



2025/26 Academic Calendar

For CMU's Graduate Programs
at Shaftesbury Campus



Canadian Mennonite University

A member of Universities Canada

2025/26 Academic Calendar Graduate Studies

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Academic Schedule 2025/26

Schedule at Shaftesbury Campus

Fall Semester 2025

September 2	Opening convocation and academic orientation for ALL students
September 3	First day of fall semester
September 12	Last day of course change period for classes beginning in September
September 30	National Day for Truth and Reconciliation (university closed)
October 13	Thanksgiving Day (university closed)
November 10-14	Fall Reading Week (no classes)
November 11	Remembrance Day (university closed)
November 18	Last day for voluntary withdrawal from fall courses without academic penalty
December 2	Last day of regularly scheduled fall courses
December 3 (Wednesday)	Classes held according to a Monday schedule
December 4 (Thursday)	Classes held according to a Tuesday schedule
December 5	Reading day (no classes)
December 8-19	Examination days (excluding December 14)
December 19	End of fall semester
December 24-January 1	University closed

Winter Semester 2026

January 2	University services open
January 5	First day of classes for winter semester
January 14	Last day of course change period for courses beginning in January
February 16	Louis Riel Day (university closed)
February 16-20	Winter Reading Week (no classes)
March 20	Last day for voluntarily withdrawal from all full-year and winter-semester courses without academic penalty
April 2	Last day of regularly scheduled winter courses
April 3	Good Friday (university closed)
April 6 (Monday)	Classes held according to a Friday schedule
April 7-8	Reading days (no classes)
April 9-22	Examination days (excluding April 12 and 19)
April 22	End of winter semester
April 25	Convocation

Spring/Summer Semester 2026

April 27	Spring/summer semester begins
May 18	Victoria Day (university closed)
July 1	Canada Day (university closed)
August 3	Terry Fox Day (university closed)
August 30	Spring/summer semester ends

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The University

Canadian Mennonite University is an innovative Christian university, located in Winnipeg, Manitoba. Chartered by the Province of Manitoba in 1998, CMU builds on a foundation of over 50 years of Mennonite higher education in the province, combining the resources of three colleges: Canadian Mennonite Bible College, Concord College, and Menno Simons College.

CMU is situated in a residential setting on about forty-four acres in the southwestern part of Winnipeg. It serves a growing student body of over 600 students of diverse backgrounds from across Canada and around the world.

CMU offers six baccalaureate programs: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Music Therapy, Bachelor of Science, and Bachelor of Social Work. All baccalaureate programs are designed to give students solid grounding in their chosen areas of specialization, significant depth in biblical and theological studies, and contexts for working at integrating faith with all areas of learning.

Through its Graduate School of Theology and Ministry (at Shaftesbury Campus), CMU offers a Graduate Certificate in Christian Studies, the Master of Arts in Theological Studies, Christian Ministry, or Spiritual Care, as well as a Master of Divinity. CMU has two additional graduate programs: (1) a Master of Arts in Peace and Collaborative Development and (2) a Master of Business Administration, the latter of which is offered in collaboration with Eastern Mennonite University, and Goshen College. For detailed information about these programs, see CMU's website and its Graduate Studies Academic Calendar.

CMU offers Conflict Resolution Studies (CRS) and International Development Studies (IDS) through its Menno Simons College (MSC) program, in affiliation with the University of Winnipeg. The two majors are fully integrated into the Bachelor of Arts curriculum at the University of Winnipeg. All courses offered through the MSC program are open to the University of Winnipeg students and are subject to the University of Winnipeg Senate approval and policies. Through the MSC program, CMU endeavors to build an intentional learning community for students interested in issues of peace, community development, and social justice.

In its pursuit of knowledge and in all its educational activities, CMU strives for open inquiry on the one hand, and for commitment to the Christian faith on the other. It is CMU's hope that its faculty, staff, and students will become people whose capacity to articulate the truth and whose passion for peace and justice will be instrumental in creating a better society.

In Fall of 2008, CMU became a member of Universities Canada. This association establishes principles for quality assurance of academic programs. CMU's membership in it provides greater access for its faculty to research funding, and for students it facilitates transfer of credit to other member institutions and admission to professional and graduate schools.

CMU's Mission Statement

Canadian Mennonite University is an innovative Christian University, rooted in the Anabaptist faith tradition, moved and transformed by the life and teachings of Jesus Christ. Through research, teaching, and service, CMU inspires and equips for lives of service, leadership, and reconciliation in church and society.

Section I: Graduate Studies at CMU

Admission and Registration

Application Procedure

- **Students should apply online**, using the [application form](#) available on the CMU website.
- **All application materials** should be submitted to the Graduate Studies Admissions Office. In order to be considered for admission, students must submit the following:
 - Completed application form.
 - Original, official, final transcripts from all post-secondary institutions attended. Applicants who are enrolled in post-secondary studies at the time of application may submit an official, interim transcript with the application for conditional admission. Applicants who studied and obtained credentials at an institution outside Canada or the United States are required to submit their transcripts via a World Education Services (WES) Course-By-Course International Credential Advantage Package (ICAP) report. This applies to both international applicants and domestic applicants who studied abroad.
 - An application fee as applicable to the program.
 - Reference forms applicable to the program of application.
 - Applicants to the MBA program are also required to provide a resume.
- **Receipt of applications** will be acknowledged in writing.
- **Applicants will be advised** of their admission status by letter from the Graduate Studies Admissions Office.

Admission to Graduate Programs

Each graduate program at Canadian Mennonite University has specific admission standards. Admission standards can be found in the section specific to each program.

In response to educational challenges due to the onset of COVID-19, many institutions approved temporary grade policies altering how credit is awarded for courses. For admissions purposes, CMU will assess these transcripts in the following ways:

- If the sending institution is not including a course with a pass grade in their CGPA calculations, CMU will not include it in calculations for admissions purposes. The course will not be counted in the calculation of the final 60 credit hours of course work.
- If the sending institution is not including a course with a failed grade in their CGPA calculations, CMU will not include it in calculations for admissions purposes. The course will not be counted in the calculation of the final 60 credit hours of course work.

CMU will apply the above admissions rules under the following conditions:

- The courses were completed in one of the following semesters: winter 2020, spring 2020, fall 2020, winter 2021.
- The courses are from an institution that implemented a temporary pass/no credit policy due to educational challenges related to COVID-19 during the semester the course was completed.
- The course would normally be assigned a letter grade with a corresponding GPA equivalent.

International applicants whose primary language is not English must also demonstrate proficiency in English through one of the following tests or programs:

1. Test of English as a Foreign Language (TOEFL):
 - A minimum score of 550 (paper-based) with no less than 50 in each component
 - or a minimum score of 213 (computer-based) with no less than 17 in each component
 - or a minimum score of 80 (internet-based) with no less than 19 in each component
 - or a minimum score of 80 (internet-based Special Home Edition) with no less than 19 in each component
2. International English Language Testing System (IELTS):
 - Academic Module in-person: Minimum band score of 6.5, with no less than 6.0 in each individual component.
 - Academic Module IELTS Indicator: Minimum band score of 6.5, with no less than 6.0 in each individual component.
3. CanTest:
 - An average score of 4.5 in Listening and Reading and a score of 4.0 in Writing

4. Cambridge English Assessment Scale:
 - A minimum score of 180 (C) on the C1 Advanced or a minimum score of 200 (C) on the C2 Proficiency Test.
5. MELAB (Michigan English Language Assessment Battery):
 - Minimum score of 80%
6. CAEL (Canadian Academic English Language Assessment):
 - Computer and Online: Minimum score of 60
7. PTE (Pearson Test of English – Academic):
 - Minimum of score of 58
8. Successful completion of the AEPUCE (Academic English Program for University and College Entrance) offered at the University of Manitoba or a comparable program at a recognized university.
9. Successful completion of Academic Level 5 in the English Language Program (ELP) at the University of Winnipeg with a minimum C+ in English and a minimum C in all other components.
10. ESP (English for Specific Purposes Program) at the University of Winnipeg with a Minimum C+ in Academic Writing 1 and 2.

Transfer Credit

Students may be eligible to transfer relevant graduate courses from other institutions. The number of credits that can be transferred is limited by CMU's degree and residency requirements.

In response to educational challenges due to COVID-19, many institutions approved temporary grade policies in which a generic "pass" grade has been awarded in lieu of a letter grade and in which the pass course is not considered in the GPA. CMU will consider these courses as meeting the minimum threshold for transfer credit under the following conditions:

- The courses were completed in one of the following semesters: winter 2020, spring 2020, fall 2020, winter 2021.
- The courses are from an institution that implemented a temporary pass/no credit policy due to educational challenges related to COVID-19 during the semester the course was completed.
- The course would normally be assigned a letter grade with a corresponding GPA equivalent.

Admission as Extended Education Students

Students may choose to take courses at the graduate level through the extended education department. Students are invited to take courses through extended education in the following areas:

- Peacebuilding and Collaborative Development
- Theology and Ministry

To apply, applicants must complete the [Extended Education Online Application Form](#). There are *four* categories of extended education students:

Auditing: A person interested in taking a few courses for personal or professional interest but not for academic credit may apply. Admission is based on completion of a baccalaureate degree or relevant life experience. Auditing students will attend classes regularly. Participation in class discussion and completion of assignments is at the discretion of the instructor. A student will not receive a grade in the class. Auditing students may audit only those courses approved by the Registrar's Office. Official transcripts of the most recently completed post-secondary degree are required.

For Credit: Students who wish to take a few courses for credit on a part-time basis may apply as Extended Education students. Admission is based on completion of a baccalaureate degree with a minimum GPA of 3.0 or relevant life experience. They may register for a maximum of six credit hours per semester. They may complete a maximum of fifteen credit hours as an Extended Education student, after which they have the option of applying for admission to a graduate program. Directed studies, independent studies, and supervised ministry experience courses are not available to Extended Education students. Official transcripts of the most recently completed post-secondary degree are required.

Visiting Students: Students currently enrolled in a program of study at other post-secondary institutions may take courses at CMU with permission from their home institutions. Official transcripts are not required. Students are restricted to taking only courses listed on the letter of permission. Directed studies, independent studies, and supervised ministry experience courses are not available to Extended Education students.

Supervised Psychospiritual Education Students: Non-degree students who have been admitted into a unit of Supervised Psychospiritual Education in Manitoba can register at CMU as Extended Education students. Admission is based on a letter of admission from the SPE unit.

Overview of Academic Programs

Graduate School of Theology and Ministry

- Master of Divinity (81 credit hours)
- Master of Arts in Christian Ministry (60 credit hours)
- Master of Arts in Spiritual Care (48 credit hours)
- Master of Arts in Theological Studies (60 credit hours)
- Graduate Certificate in Christian Studies (24 credit hours)

Master of Arts in Peacebuilding and Collaborative Development (30 credit hours)

Master of Business Administration (36 credit hours)

Section II: Graduate School of Theology and Ministry

Program Co-Directors: Sheila Klassen-Wiebe, PhD and Andrew Dyck, PhD

The Graduate School of Theology and Ministry (GSTM) reflects CMU's mission "to inspire and equip for lives of service, leadership and reconciliation in church and society."

The GSTM will be of interest to a variety of prospective students:

- those who wish to explore or strengthen their capacity for ministry;
- those who wish to prepare for a graduate program (PhD) in preparation for an academic and teaching career;
- those who wish to test their vocational direction or, for personal reasons, wish to immerse themselves in graduate theological studies.

Specializations

The GSTM offers two Master programs: Master of Divinity and Master of Arts. The Master of Arts includes three specializations or concentrations: Christian Ministry, Spiritual Care, and Theological Studies. It also offers a Graduate Certificate in Christian Studies. Students may pursue these programs as full-time or as part-time students.

Affiliations and Relationships

The GSTM's primary constituencies include provincial and national conference bodies of the Mennonite Church and the Mennonite Brethren, and also relates to the Evangelical Mennonite Conference, and the Evangelical Mennonite Mission Conference. In delivering courses, the GSTM works ecumenically with a range of institutional and ecclesial partners across Canada.

Mennonite Brethren Graduate Theological Education Track

This track allows Mennonite Brethren students to receive a degree both from CMU and MB Seminary. Details regarding this learning track may be obtained from the GSTM Co-Directors, or from one of the Mennonite Brethren theological faculty. Students wishing to register for this track may do so when they apply for admission, or when they are partway through their program.

Admission

Students seeking admission must be qualified to engage in graduate-level theological study. It is expected that successful applicants will have completed a baccalaureate degree from a recognized university or college and will have attained a minimum GPA of 3.0 (B).

Professional Code of Conduct Statement for Master of Divinity (MDiv), Master of Arts in Christian Ministry (MACM), and Master of Arts in Spiritual Care (MASC) Students

CMU Graduate programs in ministry (MDiv, MACM, and MASC) recognize the importance of a code of conduct for those students enrolled in its professional programs. CMU cannot be solely responsible for determining who is suitable for entering ministry vocations. That responsibility ultimately lies with denominations and particular organizations that are involved in hiring for chaplaincy or other ministry-related positions. Nevertheless, in partnership with these entities, CMU has a role to play in discerning who is suitable, or not suitable, for working in ministry settings. How does this take place?

CMU's standards of professional and personal conduct for GSTM students in the MDiv, MACM, and MASC programs are defined by the GSTM committee, drawing on those of Mennonite Church Canada, Mennonite Brethren Church of Manitoba, and Canadian Conference of Mennonite Brethren Churches. These standards are reviewed by Curriculum Committee and approved by Senate.

Process of Evaluation at Admissions: In the application process for the MACM, MASC, and MDiv programs, prospective students are made aware of the fact that there are heightened expectations regarding their professional suitability. In the admissions process, students are required to include a personal statement regarding goals and objectives, while reference

forms explicitly ask referees to reflect on the applicant's suitability for training in ministry, including their ability to maintain professional standards of ministry practice, spiritual practices, and involvement in their faith community. Student applications are evaluated by the GSTM committee. Prospective students who do not meet academic or professional standards are not admitted into CMU ministry programs. Once admitted, students will be required to review and agree to abide by the code of conduct.

Continuance

Through various interactions and courses--particularly through courses such as BTS-5491 Vocation and Calling, BTS-5920 Supervised Ministry Experience, and BTS-5493 Discerning for Ministry, the MACM and MDiv programs seek to guide and evaluate students in determining their capacity to participate effectively in ministry.

During a GSTM student's program, if a student is not meeting professional or personal standards, the GSTM committee reserves the right to require that the student change their program at CMU or be suspended from the program. If suspended, a note indicating the suspension will be placed on the student's transcript.

Reinstatement and Appeal Process

The student may apply for reinstatement into the MDiv, MACM, or MASC programs after a minimum period of one year. The student will need to demonstrate how they have addressed the issues that led to suspension from the program. The appeal will be made in writing and submitted to the GSTM Co-Directors.

If a student believes the removal or suspension from the program is unjust, the student has the right to appeal within 15 days after receiving notice of the decision. The written appeal will be directed to the Academic Student Issues Committee (ASIC) and submitted to the Registrar.

Application Due Dates

Canadian and US Students:

May 31 – To begin classes in the fall semester

August 31 – To begin classes in the winter semester

International Students:

March 31 – To begin classes in the fall semester

June 30 – To begin classes in the winter semester

Students who have missed the due dates should be in touch with the Associate Registrar of Graduate Studies.

Advanced Standing or Transfer Credit

Graduates from CMU may be eligible for advanced standing if they have completed (1) a four-year Bachelor of Arts with a major in Biblical and Theological Studies (or its equivalent) or (2) relevant courses at the graduate level at CMU. Students who have completed similar work at other post-secondary institutions may be eligible for transfer credit. The amount of advanced standing or transfer credit is limited by the residency requirement.

Faculty Advisor

When a student is admitted to the program, a faculty advisor will be assigned to assist the student in selecting courses and to serve as a general resource to the student on academic matters.

Admission as Extended Education Students

Students may take courses in the Graduate School of Theology and Ministry through Extended Education. For more information, see the SECTION I: ADMISSION AND REGISTRATION of this calendar.

Academic Load

Full-time status is defined as a minimum of 6 credit hours per term. A full load is 9 credit hours per term. Full-time or part-time status is determined each term for the fall and winter terms. Spring/summer term is a scheduled break and enrolling in

spring/summer courses is optional. A student may register for an overload (greater than 9 credits) with the approval of their faculty advisor or program director.

Methodology Courses and the Requirement in the Master of Arts in Theological Studies (MATS) program

Students enrolled in the MATS program are required to take a methodology course. Methodology courses are attentive to the different ways in which scholars approach their subject areas and disciplinary fields. Courses of this nature are important for academic study, and for those students pursuing professional careers and vocations. At CMU, it is understood that courses taught within the theological disciplines provide the best context for addressing methodological questions and issues. Each year, a select number of courses are offered that fulfill the methodology requirement for the MATS program. Occasionally, special methodology courses that concentrate on methods and approaches employed in thesis writing within specific disciplines may also be offered. The course descriptions for these methodology courses will include information regarding the way in which the methodology requirement is achieved.

Academic Programs

Master of Divinity

Admission requirements:

A baccalaureate degree with a minimum GPA of 3.0 (B)

Residency requirement:

41 credit hours

Curriculum requirements:

A minimum of 81 credit hours

Distribution Requirements – 57 credit hours in:

Bible – 15 credit hours, including:

- 3 credit hours focus on the Pentateuch
- 3 credit hours in either the Prophets, Psalms, or Wisdom Literature
- 3 credit hours focus on the Gospels
- 3 credit hours focus on an Epistle or book or collection of NT books other than the Gospels
- 3 credit hours in Biblical Languages

Theology, History of Christianity – 15 credit hours, including:

- 3 credit hours History of Christianity survey
- 3 credit hours on Central Christian Teachings
- 3 credit hours on Christian Ethics

Practical Theology – 9 credit hours from three of the following areas:

- Pastoral Care
- Mission and Evangelism
- Spiritual Formation
- Preaching
- Worship Arts

Ministry Formation – 18 credit hours as follows:

- BTS-5330 Foundations for Christian Ministry
- BTS-5491 Vocation and Calling
- BTS-5492 Theological Reflection in Ministry
- BTS-5493 Discerning for Ministry
- Field Education
- BTS-5920 Supervised Ministry Experience
- BTS-5930 Ministry in Context: Field Project

Electives – 24 credit hours

3 credit hours must come from outside of BTS and a maximum 9 credit hours may be taken outside of BTS.

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. Courses offered by CMU faculty or by instructors visiting at CMU, whether on campus or online, will count toward the residency requirement. Courses taken from MB Seminary to meet the MB GTE requirements will also count toward the residency requirement to a maximum of nine credit hours.
3. Students may include up to 9 credit hours of introductory biblical languages within the electives of their program from the following list:
 - BTS-5200 Elementary Biblical Hebrew I
 - BTS-5210 Elementary Biblical Hebrew II
 - BTS-5230 Elementary Biblical Greek I
 - BTS-5240 Elementary Biblical Greek II
4. Students must include 3 credit hours and may include up to 9 credit hours of electives outside of BTS. Students will submit the proposed course(s) and rationale to their faculty advisor for approval. If the course is normally delivered at the undergraduate level, the instructor needs to be willing to have a graduate student in the class and to develop a graduate-level syllabus.
5. Students who are in the MB GTE track must complete 9 credit hours with MB content as determined by the MB GTE Committee. The list of such courses can be obtained from the GSTM Co-Directors or from MB Theological Faculty.

6. In addition to Supervised Ministry Experience and the Ministry in Context: Field Project course requirement totaling 12 credit hours of Field Education, students may receive credit for an additional 12 credit hours of field education as electives within the program. A maximum of 3 credit hours can be earned from 1-credit-hour modular courses.
7. A student may consider writing a thesis or field research project as an elective equivalent to 6 credit hours. A student who wishes to write a thesis or field research project should contact their faculty advisor in the first semester of their program. Normally, students wishing to write a thesis in biblical studies must demonstrate an appropriate level of competence in the pertinent biblical languages. Students who complete a 6-credit hour field research project are not required to complete the 3-credit hour Ministry in Context: Field Project.
8. Students who have at least 10 years of relevant ministry experience may request to complete 6 credit hours of Supervised Ministry Experience (instead of the usual 9 credit hours) and a 6-credit hour field research project (instead of the usual 3 credit hours).
9. BTS-5330 Foundations for Christian Ministry should be taken within the first 30 credit hours of the program.
10. In the area of Bible, one thematic course may substitute for one specific requirement of the Old Testament, and another thematic course may substitute for one specific requirement of the New Testament. A thematic course does not substitute for the biblical language requirement.

Master of Arts in Christian Ministry

Admission requirements:

A baccalaureate degree with a minimum GPA of 3.0 (B)

Residency requirement:

30 credit hours

Curriculum requirements:

A minimum of 60 credit hours

Distribution requirements – 45-48 credit hours in:

Bible – 12 credit hours, including 3 credit hours in each of Old and New Testament

Theology, History of Christianity – 12 credit hours, including 3 credit hours in each of Theology and History of Christianity

Practical Theology – 12 credit hours

Ministry Formation – 9-12 hours, including

BTS-5330 Foundations for Christian Ministry

BTS-5340 Ministry Discernment Process

One of the following two tracks:

1. Option for Supervised Ministry Experience – 6-9 credit hours, including

BTS-5910 Supervised Ministry Experience OR

BTS-5920 Supervised Ministry Experience

2. Option for Field Research – 9 credit hours including

BTS-5900 Research and Methodology

BTS-6020 Field Research Project or Thesis

Electives – as required to reach a total of 60 credit hours

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. Courses offered by CMU faculty or by instructors visiting at CMU, whether on campus or online, will count toward the residency requirement. Courses taken from MB Seminary to meet the MB GTE requirements will also count toward the residency requirement to a maximum of 9 credit hours.
3. A student may consider writing a thesis or field research project as an elective equivalent to 6 credit hours. A student who wishes to write a thesis or field research project should contact their faculty advisor in the first semester of their program. Normally, students wishing to write a thesis in biblical studies must demonstrate an appropriate level of competence in the pertinent biblical languages.
4. Students may include up to 9 credit hours of Supervised Ministry Experience (SME) within the program. In addition, students may include up to 12 credit hours of field education as electives within the program.
5. BTS-5330 Foundations for Christian Ministry must be taken within the first 30 credit hours of a student's MA in Christian Ministry program.
6. Students may take up to 6 credit hours in biblical languages to meet their core Bible requirements. Additional biblical language courses may be taken as electives.

7. Students may include up to 9 credit hours of electives outside of biblical and theological studies. Students will submit the proposed course(s) and rationale to their faculty advisor for approval. If the course is normally delivered at the undergraduate level, the instructor will need to agree to develop an appropriate syllabus that matches graduate expectations.
8. Students who are in the MB GTE track must complete 9 credit hours with MB content as determined by the MB GTE Committee. The list of such courses can be obtained from the GSTM Co-Directors or from MB Theological Faculty.
9. A maximum of 3 credit hours can be earned from 1-credit-hour modular courses.

Ministry Discernment Process

Background and Purpose

The Graduate School of Theology and Ministry is committed to walking with students through their educational career and providing support through discernment, affirmation, and counsel. The Ministry Discernment Process is designed to integrate the student's development and to assess readiness for ministry. This process of discernment is a prerequisite for graduating with a Master of Arts – Christian Ministry concentration.

The discernment process has several foci: discernment and affirmation of gifts; identification of strengths and growth areas in the domains of spiritual practices, personal styles and skills; processing the fit between vocational direction and gifts/strengths; offering counsel regarding particular questions which the student or group considers important; overall assessment of the student's readiness for ministry.

Discernment Process

The student, in consultation with the faculty advisor, arranges for the discernment group to meet in January prior to the April graduation date. The discernment group is composed of 1) the faculty advisor; 2) one other faculty member; 3) the field education supervisor; 4) a conference or church representative; 5) a student in CMU's MA program; 6) other participants as appropriate. The student and Advisor should agree on a time (1.5-hour block) and place of meeting. The faculty advisor chairs the meeting. The student is expected to provide a Self-Assessment document of about 3000 words to all members of the group one week prior to the meeting. The Discernment Process may begin with a 15-minute presentation by the student that highlights, or explains further, some aspects of the Self-Assessment document.

The Self-Assessment Document

The following should be considered:

1. Self-assessment of personality, relationship with others, management of daily life, and matters related to self-care.
2. Personal encounter with the triune God, and practices of spiritual disciplines and communal worship.
3. Identification of strengths and growth areas relative to leadership practices such as the following: preaching and teaching; leading in worship; administration and vision building; counselling and pastoral care; mission and evangelism.
4. Sense of call and vocational plans.
5. Areas of growth while attending the Graduate School and strategies for life-long learning.
6. Plan for continuing education after graduation.

Report of Discernment Process

The faculty advisor will write a report to be completed by mid-February providing a record of the discernment process. The Report will be made available to all participants of the discernment process including the student.

Contents of the Report (1000 words maximum)

1. Student's name, the names of the participants, and the date of the discernment meeting.
2. A summary of the self-assessment.
3. A list of the key points given by the group paying special attention to the following areas:
 - What are the student's strengths as a person?
 - What are the student's ministry gifts?
 - What are the student's vocational/skill strengths?
 - Areas for further development
 - Vocational counsel
 - What kinds of ministries, settings, or positions did the group suggest the person pursue on a short-range basis? On a long-range basis?
 - Areas of additional counsel
 - A concluding statement regarding readiness for ministry
 - With the student's permission the Report will be submitted to the Co-Directors and placed in the student's file.
 - The faculty member is required to inform the Registrar's Office regarding the outcome of the discernment process.

- Once notified, Registrar's Office will add the Ministry Discernment Process to the student's transcript.

Master of Arts in Spiritual Care

The MA in Spiritual Care is in alignment with the Canadian Association of Spiritual Care's (CASC) academic requirements for certification as a spiritual care practitioner and includes the first two basic units of Supervised Psychospiritual Education (SPE).

Admission requirements:

A baccalaureate degree with a minimum GPA of 3.0 (B)

Residency requirement:

36 credit hours

Curriculum requirements:

A minimum of 48 credit hours

Distribution Requirements – 42 credit hours in:

Sacred Texts – 6 credit hours, including 3 credit hours in each of Old Testament and New Testament

Historical Studies of Faith Community/Tradition – 3 credit hours

Teaching and Tenets of Faith – 3 credit hours

Studies in Ethics – 6 credit hours

Spiritual Care Practice and Competencies – 21 credit hours including:

BTS-5950 Supervised Psychospiritual Education CPE Unit 1 - 6 credit hours

BTS-5951 Supervised Psychospiritual Education CPE Unit 2 - 6 credit hours

BTS-5330 Foundations for Christian Ministry - 3 credit hours

BTS-5360 Pastoral Care - 3 credit hours

PSYC-XXXX Counselling - 3 credit hours

Professional Ethics - 3 credit hours

BTS/MUSC/PSYC-XXXX Professional Ethics- 3 credit hours

Electives – 6 credit hours

Area/Thematic Requirement: 3 credit hours in Indigenous Studies

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. A maximum of 3 credit hours can be earned from 1-credit-hour modular courses.

Master of Arts in Theological Studies

Admission requirements:

A baccalaureate degree with a minimum GPA of 3.0 (B)

Residency requirement:

30 credit hours

Curriculum requirements:

A minimum of 60 credit hours

Distribution Requirements – 30 credit hours in:

Bible – 12 credit hours, including 3 credit hours in each of Old and New Testament

Theology, History of Christianity – 12 credit hours, including 3 credit hours in each of Theology and History of Christianity

Practical Theology – 3 credit hours

Methodology – 3 credit hours

Electives – 30 credit hours

Thesis Option: Students may propose to write a thesis equivalent to 6 credit hours. Credits earned by way of the thesis will reduce the elective requirement. See note 4, below.

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. Courses offered by CMU faculty or by instructors visiting at CMU, whether on campus or online, will count toward the residency requirement. Courses taken from MB Seminary to meet the MB GTE requirements will also count toward the residency requirement to a maximum of nine credit hours.
3. Normally, students wishing to write a thesis in the area of biblical studies must demonstrate an appropriate level of competence in the pertinent biblical languages, whether Hebrew or Greek.
4. A student may consider writing a thesis or field research project as an elective equivalent to 6 credit hours. A student who wishes to write a thesis or field research project should contact their faculty advisor in the first semester of their program.
5. Students may include up to 12 credit hours of field education as electives within the program.
6. Students may include up to 9 credit hours of electives outside of Biblical and Theological studies. Students will submit the proposed course(s) and rationale to their faculty advisor for approval. If the course is normally delivered at the undergraduate level, the instructor needs to be willing to have a graduate student in the class and develop a graduate-level syllabus.
7. Students may take up to 6 credit hours in biblical languages to meet their core Bible requirements. Additional biblical language courses may be taken as electives.
8. Students who are in the MB GTE track must complete 9 credit hours with MB content as determined by the MB GTE Committee. The list of such courses can be obtained from the GSTM Co-Directors or from MB Theological Faculty.
9. A maximum of 3 credit hours can be earned from 1-credit-hour modular courses.

Graduate Certificate in Christian Studies

Admission requirements:

A baccalaureate degree with a minimum GPA of 3.0 (B)

Residency requirement:

12 credit hours

Curriculum requirements:

A minimum of 24 credit hours

Distribution requirements – 9 credit hours in:

Bible – 3 credit hours

Theology, History of Christianity – 3 credit hours

Practical Theology – 3 credit hours

Electives – as required to reach 24 credit hours

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 2.5. This includes any additional courses required as a condition of admission.
2. Students may include up to 6 credit hours of field education within the program.
3. A maximum of 3 credit hours can be earned from 1-credit-hour modular courses.
4. Students who are in the MB GTE track must complete 3 credit hours with MB content as determined by the MB GTE Committee. The list of such courses can be obtained from the GSTM Co-Directors or from MB Theological Faculty.

Course Descriptions

For more detailed descriptions of the courses from this list being offered in any particular academic session, please see the website at cmu.ca.

Undergraduate students who are completing four-year majors in Biblical and Theological Studies and who have maintained a minimum GPA of 3.5 over 60 credit hours of studies at CMU may apply to the Graduate School of Theology and Ministry Co-Directors for admission to 5000-level courses to fulfill requirements within their majors, if the courses are not available at the 4000-level.

BTS-5268 Disruptive Good News: The Church in Acts (3.0 credit hours) The church in the Acts of the Apostles is accused of “turning the world upside down” (Acts 17:6). The Holy Spirit blows through the church, often turning it upside down. This course will examine how the good news of Jesus’ life, death, and resurrection disrupted people’s lives, social conventions, religious beliefs, and systems of power, even as it birthed a Spirit-empowered community of faith that continues in the church today. The emphasis will be on a literary, theological, and pastoral reading of Acts, rather than on historical exegetical issues. Throughout the course we will ask how the contemporary church can learn from and be challenged by this disruptive good news. *BTS Category: Bible New Testament*

BTS-5000 The Old Testament: A Theological Introduction (3.0 credit hours) This course provides a general introduction to the Old Testament focussing on topics such as the historical and literary context, basic theological themes, methods of interpretation, and relevance for today. *BTS Category: Bible.*

BTS-5010 The New Testament: A Theological Introduction (3.0 credit hours) This course provides a general introduction to the New Testament focussing on topics such as the historical and literary context, basic theological themes, methods of interpretation, and relevance for today. *BTS Category: Bible.*

BTS-5040 Old Testament Exegesis and Interpretation (3.0 credit hours) This course explores a particular Old Testament book or body of literature with attention to matters such as literary design, content, social setting, theological perspective, methods of interpretation, and contemporary significance. *BTS Category: Bible.*

BTS-5050 New Testament Exegesis and Interpretation (3.0 credit hours) This course explores a particular New Testament book or body of literature with attention to matters such as literary design, content, social setting, theological perspective, methods of interpretation, and contemporary significance. *BTS Category: Bible.*

BTS-5080 Topics in Biblical Studies or Biblical Theology (3.0 credit hours) A study of selected writings or themes related to the Bible or biblical theology. Examples include covenant and community, exile and restoration, images of God and humanity, Christology, ecclesiology, eschatology, preaching biblical texts, unity and diversity, authority of the Bible, relationship of Old and New Testaments, the writings of a particular biblical scholar, etc. *BTS Category: Bible.*

BTS-5110 Pentateuch (3.0 credit hours) This course will focus on the first five books of the Hebrew Bible also known as the Torah. We will examine a number of introductory issues (such as composition and background) and give some attention to the Pentateuch’s major themes (creation, people, Exodus, war, covenant, law, sacrificial system, etc.). The course will also survey all five books in order to assess their theological significance both with respect to ancient Israel and the church today. *BTS Category: Bible.*

BTS-5120 Readings in Biblical Hebrew (3.0 credit hours) Translation and interpretation of selected Old Testament Hebrew passages. Increasing competence in vocabulary and grammar will be emphasized. *Prerequisite(s): BTS-5210. BTS Category: Bible.*

BTS-5130 Theology of the Book of Genesis (3.0 credit hours) As a book about beginnings, Genesis is foundational for both the biblical story and Christian faith. This course will explore themes such as creation, blessing, the problem of sin, God’s call, promise and fulfilment, and the formation of God’s people. The course will also examine how these themes contribute to the larger biblical story and Christian faith. *BTS Category: Bible.*

BTS-5135 Old Testament Theology (3.0 credit hours) The primary objective of this course is to articulate the notion of a theological centre and to verify how it is expressed in its various parts. This centre will be used as a principle of integration for the diversity of phenomena attested in the Hebrew Bible, as well as to facilitate the discussion of its theological and pastoral relevance. In addition, we will examine some of the Old Testament’s most critical issues such as: creation,

covenant, law, war, the sacrificial system, etc. Students will be challenged to develop their hermeneutical skills with regard to the literary specificity of the major sections of the Old Testament (Law, Prophets and Writings). *BTS Category: Bible.*

BTS-5136 Psalms (3.0 credit hours) This course examines the theological perspective of the Psalms taking into consideration, among other things, the broader Ancient Near Eastern literary context and the nature and shape of Hebrew poetry. Consideration will also be given to the various ways in which the Psalter can be used in preaching, teaching, counseling, spiritual formation, chaplaincy, corporate worship, and individual prayer. *BTS Category: Bible.*

BTS-5140 Readings in Biblical Greek (3.0 credit hours) Translation and interpretation of selected New Testament Greek passages. Increasing competence in vocabulary and grammar will be emphasized. *Prerequisite(s): BTS-5240. BTS Category: Bible.*

BTS-5170 Wisdom Literature (3.0 credit hours) In an age characterized by the absence of moral consensus, Hebrew wisdom literature can make a significant contribution to Christian faith, inviting a perspective on faith and a vision of authentic human life. In this course Job, Proverbs, Ecclesiastes, and Song of Solomon will be considered. *BTS Category: Bible.*

BTS-5180 Jews and Christians in Greco-Roman Society (3.0 credit hours) This course will study the development of Jewish and Christian self-definition during the formative years of the new community of Christians in the Greco-Roman world. The investigation will focus on Jewish religious and social life in the second temple period, the pre-Pauline Jewish Christian community, Paul and the launching of the Gentile world mission, the development of Christologies in the new communities, and the forces that separated the Christian and Jewish communities. *BTS Category: Bible.*

BTS-5190 Theology of Isaiah (3.0 credit hours) Isaiah is a book of hope rooted in the loving and persevering nature of God who has a project for Israel and all of humanity that finds its fulfillment in Jesus Christ. The course highlights Isaiah's historical context and major themes and also attends to the ways that the book is relevant for today. *BTS Category: Bible.*

BTS-5200 Elementary Biblical Hebrew I (3.0 credit hours) This course will introduce students to the fundamentals of biblical Hebrew grammar and vocabulary. Selected prose texts in the Hebrew Bible will be read and translated. *BTS Category: Biblical Languages.*

BTS-5210 Elementary Biblical Hebrew II (3.0 credit hours) A continuation of the fundamentals of biblical Hebrew grammar and vocabulary. Selected prose texts in the Hebrew Bible will be read and translated. *BTS Category: Biblical Languages.*

BTS-5230 Elementary Biblical Greek I (3.0 credit hours) This course will introduce students to the fundamentals of Koine Greek grammar and vocabulary. Selected prose texts in the New Testament will be read and translated. *BTS Category: Biblical Languages.*

BTS-5240 Elementary Biblical Greek II (3.0 credit hours) A continuation of the fundamentals of Koine Greek grammar and vocabulary. Selected prose texts in the New Testament will be read and translated. *BTS Category: Biblical Languages.*

BTS-5246 Biblical Languages for Exegesis (3.0 credit hours) This course introduces students to biblical Hebrew and Greek. It is designed for non-specialists looking for Hebrew and Greek language tools that facilitate study of the biblical text. The goal is to illuminate the characteristics and distinctive features of each language to help students evaluate commentaries, engage in advanced linguistic and semantic analysis, and use Bible computer programs and printed research aids. *BTS Category: Bible.*

BTS-5256 The Gospel of John (3.0 credit hours) This course will explore the literary character and theological message of the Gospel of John within its social historical context. Particular attention will be given to the Gospel's distinctive portrait of Jesus and the response that this Gospel invites from both ancient and modern readers. The course will investigate broad themes, engage students in close reading of specific texts, and examine prominent issues. *BTS Category: Bible.*

BTS-5266 The Gospel of Matthew (3.0 credit hours) This course will investigate the literary design, contents, social setting, and theological perspective of the Gospel according to Matthew. Its distinctive contribution to the canonical portrait of Jesus will be considered, as well as its place within the context of emerging Christianity and in the history of Christian theology. *BTS Category: Bible.*

BTS-5270 Romans (3.0 credit hours) This course examines Paul's letter to the Romans with special attention to matters such as (a) the overall shape of the letter's rhetorical and theological argumentation, (b) the interpretation of particular

sections of the letter, (c) the ecclesial, social, political context of the writing of the letter, (d) the context of the letter in Paul's life, ministry and thought, and (e) the meaning of this letter for contemporary Christian reflection. *BTS Category: Bible.*

BTS 5276 Paul and His Letters (3.0 credit hours) This course investigates the letters of Paul to discover how his thought guided the communities formed by his mission to the Gentiles. Attention will be given to Paul's sense of call, his central convictions, method of argument, opponents, approach to cultural diversity, and view of the Jewish law. *BTS Category: Bible.*

BTS-5278 James and the Sermon on the Mount (3.0 credit hours) The Sermon on the Mount and the Epistle of James both envision a way of life for followers of Jesus that is distinctive, demanding, and ultimately life-giving. They address some common themes: wealth and poverty, persecution, law, prayer, and speech ethics, to name a few. At the same time, James and the Sermon on the Mount are also very different, in terms of genre, style, canonical setting, and historical context. The person of Jesus figures very differently in each. This course will be a study of these two influential bodies of writing, with attention to overall literary structure, canonical context, social historical setting, theological themes, and ongoing relevance for Christian faith. *BTS Category: Bible.*

BTS-5280 Biblical and Theological Visions of the 'End' (3.0 credit hours) This course will examine various texts from the Hebrew prophets, Daniel, the Gospels, the letters of Paul, and the book of Revelation, to discern their vision of God's good future. The course will also explore various ways in which contemporary theologians spell out the significance of these visions for Christian faith, ethics, and mission. *BTS Category: Bible.*

BTS-5284 Bible and Emotion (3.0 credit hours) Are there good and bad emotions? Jesus is recorded as weeping in public, getting angry, extending kindness to children, and loving flowers. Similarly, other characters in the Psalms and elsewhere bring positive emotions like happiness and trust and negative emotions like sorrow and anxiety into community life. The course asks if human flourishing today is better enabled in allowing the manifestation of the full range of human emotions in religious and public life. *BTS Category: Bible.*

BTS-5290 Freedom, Liberation, and Politics in the Bible (3.0 credit hours) While freedom and liberation are words that are commonly used in global politics, they are also themes that animate the world of the Bible. This course will allow students to appreciate the Bible's positive politics, allowing for an exploration of freedom and liberation as common themes through a close reading of various biblical texts and stories alongside other secondary sources. *BTS Category: Bible. Cannot be held with the cross-listed course PCD-5580.*

BTS-5300 Christian Spirituality (3.0 credit hours) An introductory survey of various traditions and disciplines of Christian spirituality in the context of their historical development and contemporary expression. Students will be challenged to expand the scope of their understanding and practice of Christian spirituality as they engage and process the course material from within the context of their own religious traditions. *BTS Category: Historical Studies of Faith Community/Tradition, Practical Theology.*

BTS-5310 Topics in Practical Theology (3.0 credit hours) Courses not routinely taught will be offered from time to time. The content will vary and will be announced well in advance of student registration. *BTS Category: Practical Theology.*

BTS-5320 Anabaptist Spirituality (3.0 credit hours) The spirituality of sixteenth-century Anabaptists has shaped differing Mennonite denominations and inspired other Christian groups. This course traces key expressions of this 'radical Reformation' spirituality and considers how they are expressed in contemporary Christian contexts. Students will read writings about and by the first Anabaptists, pray Anabaptist prayers, and explore implications of Anabaptist spirituality for the students' own contexts. *BTS Category: Practical Theology.*

BTS-5330 Foundations for Christian Ministry (3.0 credit hours) This course provides students an opportunity to develop ministerial identity, self-understanding, and skills. The course explores biblical and theological foundations for Christian ministry in light of God's mission. It fosters self-awareness of gifts and competencies, temperament, limitations, and calling, and it teaches pastoral leadership for congregational rituals and practices. *BTS Category: Practical Theology.*

BTS-5331 Vital Leadership (3.0 credit hours) Rather than bemoaning the organizational (i.e., institutional) dimension of churches and Christian ministries as a necessary evil, or hindrance to faithfulness, what if the institutional life of Christian organizations was truly lifegiving? This course provides students an opportunity to focus on specific leadership, polity, and management realities of Christian ministry as avenues of spiritual vitality. The course will provide opportunities to develop skills in these aspects of ministry, and to think theologically about them. Course topics can vary from year to year, and may

include the following: developing leaders, strategic planning, decision-making, constitutions and bylaws, financial management, time management, conflict resolution. *BTS Category: Practical Theology.*

BTS-5340 Ministry Discernment Process (0.0 credit hours) To complete the MA in Christian Ministry students will write a self-assessment and participate in an interview focusing on readiness for ministry. *BTS Category: Practical Theology.*

BTS-5350 Practices, Rituals, and the Christian Imagination (3.0 credit hours) The most vital and subtle lessons of the Christian faith and life are conveyed in practices, rituals, and gestures, which are formative and powerful because they are embodied theology that refuses to separate the mind, heart, and body. This course will explore central Christian practices such as Baptism, the Eucharist, Weddings, and Funerals and consider new and emerging rituals and practices in Christian faith communities. *BTS Category: Practical Theology.*

BTS-5360 Pastoral Care (3.0 credit hours) This course will attend to theoretical and practical issues related to pastoral care among persons in various stages of life, who may be encountering transitions such as birth, baptism, marriage, career transition, accident, illness, or death. Biblical and theological understandings along with a diversity of resources, methods, and approaches will give insight into effective ways of ministering to others. *BTS Category: Practical Theology.*

BTS-5365 Faith Formation and Christian Education (3.0 credit hours) “Christians are made, not born...” (Tertullian). This course will examine ministry as a means of nurturing faith, forming disciples, and equipping the saints. It will examine various models of faith formation including Christian/Religious education paradigms and personal and communal practices as places for faith formation. The primary focus of the course will be on creating an ecology for growing mature Christians with insights that can be extended to a variety of faith settings including the congregation, camp, Christian schools, or youth ministry. *BTS Category: Practical Theology.*

BTS-5370 Youth Ministry (3.0 credit hours) Specialized themes and current emphases in youth ministry will be the focus of attention in this course, such as the dynamics of spiritual growth, the nurturing of faith, and the practice of youth ministry in congregational and other settings. *BTS Category: Practical Theology.*

BTS-5380 Moving Beyond Church Walls (3.0 credit hours) This course explores how the mission of God shapes the church’s practices of mission. Students will consider the challenges of, and opportunities for, communicating the gospel with words and actions in diverse Canadian contexts. Topics to be considered include the nature of the church; belonging to a witnessing, reconciling community; describing the gospel; and how local, ecumenically diverse congregations integrate their theology and praxis of mission. *BTS Category: Practical Theology.*

BTS-5390 Spiritual Formation (3.0 credit hours) This experience-centred course introduces students to practices and perspectives for growing in attentiveness to God’s presence in order to be continually formed into Christlikeness by the Holy Spirit. The course helps cultivate spiritual habits that can sustain students in their future ministries within and beyond local congregations. Both individual and communal spiritual formation will be explored. *BTS Category: Practical Theology.*

BTS-5400 Preaching (3.0 credit hours) This course will explore the nature and purpose of preaching, basic techniques of effective oral communication, creative sermon forms, how to move from biblical text to sermon, the power of stories and illustrations, and effective sermon delivery. Students will preach and listen to practice sermons in class. *BTS Category: Practical Theology.*

BTS-5401 Peacebuilding and Interfaith Engagement (3.0 credit hours) A multi-discipline course designed to bring issues related to peacebuilding into conversations with those of inter-faith dialogue. It will draw on first-hand experience of the instructor in both arenas, but it will also engage scholars from other faith traditions in the classroom. Both the practices of peacemaking and the philosophy of engaging difference will be examined. It will analyze the discourse of inter-faith dialogue where the theological grammars of multiple languages interact, and it will investigate in what ways such encounter can itself be a form of peacebuilding. *BTS Category: Theology. Cannot be held with the cross-listed course(s) PCD-5400.*

BTS-5420 Christian Worship (3.0 credit hours) This course will include a biblical, historical, and theological examination of worship, as well as focus on issues related to the contemporary practice of worship. Practical matters will also be addressed such as worship planning, worship leading, and the visual arts in worship. *BTS Category: Practical Theology.*

BTS-5430 Prayer (3.0 credit hours) This course will help students develop their convictions and practices of prayer — both individual and communal — by examining Christian prayer in scripture (including Psalms, the Lord’s Prayer, and other New Testament prayers), as well as theology and church history. Students will be given opportunities to experience and respond

to various prayer practices individually and in groups. An underlying theme for the course is 'No one prays alone.' *BTS Category: Practical Theology.*

BTS-5491 Vocation and Calling (1.0 credit hour) This seminar will explore vocation and calling through biblical and theological lenses. Through it, students will engage in reflection and examination of their own vocational calling and gifts through reading, writing, and personal reflection together with their broader Christian community. As a preparative seminar, it will assist students in developing a plan for ministry formation that supports their ministry calling. The seminar may include a retreat, with an associated fee. *Required for students enrolled in the MDiv program and will normally be completed within the first 12 credit hours of the program. May be taken by students in other programs.*

BTS-5492 Theological Reflection in Ministry (1.0 credit hour) In this seminar, students will practice theological reflection through their experiences of ministry and the church. Various models of theological reflection will be introduced. The seminar will also provide an opportunity for students to continue developing their goals and plans for ministry formation in light of their theological reflections. *Corequisite(s): BTS-5910 or BTS-5920. Required for students enrolled in the MDiv program and will normally be completed midway through the program. May be taken by students in other programs.*

BTS-5493 Discerning for Ministry (1.0 credit hour) In this seminar, students will examine discernment as a Christian practice, and students will engage in a process of discerning appropriate directions for their future ministry. The discernment process will include: identifying each student's strengths and growth areas in domains such as spiritual practices, work styles, and skills; offering counsel regarding particular questions which the student or seminar group considers important; and drawing on a communal assessment of the student's suitability for particular ministries. The seminar may include a retreat, with an associated fee. *Required for students enrolled in the MDiv program and will normally be completed within the final 12 hours of the program. May be taken by students in other programs.*

BTS-5500 Topics in History of Christianity (3.0 credit hours) This course will address a particular theme in the history of Christianity or focus attention on a particular era, such as the early church, the Middle Ages, the Reformation, or the modern era. *BTS Category: History of Christianity.*

BTS-5510 Topics in Anabaptist Studies (3.0 credit hours) Anabaptism emerged in the context of the radical reformation of the sixteenth century shaped by social, political as well as religious influences. Anabaptism continued to evolve throughout the centuries, and in the present-day Anabaptism has taken on a wide variety of faith expressions in North America and around the globe. In observing the Anabaptist tradition, one encounters diversity, coherence, and even surprise. Readings in the course may focus on beginnings, the development of the tradition, or the modern era. *BTS Category: History of Christianity.*

BTS-5520 Reading Christian Classics (3.0 credit hours) This course will engage seminal readings over some two thousand years of Christianity's history or focus on one or two major Christian thinkers from the patristic, medieval, or modern period. Such attention will underscore the dynamic nature of Christian theology and spirituality. *BTS Category: History of Christianity.*

BTS-5530 Continuity and Change in Anabaptism (3.0 credit hours) This course explores the dynamic and evolving character of Anabaptist identity over an almost 500-year period. It attends to the various theological impulses that shaped Anabaptism in its early phase as well as in the centuries that followed. The course also focuses on Anabaptism's various contemporary theological expressions. *BTS Category: History of Christianity.*

BTS-5540 The Mennonite Brethren Story (3.0 credit hours) This course provides an orientation to the historical experience, denominational identity, and contemporary priorities and challenges of the Mennonite Brethren Church. The course begins with an historical exploration of the origins and development of the sixteenth-century Anabaptist movement, and the subsequent development of the Mennonite Church within the wider context of Protestantism in Europe. Special attention is then given to the origin and growth of the Mennonite Brethren Church in Russia, North America, and its emergence as a global movement during the twentieth century. The historical survey will serve as the backdrop against which to interpret cultural, theological, and sociological forces and factors that shaped Mennonite Brethren faith and life, theology, worship, ecclesiology, and ethics. *BTS Category: History of Christianity.*

BTS-5700 Topics in Theology (3.0 credit hours) Courses not routinely taught will be offered from time to time. The content will vary and will be announced well in advance of student registration. *BTS Category: Theology.*

BTS-5720 Philosophical Theology (3.0 credit hours) Christian theologians have long turned to philosophy to develop key theological themes. But why and how have they done so? This course explores such a question by examining some important debates in contemporary philosophical theology. Recent courses have explored the following themes: knowledge and truth; the concept of the secular; and the interrelated questions of life, death, and happiness. *BTS Category: Theology.*

BTS-5730 Theological Ethics (3.0 credit hours) This course will examine the development of Christian ethical reflection within a biblical, theological, liturgical, and historical framework. Such an approach will provide students the possibility of entering into conversation with various Christian ethical traditions. While this is not primarily a survey course in methods and theories, considerations of what it might mean to shape Christian ethics theologically will expose students to a variety of approaches and specific issues. *BTS Category: Theology.*

BTS-5740 Theologies of Peace and Justice (3.0 credit hours) This course introduces students to the literature in contemporary Christian ethics with a special focus on peace and justice. The works of several theologians will be examined in an effort to understand a variety of peace and justice theologies, including Dietrich Bonhoeffer, Reinhold Niebuhr, John Howard Yoder, and Oliver O' Donovan. *BTS Category: Theology.*

BTS-5780 Systematic Theology (3.0 credit hours) This course gives attention to the major themes of Christian belief such as revelation and the authority of scripture, God and creation, the nature of humanity, the person and work of Jesus Christ, sin and salvation, the nature of the church and its practices, the Christian life, and eschatology. *BTS Category: Theology.*

BTS-5790 God Through the Centuries (3.0 credit hours) This seminar course is a study of how the church has understood and thought about God. We will read seminal writings across the historical Christian tradition in our attempt to understand 'theology proper,' the doctrine of God. We will pay particular attention to the varied approaches and methods taken in the sources we encounter. *BTS Category: Theology.*

BTS-5800 Biblical and Theological Studies Tour (3.0 credit hours) Study tours take students to international settings to enhance their knowledge and understanding of the Christian church. Courses often consist of (a) requisite readings, lectures, and research, (b) excursions and presentations led by qualified resource people while touring the study location for about three weeks, and (c) a summative assignment upon return.

BTS-5810 Theologians of the Modern Period (3.0 credit hours) This course examines major theological voices of the modern period as they address issues facing the contemporary situation. Various theologians will be studied such as the following: Friedrich Schleiermacher, Karl Barth, Rowan Williams, Rosemary Radford Ruther, Hans Küng, Hans Urs von Balthasar, James Cone, Kathryn Tanner, and others. *BTS Category: Theology.*

BTS-5820 Contemporary Theological Themes (3.0 credit hours) This course seeks to address various questions and issues of our time such as the following: the nature of creed and confession, the atonement, the Holy Spirit and the Christian life, the nature of the church and its sacraments, the nature of conversion, the origins of atheism and the secular, grace and free will, etc. The course will usually include a seminar component focussing on leading historical as well as contemporary voices. *BTS Category: Theology.*

BTS-5830 The Gift: Philosophical and Theological Investigations (3.0 credit hours) Much contemporary philosophical and theological reflection proceeds by examining the category of the gift. The concept of the gift is seen as an alternative to the preoccupation with debt and sacrifice characteristic of certain readings of the atonement. It is also taken to suggest a way of understanding the relation between God and humans in non-competitive terms. This course explores several recent discussions of the gift — for example, Jean-Luc Marion, Jacques Derrida, and John Milbank. *BTS Category: Theology.*

BTS-5900 Research and Methodology (3.0 credit hours) This course equips students with fundamental skills in theological reflection, research, and writing. It examines theological methods with a particular emphasis on praxis approaches and assists students in the rudimentary steps of research and writing. *BTS Category: Methodology.*

BTS-5910 (6.0 credit hours) or **BTS-5920** (9.0 credit hours) **Supervised Ministry Experience** This course provides an opportunity for a supervised internship experience in a congregation or other ministry type setting, including a bi-weekly seminar. SME can be done in either two or three semesters. Students must attend an SME orientation in spring prior to the fall registration. *Prerequisite(s): 18 credit hours of graduate-level work in Biblical and Theological Studies.* *BTS Category: Field Education.*

BTS-5930 Ministry in Context: Field Project (3.0 credit hours) In this independent study course, the student will undertake a field project designed to expand the student's theological understanding and practice of ministering in particular

contexts. By focusing on the contextual nature of ministry, the field project will enable students to better engage and interpret their ministry context, whether congregational or otherwise. As an independent study course, the student will need to arrange for a suitable faculty member to supervise this project. If necessary, the course may be taken over two semesters. *Restricted to students enrolled in the MDiv program and will normally be completed in the final 27 credit hours of the program.*

BTS-5935 Mission Ministry Experience: Focus Internship (6.0 credit hours) This course provides a supervised internship experience in an international mission setting or in a Canadian ministry context. Through training, supervision, hands-on ministry, and ongoing reading, reflection, and evaluation, students can develop a lifestyle of mission, reflect theologically on ministry, and discern their next steps as disciples who make disciples. *Evaluation in this course will be pass/fail. This course is available only to participants in Multiply's FOCUS Internship program. BTS Category: Field Education.*

BTS-5940 Independent Study in Biblical and Theological Studies (3.0 credit hours) This is reading and research in the field of a student's interest, carried out under the direction of a faculty member.

BTS-5950 Supervised Psychospiritual Education CPE Unit 1 (6.0 credit hours) This course provides students with an introduction to the foundational skills of practicing effective spiritual care through the use of the experiential method of learning. With a focus primarily on the development of self-awareness, students will gain an understanding of their personal philosophy of ministry, including how to provide and utilize feedback, and how to conduct spiritual care visits safely and effectively. *BTS Category: Spiritual Care Practice and Competencies.*

BTS-5951 Supervised Psychospiritual Education CPE Unit 2 (6.0 credit hours) This course builds on the foundational concepts learned in SPE: First Basic Unit. Students will further cultivate skills in spiritual care with a focus on spiritual assessment, interventions, family/group visits, contributing to the care plan/case management, and documentation. *Prerequisite(s): BTS-5950. BTS Category: Spiritual Care Practice and Competencies.*

BTS-5952 Supervised Psychospiritual Education CPE Unit 3 (6.0 credit) Students will further develop skills in spiritual assessment, ethical frameworks, end of life conversation, and recognizing how spiritual care influences and works within organizational systems and structures. Students are encouraged to choose an area for deeper study such as palliative care, mental health, long term care, etc. Advanced students are expected to demonstrate increased leadership in peer interactions, and group process. *Prerequisite(s): BTS-5951. BTS Category: Spiritual Care Practice and Competencies.*

BTS-5953 Supervised Psychospiritual Education CPE Unit 4 (6.0 credit) This capstone course is intended for students wishing to move on to professional certification with CASC/ACSS. It will prepare students for certification by providing a cumulative integration of the skills and competencies gained in previous SPE courses, as well as supervisory oversight on one of the two required certification papers. *Prerequisite(s): BTS-5952. BTS Category: Spiritual Care Practice and Competencies.*

BTS-5960 Modular Courses (1.0 credit hour) Students may attend special lectureships, seminars, or workshops for credit. To qualify for credit, a syllabus must be produced in consultation with a faculty of record and final approval must be obtained from the Graduate School of Theology and Ministry Co-Directors.

BTS-5990 Topics in Biblical and Theological Studies (3.0 credit hours) Courses not routinely taught will be offered from time to time. The content will vary and will be announced well in advance of student registration.

BTS-6000 Thesis Writing (6.0 credit hours) A thesis option is available for those who have an interest in a more extensive research and writing project. Details may be obtained from the Graduate School of Theology and Ministry Co-Directors.

BTS-6020 Field Research Project or Thesis (6.0 credit hours) The Field Research option is available primarily to those who already have significant experience in ministry and who would like to develop a ministry-oriented research project. Details may be obtained from the Graduate School of Theology and Ministry Co-Directors.

BTS-6950 Supervised Psychospiritual Education Supervision Unit 1 (6.0 credit hours) This course is for CASC/ACSS certified Spiritual Care Practitioners or Psychospiritual Therapists who have achieved formal admission to learn the theories and competencies required to supervise SPE. Students in this course will provide supervision to students in SPE units under the supervision of a CASC/ACSS Certified Supervisor-Educator. *Prerequisite(s): Previous certification as a Spiritual Care Practitioner or Psychospiritual Therapist and approval from the CASC/ACSS Admission to Provisional Education Consultation team. BTS Category: Spiritual Care Practice and Competencies.*



BTS-6951 Supervised Psychospiritual Education Supervision Unit 2 (6.0 credit hours) This course builds upon the foundational skills of supervision, emphasizing the integration of theory and practice, group facilitation, and program administration. *Prerequisite(s): BTS-6950. BTS Category: Spiritual Care Practice and Competencies.*

Section III: The Master of Arts in Peacebuilding and Collaborative Development

Program Director: Jonathan Sears, PhD

Building on over twenty-five years of experience in delivering undergraduate programs in conflict resolution, peace, and international development studies, CMU offers a Master of Arts degree that blends these core themes. It bridges the fields of peacebuilding/conflict resolution studies and development/transformational justice studies while giving close attention to religious dimensions, theological foundations, and interfaith relations. The program is designed especially for practitioners and professionals, seeking to be responsive to the needs of organizations and agencies, while retaining academic rigour and remaining attractive to those pursuing academic studies or careers.

Program Delivery

Students have the opportunity to take courses in-person at CMU's Shaftesbury Campus or at other, partner locations. Course offerings also include synchronous online courses and intensive courses, either in-person or online.

Admission

At the time of publication, admission has been paused beyond Fall 2025. Go to [M.A.-P.C.D. updates](#).

Students seeking admission must be qualified to engage in graduate-level study. Normally, a successful applicant will have completed a four-year baccalaureate degree from a recognized university or college and will have attained a minimum GPA of 3.0 (B) based on the last 60 credit hours or two full years or equivalent of university study. The applicant's major should be in a field that relates to peace studies, conflict analysis and resolution, conflict transformation, or development studies.

Applicants who have little or no academic background relating to peace, conflict, or development studies may be required to complete as much as 24 credit hours in preparatory course work (a pre-Master's year).

Practitioners with limited formal study in the fields of peace/conflict resolution or development who have significant experience in these areas may request an assessment of their readiness for admission to the program. The assessment may result in a reduced requirement of pre-Master's course work.

Application Due Dates

Canadian and US Students:

May 31 – To begin classes in the fall semester

August 31 – To begin classes in the winter semester

International Students:

March 31 – To begin classes in the fall semester

June 30 – To begin classes in the winter semester

Students who have missed the due dates should be in touch with the Associate Registrar of Graduate Studies.

Academic Load

Full-time status is defined as a minimum of 6 credit hours per term. A full load is 9 credit hours per term. Full-time or part-time status is determined each term for the fall and winter terms. Spring/summer term is a scheduled break and enrolling in

spring/summer courses is optional. A student may register for an overload (greater than 9 credits) with the approval of their faculty advisor or program director.

Faculty Advisor

When a student is admitted to the program, a faculty advisor will be assigned to assist the student in selecting courses and to serve as a general resource to the student on academic matters.

Admission as Extended Education Students

Students may take courses in the area of Peacebuilding and Collaborative Development through Extended Education. For more information, see the SECTION I: ADMISSION AND REGISTRATION of this calendar.

Program Requirements – Regular Stream

Admission requirements:

A four-year baccalaureate degree with a minimum GPA of 3.0 (B) based on the last 60 credit hours or two full years or equivalent of university study.

Residency requirement:

18 credit hours

Curriculum requirements:

A minimum of 30 credit hours

Core Requirements – 15 credit hours, including three credit hours in each of the following categories:

- Peacebuilding and Conflict Resolution
- Collaborative and Transformative Development
- Theological and Religious Encounters with Peace-Justice
- Theory in Peacebuilding and Collaborative Development
- Methods in Research, Planning, or Evaluation

Electives – 15 credit hours, chosen in consultation with an advisor around an area or two of special interest.

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. Electives may include up to 6 credit hours of Practice Skills courses or Work-integrated Learning (WIL).
3. A student interested in a research emphasis may apply for an independent study or research thesis. This option depends on the availability of a faculty member to provide direction to the project.

Program Requirements – Experiential Stream

Admission requirements:

A four-year baccalaureate degree with a minimum GPA of 3.0 (B) based on the last 60 credit hours or two full years or equivalent of university study.

Residency requirement:

18 credit hours

Curriculum requirements:

A minimum of 33 credit hours

Core Requirements – 15 credit hours, including three credit hours in each of the following categories:

- Peacebuilding and Conflict Resolution
- Collaborative and Transformative Development
- Theological and Religious Encounters with Peace-Justice
- Theory in Peacebuilding and Collaborative Development
- Methods in Research, Planning, or Evaluation

Work-integrated Learning (WIL) Requirement – 6 credit hours

Electives – 12 credit hours, chosen in consultation with an advisor around an area or two of special interest.

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. Students can apply for specific WIL placements after the completion of 15 credit hours in the program. Placement is dependent on a student's prior familiarity with a potential host-organization, the availability of a suitable placement, recommendations from two tenured CMU faculty who are instructors in the program, and the availability of a faculty member to supervise the course linked to the placement (PCD-5800 or PCD-5810).
3. Electives may include up to 3 credit hours of Practice Skills courses in addition to the WIL placement.

Course Descriptions

For more detailed descriptions of the courses from this list being offered in any particular academic session, please see the website at cmu.ca.

PCD-5100 Models for Peace and Conflict Transformation (3.0 credit hours) This course examines integrative models of social change, which hold together peace, development, justice, and identity issues. Using such models requires the multifaceted tasks of critical analysis of structural violence and direct violence, nurturing justice through human development, proactive building of dynamic peace cultures, and responding to crises in ways that build on local cultural and faith traditions and that witness to a sustainable and peaceable future. *PCD Category: Peacebuilding and Conflict Resolution, Methods in Research, Planning, or Evaluation, Theory in Peacebuilding and Collaborative Development.*

PCD-5110 Genocide, War, and Violent Conflict (3.0 credit hours) Genocide, war, and violent conflict — and their prevention — are among the pressing problems investigated by conflict analysts and peacebuilders. This course introduces students to key conceptual frameworks for interpreting and understanding the occurrence of extreme forms of conflict involving both state and non-state actors. Examining a range of cultural and historical contexts, this course will address the underlying social, political, and psychological processes involved in collective violence. Selected case studies of wars, genocides and insurgencies will provide concrete examples of the stakes and stages of these phenomena. *PCD Category: Peacebuilding and Conflict Resolution.*

PCD-5120 Art of Peacebuilding (3.0 credit hours) Peacebuilding is a creative, dynamic art. Through an examination of local, national, and international case studies of peacebuilding, and through careful reflection on the dynamics of conflict transformation and peacebuilding, this course seeks to nurture students' strategic imaginations and creative capacities as artisans of peace. *PCD Category: Peacebuilding and Conflict Resolution.*

PCD-5130 Workplace Conflict Resolution (3.0 credit hours) This course examines contemporary workplace issues, causes of workplace conflict, and a variety of dispute and conflict resolution responses such as negotiation, conciliation, mediation, grievance procedures, and arbitration as well as tribunals such as labor relations boards and human rights commissions. Examination of approaches to conflict resolution in the workplace includes reference to such issues as violence, bullying, harassment, organizational culture, "constructive dismissal," and other workplace concerns. *PCD Category: Peacebuilding and Conflict Resolution, Methods in Research, Planning, or Evaluation, Theory in Peacebuilding and Collaborative Development.*

PCD-5140 Refugees and Forced Migration (3.0 credit hours) Global trends continue to show unprecedented numbers of forcibly displaced people worldwide. Countries have struggled with how to assist refugees and internally displaced people. Less than one percent of refugees under UNHCR mandate are resettled in other countries. This course explores the root causes of forcibly displaced people; the costs associated with such movements, including economic, physical, and mental health; the responses of world governments; and the work of resettlement agencies in assisting refugees. The issues and lessons learned from the experience of resettling and integrating refugees around the world are studied, including in Canada. *PCD Category: Peacebuilding and Conflict Resolution, Theory in Peacebuilding and Collaborative Development.*

PCD-5150 Journalism and Peacebuilding (3.0 credit hours) There is evidence daily of the power of media to fuel or mitigate conflict in our world. This course investigates what is possible when journalism practice is informed by nonviolent responses to conflict. The course draws from a growing scholarly and practitioner-based dialogue that is known as peace journalism. A series of case studies will investigate theoretical models and strategies of peace journalism practice. The aim of the course is to elaborate and exemplify peace journalism, conflict-sensitive reporting, participatory journalism and related issues. *PCD Category: Peacebuilding and Conflict Resolution, Theory in Peacebuilding and Collaborative Development, Methods in Research, Planning, or Evaluation.*

PCD-5190 Topics in Peacebuilding and Conflict Resolution (3.0 credit hours) The content of this course will vary from year to year depending on the needs of students and the interests and availability of instructors. *PCD Category: Peacebuilding and Conflict Resolution.*

PCD-5195 Independent Study in Peacebuilding and Conflict Resolution (3.0 credit hours) This is reading and research in the field of a student's interest, carried out under the direction of a faculty member. *PCD Category: Peacebuilding and Conflict Resolution.*

PCD-5200 Religion and Development (3.0 credit hours): This course will examine the links between religion and development, both philosophically and empirically. It will provide an analysis of particular Christian, Islamic, and Buddhist

understandings and approaches to development, as well as several other faith-based approaches, depending on student interests. It will examine the role and ethics of faith-based NGOs in development assistance and investigate how development agents can design interventions that appropriately relate to the religious belief systems that underlie local knowledge in such areas as agriculture, health, and social organization. *PCD Category: Collaborative and Transformative Development.*

PCD-5210 Seminar in Social Change (3.0 credit hours): In this seminar, students review and compare inter-disciplinary and discipline-based approaches to social change, including issues in peacebuilding and conflict transformation, social and economic development, environmental sustainability, and democratization and social movements. Students will examine contending theories of social change, and address questions of power, interpretation, ethics, commitments, and virtues in understanding and working for social change. These examinations will allow students to explore ways of integrating theories and practices and articulate their own understanding and ethics of social change. *PCD Category: Collaborative and Transformative Development.*

PCD-5220 Just and Sustainable Food Systems (3.0 credit hours) This course explores food system dynamics at multiple scales, from the household to the global, with particular attention to the diversity of worldviews that underpin the current discourses surrounding ecological sustainability, food security, and food justice. The course follows food from the farms and fishing boats, through local and global marketplaces, and finally to those who eat. Participants will examine models of agriculture, small-scale fisheries, water scarcity, the Asian and African Green Revolutions, corporate concentration in the food system, local and global food markets, community food security, obesity, hunger, food waste, the global food price crisis, energy, and the impacts of climate change. *PCD Category: Collaborative and Transformative Development.*

PCD-5390 Topics in Collaborative and Transformative Development (3.0 credit hours) The content of this course will vary from year to year depending on the needs of students and the interests and availability of instructors. *PCD Category: Collaborative and Transformative Development.*

PCD-5395 Independent Study in Collaborative and Transformative Development (3.0 credit hours) This is reading and research in the field of a student's interest, carried out under the direction of a faculty member. *PCD Category: Collaborative and Transformative Development.*

PCD-5400 Peacebuilding and Interfaith Engagement (3.0 credit hours) A multi-discipline course designed to bring issues related to peacebuilding into conversations with those of inter-faith dialogue. It will draw on first-hand experience of the instructor in both arenas, but it will also engage scholars from other faith traditions in the classroom. Both the practices of peacemaking and the philosophy of engaging difference will be examined. It will analyze the discourse of inter-faith dialogue where the theological grammars of multiple languages interact, and it will investigate in what ways such encounter can itself be a form of peacebuilding. *PCD Category: Theological and Religious Encounters with Peace and Justice. Cannot be held with the cross-listed course BTS-5401.*

PCD-5580 Freedom, Liberation, and Politics in the Bible (3.0 credit hours) While freedom and liberation are words that are commonly used in global politics, they are also themes that animate the world of the Bible. This course will allow students to appreciate the Bible's positive politics, allowing for an exploration of freedom and liberation as common themes through a close reading of various biblical texts and stories alongside other secondary sources. Cannot be held with the cross-listed course BTS-5290. *PCD Category: Theory in Peacebuilding and Collaborative Development, Theological and Religious Encounters with Peace-Justice.*

PCD-5590 Topics in Theological and Religious Encounters with Peace-Justice (3.0 credit hours) The content of this course will vary from year to year depending on the needs of students and the interests and availability of instructors. *PCD Category: Theological and Religious Encounters with Peace-Justice.*

PCD-5595 Independent Study in Theological and Religious Encounters with Peace-Justice (3.0 credit hours) This is reading and research in the field of a student's interest, carried out under the direction of a faculty member. *PCD Category: Theological and Religious Encounters with Peace-Justice.*

PCD-5610 Development Theory for Practice (3.0 credit hours) This seminar takes an interdisciplinary approach to the study of theories that have shaped the practice of development. It examines trends in development theory, types of theory that are useful to development practitioners, and the processes through which selected theories were adapted for use by development organizations. This seminar focuses on the use of development-related theory in non-profit organizations and, secondarily, in multilateral organizations. *PCD Category: Theory in Peacebuilding and Collaborative Development.*

PCD-5620 Conflict Resolution and Human Rights (3.0 credit hours) Human rights advocates and conflict resolution practitioners both aim to build peaceable societies based on mutual respect and the rule of law. Rights discourses emphasize rule of law and international justice while conflict resolution practitioners strive for transformation, often by building relationships and social stability outside the frameworks of human rights norms and institutions. This course systematically evaluates the tensions and parallels between these two fields, examining the ways that human rights and conflict resolution scholars and practitioners converge and diverge in their approaches. Basic human rights concepts are introduced, and case studies are used in an exploration of contemporary conflict dynamics. *PCD Category: Theory in Peacebuilding and Collaborative Development.*

PCD-5630 Cultures of Violence, Cultures of Peace (3.0 credit hours) A multi-layered examination of peace and violence from the perspective of culture, addressing questions such as: How are attitudes towards peace and violence reflected in the way cultures enact discipline, security, education, reconciliation, etc.? How are peace and violence reflected in expressions of popular culture and various sub-cultures? How are peace and violence modelled in relationships between different cultures? How might the very idea of culture be questioned through the lens of peace? *PCD Category: Theory in Peacebuilding and Collaborative Development, Collaborative and Transformative Development.*

PCD-5710 Conflict and Construction of the 'Other' (3.0 credit hours) This seminar addresses a central question raised in post-colonial theory about the way humans construct and maintain an understanding of the 'Other'. We ask the question, "Have scholars found the idea of the 'Other' useful as a synthesizing concept?" This problem-based, interdisciplinary seminar considers particular sites of struggle in cultural, social, and individual contexts. Finally, we ask about the implications of this inquiry for our cultural, social, and individual circumstances. *PCD Category: Theory in Peacebuilding and Collaborative Development.*

PCD-5715 Ethics of Peacebuilding (3.0 credit hours) This course explores ethical challenges and dilemmas that occur in peacebuilding within conflict-impacted contexts. Peacebuilding theorizing revolves around the following questions: Who has agency in peacebuilding? How do we know whether we are doing peacebuilding well? What questions should we ask? It is important both to explore the practicalities of building peace and to analyze the assumptions underlying the peacebuilding work. The course will examine the extent to which ethical concerns influence and inform peacebuilding; analyze on-the-ground practices, as well as the values and worldviews embedded in peacebuilding efforts; and explore creative possibilities for addressing these discoveries. Students will be introduced to case studies and ethical frameworks to ground the discussion. *PCD Category: Theory in Peacebuilding and Collaborative Development, Collaborative and Transformative Development.*

PCD-5790 Topics in Theory in Peacebuilding and Collaborative Development (3.0 credit hours) The content of this course will vary from year to year depending on the needs of students and the interests and availability of instructors. *PCD Category: Theory in Peacebuilding and Collaborative Development.*

PCD-5795 Independent Study in Theory in Peacebuilding and Collaborative Development (3.0 credit hours) This is reading and research in the field of a student's interest, carried out under the direction of a faculty member. *PCD Category: Theory in Peacebuilding and Collaborative Development.*

PCD-5800 Practicum in Peacebuilding and Collaborative Development (3.0 credit hours) The course consists of a supervised practicum work experience over 12 weeks (120 placement hours) with an organization or agency involved in peacebuilding and/or collaborative development. Students observe, learn, and practice relevant skills in these fields, and participate in organizational programming and interventions. Students will also engage in structured reading and reflection on that experience, in order to integrate theoretical knowledge with experience-based learning, as well as knowledge of the professional landscape. *Prerequisite(s): Completion of 21 credit hours of PCD courses at the 5000-level. Students should contact the MAPCD Program Director six months before the anticipated start, to discuss possible placements.*

PCD-5810 Practicum in Peacebuilding and Collaborative Development (6.0 credit hours) The course consists of a supervised practicum work experience over 24 weeks (240 placement hours) with an organization or agency involved in peacebuilding and/or collaborative development. Students observe, learn, and practice relevant skills in these fields, and participate in organizational programming and interventions. Students will also engage in structured reading and reflection on that experience, in order to integrate theoretical knowledge with experience-based learning, as well as knowledge of the professional landscape. *Prerequisite(s): Completion of 21 credit hours of PCD courses at the 5000-level. Students should contact the MAPCD Program Director six months before the anticipated start, to discuss possible placements.*

PCD-585X Practice Skills Workshop (1.5 credit hours) This workshop course will focus on developing knowledge and competencies in specific peacebuilding and conflict resolution skills. Possible topics include but are not limited to: mediation, nonviolent crisis intervention, conciliation, interfaith dialogue, facilitated meetings, and nonviolent direct action. The topics of the peace skills workshop may change from semester to semester. The workshop will usually be offered in an intensive format over three days, usually on a weekend. Instruction will be practice-based.

PCD-5900 Research and Methodology (3.0 credit hours) This course equips students with fundamental skills in theological reflection, research, and writing. It examines theological methods with a particular emphasis on praxis approaches and assists students in the rudimentary steps of research and writing. *PCD Category: Methods in Research, Planning, or Evaluation.*

PCD-5910 Program Planning in Development and Conflict Resolution (3.0 credit hours) Program planning is a critical first step in most interventions by development and conflict resolution organizations. This course covers blueprint planning required for preparation of funding proposals and various forms of strategic and participatory planning required for the application of results-based management and learning approaches during program implementation. Current debates regarding approaches to planning are also reviewed. Students acquire skills necessary for conceptualizing and implementing international or domestic projects undertaken by non-governmental organizations: needs assessment, goal and purpose identification, formulation of logframe, work plan and budget, and preparation of a funding proposal. *PCD Category: Methods in Research, Planning, or Evaluation, Collaborative and Transformative Development, Peacebuilding and Conflict Resolution.*

PCD-5920 Program Evaluation in Development and Conflict Resolution (3.0 credit hours) Evaluating programs is a means of systematically assessing interventions designed to promote development and conflict resolution. This course covers formative evaluations required for program decision-making and summation evaluations applicable for analyzing outcomes and impacts to determine relevance, effectiveness, efficiency, sustainability, and potential for replication of programs normally implemented by non-governmental organizations. Current debates in approaches to evaluation are also reviewed. Students acquire skills in: selecting relevant quantitative and qualitative indicators, various approaches to obtain measures for the indicators selected, approaches to analyzing collected data, and effective presentation of evaluation conclusions and recommendations. *PCD Category: Methods in Research, Planning, or Evaluation.*

PCD-5930 SMEs and Microfinance (3.0 credit hours) What are small and medium-sized enterprises (SMEs) and do they create jobs, value, and foster environmental care? Moreover, how does microfinance – an intervention focused on marginalized people and businesses in the Global South – work and does it enable SMEs? By understanding the economic context of microfinance, this course seeks to assess its capacity to foster economic change that enhances equity and environmental sustainability. *PCD Category: Methods in Research, Planning, or Evaluation.*

PCD-5940 Workplace Dispute Resolution Systems Design (3.0 credit hours) The course is designed to develop an understanding of the nature and causes of conflict in the workplace, and the implementation of conflict resolution systems within the organization. Areas of study include systems design related to the organizational culture, context, and structure. It examines past and current conflict resolution systems, structures that are necessary to support conflict management systems, and emerging trends in workplace dispute systems design. The course then studies organizational advantages and disadvantages of investing in dispute systems design. *PCD Category: Methods in Research, Planning, or Evaluation.*

PCD-5950 Qualitative Inquiry in the Social Sciences (3.0 credit hours) Examination of principles and procedures for conducting qualitative research in the social sciences. Topics include: the assumptions that inform qualitative research designs; procedures for gathering meaningful data through interviews, observation, and textual archives; the analysis of such data; and ethical issues pertaining to the research endeavour. *PCD Category: Methods in Research, Planning, or Evaluation.*

PCD-5990 Topics in Methods Research, Planning, or Evaluation (3.0 credit hours) The content of this course will vary from year to year depending on the needs of the students and the interests and availability of instructors. *PCD Category: Methods in Research, Planning, or Evaluation.*

PCD-5999 Graduate Seminar I (0 credit hours) This course is a seminar for graduate students. The course will act as a forum for discussion and presentation of research in academic, applied, and practitioner areas. Students will be expected to complete a research project plan and present the project plan within the course.



PCD-6000 Thesis in Peacebuilding and Collaborative Development (6.0 credit hours) A thesis option is available for those who have interest in an extensive research and writing project. Details may be obtained from the Program Director.

Section IV: The Master of Business Administration

Delivered collaboratively with Eastern Mennonite University and Goshen College

Program Coordinator: Craig Martin, PhD, CPA, CMA

Our hyper-connected global society has complex challenges that require new leaders equipped with high-level skills and deep understanding of the world. With our historic commitments to sustainability, leading as service, personal formation, developing community, and social and economic justice, we are uniquely qualified to prepare a new generation of leaders with both high-level skills in business and institutions and guided by a desire to serve the common good of humanity. Unlike many MBA programs that focus only on developing technical skills, the Collaborative MBA program includes additional emphasis on personal formation, competency, relationships, and business without harm to people or the environment.

Admission

Students seeking admission must be qualified to engage in graduate-level study. Successful applicants will have completed a four-year baccalaureate degree from an accredited university or college. A successful interview is required before admission is granted.

Application Due Dates

Canadian Students:

March 31 – To begin classes in August

International Students:

March 31 – To begin classes in August

Admission as Extended Education Students

Students may not take MBA courses through Extended Education.

Academic Load

Students in the MBA program who complete the required courses as scheduled are considered full-time.

Program Requirements – Residential Stream

Admission requirements:

A four-year baccalaureate degree with a minimum GPA of 3.0 (B) based on the last 60 credit hours or two full years or equivalent of university study.

Residency requirement:

30 credit hours

Course Requirements:

36 credit hours including:

BUSI-5220 Leadership and Management for the Common Good
BUSI-5230 Human Capital Development
BUSI-5410 Global Sustainability
BUSI-5640 Organizational Behavior
BUSI-5850 Financial and Managerial Accounting
BUSI-5990 MBA Seminar I
BUSI-6150 Narrative Leadership
BUSI-6230 Financial Management
BUSI-6470 Strategic Marketing Management
BUSI-6630 Managerial Economics
BUSI-6700 Strategic Leadership in a Multicultural World
BUSI-6710 Data Analytics for Decision Making
BUSI-6800 Sustainable Organizations and Global Citizenship
BUSI-6990 MBA Seminar II

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. Courses are delivered primarily through the use of synchronous, online, video-conference technology with complementary asynchronous learning activities as deemed appropriate by the course instructor.
3. Two on-site courses are required for the program: one located in North America and one located in a developing country. The North American on-site course is at the beginning of the program and the location rotates between the three schools. The on-site course in a developing country varies by cohort with specific information on location available prior to the beginning of any new cohort.
4. The program normally takes between 22-24 months to complete. The maximum time for completion is 4 years.

Program Requirements – Online Stream

Admission requirements:

A four-year baccalaureate degree with a minimum GPA of 3.0 (B) based on the last 60 credit hours or two full years or equivalent of university study.

Residency requirement:

30 credit hours

Course Requirements:

36 credit hours including:

BUSI-5220 Leadership and Management for the Common Good
BUSI-5230 Human Capital Development
BUSI-5410 Global Sustainability
BUSI-5640 Organizational Behavior
BUSI-5850 Managerial Finance and Accounting I
BUSI-6150 Narrative Leadership
BUSI-6230 Managerial Finance and Accounting II
BUSI-6470 Strategic Marketing Management
BUSI-6630 Managerial Economics
BUSI-6700 Strategic Leadership in a Multicultural World
BUSI-6710 Technology, Information, and Data Analysis
BUSI-6800 Sustainable Organizations for the Common Good

Notes:

1. For courses presented for graduation, students must achieve a minimum grade point average of 3.0, with no course below a C+. This includes any additional courses required as a condition of admission.
2. Courses are delivered primarily through the use of synchronous, online, video-conference technology with complementary asynchronous learning activities as deemed appropriate by the course instructor.
3. Two on-site courses are required for the program: one located in North America and one located in a developing country. The North American on-site course is at the beginning of the program and the location rotates between the three schools. The on-site course in a developing country varies by cohort with specific information on location available prior to the beginning of any new cohort.
4. The program normally takes between 22-24 months to complete. The maximum time for completion is four years.

Course Descriptions

BUSI-5220 Leadership and Management for the Common Good (3.0 credit hours) Complexity, globalization, and competing demands characterize the realities of leading and managing organizations in today's environment. The focus of the course is on developing systemic wisdom and long-term perspective. The course combines times for self-reflection, conversation, questioning, and integration of various leadership and management theories to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

BUSI-5230 Human Capital Development (3.0 credit hours) Developing human capital means creating and nurturing organizational environments in which human beings can develop and apply new ideas, competencies, skills, attitudes, and behaviors. This course will enhance your knowledge and understanding of the value created by an engaged workforce. The course will focus on supporting employees developing skills and abilities in an intrinsically engaging environment. In addition, we will study ways individuals and organizations benefit from well-managed conflict while limiting destructive conflicts that sap organizational creativity and energy.

BUSI-5410 Global Sustainability (3.0 credit hours) The global economic system produces goods and services on a massive scale. Consumers benefit from access to necessities as well as increased comfort, convenience, and choice. Producers benefit from opportunities to innovate and invest, while also providing employment and generating returns to investors. The question many are asking, however, is simple: Can the current system be sustained in the long run? To be sustainable, businesses and non-profit organizations must find ways to generate value and minimize waste while simultaneously satisfying human needs and protecting ecological systems. This course examines the global economic system from a triple-bottom line perspective — planet, people, and profit. It utilizes systems thinking and explores seven forms of capital: financial, manufactured, natural, human, social, cultural, and spiritual.

BUSI-5640 Organizational Behavior (3.0 credit hours) Utilizing an experiential case study method, this course surveys the evolution of theory, practice, and research in the areas of organizational behavior. Learning topics include motivation theory, group dynamics, leadership, decision-making, conflict transformation, change theory, organization structure, emotional intelligence, and communication. This course affirms a systemic perspective and approach to organizational behavior and affirms the concepts implicit in the concept of Leadership for the Common Good.

BUSI-5850 Financial and Managerial Accounting (3.0 credit hours) Managers and executives carry fiduciary responsibility for their organizations; it is therefore imperative that they know how to read financial statements, analyze financial health, assess financial risks, and communicate this knowledge effectively to others. The course emphasizes the role of the manager relating to finance and accounting through the analysis of quantitative information largely at the conceptual level. Topics include financial governance, understanding and reading financial statements, financial statement analysis, cost behavior, breakeven analysis, budgeting, balanced scorecard, working capital management, and the use of short-term cash planning. The overall aim is to improve organizational decision-making based on financial, social, and ecological metrics.

BUSI-5990 Graduate Seminar I (0.0 credit hours) This course is a seminar for graduate students. The course will act as a forum for discussion and presentation of research in both academic and business areas. Students will be expected to complete a research project and present the project within the course.

BUSI-6150 Narrative Leadership (3.0 credit hours) Effective leaders communicate to inspire talent to excel; to partner with investors and communities; to engage with customers and clients and to grow their impact in the world as part of a global community. These communications are understood and acted upon based on the perceived context of the communication. Effective leaders are attentive to the ways that they shape the narratives that form the context for this communication. This course helps leaders to shape their own story and the organizational stories to cultivate an authentic, trustworthy, and compelling narrative whether oral or written, in person or embedded within social media, in small groups and with large audiences.

BUSI-6230 Financial Management (3.0 credit hours) The second course of this sequence examines more of the quantitative tools managers use in decision making. Topics include an in-depth analysis of value chains, including supply

chain and distribution channels, activity-based management, analysis of external funds needed, in-depth analysis of time, value of money, and capital budgeting.

BUSI-6470 Strategic Marketing Management (3.0 credit hours) This course focuses on the tasks of creating and communicating value and gaining loyal customers for an organization in today's dynamic global marketplace. Topics include marketing strategy and planning, marketing research, the impact of technology on strategic marketing decisions, consumer behavior, ethics in marketing, social media and its role in marketing, internet marketing, customer relationship management, database marketing, and marketing evaluation. Leadership for the Common Good concepts are also offered as a backdrop for an ethical marketing framework.

BUSI-6630 Managerial Economics (3.0 credit hours) This course applies insights from economic theory to the functions of managerial planning and decision making within a market-oriented business context. Specific content includes an overview of the market system, consumer demand theory, cost analysis, profit analysis, pricing strategies, the economics of technical change and innovation, the architecture of the firm, employee incentives, international economic impacts, and government regulation. Leadership for the Common Good concepts are also offered as competing methods of improving the traditional market system.

BUSI-6700 Strategic Leadership in a Multicultural World (3.0 credit hours) Historically, the field of strategy has focused on strategies as mechanisms for winning and thus causing others to lose. Instead, we are learning that strategic partnerships and creation of manufacturing/service processes that develop human capabilities and use material resources wisely are needed to position the organization for sustained success in the marketplace. This course will help leaders develop approaches that strategically position their organizations to achieve this success. Theoretically, this course will be grounded in Michael Porter's recent work on "creating shared value."

BUSI-6710 Data Analytics for Decision Making (3.0 credit hours) The quality of decision-making in organizations is greatly influenced by the quality of data gathered and by information derived from that data. This course focuses on the use of tools and processes to enhance corporate decision-making strategies. Topics include research design, survey development, defining data and information requirements, how and where data is stored, informatics and business intelligence, critical thinking, and transforming data into meaningful information.

BUSI-6800 Sustainable Organizations and Global Citizenship (3.0 credit hours) This course integrates the three pillars of the Collaborative MBA Program; management, leadership and stewardship for organizational effectiveness and serving the common good. The keystone of the course is an 8-day international residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different country. One core value of the Collaborative MBA is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities. This suggests that a global perspective is important for today's business and organizational leaders, and it is a significant purpose of the international residency.

BUSI-6990 MBA Seminar II (0.0 credit hours) This course will continue the material covered in BUSI-5990 and provide a forum for students to present and develop their final MBA projects.

Section V: Academic Policies at Shaftesbury Campus

Registration

Registration Process

CMU annually publishes a registration guide on its graduate website by early May. Students should consult with their faculty advisors regarding their selection of courses to ensure that the selection will enable them to meet all requirements of their programs. Students may register online through [Populi](#) (the student portal).

Course Changes

Students may add or drop courses without financial or academic penalty during the course change period specified by the academic schedule. Course changes must be made through the online course change process. Failure to attend a class does not constitute an official withdrawal.

Voluntary Withdrawal

After the last date for course changes has passed, students may still voluntarily withdraw from courses without incurring academic penalty until the prescribed date. For courses following a 12-week meeting format (i.e., they run throughout fall or winter semester), the prescribed date appears in the academic schedule. For courses following an intensive format (e.g., classes compressed into one or two weeks or over a series of three or four weekends), the prescribed date will appear in the header of the syllabus. Normally, withdrawal after the prescribed date will result in a failing grade on the student's transcript. To withdraw from a course, students must complete a Voluntarily Withdraw form. Discontinuing attendance in classes does not constitute official withdrawal.

Repeating a Course

Students who wish to improve their academic performance within their program may repeat up to two different courses. Students may only repeat each course once. When a student repeats a course, the highest grade earned will become the grade for calculating the cumulative GPA.

Payment of Fees

When students have paid their fees, their registrations are complete! Students may view their fee statements through on [Populi](#) (the student portal). Fees are calculated by semester and are due at the beginning of each semester. Students have the option of paying the fees for a semester in one full payment or by way of a deferred payment plan. Students may pay online through their banks' payment facility or in person at the North Side Finance Office.

CMU's Financial Aid and Awards office is available to assist students in planning for their financial requirements.

For details on due dates, the deferred payment plan, procedures for payment of fees, and overdue accounts, please see the "Student Payment Procedures" in the annual *Registration Guide* or on the [Student Hub](#).

Courses and Their Requirements

Course Syllabi, Requirements, and Grading

The specific requirements of a course, including due dates, and the value each item will have in the final grade shall be published by way of a finalized syllabus by the last date for course changes. Any changes made after this time must be negotiated with the class and made in consultation with the Registrar's Office. If such changes are made, the instructor must immediately inform the students. All grading in the course shall then be done consistently with the agreed-upon course requirements.

The instructor shall assign a letter grade to every submitted assignment that contributes toward the final grade for a course before returning it to the student (unless the syllabus stipulates that the assignment is to be marked as pass/fail or credit/no credit). It shall be possible for the student to discern from the mark how it affects the final grade.

All term work submitted on time shall be evaluated and returned with a grade to the student within a reasonably short period of time. At least 20% of the coursework assigned for a course must be graded and returned at least one week prior to the deadline for voluntary withdrawal (if submitted by the student by the relevant due dates).

Instructors are encouraged to utilize multiple means of assessment — tests, examinations, research projects, reports, minor papers, book reviews, journals, field assignments, etc. Instructors may give students options as to how they will meet the course requirements.

Extensions and Incompletes

All academic course requirements must be completed at the times specified by the syllabus for the course, unless the student requests and receives an extension for an assignment(s) within the semester or an extension for the course beyond the end of the semester.

Extensions within the semester: A student may request an extension for an assignment(s) within the semester from the instructor. A student should request the extension prior to the date the assignment is due. The instructor has discretion in granting extensions within the semester. Extensions for assignments cannot extend beyond December 15 for fall semester courses, April 15 for winter semester courses, and August 15 for spring/summer semester courses.

Extensions beyond the end of semester: If a student requires an extension for course work past the closing date of the semester, the student must submit an appeal to the Academic Student Issues Committee by way of the Registrar's Office. The last date to appeal is December 16 for fall semester courses, April 16 for winter semester courses, and August 16 for spring/summer semester courses.

If the student's appeal for an extension beyond the end of semester is granted, the Registrar's Office, in consultation with the instructor and the student, will determine due dates for the remaining assignments. The maximum time allotted for extensions are: August 1, for courses ending in April; December 1, for courses ending in August; and April 1, for courses ending in December. Registrar's Office will enter a grade of I (for incomplete). If the student completes the remaining work within the extension period, the grade will be calculated and finalized including the newly completed work. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade finalized with a value of zero for the incomplete work.

Submission of Assignments

The syllabus for each course will indicate the permitted forms for submission of written assignments. These may include but are not limited to: paper submission, submission via email, submission through a learning management platform. It is the instructor's responsibility to provide clear information within the course syllabus about acceptable forms of submission, the dates/times when assignments are due, and a process to confirm receipt of assignment (if applicable). It is the student's responsibility to be aware of acceptable forms of assignment submission for each class and to be aware of available facilities to submit assignments in the required format.

Multiple Submissions of the Same Work

Students may, on occasion, wish to prepare one piece of work (e.g., an essay) to fulfill requirements for two different courses. This can be an important way for students to bring different areas of study into dialogue or to study a topic relevant to two courses in greater depth. Students who have completed at least 30 credit hours of university-level courses may request such an arrangement. Such requests must conform to the following guidelines:

- The student will submit the request in a written proposal to the Academic Student Issues Committee by way of the Registrar.
- The student must receive consent from the instructors in both courses.
- The title page of the submission must indicate for which courses it is being submitted and what value it has been assigned in each of the two courses.
- Normally, the assigned value of the submission is no more than 30% in either course.
- The submission must reflect the amount of work approximately equivalent to what would be required to prepare the two assignments it replaces.
- When students make multiple submissions of the same work not governed by this policy, it will constitute academic misconduct.

Attendance in Classes

CMU regards the educational process as a community endeavour. It is much more than an individual undertaking by individual students. Each student has the potential to contribute to the learning in a class, and each will benefit from contributions by other students. Moreover, it is in the classroom that instructors communicate the subject matter of their courses, demonstrate ways of interpreting information, and provide guidance for students to work through important issues. Therefore, in order to maximize the potential of the educational process, it is important that each student attend classes regularly.

From time to time a student may need to miss a class. The student is responsible to advise the instructor before the class occurs, but if that is not possible, the student should communicate with the instructor as soon as possible after the class. The student is responsible to consult with other students in the class about the missed content.

A student who misses an excessive number of classes may be barred from further class attendance and from taking the examination in the course concerned. Normally six class hours (i.e., six 50-minute periods, four 75-minute periods, or two three-hour periods) would be an excessive number of classes.

- The instructor has the option to define “an excessive number of classes” differently in the course syllabus, and the instructor may set consequences for failure to attend as the instructor deems appropriate to the course.
- In all cases where the syllabus does not address attendance requirements, the instructor has the option to debar any student whose absences come to a total of six class hours in a semester.

Debarment means the student may not continue attending classes, the instructor will not grade assignments submitted by the student, and the student may not write the final examination. Debarment may result in the student losing eligibility to play on athletic teams.

When an instructor chooses to debar a student, the following steps will occur:

- The instructor will send the student a note informing the student. The instructor will also send a copy of this note to the Registrar. The instructor must maintain a record of the student’s absences as documentation for the grounds of debarment.
- If debarment occurs prior to the VW date, the student has the option to withdraw from the course. In order to withdraw from the course, the student must complete a Voluntarily Withdraw from a Course form on [Populi](#) (the student portal). Debarment from the course does not constitute official withdrawal. If the VW date has passed, the student will receive an F in the course.

A student who receives notice of debarment from a class may appeal for reinstatement.

- This process should begin with the student initiating a conversation with the instructor.
- If that does not result in a satisfactory outcome, and if the student believes they have received unjust treatment, the student may immediately appeal to the Academic Student Issues Committee in writing. The written appeal should include any documentation pertinent to the absences. The appeal should be directed through the Registrar’s Office.

Examinations and Term Tests

Between the last day of classes and the beginning of the examination period there is a reading period that is reserved for studying. No tests or examinations may be scheduled during this time.

Term tests may not be scheduled during the last five class-days of a semester. A term test may not count for more than 33% of the final grade. Term tests given during the last three weeks of classes may not collectively exceed 33% of the final grade. Normally, final examinations may not count for more than 50% of the final grade.

Other forms of examinations should be considered before take-home examinations are given. Take-home examinations have a time limit of 72 hours.

The weight of each question shall be clearly indicated on all tests and examinations. Also, the header of each test or examination shall include the course number and title and the name of the instructor.

Normally instructors will design final examinations for completion within two hours, but in a few subject fields (e.g., accounting, mathematics) examinations will have a longer duration. Instructors shall indicate the duration of the final examination (normally not exceeding two hours) within the course syllabus. An instructor has the freedom, at the time of

the final examination, to offer extended time to all students in the class. Thus, for example, though the syllabus and the examination itself may indicate a duration of two hours, the instructor may choose to allow three hours for completion.

Examination Rescheduling

Final examinations must be written during the examination period, as scheduled. At the time of registration, the student must choose courses in such a way that there will be no direct conflicts in the examination schedule for the courses chosen. Occasionally a scheduling conflict may arise for CMU students between examinations for courses taken at CMU and those taken at either the University of Manitoba or the University of Winnipeg. In such circumstances, the student should contact the Registrar at least two weeks before the end of classes to request the rescheduling of an examination. If such a conflict occurs for a visiting student, that student should seek a resolution of the conflict at their home institution.

In a few other situations a CMU student's request for rescheduling an examination will be granted — e.g., serious illness (documented by a doctor's note), accident, or a death in the family. Also, a student may request rescheduling if the examination timetable is such that within one day or within two consecutive days a student is scheduled to write (i) three examinations in three successive examination slots, or (ii) four examinations within five successive examination slots. The student should contact the Registrar at least two weeks before the end of classes to request rescheduling of an examination.

If a CMU student wishes to request the rescheduling of an examination on other grounds, the student must make an appeal in writing to the Academic Student Issues Committee at least two weeks before the beginning of the examination period. Students should be aware that appeals for reasons of personal convenience or to enable vacation travel do not normally succeed. If the appeal is granted, the student must pay a special examination fee before writing the rescheduled examination(s).

Attendance at Term Tests and Final Examinations

Students are responsible to attend term tests and final examinations at their scheduled times. However, students do occasionally miss tests or examinations due to illness or some other unanticipated circumstance. A student who misses a term test must contact the course instructor, providing an explanation for the absence. The instructor has full discretion over rescheduling the test for the student. A student who misses a final examination due to illness, a death in the family, or some other emergency should contact the Registrar to arrange for another opportunity to write the examination. The student should be prepared to present documentation regarding the circumstances preventing attendance. A student who misses a final examination for any other reason may submit an appeal to the Registrar's Office. The Registrar will adjudicate the appeal in consultation with the course instructor. If the appeal is granted, the student will pay the examination rescheduling fee before writing the examination.

Modular Credit

Students in the GCCS, MA, or MDiv programs within the Graduate School of Theology and Ministry may attend special lectureships, seminars, or workshops, hereafter referred to as modular courses, for CMU graduate credit. Students or faculty may initiate the modular credit process.

1. **Approval:** To qualify for credit, the department must review proposals for modular courses, and the GSTM Co-Directors must approve their implementation.
2. **Faculty of Record:** A CMU faculty member must be approved as the faculty of record for the lectureship. Under some circumstances, a non-CMU faculty member as faculty of record may also be approved.
3. **Syllabus:** In consultation with the faculty member, the student must prepare a syllabus, which will provide the following information: a) name of institution; b) course number (BTS-5960/1); c) title, dates, and location of the module; d) number of credit hours (normally one); e) name of faculty member of record; f) one or two paragraphs of course description; g) course requirements; and h) bibliography
4. **Grading** will be Pass/Fail
5. **Classroom Time and Overall Load Expectations:** Whereas, a regular course requires a minimum of 12 hours of classroom time per credit hour, in regards to modular courses, the number of "classroom" hours will be contingent on each event's schedule and configured within the greater framework of the overall course requirements and parameters. Work expectations for a one-credit hour course may represent a total of 45 hours that may include seminar, lectureship, or workshop time, plus the time it takes to complete reading and writing assignments. Students can expect 500 to 1,000 pages of reading as well as the writing of 2000- to 3000-word assignments. However, overall workload from one course to another may differ significantly depending on the nature of the course, professors' expectations, and other variables.

6. Program Requirements: A maximum of 3 credit hours of modular credit can be applied to a GCCS, MA, or MDiv degree within the Graduate School for Theology and Ministry degree.
7. Tuition: Unless otherwise stated, billing for the academic credit will be in addition to the cost of a Lectureship, Seminar, or Workshop.

Thesis Writing Procedures

A student enrolled in a Master's program at CMU may consider writing a thesis as an elective equivalent to 6 credit hours.

Thesis work requires faculty advising, and the viability of any proposal will depend on having a faculty member with the expertise, interest, and time to advise the project. Students thinking about doing a thesis should test their idea in conversation with the faculty member(s) with whom they would like to work. This conversation should happen at the latest early in the semester prior to the planned work.

Eligibility Requirements for Thesis Writing

- In good academic standing in their Master's program.
- Strong performance in their graduate studies indicating preparedness for thesis writing as determined by their faculty advisor and potential thesis advisor.

Proposal

The student will provide an initial proposal that includes the following:

- A provisional title for the thesis course
- A description of the proposed thesis (700 words)
- A rationale for how the proposed thesis fits into the student's program and learning objectives (300 words)
- A name of a faculty who is willing to be the advisor of the thesis
- A statement regarding whether application to the Research Ethics Board is required
- A preliminary bibliography of one to two pages.

The student will then submit this information, through the Special Course Options – Graduate (GSTM) or Special Course Options – Graduate (PCD) form. This form can be found in [Populi](#) (the student portal).

The thesis committee consists of the thesis advisor, and second and third readers. The thesis advisor, in consultation with director and student, is responsible for making sure that a thesis committee is in place.

Thesis Writing

The first step in thesis writing is to work with the advisor in reviewing the initial proposal and clarifying the focus of the work. This should include further attention to the central argument or thesis statement, an account of prevailing scholarship including views and methods, an outline of the whole project, and a bibliography. This work may contribute substantially to the introduction and/or first chapter of the thesis.

The thesis is an extended essay, approximately 25,000 to 30,000 words in length, although the word-count may vary depending on the discipline or the nature of the project. The word-length includes the footnotes and bibliography. After the title page, the thesis must include a page naming the thesis advisor, and second and third readers. This should be followed by a 300- to 400-word abstract and then a page outlining the table of contents. Formatting of footnotes should follow the expectations or standards of the discipline or field in which the student is writing.

The student must submit an electronic copy of the completed thesis by the date specified in the below table. The thesis advisor has the right to ask for two printed copies in addition to an electronic copy. At this time, the advisor will secure a date and location for the oral defence.

The advisor and second reader will take a week to evaluate the thesis to determine its readiness for oral defence. They may agree to proceed with it as submitted, or they may require corrections and revisions.

The oral defence must take place no later than the final Reading Day prior to the beginning of the exam period. The advisor is responsible for publicising the thesis presentation.

The Defence and Concluding Process

The defence is 75 minutes in length and includes a chair (not one of the examiners), the advisor, the second and third readers, and is open to the public. The student gives a 10- to 15-minute introduction to the thesis, describes the argument and presents conclusions. The student supplies an abstract of one or two pages, single-spaced, for those attending the presentation. The readers have opportunity to ask questions regarding any aspect of the thesis. Finally, the public has the opportunity to ask questions, or offer comments.

After the conclusion of the defence, the chair invites everyone to leave except the thesis advisor and readers. The advisor and readers determine whether the thesis is a) passable as is; b) passable with minor corrections; c) passable with major corrections; d) not passable in its current form.

After the conclusion of the defence, the advisor, in consultation with the readers, informs the student regarding the status of the thesis. If no corrections are required, the student submits a copy of the thesis in pdf format, along with the signed non-exclusive license, to the advisor who then submits the thesis to the library director to be archived. If minor corrections are required, the student must complete them within a week following the oral presentation. If major corrections are required, the thesis advisor may direct the student to apply for an extension of the thesis course. Once all corrections are completed, the student submits a copy of the thesis in pdf format, along with the signed non-exclusive license. It is the responsibility of the advisor and second reader to ensure all corrections are complete and that the final version of the thesis to be archived is properly formatted and in excellent order. The advisor, in consultation with the readers, then assigns a “pass” for the thesis.

The student has the option of submitting a bound copy of the thesis to the library. Specifications for the binding must be obtained from the library director.

	April Defence Date	October Defence Date	December Defence Date
Proposal Due Date	May 30	October 30	March 30
Thesis Writing	September to March	January to August	May to November
Final Thesis Draft Due Date	March 10	August 31	November 10
Thesis Oral Defence Date	Prior to April exam period	Prior to September 30	Prior to December exam period
Thesis Corrections Due Date	One week after Defence	One week after Defence	One week after Defence
Thesis Grade Due Date	Last day of winter semester	October 20	Last day of fall semester

Grades and Grading

Grades

To receive credit for a course, students must obtain one of the following passing grades — A+, A, A-, B+, B, B-, C+, C, C-, D or P. An F is a failing grade. Registrar's Office will make final grades available through the students' portals.

Grade Points and Scale

Letter Grade	Percentage	Grade Points	Descriptor	Definition
A+	90-100	4.5	Exceptional	Exceeds expectations
A	85-89	4.25	Excellent	
A-	80-84	4.0	Great	
B+	77-79	3.5	Very Good	Clearly meets expectations
B	73-76	3.25	Good	
B-	70-72	3.0	Proficient	
C+	67-69	2.5	Satisfactory	Adequately meets expectations
C	63-66	2.25	Acceptable	
C-	60-62	2.0	Adequate	
D	50-59	1	Marginal	Below expectations but minimally acceptable
F	0-49	0	Failure Inadequate	Does not meet minimal expectations

Grade Point Averages

Grade point averages are calculated as follows: For each course a student has completed, its value in credit hours is multiplied by the grade points corresponding to the grade the student has earned for that course. The product is the number of weighted grade points the student receives for that course. The sum of the weighted grade points received in all courses completed is then divided by the total number of hours of credit taken. The result is the student's cumulative grade point average.

Grade Vetting

CMU is committed to building a culture of fair and consistent grading. This is important for the integrity of the university, for its reputation among other universities, for the integrity of students' transcripts, and for the recognition of these transcripts at other universities.

Over the course of a semester, instructors will provide grades to students for each assignment submitted, and at its end instructors will provide a cumulative grade. Those grades are provisional until the completion of a vetting process. Thereafter the Registrar's Office will publish final vetted grades through the transcript function in [Populi](#) (the student portal). Normally vetted grades will be published by January 15 for courses ending in December, by May 15 for courses ending in April, and by September 20 for courses ending in August.

For various reasons, grades vary from one class to another (e.g., large introductory courses will vary from small upper-level courses). However, if significant anomalies appear in grades for a particular course, an adjustment of grades in that course may be required. The vetting process includes consultation with the instructor.

Factors such as the following are considered:

- the class GPA in comparison to the average GPA of all classes for the semester
- the class GPA in comparison to previous years for the same course
- the class GPA in comparison to the GPA in other classes within the same subject area
- the average grades of individual students in the class in comparison to the individual students' GPAs for other courses

Transcripts

The academic transcript is an official university document, signed and sealed by the Registrar. It lists all courses for which a student has registered, final grades that have been assigned, credit hour values, and the cumulative grade point average. Students may order official transcripts by completing a form available in [Populi](#) (the student portal) or on CMU's website and upon payment of the transcript fee.

Academic Standing

At the end of each semester, the Registrar's Office in conjunction with Graduate Studies will review the performance of all students who have attempted a minimum of 12 credit hours to reassess their academic standing. Performance assessments will be completed by the middle of January for performance during fall semester, by the end of May for performance during winter semester, and by the middle of September for performance during the spring/summer semester.

The three levels of Academic Standing are defined as follows:

- **Satisfactory Standing:** The student maintains a minimum average grade point average (GPA) of 3.0.
- **Conditional Continuance:** The student does not achieve a minimum grade point average of 3.0. The student must develop an academic covenant with their academic advisor that identifies a strategy to improve academic performance. The student's standing will be reassessed after completion of an additional 9 credit hours. The student will achieve satisfactory standing if a minimum GPA of 3.0 over 9 credit hours is achieved.
- **Academic Suspension:** This standing will apply to two categories of student (a) The student has attempted 9 credit hours or more while on conditional continuance but has not achieved a minimum GPA of 3.0, or (b) the student has earned a sessional GPA of less than 1.0 in any particular semester and has shown a low level of academic engagement (e.g., missing classes, failing to submit assignments, etc.). A permanent note will be placed on the transcript.

A student with the standing Academic Suspension may appeal for re-admission to CMU after a period of one full year. During the period of Academic Suspension, the student should develop a strategy to address the factors that contributed to poor academic performance. This could include registering for courses to improve study skills, writing skills, English language skills, etc. Readmitted students will return under the terms of Conditional Continuance.

Students with Disability

CMU strives to provide a fair and supportive learning environment for academically qualified students with disabilities. The term "disability" refers to both mental and physical conditions which are permanent, ongoing, episodic, or of some persistence, and cause a significant limitation for the person in carrying out some of life's major activities.

CMU's Application for Admission form invites applicants to identify any physical or learning disabilities. It is the applicant's responsibility to make an adequate disclosure to enable CMU to assess its capability to respond to that applicant's disabilities.

When an applicant discloses a disability, the Admissions Counsellor will ask the applicant to provide detailed information by filling out the form entitled Self-Identification for Students with Disabilities. The applicant should normally complete and submit the form at least one month before classes begin.

At least a month before classes begin, applicants with disabilities should seek an interview with either or both the Coordinator of Accessibility Services and the Registrar to work toward an understanding regarding responsibilities each of CMU and the prospective student will assume to appropriately structure the CMU experience for the prospective student.

The prospective student will normally provide current medical documentation regarding the nature of their disabilities from an appropriately licensed professional. As much as possible, the student should also provide documentation that clearly identifies accommodations needed to enable the prospective student to work or live comfortably on campus at CMU and academic accommodations that would assist the prospective student in their efforts to learn and demonstrate mastery of course content.

The Academic Student Issues Committee, which includes the Coordinator of Accessibility Services for this agenda, has authority to approve academic accommodations and responsibility to serve as a consultative body for the Registrar and the Coordinator of Accessibility Services in their administration of academic accommodations.

In all cases where accommodations have implications for the delivery of courses, for tests, or for examinations, the Registrar will communicate them to the student's instructors by way of a memorandum copied to the student. During the first week of classes, the student should seek an interview with each of their instructors to ensure that arrangements are in place in accordance with the Registrar's memorandum.

Academic Integrity

Purpose

CMU has a responsibility to set standards of student conduct that promote and maintain an environment in which academic integrity is understood and valued, and serves as the basis for student learning. The objective of this policy is to encourage appropriate student conduct and, when necessary, to identify and regulate student academic misconduct (AM) that infringes on the culture of academic integrity upon which the university is built. The policy seeks to ensure fair and consistent process for students.

Foundations

It is the role of faculty members to design assignments that enable students to develop capacities that will help them to flourish in their various roles in life. Assignments are process-oriented: it is by going through the exercise of completing such assignments, rather than the completed product *per se*, that students develop such competencies. Thus, when students plagiarize or cheat, they are taking a shortcut and avoiding the learning opportunities that form the very purpose of university education. Furthermore, CMU instructors assume that when students hand in an assignment they are claiming that the assignment represents their own work. Thus, when students submit work that is not their own, they deceive the instructor and break down trust between themselves and their instructor. Academic misconduct can thus seriously undermine the relational context in which learning best takes place.

Underlying this policy is the intention that all student encounters with AM processes have as their goal the pedagogical benefit of the student, and their restoration as trusted and valued members of the student community, with the recognition that, in some cases, this will entail consequences that students may experience as punitive, including course failure and even suspension. For this and other reasons, this policy has instructors play an active role in AM procedures, not only because of their intimate knowledge of cases and their relevant scholarly contexts, but also because their existing relationship with students makes it less likely that the student will experience the process as arbitrarily punitive and unfair. Instructor involvement means that the student is more likely to gain pedagogical benefit from the process.

Types of Academic Misconduct

Academic misconduct includes all of the following:

- Plagiarism
- Cheating
- Inappropriate research and writing practices
- Impersonation
- Forging, falsifying, or modifying an academic record
- Encouraging or assisting academic misconduct

Plagiarism is presenting language or an idea from a source of any kind as if it were one's own, that is, without explicitly and clearly citing and documenting the source. The following are examples of plagiarism:

- Copying an essay in its entirety from a single source, or copying sections from several sources and connecting them together with a few sentences of one's own, and submitting the product as one's own work.
- Having another person complete an assignment in whole or in part. This is often referred to as "contract cheating."
- The use of AI tools to generate or paraphrase text when those tools are not permitted by instructor; or, if their use is permitted by the instructor, when that text is presented as the student's own work without acknowledging the AI tool through a reference and documentation.
- Copying a phrase, a sentence, or a paragraph from a source into a written submission without acknowledging the source by providing a reference and documentation.
- Presenting a paraphrase or summary of material from a source in one's paper without acknowledging the source through a reference and documentation.
- Quoting a phrase, sentence, or paragraph from a source without enclosing it in quotation marks or setting it off as a block quotation, even if one is acknowledging the source through a reference and documentation.

As the foregoing examples may suggest, a student may plagiarize intentionally or unintentionally. Sometimes students, due to a lack of understanding or due to negligence, submit assignments in which they have used sources inappropriately or have failed to adequately acknowledge them.

Cheating is dishonest or attempted dishonest conduct during examinations or tests or in the completion of any other requirement for a course, whether this conduct is to benefit oneself or to benefit another student. Cheating includes the following actions, but it could take many other forms:

- Copying from another student's test/examination in the test/examination room, or making one's test/examination visible to another student to copy.
- Communicating with another student during a test or examination.
- Bringing unauthorized material into the test or examination room, whether on paper, in electronic form, or in any other medium.
- Copying from another student's assignment, lab report, problem solutions, etc., and submitting it as one's own work, or making one's own work available for another student to use.
- Submitting the same work for more than one course without gaining permission in advance to do so.
- Acquiring a copy of a test or an examination in advance of the scheduled time for the test or examination.

Inappropriate research and writing practices involve intentionally misrepresenting or falsifying research results. Examples include:

- Fabricating or falsifying research data.
- Manipulating the design of one's research to ensure desired outcomes.
- Using another's research data without permission or attribution.
- Making references either to non-existent resources or to resources unconnected to the material being cited, to give the false appearance of good scholarship.

Impersonation means to present oneself as someone else. To impersonate someone or to arrange for someone to impersonate oneself are acts of misconduct, whether in-person in a classroom or examination room setting, or virtually through an electronic medium.

Forging or modifying academic documents such as tests, examinations, letters of admission, recommendation, permission, academic transcripts, or any other formal academic document of the university are acts of misconduct. Similarly, submitting false or incomplete information by way of a university form is academic misconduct.

Encouraging or assisting another person to do any of the above is itself academic misconduct. Examples include:

- Providing an essay, lab report, or other assignment in whole or in part for another student to submit as their own.
- Providing answers to another student during an exam.
- Providing exam questions to a student who will be writing the same exam at a later time.
- Uploading CMU essays, lab reports, or other assignments to essay vendor or trader sites, i.e., filesharing sites that are known providers of academic material for use by others who submit them to instructors as their own work.

Basic Components of Academic Misconduct Cases

Every case involves a decision about whether AM has occurred, and, if so, what the appropriate consequences are.

1. **Decision:** This decision is to be made by adjudicating the evidence gathered and arguments made by the instructor and the student, according to a balance of probabilities (i.e., whether AM is more likely than not to have occurred)
2. **Consequences:** Appropriate consequences depend on context and follow certain patterns. Further guidance is given below, under the heading "Consequences."

Major Cases

While every instance of AM is of some import, some cases are more serious and thus considered to be "major," either because of the context or the nature of the AM involved. Typically, in major cases of AM, a meeting with the ASIC Subcommittee will be mandatory.

Major cases may include, but are not limited to:

- Significant plagiarism in a work of substantial value.
- Cheating on term test or final exam.
- Contract cheating.
- Impersonation.
- Prior instance(s) of AM.

- AM in the last 30 credit hours of a student's program.
- AM at the graduate level.
- Forging, falsifying, or modifying an academic record.

Procedure I: Assessments

There are two processes to decide AM cases and assess consequences: *Instructor Assessment* and *ASIC Subcommittee Assessment*. There are two further disciplinary processes related to AM that do not involve a decision about whether AM has occurred. Those are treated below, under the heading "Procedure II: Academic Suspension and Appeals to the VPA."

When AM issues arise, it is always preferable for the instructor to make first contact with the student about the issue, if possible. Thus, all AM procedures begin with the instructor **gathering evidence, consulting with ASIC, and meeting with the student**, though the aims of that meeting differ depending on the context.

1. **Gather Evidence:** when there is reason to suspect AM, the instructor begins to gather evidence. If there is enough evidence, the instructor proceeds to a consultation with ASIC.
2. **Consult with ASIC:** The instructor consults with the ASIC Co-Chair (AM) to review the situation, confirm that there is reason to suspect AM, and receive guidance about how the case might be best approached. The case is then diverted either to **Instructor Assessment**, or **ASIC Subcommittee Assessment**.

Instructor Assessment

1. **Meeting with Student:** After gathering sufficient evidence, and consulting with the ASIC Co-Chair (AM), the instructor meets with the student to discuss concerns regarding AM (but not accuse, *per se*). In some cases, an instructor may request the support of ASIC in meeting with the student. The meeting should take place as soon as reasonably possible, ideally before subsequent assignments are submitted. The instructor will make all reasonable effort to contact the student. If the student does not respond or refuses to engage, a decision will be made in the student's absence.
 - 1.1. **Meeting Goals**
 - 1.1.1. **To gather evidence and better understand the situation.** The purpose of the meeting is to gather and share information about the suspected AM. The instructor will note their suspicions, share what evidence they have, and ask the student for an account of the matter. The student will have an opportunity to share any evidence or material they feel is relevant. If the student has additional evidence, they must submit it within 24 hours of the meeting.
 - 1.1.2. **To decide whether AM has occurred.** The instructor will determine whether AM has occurred based on information gathered and according to a balance of probabilities. The instructor may communicate the decision to the student in the meeting. In cases where it is not completely clear that AM has occurred, the instructor may postpone a decision to allow for additional consideration or further consultation with ASIC.
 - 1.1.3. **To determine next steps.**
 - 1.1.3.1. If AM has not occurred, proceed to step 2. **Report to ASIC.**
 - 1.1.3.2. If AM has occurred, the instructor will determine consequences according to the guidelines indicated in this policy. Then proceed to 2. **Report to ASIC.**
 2. **Report to ASIC.** Regardless of the outcome, the instructor should notify both the ASIC Co-Chair (AM) and the student in writing (via email), including the following information:
 - 2.1. A brief precis of the nature of the AM, including the type(s) of misconduct and a brief description.
 - 2.2. The consequences determined.
 - 2.3. Or, where applicable, a brief account of why the case did not constitute AM.
 3. **Appeals.** If a student believes they have been inappropriately sanctioned for AM by their instructor, that student has the right to appeal within fifteen days after receiving notice of the sanction. The appeal will be directed to an ASIC Subcommittee.
 - 3.1. **Grounds for Appeal**
 - 3.1.1. Where there is reason to think the instructor's decision was incorrect and AM has not, in fact, occurred.
 - 3.1.2. Where process as outlined in this policy was not followed, to the detriment of the student.
 - 3.1.3. Where consequences were disproportionate, or otherwise out of line with policy and past practice.
 - 3.2. **Appeals Process**
 - 3.2.1. **Intent to Appeal.** Students will notify ASIC Co-Chairs (Registrar and AM) of their intent to appeal within 15 days of the instructor's decision report. This notice of intent should include a rationale for the appeal.
 - 3.2.2. **Notice of Intent Review.** The ASIC Co-Chair (AM) will determine, on the basis of the *Notice of Intent to Appeal* and in consultation with the ASIC Co-Chair (Registrar), whether or not to hear the appeal. An ASIC Subcommittee will hold an appeal hearing if it seems on the face of it that there are grounds for appeal.
 - 3.2.2.1. If the ASIC Co-Chair (AM) determines that there do not appear to be grounds for appeal, the ASIC Co-Chair (AM) proceeds to step 4. **Report**, under heading "ASIC Subcommittee Assessment," and notifies the student and Instructor.

- 3.2.2.2. If the ASIC Co-Chair (AM) determines that there appear to be grounds for appeal, the process proceeds to step 2. **ASIC Subcommittee Meeting**, under heading “ASIC Subcommittee Assessment,” bypassing 1. **Initial Instructor Meeting with Student**.

ASIC Subcommittee Assessment

1. **Initial Instructor Meeting with Student.** After gathering sufficient evidence, and consulting with the ASIC Co-Chair (AM) to determine there is a possible case of major AM, the instructor meets with the student. The purpose of the meeting is to share and gather information about the suspected AM. The instructor will note their suspicions, share what evidence they have, and ask the student for an account of the matter. The instructor will tell the student it is a suspected case of major AM and that the case will be reviewed by ASIC. The student will have an opportunity to share any evidence or material they feel is relevant. If the student does not respond or refuses to engage, the matter will proceed to the **ASIC Subcommittee Meeting**.
2. **ASIC Subcommittee Meeting**
 - 2.1. **Meeting Participants**
 - 2.1.1. ASIC Subcommittee: ASIC Co-Chair (AM) plus one faculty representative, on a rotating basis.
 - 2.1.2. The instructor (or representative). If the instructor is unable to attend, they should submit in writing (e.g., by email) at least a brief statement of their argument why AM has occurred for the ASIC Subcommittee to weigh against the student’s claims.
 - 2.1.3. The student. The student may invite a support person to the meeting, whom the student may consult, and who may ask questions of clarification, but will otherwise not normally speak on behalf of the student. ASIC will make all reasonable effort to contact the student. If the student does not respond or refuses to engage, a decision will be made in the student’s absence.
 - 2.2. **Meeting Preparation**
 - 2.2.1. Relevant files for discussion will be circulated to all participants of the meeting one business day in advance. This will include the nature of the accusation, accompanied by all evidence, with time for all to review. If the student has additional evidence, they must submit it to the ASIC Co-Chair (AM) two business days in advance of the meeting.
 - 2.3. **Meeting Goals**
 - 2.3.1. **To hear and evaluate evidence.** All participants will have the opportunity to present and respond to evidence and ask questions.
 - 2.3.2. **To decide whether AM has occurred.** The ASIC Subcommittee will determine whether AM has occurred based on information gathered and according to a balance of probabilities. The meeting will typically involve a time in which the student and instructor are excused for the Subcommittee to confer about the case, but the Subcommittee will normally make a decision before the conclusion of the meeting, while the student is still present. Occasionally the Subcommittee may delay the decision to gather more evidence or consult more broadly before making a decision. In such cases, the Subcommittee will reconvene the meeting to give the student a chance to respond to any additional evidence. In cases where there is disagreement between the two members of the ASIC Subcommittee, the question will be referred to the larger ASIC.
 - 2.3.3. **To determine next steps.**
 - 2.3.3.1. If AM has not occurred, proceed to step 4. **Report**.
 - 2.3.3.2. If major AM has occurred, the ASIC Subcommittee determines consequences according to guidelines indicated in this policy. If the ASIC Subcommittee determines consequences of an F in the course or greater, the process proceeds to 3. **Decision Review**. Otherwise, it proceeds to 4. **Report**.
 - 2.3.3.3. In cases of appeal, the ASIC Subcommittee determines whether the instructor’s consequences are appropriate. The committee may choose to uphold the decision of the instructor or may determine different consequences. The decision of the Subcommittee is final. The process proceeds to 4. **Report**.
3. **Decision Review**
 - 3.1. In cases where the Subcommittee determines consequences of an F in the course or greater, the decision and its consequences must be ratified by the rest of ASIC. This ensures a) that the decision and consequences assessed by the Subcommittee are consistent with past practice; and b) that any additional matters not satisfactorily addressed by the Subcommittee meeting are considered (e.g., to discuss whether an additional course penalty or suspension is warranted).
4. **Report.** Regardless of the outcome, the ASIC Co-Chair (AM) will notify both the student and the instructor in writing (via email), including the following information:
 - 4.1. A brief precis of the nature of the AM, including the type(s) of misconduct and a brief description.
 - 4.2. The consequences determined and contributing factors.
 - 4.3. Or, where applicable, a brief account of why the case did not constitute AM.
5. **Appeals.** See below, **Appeals to the VPA**.

Consequences

The maximum penalty an instructor may assess is a 0 in an assignment. Consequences as severe as a course failure should only arise in major cases and should thus be processed by ASIC. When discussing the range of possible consequences, faculty may look for direction from their consultation with ASIC.

Factors in Determining Consequences:

- a. The severity and the extent of the misconduct.
- b. The nature and weight of the assignment.
- c. Whether the student has committed a previous offence.
- d. Whether there is evidence of honest misunderstanding of expectations, or of an intent to deceive.
- e. Whether the student indicates a willingness to admit errors and learn.
- f. The year in which the student is enrolled and level of studies (i.e., bachelor's or master's).
- g. The experience a student has with Canadian academic expectations.
- h. The pedagogical needs of the student.
- i. Past precedent.

Consequences in Cases Assessed by Instructors

The hope in Instructor meetings is that a case reaches a resolution in which the student and the instructor (as well as any other relevant parties) mutually and voluntarily agree upon a path toward repairing any harms and achieving the relevant pedagogical goals. Occasionally such resolutions are not forthcoming, and instructors will have to assess consequences unilaterally.

Typical consequences assessed by the instructor may include:

- a. A warning.
- b. A requirement to correct and resubmit an assignment (e.g., by fixing citations, other issues).
- c. A requirement to rewrite an assignment.
- d. A reduced or a failing grade for the assignment.

Consequences in Major Cases Handled by ASIC Subcommittee

The hope in ASIC Subcommittee meetings is still that the case resolves with the student better oriented toward achieving the relevant pedagogical goals. Given the normal context of ASIC Subcommittee meetings, however, this is less likely to be achieved than in cases assessed by instructors.

Typical consequences in major cases assessed by ASIC Subcommittee may include, in addition to or in place of above:

- a. A failing grade for the course. The student will not have the option of withdrawing from the course to avoid an F on the transcript.
- b. Remedial work and/or additional course work.
- c. Conditional continuance status. In all cases of major AM, the student will be placed on Conditional Continuance.
- d. Mandatory academic tutoring.
- e. Academic Misconduct in a course taken within the last 30 credit hours of a student's program will normally result in a failing grade for the course and in postponement of graduation to provide time for the student to re-establish integrity. Normally, the student will have an opportunity to re-establish academic integrity and graduate by completing one course to replace the course that was failed, plus at least one additional course.

Procedure II: Academic Suspension and Appeals to the Vice-President Academic

There are two further disciplinary processes related to AM that do not involve a decision about whether AM has occurred: *Academic Suspension* and *Appeals to the VPA*.

Academic Suspension

When a student commits multiple cases of AM and seems unwilling or unable to learn from their mistakes, they have significantly disengaged from the learning process. ASIC may decide that such students should be considered for a one-year suspension. In such cases, an additional meeting shall be held to review the matter.

1. Meeting Personnel

- 1.1. ASIC, or a representation thereof, normally including at least both ASIC Co-Chairs (Registrar and AM), one representative of Student Life, and two faculty representatives.
- 1.2. The student. The student may invite a support person to the meeting, whom the student may consult, and who may ask questions of clarification, but will otherwise not normally speak on behalf of the student. ASIC will make all

reasonable effort to contact the student. If the student does not respond or refuses to engage, a decision will be made in the student's absence.

- 1.3. The meeting will be chaired by the ASIC Co-Chair (Registrar).
2. **Meeting Preparation**
 - 2.1. All members of the meeting should have copies of all relevant files for discussion circulated at least 24 hours in advance. In suspension hearings this will normally be comprised of past communications regarding previous instances of AM.
3. **Meeting Goals**
 - 3.1. To determine whether the level and number of AM cases and the likelihood of committing future AM warrant suspension.
 - 3.2. The meeting will typically involve a time in which the student is excused for ASIC to confer about the case, but ASIC will normally make a decision before the conclusion of the meeting, while the student is still present.
 - 3.3. ASIC will seek to make the decision to suspend by consensus, but if consensus cannot be reached a decision can be made with one dissenting vote.
4. **Report**
 - 4.1. Where a suspension has been assessed, the ASIC Co-Chair (Registrar) will notify the student in writing, including a brief account of the reasons for suspension.
5. **Suspension**
 - 5.1. Academic suspension from the university lasts a minimum of one full academic year. If a student is suspended on account of academic misconduct, the student's academic transcript will indicate academic misconduct as the basis for suspension.
6. **Reinstatement After Suspension**
 - 6.1. The student may apply to the Registrar in writing for reinstatement after a period of one year. The appeal must be made a minimum of one month in advance of the intended start date. In the written application, the student should indicate that they understand the reasons for their suspension, and articulate why they are now prepared to carry out their studies in good standing and are unlikely to commit further AM. The Registrar will then interview the student in a meeting that includes the ASIC Co-Chair (AM) for consultative purposes. The Registrar will consult as appropriate but the decision to reinstate the student remains the prerogative of the Registrar.
 - 6.2. If reinstatement is granted, the student will return with the standing of Conditional Continuance. During the period the student has this standing, the student's instructors will give attention to assisting the student in practising academic integrity. If the student completes this period and achieves Satisfactory Standing, that student may appeal for the removal of the notation regarding academic misconduct from their transcript.

Appeals to the VPA

If a student believes they have been inappropriately sanctioned for major AM, that student has the right to appeal within fifteen days after receiving notice of the sanction. The appeal will be directed to the Vice President Academic.

1. **Grounds for Appeal**
 - 1.1. Where process as outlined in this policy was not followed, to the detriment of the student.
 - 1.2. Where consequences were disproportionate, or otherwise out of line with policy and past practice.
 - 1.3. Conversely, the argument that AM has not occurred will not be considered grounds for appeal.
2. **Appeals Process**
 - 2.1. **Intent to Appeal.** Students will notify ASIC Co-Chairs (Registrar and AM) of their intent to appeal within 15 days of the ASIC Subcommittee decision report.
 - 2.2. **Statement of Appeal.** Within a reasonable timeframe, the student will follow the notice of intent to appeal with a written *Statement of Appeal* addressed to the VPA, submitted to the ASIC Co-Chair (Registrar), that includes:
 - 2.2.1. A request for the VPA to hear the student's appeal.
 - 2.2.2. A summary of the Subcommittee's decision, and any other relevant history and context.
 - 2.2.3. A rationale for the appeal.
 - 2.3. **Statement Review.** The VPA will determine, on the basis of the *Statement of Appeal*, whether or not to hold an appeal hearing. The VPA will hold an appeal hearing if it seems on the face of it that there are grounds for appeal.
 - 2.3.1. If the VPA determines that there do not appear to be grounds for appeal, the VPA proceeds to step 2.5 **VPA Report**, and notifies the student and ASIC Co-Chair (AM).
 - 2.3.2. If the VPA determines that there appear to be grounds for appeal, the VPA proceeds to step 2.4. **Appeal Meeting.**
 - 2.4. **Appeal Meeting**
 - 2.4.1. **Meeting Personnel**
 - 2.4.1.1. The VPA.
 - 2.4.1.2. The ASIC Co-Chair (AM), as a representative of the existing decision and consequences.
 - 2.4.1.3. The student. The student may invite a support person to the meeting, whom the student may consult, and who may ask questions of clarification, but will otherwise not normally speak on behalf of the student.

2.4.2. Meeting Preparation

- 2.4.2.1. The VPA may request from ASIC Co-Chair (AM) any files relevant to the case, including both materials pertinent to the case at hand, as well as any other files related to past student conduct pertaining to AM.
- 2.4.2.2. All members of the meeting should have copies of all relevant files for discussion circulated at least 24 hours in advance (including both student conduct files and the student's *Statement of Appeal*).

2.4.3. Meeting Goals

- 2.4.3.1. To determine whether there are good grounds to appeal that should result in an overturning of ASIC's decision or a modification of consequences.

2.5. VPA Report

- 2.5.1. The decision of the VPA is not subject to further appeal. Regardless of the outcome, the VPA will notify the student and both ASIC Co-Chairs in writing (via email), including the following information:
 - 2.5.1.1. The appeal decision.
 - 2.5.1.2. The rationale for the decision.

Appeals

Various Academic Matters

Students should direct appeals pertaining to curricular matters (e.g., regarding exemption from a requirement or a substitution for a required course) to the Curriculum Committee. Appeals pertaining to academic matters (e.g., regarding scheduling of examinations, extensions beyond the end of semester for a course, etc.) should be directed to the Academic Student Issues Committee. Students should submit all appeals in writing through the Registrar's Office.

An appeal consists of a statement of the requested exemption or variance and an argument or an explanation in support of the request. For the appeal to succeed, the argument or explanation must convince the committee that will consider the appeal. The Registrar will communicate the committee's decision in writing to the student.

Grades

Faculty members at CMU are committed to evaluating students' work fairly. A student who believes that a grade assigned on a particular submission is unjust may appeal to have the grade reviewed. The student should first request the instructor to reconsider the value of the submission in question. If satisfactory resolution has not been reached after this step, the Academic Sean, in consultation with the instructor, will appoint a second faculty member to evaluate the submission. The Academic Sean and the instructor, in consultation, will use the results of both evaluations to determine a grade for the submission. Appeal of grades on particular submissions will not normally be allowed after the end of the semester.

A student who has reason to believe that a final grade recorded on the transcript of grades is unjust may, within six weeks of the publication of the transcript, appeal in writing to the Registrar's Office to have the grade reviewed. The student must provide an explanation for the appeal. A processing fee will be charged to the student for each appeal submitted. (For the amount of the fee, see the schedule of fees published with the current registration materials.)

Authorized Withdrawal

In exceptional circumstances, illness, grief, or some other factors may impede a student in taking appropriate action to voluntarily withdraw from a course before the last date for such action has elapsed. In such circumstances, a student may appeal to the Academic Student Issues Committee to give consideration to an authorized withdrawal. The appeal together with supporting documentation should be routed through the Registrar's Office. Normally such an appeal should be submitted within one year of the end of the semester containing the course registration from which the student requests authorized withdrawal.

When the Academic Student Issues Committee grants an appeal, the Registrar will enter a grade of AW for Authorized Withdrawal into the student's academic record for the courses concerned. The student will not receive credit for the course, and it will not be calculated in the grade point average. There will be no tuition refunds payable, though there may be instances in which tuition credit will be granted in accordance with CMU's policy regarding withdrawals for medical reasons.

Authorized Leave Policy

A student may request an authorized leave of study from their program for the following reasons:

- Parental care for an infant or young child
- Medical reasons (physical or mental)
- Compassionate reasons (death or serious medical emergency of a family member)

An authorized leave may be requested for a period not to exceed one year. Whenever possible, the authorized leave request will be made prior to the start of the term(s) for which it is requested. In cases of an unanticipated leave, the request will be made during the term. The request, together with supporting documentation, should be submitted to the Registrar for consideration. The request must include rationale, supporting documentation, and proposed dates for the leave.

A student must be in good financial standing at CMU prior to an appeal being considered. If the leave is approved, a note will be placed on the student's transcript indicating the dates of the leave.

A student may defer an award granted by the university provided this meets the conditions of the award. The award may be deferred for the period of the approved leave. A non-refundable deposit may be required to secure the award for the following year.

International students must consult with Immigration, Refugees and Citizenship Canada to understand how an authorized leave may impact their immigration status.

Graduation

Students must complete all requirements for their programs before proceeding to graduation. If students complete any courses for their programs as visiting students at other post-secondary institutions, they must ensure that transcripts reach CMU's Registrar's Office a week before the anticipated graduation date.

CMU confers most degrees during its graduation weekend in late April. Graduation is an important event at CMU. It marks the official culmination of studies for graduating students. It is a community event because academic work is more than an individualistic endeavour. The CMU community is an important part of the learning that takes place for all students. Through the graduation events, the CMU community formally acknowledges the graduating class. All graduating students are expected to participate in the events. Graduands who are unable to attend must send a written notice to the Registrar by February 1 of their graduating year.

Students who believe they will be eligible to graduate at the April convocation must complete and submit a Graduation Application form and pay the graduation fee by November 15.

CMU also confers degrees in November but without a convocation ceremony. Students who believe they qualify to graduate in November must complete and submit a Graduation Application form and pay the graduation fee by September 30.

Graduate School of Theology and Ministry Degree Completion Policy

A student who already holds a Master's degree may earn an additional Master's degree. The student must apply to the Registrar's Office and meet the following conditions:

- The admission requirements of the second-degree program
- The completion of requirements of both degrees

Notes:

1. Credits from the first degree may be applied to the second degree and must not exceed 50% of the credits required for the second degree.
2. If the first Master's degree was completed at CMU, at least 50% of the remaining courses required for the second degree must be completed at CMU (not transferred from other institutions).

Converting a Master of Arts to a Master of Divinity Policy

A student who has completed a two-year Master of Arts degree at CMU may convert to a Master of Divinity degree. The student must apply and be admitted into the Master of Divinity degree program. The student will need to complete all the

requirements of the Master of Divinity program. Prior to receiving the Master of Divinity degree, the student must surrender the degree parchment obtained for the Master of Arts degree. The student's transcript will indicate only the awarding of the Master of Divinity degree.

Revision or Discontinuance of an Academic Program

When CMU revises or discontinues an academic program, students already in that program may finish that program by fulfilling the requirements in effect at the time of their initial registration. They will have a maximum time frame of four years from the year their initial registration. Thereafter, students must choose a new program or fulfill the revised requirements of the program.

Section VI: Scholarships and Financial Aid

Quality education is costly, although it will bring far greater returns than many other investments. At CMU, our desire is to make quality post-secondary education affordable and accessible to students. We encourage students to explore all financial resources available to them both within CMU (awards, scholarships, bursaries, on-campus jobs) and beyond (scholarships, awards, bursaries, and provincial student aid).

CMU Awards, Scholarships, and Bursaries

CMU students enrolled in one of the graduate programs are invited to apply for CMU Graduate Awards.

- Most awards require that a student maintain full-time registration. Full-time status is defined as a minimum of 6 credit hours per term. Full-time or part-time status is determined each term for the fall and winter terms. Spring/summer term is a scheduled break and enrolling in spring/summer courses is optional.
- Credit hours at any institution other than CMU will be excluded when determining a student's eligibility for an award.
- Returning students must be in good academic standing (minimum GPA of 3.0).
- New students must be admitted to CMU.
- If the program of study for a student requires that they take credit hours from another institution, they may submit an exemption request that demonstrates this.

Applications for CMU Graduate Awards open in April and are due May 31 for the fall semester. Applications will again open in October and will be due November 10 for the winter semester. Questions may be directed to financialaid@cmu.ca.

Faith Community Matching Grant

Some faith communities encourage their students to attend Mennonite/Christian post-secondary institutions by providing bursary, grant, or education funds to support their students.

- CMU will match faith community funds up to \$500 per school year (a maximum of \$250 per semester) for Canadian students and up to \$1,000 per school year (a maximum of \$500 per semester) for international students.
- This program is available for the fall and winter semesters.
- A student must be considered full-time, a minimum of 6 credit hours per term and is determined each term for the fall and winter terms.
- Credit hours at any institution other than CMU will be excluded when determining a student's eligibility.
- Returning students must be in good academic standing (minimum GPA of 3.0).

The onus is on the student to request these matching funds by completing the student portion of the Faith Community Matching Grant application and instructing their faith community to submit their portion of the application. Forms will be accepted starting June 1 for the following September. Funds arriving without an application will not be accepted for this program. For a student to receive the matching grant, the faith community must send the money payable to CMU. Funds are limited and will be given out on a first come, first served basis. A portion of the funds for this program will be reserved for students starting in January.

Federal and Provincial Student Aid

Provincial Student Aid

CMU is recognized as a designated educational institution under the Canada Student Loan Program. Applications can be found online through the student aid website of the province or territory where a student is considered a resident. For more information visit the [Government of Canada website](#).

Section VII: Information about Canadian Mennonite University

Accreditation and Relationship with Other Universities

Canadian Mennonite University is authorized by the Province of Manitoba to grant degrees through the Canadian Mennonite University Act. This legislation attests to the quality of the half-century record of Mennonite post-secondary institutions in Manitoba.

In Fall of 2008 CMU became a member of the Universities Canada (formerly AUCC). This association represents ninety-four public and private universities and colleges, both in Canadian contexts and abroad. The association establishes principles for quality assurance of academic programs. CMU's membership in AUCC means greater access for its faculty to research funding, and for students it facilitates transfer of credit to other member institutions and admission to professional and graduate schools.

Though Canada does not have a nation-wide, formal process or agency for accrediting universities, accreditation is practiced in reference to a number of factors. In general, it is based on criteria recognized by Canadian universities and colleges, such as faculty competence, accepted academic policies and procedures, standards of instruction, and standards of student achievement.

The quality and recognition of CMU's academic programs and degrees are based on the following factors:

1. The quality of its faculty, and their commitment to excellence in teaching and research. Around 85% of faculty members hold doctoral degrees from recognized institutions.
2. CMU's longstanding, formal relationships with the University of Winnipeg and the University of Manitoba. Beginning in 1964 the University of Manitoba recognized Canadian Mennonite Bible College (one of CMU's founding colleges) as an "Approved Teaching Centre." In 1970 Mennonite Brethren Bible College (later Concord College, another founding college) entered a reciprocal cross-registration arrangement with the University of Winnipeg. Menno Simons College has been affiliated with the University of Winnipeg since the establishment of the college in 1988; its programs are fully integrated with the University of Winnipeg.
3. Continued recognition of CMU courses and degrees by local universities. The University of Winnipeg and the University of Manitoba have demonstrated a continuing recognition of CMU's courses and degrees. Courses with a specifically Christian ministries focus, however, may not be recognized for transfer credit.
4. The track record of CMU students. CMU graduates are gaining admission to universities across Canada and the U.S.A. into professional and graduate schools (e.g., University of Manitoba, University of Alberta, University of Toronto, Duke University, McMaster University, University of Edinburgh).
5. CMU's music department is a member of the Canadian University Music Society.
6. CMU's Bachelor of Social Work program holds pre-accreditation status with the Canadian Association for Social Work Education (CASWE-ACFTS).

Faculty and Staff

Faculty

Jobb Arnold, Associate Professor of Conflict Resolution Studies and Psychology. BA (Hons) (Lakehead), MA (British Columbia), PhD (Queen's).

David Balzer, Associate Professor of Communications and Media Studies. BRS (MBBC), BA (Winnipeg), MA (California State-Fresno).

Sunder John Boopalan, Associate Professor of Biblical and Theological Studies. BSc (St. Joseph's College, India), BD (United Theological College, India), Th.M. (Princeton), PhD (Princeton).

Janet Brenneman, Professor of Music. BMus, MMus (Toronto), PhD (Michigan State).

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