

Section IV: Outtatown Discipleship School

Overview

Mission Statement

To inspire and nurture students in their life of discipleship with Jesus Christ in a journey towards:

- knowing God, in truth and relationship,
- knowing yourself, in personality and character, in abilities and gifts,
- knowing the world, in its beauty, diversity and pain.

Introduction

Outtatown Discipleship School, a program of CMU, provides an intensive, experiential off-campus program. It is an opportunity to introduce students to personal and global perspectives that will broaden their world view, build strong character, develop leadership potential, and form an excellent introduction to further study alternatives.

This is a demanding program; physically, spiritually and mentally, where learning takes place seven days a week. At times the learning will take place in conventional classroom situations under the guidance of an instructor, but often the learning will take place in unconventional ways through experience learning cycles. Placed within a mentoring environment, student learning will be guided by the collective educational goals and objectives of the program as well as through the students' establishment of their own individual goals and objectives.

With the world as their classroom, students' learning will occur through lectures by visiting instructors, selected readings, mentoring provided by site leaders, discussions with peers, the insights of many people they encounter, and experiences that become part of the collective educational opportunity. Then, through research, study, discussion, assignments, and personal journaling, students will be challenged to identify and articulate what they have learned, forming a foundation for further education and enquiry.

Many students find that the unique educational approach used in this program contributes to a renewed "joy of learning" and to a greater sense of purpose for further education. Experiencing some of the great needs in the world first hand, discovering one's own gifts and passions within a caring community, and developing confidence, relational skills, and strength of character – these can all contribute to clarity about direction in life.

Program and Community Structures

Mentoring communities of approximately thirty students and four leaders become the context for learning and accountability. Site leaders meet with designated students

regularly for personal mentoring sessions. Peer mentoring groups (same gender) are designed to encourage mutual accountability, and small groups (mixed gender) are formed for service, sharing, discussion and social experiences. These mentoring relationships and group assignments are maintained throughout the program. Two full year programs include a first semester in Canada along with a second semester in either Guatemala, or South Africa.

Academic Programs

Outtatown Guatemala or Outtatown South Africa (two-semester programs)

First Semester in Canada

The first semester is twelve weeks long and begins in September. Students gather at CMU in their assigned groups and begin to form community accountability structures and guidelines while on a canoe trip in the Canadian wilderness. It is an ideal context for interdependence and a move toward simplicity in the natural environment. Various instructors join the students for sessions throughout the semester, beginning in the second week. Issues of urban poverty and ethnicity are explored in urban Winnipeg. At camp and retreat centers in the Alberta area, students explore the Canadian Rockies and receive instruction in an intensive series on becoming men and women of character and faith. The last sessions take place in BC, with an urban plunge in Vancouver, and one week of living and serving with an aboriginal community. On the return trip to Winnipeg, Banff is used as a location for debriefing. Students return to Winnipeg in time for a Christmas vacation.

Second Semester in Guatemala

The group will fly to Guatemala City in January for the start of a full second semester (12-13 weeks). After a brief retreat to gain some cultural perspectives, the students are assigned to Spanish host families in the Antigua area for approximately half their time in Guatemala. They study Spanish in the mornings at a local Spanish School (Mundo). During the afternoons and evenings, students take on various ministry assignments and engage the culture. At mid-semester the group takes a break from their Spanish studies and participates in a wide variety of service and learning projects with local and international organizations. The group will also explore the country, with visits to the Mayan ruins of Tikal, the waterfalls of Semuc Champey, the Caribbean beaches on the Pacific coast, and the black sand beaches on the Atlantic coast. Adventure opportunities include hiking in the rainforest, climbing a live volcano, surfing and snorkelling. The final weeks in Guatemala and additional time in Canada is spent in debriefing, reviewing what has been learned.

Second Semester in South Africa

Second semester (12-13 weeks) begins with a retreat outside Johannesburg. Over a period of two weeks students learn about the culture, history, cultural diversity and struggles of the South African people. Learning takes place in classroom settings with lectures by pastors, community leaders, professors and politicians who were active during the Apartheid era, and through cultural immersion at music workshops, church services, community service projects, museums and visits to memorial sites where many died in the struggle for freedom. Students then move down to Cape Town where they study Conflict Resolution and learn about the methods taken to deal with the atrocities of the past. Over the next two months, the group will travel along the coast toward Durban, and then back to Johannesburg. In each area they visit townships and villages, working with ministry partners to learn and serve in these communities. Throughout the semester, students spend significant time with each of the four main people groups (White, Black, Colored and Indian) in order to learn about the South African experience from different perspectives. Students experience the beauty and adventure of South Africa along the way through opportunities such as hiking, bungee jumping and surfing in the Atlantic and Indian Oceans. Significant time is spent in debriefing what has been experienced on the program to ensure that educational goals have been met and that transfer into further home and study environments is successful.

Earning Credit through the Outtatown Discipleship School

These are an intensive full-time university programs with a strong focus on experiential learning. Students who meet the requirements for admission into CMU's baccalaureate programs and successfully complete the Outtatown program will earn eighteen credit hours in the two-semester programs.

1. BTS-1010/6 Christian Foundations—6 credit hours
2. PRAC-1010/6 Cross-Cultural Service Learning—6 credit hours
3. EITHER LANG-1211/3 Beginning Spanish I & LANG-1221/3 Beginning Spanish II (Guatemala program)—6 credit hours
OR GEOG-1100/6 Culture, Conflict and Transformation in Southern Africa—6 credit hours

Students should inquire to learn how these credits apply to a particular CMU degree. Most degree programs at CMU have space to incorporate all of these credits. However, a few degree programs have so many specified requirements that they do not have space for all of the credits earned through Outtatown (e.g., the Bachelor of Music Therapy).

Option to Register as Auditing Student

In exceptional circumstances, an Outtatown student may apply to audit the program. Students who audit the program do not earn credit. Students who wish to exercise this option must request it in writing (email or letter) prior to January 31 of their program year.

Auditing students must pay the same tuition fees and complete the same program requirements (classes, assignments, etc.) as students who are earning credit. Students who choose to audit the program will not be able to receive credit for the program at any time in the future, either at CMU or any other institution.

Students should also take into account the following financial considerations when making decisions about auditing. Auditing students will not be eligible for student loans, nor will they receive a T2202A tax receipt for tuition fees.