree can provide a launching pad into other further studies and other degree programmes.

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 or Seminars		0–13
Total Credits for Associate of Science Degree		84

Note: at least 20 credits are required in the emphasis area; students should consult an Academic Advisor of the relevant College/Faculty on their choice of emphasis course. Total Field Assignment/Internship credit may vary from 16 to 36 credits.

Associate of Science in Community Technology

Students who graduate with an Associate of Science in Community Technology will have an understanding of appropriate technologies and demonstrated skills in using them. An apprenticeship/mentoring approach is used throughout. Graduates will be able to work alongside community members to help them achieve their goals for technology development.

Associate of Science in Community Technology		Credits
Prerequisites:	DSP 211 & 212	19–24
3 Required Seminars:		4–8
SCI 182	Project Development Seminar	
HMT 113	Worldview Seminar	
SCI 131	Resource Stewardship Seminar	
HMT/DEV 365	Community Development School	12
Distribution Seminars in Community Technology with at least 2 credits from each concentration (Food, Energy, Water, Shelter):		8–12
SCI 133	Renewable Energy Technology	
SCI 151	Introduction to Community Technology	

SCI 152	Community Water Technology	
SCI 153	Basic Construction Technology	
SCI 154	Basic Construction Technology Field Assignment	
SCI 156	Biogas Construction	
SCI 158	Community Technology Field Assignment	
SCI 171	Aquaculture	
SCI 172	Aquaponics	
SCI 173	Sustainable Agriculture	
SCI 175	Plant Science	
SCI 178	Sustainable Agriculture Field Assignment	
or (in place of the above seminars)		
SCI 231	Environmental and Resource Stewardship School	
Concentration Seminars:		
SCI xxx	Course or Seminars in Selected Concentration (Food, Energy, Water, Shelter):	8–12
SCI 391	Project	12
Elective Courses, Directed Studies, Seminars		4–21
Total Credits for Associate of Science degree		84

Bachelor of Science in Community Technology

Students who complete a Bachelor of Science in Community Technology will add to the skills training of the associate's degree and will have a basic understanding of core values, showing how innovations are introduced and sustained in communities around the world.

Bachelor of Science in Community Technology		Credits
Prerequisites:	DSP 211 & 212	19–24
Core:	Bible, Communication, Applied Christian Thinking	36
3 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
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Total Credits for Bachelor of Science Degree	144
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Bachelor of Science in Environment and Resource Stewardship

The courses for the Bachelor of Science in Environment and Resource Stewardship teach important principles of stewardship—of the earth, natural resources, and human creativity. The training shows how a person’s way of thinking (worldview) affects their values and environment, and gives practical training concerning how to encourage change in a community.

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 School	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 & 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: UofN undergraduate Bible Core Curriculum requirement or previous study of the Bible at the university level, equivalent to the undergraduate Bible Core Curriculum requirement in the UofN.



Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

SCI 133 **Renewable Energy Technologies Seminar**

The purpose for the Renewable Energy Technologies Seminar is to equip participants with practical understanding in appropriate technology (small scale) applications that can help households and communities develop access to sustainable energy sources, and thus expand opportunities to enhance their quality of life.

Credits: 2

SCI 135 **Ocean Stewardship and Research**

This 6-week course brings students face-to-face with environmental issues facing the oceans. They will be living and studying onboard a YWAM ship for the majority of the course on Catalina Island. Students will join in ongoing research projects in abalone counts, kelp forest surveys, marine debris clean up and education. They will also be involved in learning how to teach youth environmental stewardship for 10 hours per week alongside Mountain and Sea Educational Adventures. They will be contending for scientific and spiritual solutions to some of the problem areas along the California coast. Students will be spending time kayaking, snorkeling, scuba (if certified) and boating as regular activities.

Credits: 6

SCI 151 **Introduction to Community Technology**

This seminar provides an overview of how technologies can be used to meet felt needs of a hungry and thirsty world and by doing so, to 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: 6

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: 6

SCI 153 **Basic Construction Technology Seminar**

This seminar provides 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: 6

SCI 154 **Basic Construction Technology Seminar** **Field Assignment**

The field assignment gives students an opportunity to go into greater depth and experience practical application of the construction skills and tools needed to complete building projects.

Prerequisite: SCI 153

Credits: 6

SCI 156 **Biogas Technology & Construction**

The Biogas Technology & Construction Workshop is a 2-week course followed by 4 weeks of deployment locally or internationally. After two weeks of training, participants will have obtained knowledge on biogas technology—the generation of methane gas and fertilizer by digestion of animal and food waste, the benefits and uses of this technology, and practical construction of the system. This is an appropriate technology for communities, especially in developing countries.

Credits: 6

SCI 158 **Community Technology Field Assignment**

The Community Technology Field Assignment applies the combined skills of three seminars previously taken (SCI 151, 152, 153). Graduates of the seminars will have opportunities to put their training into practice in various locations throughout the world, as approved by seminar staff.

Prerequisite: SCI 151

Credits: 6

SCI 159 **Canoe Construction Seminar**

Canoe construction is taught to enable villages to have access to sea fishing in order to provide food (protein) and income for families and transport upon the waters. This course was started because the art of canoe carving has faded away with the passing generations, leaving the current ones with no idea how to make their own. This seminar enables anyone (women, men, young people) to build canoes from plywood that is readily available in local villages.

Credits: 2

SCI 171 **Aquaculture Seminar**

A broad introduction to the science and skills of fish farming and raising fish as a prime food source in developing nations. Topics and activities include: theory of fish farming, field trips, and practical experience raising young fish under carefully controlled conditions.

Credits: 1–3

SCI 172 **Aquaponics Seminar**

Principles of systems design, construction, and operation of media and deep trough aquaponics systems are taught as tools to help empower people to grow their own food in situations where soil is poor or lacking.

Credits: 1–2

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: 1–2

SCI 175 Plant Science

This course will teach about plants and herbs found around the world that are used for health and basic appropriate technology approaches. It is a hands-on course with a scientific approach to the development of communities through the use of appropriate technology-based botanical solutions.

Credits: 1

SCI 187 Transformational Business Seminar

This is a shorter version of the School of Transformational Business (SCI 287) with the goal of training participants in the basics of starting a business, as well as demonstrating how business can be used to empower the materially poor, leading to transformation of communities and nations. Students will be required to do a business plan as part of the training.

Credits: 1–6

SCI 199 Missions Strategies

Students may apply to receive credit for YWAM conferences or workshops that have been registered with the UofN. This credit is for highly interactive week-long events that include discussions around missions-oriented lectures, led by UofN 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 8 credits.

Credits: 1–8

HMT/SCI 211 Humanities & Science: A Christian Perspective

This Core Course of the UofN 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, science and technology, looking at the achievements and failures

of individuals, societies, and nations, past and present. The course allots 8 weeks of study to humanities, and 4 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 UofN 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 aspect 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: 8–12

HMT/SCI 213 School of Biblical Christian Worldview

This course takes an 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 learn 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 UofN Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

HMT/SCI 214 School of Biblical Christian Worldview Field Assignment

This field assignment offers 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 UofN 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 opportunities 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/SCI 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 animation 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; and community development. This course meets the UofN Core Curriculum requirement for Applied Christian Thinking.

Prerequisite: DSP 211 & 212

Credits: 12

SCI 221

School of Navigation & Seamanship

This course is designed to take someone with little or no knowledge in navigation and seamanship to a level of competence with the unique opportunity to obtain qualifications in the international maritime industry. As students learn technical skills, they also learn to apply biblical principles to all aspects of navigation and seamanship. This course meets the need for qualified individuals to operate YWAM ships in port cities and island communities.

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 253

Basic Construction Technology School

The school is designed to train qualified individuals in forming and leading construction teams in cross-cultural situations. It consists of lectures and hands-on experience through all steps of building. The curriculum includes a study of hand and power tools, building materials, surveying, house design, concrete systems, wood framing systems, basic electrical and plumbing systems and the use of appropriate technology.

Prerequisite: DSP 211 & 212

Credits: 12

SCI 254

Basic Construction Technology School Field Assignment

The purpose of this field assignment is to put into practice the training received in the Basic Construction Technology School, not only to use construction skills, but also to pass on to others the technology learned so they can multiply the training in a variety of contexts. The field assignment generally takes place in a developing nation or in a disaster relief area.

Prerequisite: SCI 253

Credits: 8–12

SCI 273

Sustainable Agriculture School

This course equips students with practical, restorative and sustainable agriculture, food production and community development skills to bring hope for the future. Participants will be equipped with knowledge and fundamental skills to impact the lives of multiple people groups from rural farmers to urbanites. The course presents a transformational biblical perspective on farming and food production and the great value that God places on farming as an occupation. Participants will learn soil rebuilding



techniques, appropriate plant choices, varying food producing methods, plant nutrition and natural pest and disease management, agro-forestry, permaculture, bee keeping, human nutrition, natural medicines, business and leadership development, and animal agriculture, all within the context of people-centered community development.

Prerequisite: DSP 211 & 212

Credits: 12

SCI 274

Sustainable Agriculture School Practicum

The practicum includes weekly planning, prayer, and strategy for multiplying learned views, and principles and practices in the collaborating communities. The learning process is strengthened by weekly debriefing, processing, and coaching of the team experiences in the collaborating communities.

Prerequisite: SCI 273

Credits: 8–12

SCI 287

School of Transformational Business

This course delves into the biblical foundation of “Business As Missions” (BAM), and trains participants in the basics of starting a business, as well as demonstrating how business can be used to empower the materially poor, leading to transformation of communities and nations. Some of the topics covered include understanding the concepts and history of missions in general and BAM in particular, entrepreneurship, creating vision and mission statements, developing a business plan, marketing, Innovation, sales and distribution, risk-taking in faith, and discipleship and leadership in business.

Prerequisite: DSP211 & 212

Credits: 12

SCI 288

School of Transformational Business Field Assignment

During this application phase of the School of Transformational Business students have opportunity to put into practice the principles and skills learned in the lecture phase. This practical application phase will include being part of a business and practicing different aspects of the business from being in sales to management to involvement with financial aspects of running a business.

Prerequisite: SCI 287

Credits: 8–12

SCI 391

Undergraduate Directed Studies

This is 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 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 UofN degree.

Credits: 1–12

SCI 499

Undergraduate Thesis

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

Credits: 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 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

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.

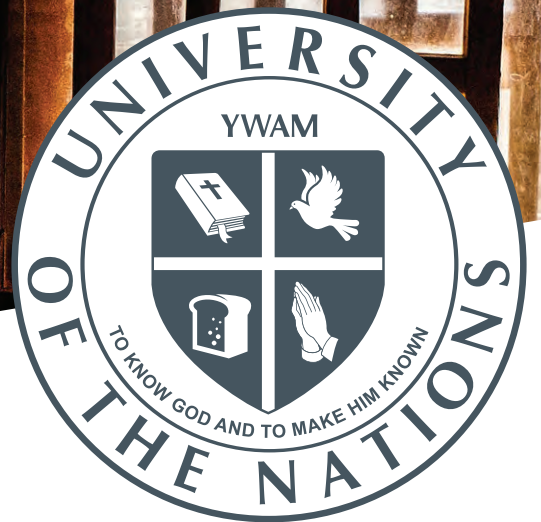
Credits: 1–12

SCI 699 Graduate Thesis

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

Credits: 6–24





UofN International Centres

The UofN 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 UofN 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 and develops and makes available seminars, workshops, appropriate reference materials and monitoring procedures related to its objectives. The Centre may also develop and organize a foundational school which presents the rudiments and overview of it’s specific mandate. The 200 and 300-level schools are not to exceed 24 full learning weeks (including the field assignments).

Centres do NOT offer degrees, but they do work with the Colleges/Faculties to develop Associates, Bachelors and Masters degree programmes for various colleges according to their areas of expertise. Specialized courses and degree programmes related to the Centre’s mandate are offered within the 7 Colleges/Faculties. Currently there are 7 functional international centres in the University of the Nations. These are:

- CCC Centre for Core Curriculum
- DEV Community Development & Justice Centre
- DSP Centre for Discipleship Training Schools
- FAM Family Resource Centre
- GEN GENESIS Centre
- STU Student Mobilization Centre
- ES Extension Studies Centre

Descriptions of all these Centres are included in this section.





Centre for Core Curriculum

The vision of the Centre for Core Curriculum is to develop students/graduates who think critically and creatively, who embody the character and compassion of Jesus Christ, and who thereby are prepared to impact society. We are committed to effectively equipping students to fulfill the mission to which God has called them, with knowledge, character development, and skill development. Although the outcomes remain consistent, the ways in which they are achieved may vary significantly depending on the culture and context in which the training takes place. We encourage students to strive for excellence in every area of life, to glorify God and reflect the standards set forth in the Bible in how they live.

The Core Curriculum is recommended for all students, but is required for all Bachelor's degrees, and one of the 3 Core 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.

A current list of courses meeting each of the 3 requirements is listed in the chart below. The requirements are as follows:

Applied Christian Thinking Requirement (12 credits). Courses meeting this requirement enable students 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.

Bible Requirement (12 credits). Courses meeting this requirement enable students 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. Students will grow in their relationship with God, and in reverence and hunger for His Word.

Communication Requirement (12 credits). Courses meeting this requirement enable students 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.



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Centre for Core Curriculum Committee

Name, Country of origin	Location
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Debbie Hicks, Australia	Kailua-Kona, HI, USA
Francis Obaika, Nigeria	Hurlach, Germany
Jonathan Spainhour, USA	Vancouver, Canada

Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

**Current Approved Courses that meet the Core Curriculum Requirements****Applied Christian Thinking**

HMT/SCI 211

HMT/SCI 213

HMT/SCI 215

HMT/SCI 217

Humanities & Science: A Christian Perspective (HAS)

School of Biblical Christian Worldview (SBCW)

Transformation School (TS)

Engaging with God's World (EGW)

Bible

CHR 211

CHR 213

CHR 221/322/323

CHR 225

CHR 227

Bible Core Course (BCC)

School of Biblical Studies I (SBS I)

School of the Bible (SotB, full 3 quarter sequence)

Bible School for the Nations (BSN)

Introductory Bible Course

Communication

CMC 211

CMC 215

CHR/CMC 287

CHR/CMC 371

School of Communication Foundations (SCF)

Introduction to Communication

School of Frontier Media (SOFM)

Biblical Teaching and Preaching School (BTPS)



DEV

Centre

Community Development & Justice Centre

The Community Development & Justice Centre (DEV) promotes a long-term integrated approach to the 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. This is evidence of the transforming power of the Gospel.

The Community Development School, workshops, seminars, resources, and consulting offered by the Community Development & Justice Centre are designed to facilitate personal and community-wide transformation in every sphere of society. To that end, the Centre:

- Offers instruction concerning biblical Christian worldview and development principles and practice at both the undergraduate and graduate levels through seminars, workshops, outreaches, internships, and the Community Development Schools;
- Works with the College/Faculty of Humanities & International Studies to offer an AA, BA, and an MA in Community Development (see details under the degree programs of the College of HMT). In addition to these degrees, the Centre coordinates Associates, Bachelors and Masters degrees with community development emphases for various colleges.
- Integrates multiple disciplines, encouraging coordination of people, programmes, and resources within YWAM/UofN 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, through global conversations, and other forms of training and interaction;
- Consults about opportunities for service and further training in areas of community development and transformation.

Christine Colby - Director

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JiHyun Kim, Korea	Middle East
Samuel Kisolo, Uganda	Uganda
David Noblet, Australia	Australia
Arnold Rottier, Canada	Lakeside, MT, USA
Marilyn Teasley, USA	Richmond, VA USA
Ana Santos, Brazil	Spain

Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

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 related to avoiding dependency and promoting empowerment of communities.

Credits: 1–6

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: 11–12

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

HMT 367 **School of Advocacy, Law and Justice**

A second level school intended to give students God's heart for justice and mercy and the foundation they need to pursue careers and ministries in advocacy through law, government, and other justice ministries. Students will be given tools to assist in implementing effective and practical research, project planning, and legal analysis. Topics will include advocacy through intercession; legal research and analysis; political and governmental systems; constitutions and law-making; national, international, and human rights law; and grassroots organizing.

Credits: 11–12





DSP

Centre

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 7 Colleges/Faculties and various Centres of the University of the Nations (UofN). The DTS also serves to orient and prepare all new Youth With A Mission (YWAM) and UofN staff.

Purpose of the DTS:

- 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 (YWAM-DTS).

The DTS Aims to Graduate Students:

- Who are growing in understanding of the breadth and depth of God's character and ways, and of His great love for every person and culture in particular;
- 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 the 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 the 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 programmes, leadership and resource development. The Centre facilitates the networking of personnel and resources among all DTS and Field Assignment/Outreach locations and the 7 Faculties/Colleges/Centres of the University. It also aids in stimulating the multiplication of new DTS's in strategic locations of the world.

Goals of the DTS Centre Network:

- 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.
- 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/UofN.



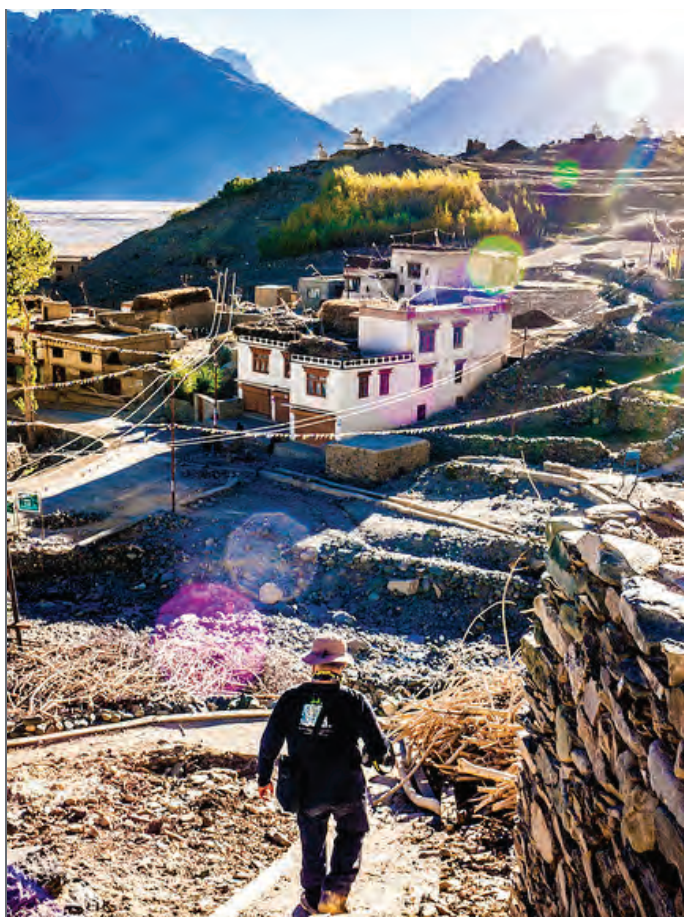
- C Leadership development: to facilitate DTS leadership and staff development in response to requests and identified needs.
- D Educational resource development: to create resources that aid in the training of DTS staff or in implementing an aspect of the curriculum in the DTS and to facilitate the 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, particularly “where we are not.”

Carlinha de Paulo - Director

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International Committee



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Kima Hmar, India	Shillong, India
Patti Lee, USA	Cape Town, South Africa
Gilberto de Mello, Brazil	Contagem, Brazil
Jussara de Mello, Brazil	Contagem, Brazil
Maureen Menard, USA	Cape Town, South Africa
Pete Thompson, UK	Cape Town, South Africa
Carlinha de Paulo, Director, Brazil	Piratinga, Brazil
Lisa Whitaker, USA	Absecon, NJ, USA

Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

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 121**DTS Staff Training Seminar**

A foundational collaborative training program offered by various members of the International DTS Centre, for DTS staff and leaders from many different locations. It covers the DTS purpose, curriculum and guidelines, YWAM's Foundational Values, some basic skills for working with people, leadership skills, DTS administration (including UofN course and student registration processes), and a special focus on facilitating the ministry of the Holy Spirit in the classroom. This course is most commonly referred to as "DTS Foundational Workshop."

Credits: 1–3

DSP 141**DTS Leadership Development**

This program is designed to equip YWAM/UofN 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 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 6 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



ES
Centre

Extension Studies Centre

The Centre for Extension Studies offers both face-to-face and online courses through the University of the Nations for people within YWAM and other ministries, and/or for those who work in the various spheres of society (education, business, science and technology, etc.)

Courses offered through the Extension Studies Centre are designed to equip, train, and serve all who desire to participate, whether or not they have done a YWAM DTS. Alumni and friends of YWAM/UofN who desire to continue the lifelong process of learning would typically be among those who would benefit from courses offered through the Extension Studies Centre.

Every Extension Studies course is connected to a YWAM ministry, with a YWAM staff or leader developing and running the course either at a physical location or via the online environment. As such, there are no visa or immigration issues, or travel expenses, thus making it possible for the Extension Studies Centre to serve a greater number of people worldwide.

Phil Leage - Director

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FAM

Centre

Family Resource Centre

The Family Resource Centre (FRC) serves as an interdisciplinary and intercultural resource and development network in the sphere of the family. As such, it provides continuing education opportunities for professionals and lay people through courses, seminars, and workshops. These programmes are designed to serve those who are currently serving, or will serve, in ministries that relate/minister to families or individuals, and are conducted in cooperation with local churches, social service agencies, educational institutions, and family agencies.

The Family Resource Centre:

- Exercises its influence to bring awareness of family issues inside and outside the UofN, and will promote the growth of biblical families, and analysis and application of preventive and restorative practices for family life;
- 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;
- Seeks to be actively involved in current research, remaining on the cutting edge of family and social development trends;
- Offers schools, workshops, seminars, resources, and consulting to facilitate personal and community-wide transformation in the family sphere of society. To that end, the FRC:
- Integrates multiple disciplines, encouraging coordination of people, programmes, and resources within YWAM/UofN and other organizations and communities in pursuit of common objectives;
- Serves 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.

The Family Resource Centre coordinates the Associate of Science and Bachelor of Science degree in Family Studies offered through the College/Faculty of Education.

The core individual courses are listed on these Centre pages. Academic advising will be shared between the College and the Centre.

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Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

FAM 101 Bible and Family Integration Seminar

This seminar is for students desiring to understand the biblical basis for family and family life topics presented in the Foundations for Family Studies course. It is designed for students pursuing an AA or BA degree in the UofN to be able to understand and apply the Bible particularly as it relates to ministering to families and individuals.

Credits: 1

FAM 102 Worldview and Family Integration Seminar

This seminar seeks to integrate worldview thinking and issues of the family. It enables a student to develop a biblical understanding of worldviews, history, human institutions and culture from a family viewpoint. Critical thinking skills are applied to current issues within cultures,

preparing students to engage with culture and society with an appropriate biblical approach to the family.

Credits: 1

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, development of marriage seminars, godly parenting patterns, development of 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 133 **Marriage Enrichment Seminar**

Different versions of this seminar provide an opportunity for in-depth learning using a particular Christian marriage enrichment model. Through taking a seminar, the student is able to take the understanding, skills and tools of a particular model and its primary focus to a higher level. Seminars usually include practice and application. Models currently available include: C-PREP, Covenant, Unconditional Love, and REAPP. On inquiry, locations offering the seminars will detail the specifics of the models offered.

Credits: 1–4

FAM 151 **Family Studies - Using the Genogram**

This seminar provides training in the use of the Genogram model to evaluate the dynamics of the Family of Origin model. The Genogram provides an understanding of the health or dysfunction in the interpersonal relationship of a family. The seminar provides the student with a model to assess the relationship dynamics within the nuclear family and 3 family generations. The core elements are taught to

help assess the family as a system.

Credits: 1

FAM 152 **Family Studies - Family of Origin Model**

This 2 week seminar is designed to provide students with a model to understand the dynamics of family life. It examines the 8 elements that impact the nuclear family (family of origin). Understanding these elements, examined in a holistic way, helps the student to evaluate the interpersonal life dynamics of a family. The first week entails learning the core elements of the Family of Origin model and applying them in the student's own family of origin. The second week consists of applying the elements of the model (along with the Genogram model) to the Old Testament 3 generational patriarchal family of Abraham, Isaac and Jacob.

Credits: 2

FAM 251 **Foundations for Family Studies**

The 3-month lecture phase presents a template with the curriculum broken down into 9 major categories, with a minimum of one week of a school devoted to each of these categories. The 9 categories are to be viewed as the central core around which the FFS template is to be built. The 9 categories are: Biblical worldview of family, a biblical family model, Family of Origin model, marriage relationship, parenting, basic 1-2 hour seminar skill, family life, skills for helping families, and families in ministry.

Students can anticipate a challenge to personal growth in and development of Christian character traits. Students will increase their competence in their ability to minister to other families.

Prerequisite: DSP 211 & 212

Credits: 12

FAM 252 **Foundations for Family Studies** **Field Assignment**

This field assignment is a vital part of the training, allowing students to assimilate and apply the knowledge and skills learned in the lecture phase more effectively as a family in a team context, and by providing opportunities to work in family-based ministries.

Prerequisite: FAM 251

Credits: 8–12

FAM 253**Foundations for Family Studies Practicum**

The goal of the practicum is to allow students the opportunity to further apply the knowledge and skills obtained in the Foundations for Family Studies lecture phase and field assignment and to introduce them to a broad spectrum of opportunities for serving and helping families. Typical activities include: family discipleship, mobilizing for missions, child and youth evangelism, and ministries with families and young people. The emphasis is on gaining expertise through practical ministry involvement.

Prerequisites: FAM 251 & 252

Credits: 8–12

FAM 351**Advanced Family Studies**

This course considers the Family of Origin model by Murray Bowen introduced in the Foundations for Family Studies course to be the primary model for understanding the dynamics of family life. This model provides a holistic approach by taking all members of the family into consideration, and uses the Old Testament patriarchal families (Abraham, Issac and Jacob) as a case study. The curriculum has been designed to provide the student with in-depth understanding and skills to use with the 2 major models introduced in the Foundations for Family Studies. It provides key skills for mentoring/coaching, an in-depth look at the godly father as the key to family life, healthy sexuality, and the study of the post-modern family. The Family of Origin and Genogram models are required major key components within the advanced course.

Prerequisites: FAM 251 & 252

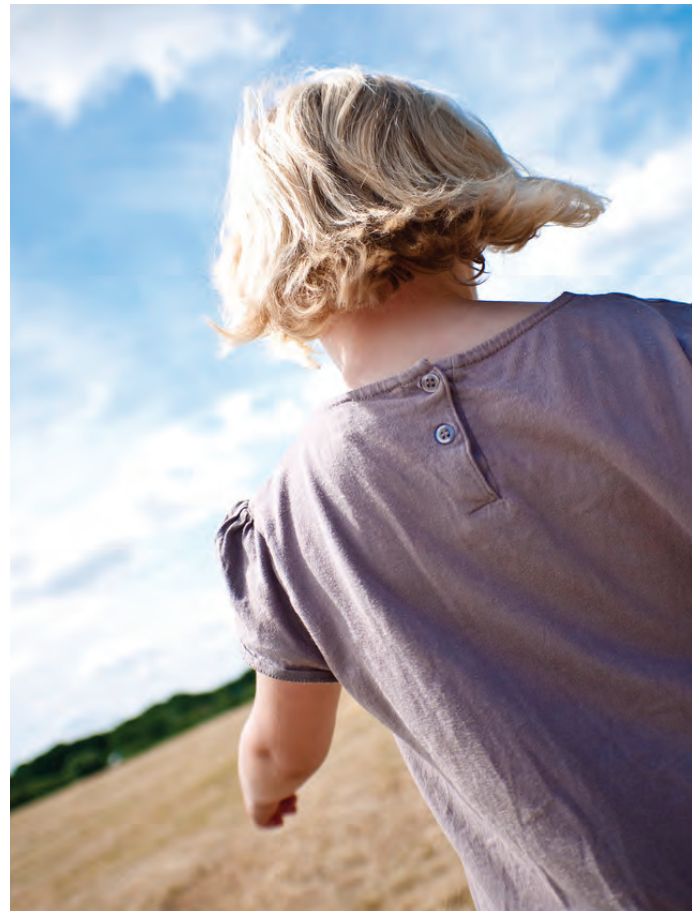
Credits: 12

FAM 352**Advanced Family Studies Field Assignment**

This field assignment gives students additional opportunities for learning while doing as they work with families in a variety of contexts with direct supervision. Students discover and develop their talents and gifts, while growing in confidence and gaining valuable experience in Christian ministry with families. They will use the models taught in the lecture phases and integrate them to assess the health of families to the third generation.

Prerequisites: FAM 351

Credits: 8–12



FAM 353**Advanced Family Studies Practicum**

This 3-month practicum is designed for students who have completed Advanced Family Studies (FAM 351) and the Field Assignment, and who desire further experience and mentoring in this area. The goal of the practicum is to allow students to apply the knowledge and skills obtained in the Advanced Family Studies School, and to familiarize them with a broad spectrum of opportunities for serving and helping families. Typical activities include: family discipleship, mobilizing for missions, child and youth evangelism, and ministries with families and young people. The emphasis is on gaining expertise through practical ministry involvement.

Prerequisites: FAM 351 & 352

Credits: 8–12



Genesis Centre

Genesis is an interactive network connecting UofN locations. The purpose of the Genesis Centre is to make quality training accessible, and to serve the global growth of the UofN. The Centre also researches upcoming communication technologies in order to develop applications for training. GENESIS is an acronym for Global Electronic Network Educating, Serving and Inspiring Students.

The Genesis Centre influences the following areas:

- a Networking: creating electronic connections with UofN Colleges/Faculties, Centres, and schools as well as with the YWAM family of ministries, and other organizations and businesses or 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 UofN 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. Offering teachers from the developing world 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.

Adriano Estevam - Director

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Successful completion of DSP211 & 212 is required before doing any course in the UofN that is more than 6 credits.

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 2 weeks of learning the vision, history and concept of GENESIS and how it serves to multiply UofN 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 UofN's development around the world.

Credits: 1-6



Student Mobilization Centre

The UofN Student Mobilization Centre is an international network equipping student ministry workers and mobilizing university students to serve cross-cultural missions projects. The purpose of the SMC includes sharing the love of Christ through training and educating in all spheres of life according to the Word of God, and through mercy ministries such as ministering to children at risk, developing human trafficking awareness, building homes and water wells and feeding and clothing the poor. The SMC also seeks to mobilize and host program participants for these purposes. The SMC recruits, equips, and places students ready to serve and to learn in response to Christ's calling through an intensive cross-cultural discipleship experience. To accomplish this, 3 types of SMC programs are available:

Internships: This principal program mobilizes university student intern/volunteers who serve short-term projects in needy communities. Converge is the Centre's internship placement platform (www.ywamconverge.org) for recruiting, matching, equipping, and coordinating any university student internship globally. Formerly Field Ministry Internships (FMI), this program offers practical learning/ serving field opportunities for professing Christian students from any university.

Seminars: These are specialized short-courses designed for both students, ministry staffs and community leaders.

School of University Ministries and Missions: This 12-week course is designed to equip YWAM staff and UofN students for strategic missions and mobilization of students in and through university communities.

We accomplish our objectives through a 4-part strategy:

Convene - We convene students and leaders from university communities through mobilization events.

Cultivate - We develop curriculum through contextual and practical research using the latest technology and delivery methods.

Commission - We recruit students for service projects related to global human need, their individual fields of studies, and their future influence in the spheres of society.

Converge - We converge missional collaboration and mentor individuals in various organizations, churches, and agencies in and around university communities for the

purpose of mobilizing an emerging generation of student volunteers serving Christ's Great Commission.

John Hwang - Director

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CHR 231 CHR 232 CHR 235 CHR 236 CMC 215 CMC
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CNH 165 CNH 166 CNH 171 CNH 211 CNH 212 CNH 261
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