

Graduate School of Theology and Ministry At Canadian Mennonite University

A member of the Association of Universities and Colleges of Canada

2013-2014 Academic Calendar

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Academic Schedule 2013-14

Schedule at Shaftesbury Campus

Fall Semester 2013

September 3-4	Orientation and late registration
September 5	First day of classes for fall semester
September 16	Last day of course change and registration period for courses being in September
October 14	Thanksgiving Day—no classes
November 11	Remembrance Day--no classes
November 13	Last day to voluntarily withdraw from fall courses without academic penalty
December 4	Last day of classes for fall semester (Monday timetable)
December 5-6	Reading days
December 7-17	Examination days (including Saturdays December 7 and 14)
December 17	End of fall semester

Winter Semester 2014

January 2	University services open
January 6	First day of classes for winter semester
January 14	Last day for course change and registration period for courses beginning in January
February 17	Louis Riel Day—no classes
February 18-21	Mid-term reading break
March 20	Last day for voluntarily withdrawal from full-year and winter-semester courses without academic penalty.
April 8	Regular classes end for winter semester
April 9-10	Reading days
April 11-24	Examination days (including Saturday April 12)
April 18-19	Good Friday and Holy Saturday—no examinations
April 24	Winter semester ends
April 27	Convocation

Spring/Summer Semester 2014

May 1	Spring/summer semester begins
August 29	Spring/ summer semester ends

Introduction

The Graduate School of Theology and Ministry (GSTM) seeks to inspire and equip students for pastoral ministry, leadership, scholarship, and service.

The GSTM invites students from a wide range of denominations and traditions into a community of scholars and passionate educators who are committed to the life of the church, experienced in mission and service, and accomplished in research and publication.

Teaching Faculty

Paul Doerksen, Assistant Professor of Theology, BRE Honours (Briercrest); BA, BEd (Winnipeg); MTS (Waterloo); PhD (McMaster)

Andrew Dyck, Assistant Professor of Ministry Studies, BMR (Manitoba); MA (Eastern Mennonite Seminary); PhD (cand.) (Wales)

Irma Fast Dueck, Associate Professor of Practical Theology. BA (Waterloo); MDiv (Winnipeg); ThD (Toronto)

Daniel Epp-Tiessen, Associate Professor of Bible. BTh (CMBC); BA, MA (Manitoba); PhD (St. Michael's College)

Gerald Gerbrandt, President Emeritus and Professor Emeritus of Bible, BChrEd, AB, MDiv, PhD

Pierre Gilbert, Associate Professor of Biblical Studies and Theology. BRE (Providence College); MA (Providence Seminary); PhD (Montréal)

Titus Guenther, Associate Professor Emeritus of Theology and Missions, Diploma, BTh, BA, MA, PhD,

Chris K. Huebner, Associate Professor of Theology and Ethics. BTh (CMBC); BA, MA (Manitoba); PhD (Duke)

Harry Huebner, BA, MA, PhD, Professor Emeritus of Philosophy and Theology

Sheila Klassen-Wiebe, Associate Professor of New Testament. BTh (CMBC); BA (Manitoba); MDiv (Mennonite Biblical Seminary); PhD (Union Theological Seminary, VA)

Karl Koop, Professor of History and Theology. BTh (CMBC); BA (Manitoba); MDiv (Associated Mennonite Biblical Seminaries); PhD (St. Michael's College)

Gordon Matties, Professor of Biblical Studies and Theology. Diploma (Briercrest); BA (British Columbia); Diploma (Regent); MA, PhD (Vanderbilt)

Gordon Zerbe, Professor of New Testament. BA (Tabor College); MA (Mennonite Brethren Biblical Seminary); MA (Western Washington); PhD (Princeton Theological Seminary)

Specializations

The GSTM offers the Master of Arts in two specializations or concentrations: Theological Studies and Christian Ministry. It also offers a Graduate Certificate in Christian Studies. Students may pursue these programs as full-time or as part-time students. Full-time students will normally require two years to complete an M.A. program, or one year to complete the Certificate program.

Affiliations and Relationships

In delivering its graduate programming, the School enjoys an affiliation with Mennonite Brethren Biblical Seminary Canada (MBBSC) and holds partnerships with Associated Mennonite Biblical Seminary (AMBS) and Steinbach Bible College (SBC). The Graduate School is also a member of the Winnipeg Theological Cooperative based at the University of Winnipeg.

CMU-MBBS students

Students who are members of the Mennonite Brethren Church and who wish to affiliate both with MBBSC as well with GSTM at CMU may do so by indicating their intentions when they apply for admission. Mennonite Brethren students currently in the CMU program may become MBBSC students after contacting the Director of GSTM and the Associate Dean of MBBSC.

Certificate at CMU or at Associated Mennonite Biblical Seminary

Students have the option of obtaining their Graduate Certificate in Christian Studies from CMU or from AMBS while taking courses at CMU.

Admission and Registration

Students seeking admission must be qualified to engage in graduate-level theological study. Normally, 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').

Application Due Dates

May 1—To begin classes in September

September 1—To begin classes in January

Prospective students may enrol in a limited number of courses towards a degree program before their applications have been processed fully. Students who may be late in submitting their applications should contact the Director.

Advanced Standing

Students 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. The amount of advanced standing 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.

Academic Programs

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

Bible—9 credit hours

History of Christianity—6 credit hours

Theology—6 credit hours

Christianity and Culture/Practical Theology—6 credit hours

Methodology—3 credit hours

Electives—as required to reach a total of 60 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.

Notes:

1. Students must maintain a minimum GPA of 3.0 ('B') to remain in the program and to graduate.
2. Normally, students wishing to write a thesis in the area of biblical studies must demonstrate an appropriate level of competence in the pertinent biblical language, whether Hebrew or Greek.
3. A student who wishes to write a thesis must submit a proposal by April 30, one year before the student expects to graduate. Acceptance of the proposal will depend on the following criteria: (i) the strength of the proposal, (ii) the student's overall academic performance, and (iii) the availability of a faculty member to serve as thesis advisor. Information regarding procedures for thesis writing can be obtained from the Director of Graduate Studies.
4. Areas in which courses will be offered and theses may be written include Anabaptist and Mennonite Studies, Biblical Theology, Christian Worship, Christianity and Culture, Christianity and the Arts, Ethics, History of Christianity, New Testament, Old Testament, Peace Theology, Philosophical Theology, Practical Theology, Spirituality, and Systematic Theology.
5. Students may include up to 6 credit hours of introductory biblical languages within the electives of their program from the following list:
 - LANG-5200 Elementary Biblical Hebrew I
 - LANG-5210 Elementary Biblical Hebrew II
 - LANG-5230 Elementary Biblical Greek I
 - LANG-5240 Elementary Biblical Greek II

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—48-51 credit hours

Bible—12 credit hours

Theology and History of Christianity—12 credit hours

Practical Theology—12 credit hours

Ministry Formation—12-15 hours, including

BTS-5330 Spiritual Formation for Ministry

BTS-5340 Ministry Discernment Process

One of the following two tracks:

1. Option for Supervised Ministry Experience—9-12 credit hours, including

BTS-5910 Supervised Ministry Experience

OR BTS-5920 Supervised Ministry Experience

BTS-5930 Ministry Practicum Seminar

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. Students must maintain a minimum GPA of 3.0 ('B') to remain in the program and to graduate.
2. Students who have at least five years of relevant ministry experience may propose to embark on a Field Research Project or Thesis. Students who wish to choose this option must submit a proposal by April 30, one year before the student expects to graduate. Acceptance of the proposal will depend on the following criteria: (i) the strength of the proposal, (ii) the student's overall academic performance, and (iii) the availability of a faculty member to serve as thesis advisor. Information regarding procedures for thesis writing can be obtained from the Director of Graduate Studies.
3. Students may include up to 6 credit hours of introductory biblical languages within the electives of the major from the following list:
 - LANG-5200 Elementary Biblical Hebrew I
 - LANG-5210 Elementary Biblical Hebrew II
 - LANG-5230 Elementary Biblical Greek I
 - LANG-5240 Elementary Biblical Greek II
4. A maximum of 12 credit hours can be transferred from Clinical Pastoral Education

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 as follows:

Bible—3 credit hours

Theology, History, Ethics—3 credit hours

Practical Theology—3 credit hours

Electives—as required to reach 24 credit hours

Notes:

1. A maximum of 3 credit hours can be transferred from Clinical Pastoral Education
2. A maximum of 3 credit hours can be transferred from modular courses

Course Descriptions

For more detailed descriptions of the courses from this list being offered in any particular academic session, please see the website at www.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 Director of Graduate School of Theology and Ministry for admission to 5000-level courses to fulfill requirements within their majors, if the courses are not available at the 4000-level.

All courses listed are 3 credit hours unless indicated otherwise.

Biblical Studies

BTS-5000 The Old Testament—A Theological Introduction

This course provides a general introduction to the Old Testament focussing on topics such as the historical and literary context, basic theological themes, and methods of interpretation, and relevance for today.

BTS-5010 The New Testament—A Theological Introduction

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-5040 Old Testament Exegesis and Interpretation

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-5050 New Testament Exegesis and Interpretation

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-5130 Theology of the Book of Genesis

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-5136 Psalms

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-5170 Wisdom Literature

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-5190 Theology of Isaiah

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-5150 Who is Jesus?

This course will explore the question of "Who is Jesus?" by examining various historical and theological perspectives on Jesus throughout history and in contemporary historical Jesus scholarship. Attention will be given to the use of Gospel sources and to the context in which Jesus lived. Students will be encouraged to articulate their own understanding of who Jesus was and is and to reflect on the significance of the various portraits of Jesus for the church.

BTS-5266 The Gospel of Matthew

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-5250 Luke-Acts

This course will explore Luke and Acts as two parts of a unique narrative beginning with the ministry of Jesus and ending with the spread of the church "into all the world." The course will highlight themes distinctive to Luke-Acts, various scholarly interpretations and methods, the theological message of the

two-part story, and the power of this story to shape individuals and the church today.

BTS-5256 The Gospel of John

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-5270 Romans

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-5180 Jews and Christians in Greco-Roman Society

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 5276 Paul and His Letters

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-5280 Biblical and Theological Visions of the 'End'

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-5286 The Problem of Evil

The Holocaust is a vivid reminder of one of the greatest mysteries of human existence: the presence of evil in the world and the nature and extent of human freewill. It has been said that any philosophical or theological system that cannot stand in the face of the Holocaust, cannot be valid. This course will survey some of the major responses offered in various religious and philosophical traditions and investigate responses offered in Scripture.

BTS-5080 Topics in Biblical Studies or Biblical Theology

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-5246 Biblical Languages for Exegesis

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 in order to help students evaluate commentaries, engage in advanced linguistic and semantic analysis, and use Bible computer programs and printed research aids.

BTS-5200 Elementary Biblical Hebrew I

This course introduces students to the fundamentals of biblical Hebrew grammar and vocabulary. Selected prose texts in the Hebrew Bible will be read and translated.

BTS-5210 Elementary Biblical Hebrew II

A continuation of the fundamentals of biblical Hebrew grammar and vocabulary. Selected prose texts in the Hebrew Bible will be read and translated.

BTS-5120 Readings in Biblical Hebrew

Translation and interpretation of selected Old Testament Hebrew passages. Increasing competence in vocabulary and grammar will be emphasized. *Prerequisite:* BTS 5210.

BTS-5230 Elementary Biblical Greek I

This course introduces students to the fundamentals of Koine Greek grammar and vocabulary. Selected prose texts in the New Testament will be read and translated.

BTS-5240 Elementary Biblical Greek II

A continuation of the fundamentals of Koine Greek grammar and vocabulary. Selected prose texts in the New Testament will be read and translated.

BTS-5140 Readings in Biblical Greek

Translation and interpretation of selected New Testament Greek passages. Increasing competence in vocabulary and grammar will be emphasized. *Prerequisite:* BTS-5240.

History, Theology and Ethics

BTS-5500 Topics in the History of Christianity

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-5520 Reading Christian Classics

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-5530 Continuity and Change in Anabaptism

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-5510 Topics in Anabaptist Studies

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-5700 Topics in Theology

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-5810 Theologians of the Modern Period

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-5820 Contemporary Theological Themes

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-5720 Philosophical Theology

Christian theologians have long turned to philosophy in order 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-5730 Theological Ethics

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-5740 Theologies of Peace and Justice

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, for example, Dietrich Bonhoeffer, Reinhold Niebuhr, John Howard Yoder, Oliver O'Donovan, in an effort to understand a variety of peace and justice theologies

BTS-5780 Systematic Theology

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-5830 The Gift: Philosophical and Theological Investigations

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. And it is 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.

Practical Theology and Ministry Studies

BTS-5300 Exploring Christian Spirituality

This course examines various traditions, disciplines, and practices 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 spirituality as they engage and process the course material from within the context of their own faith tradition.

BTS-5310 Topics in Practical Theology

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-5330 Spiritual Formation for Ministry

This experience-based seminar provides students an opportunity to develop pastoral/ministerial identity and self-understanding through the use of personality tests, readings, reflection papers and class discussions. It provides a forum for faith sharing and for developing self-awareness of gifts and competencies.

BTS-5420 Christian Worship

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-5400 Preaching

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- 5350 Introduction to Pastoral Ministry

This course explores the nature of the church's ministry, and gives attention to biblical and theological foundations. Various issues such as leadership, authority, polity, and ethics will be examined. The course may also focus on matters related to discernment, vocational calling and self-awareness of aptitudes and gifts.

BTS-5360 Pastoral Care

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-5380 Missions and Evangelism

This course examines the historical and theological roots as well as biblical understandings and practices of mission and evangelism. Students will explore the challenges of communicating the Good News of the Christian faith and address issues such as the nature of the church and importance of belonging to a witnessing and reconciling community.

BTS-5370 Youth Ministry

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-5910 Supervised Ministry Experience (6 credit hours); BTS- 5920 Supervised Ministry Experience (9 credit hours)

This course provides an opportunity for a supervised internship experience in a congregation or other ministry type setting. The supervisor and setting will be selected in consultation with the student. The SME can be done in either an intensive 3-4 month block or extended from 7-8 months to a year.

BTS-5930 Ministry Practicum Seminar

This seminar is taken concurrently with the course Supervised Ministry Experience and gives students the opportunity to critically reflect on their experience in ministry with particular attention to issues related to ministry and the life of the church.

BTS-5340 Ministry Discernment Process (0 credit hours)

Students having successfully completed the Christian Ministries concentration will write a self-assessment and participate in an interview focusing on readiness for ministry.

Interdepartmental

BTS-5900/ Research and Methodology

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-5940/3 Independent Study in Biblical and Theological Studies

This is reading and research in the field of a student's interest, carried out under the direction of a faculty member.

BTS-5960 Modular Courses (one 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 Director.

BTS-6000 Thesis Writing (6 credit hours)

A thesis option is available for those who have an interest a more extensive research and writing project. Details may be obtained from the Director of the Graduate School.

BTS-6020 Field Research Project or Thesis (6 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 Director of the Graduate School.

BTS-5800/3 Biblical and Theological Studies Tour

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-5990 Topics in Biblical and Theological Studies

Academic Policies

Registration Process

After a student has received admission to CMU, that student is eligible to register for specific courses.

Academic Advising

Each student accepted into one of the MA programs is assigned a faculty advisor. Students are encouraged to consult with their faculty advisor for help in selecting courses and choosing their concentration. Students in the Certificate program should consult the Director for advising.

Residency Requirements

1. Thirty credit hours at CMU
2. Courses offered by visiting faculty at CMU count toward fulfilling residency requirements.

3. When CMU faculty (including MBBS Canada faculty at CMU) deliver courses online, these courses count toward fulfilling residency requirements.
4. CMU/MBBS students, who take required MBBS Canada courses at a distance or online in order to meet the MB requirements of their CMU/MB program (a maximum of 9 credit hours), will be allowed to count these courses toward fulfilling their residency requirements.
5. Courses offered at our partner institutions (MBBS Canada, AMBS, UW) do not count toward fulfilling residency requirements (unless they are taught by CMU faculty). These include distance education or online courses.
6. Students must normally complete 9 credit hours of resident study at CMU before they are eligible to take a course through another university or seminary.

Full-time or Part-time Status

Students may register either as full-time or as part-time students. A student who registers for a minimum of nine credit hours per semester will be recognized as a full-time student. A student who registers for fewer than nine credit hours per semester will be considered part-time.

Academic Load

Normally, a full course load is nine to fifteen credit hours per semester. In some circumstances, a student may register for more than fifteen credit hours per semester with the approval of her/his faculty advisor or the Director of Graduate Studies.

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 on-line course change process or by way of a paper course change form. Failure to attend a class does not constitute an official withdrawal.

Voluntary Withdrawal

Students may voluntarily withdraw from courses without suffering academic penalty until the date indicated in the academic schedule. Normally, withdrawal after that date will result in a failing grade on the student's transcript. In order to withdraw from a course, students must complete a Course Change Form. Discontinuing attendance in classes does not constitute official withdrawal.

Repeating a Course

Students who fail required courses must repeat those courses. Students may repeat any courses they fail, and students who wish to improve their academic performance in courses already successfully completed may repeat those courses. When a student repeats a course, the highest grade earned will become the grade for calculating the cumulative GPA.

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 syllabus during the first two weeks of the course. 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 (A+, A, B+, B, C+, C, D, or F) 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 to discern from the mark how it impacts upon the final grade.

All term work submitted on time shall be evaluated and the results made available 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 from the instructor. The instructor has full discretion in granting extensions. The instructor may grant extensions up to the last day of the semester, that is, the last day of examinations.

If a student requires an extension past the closing date of the semester, the student must submit an appeal at the registrar's office before the last day of classes. If the student's appeal is granted, the instructor will enter a grade of I (for incomplete) accompanied by a temporary grade, which is based on completed work, assuming a value of zero for uncompleted work. If the student completes the remaining work within the extension period, the grade will be recalculated and the incomplete status will be removed. If the student does not complete the work within the extension period, the incomplete status will be removed and the grade will remain as originally entered.

The maximum extensions are as follows: August 1, for courses ending in April; December 1, for courses ending in August; and April 1, for courses ending in December.

Email Submission of Assignments

Normally, students will submit all written assignments in paper form. If an instructor chooses to permit submissions by e-mail, the instructor should provide information within the course

syllabus that specifies a confirmation process. For instance, the instructor could specify that after a student sends a submission, if the student does not receive an e-mail from the instructor within twenty-four hours, confirming receipt of the submission, then the student must take initiative to resubmit, either electronically or in paper form, until the instructor's receipt of the submission is confirmed.

In some circumstances, an instructor may choose to give permission to a particular student to make a submission by e-mail. Again, the instructor should specify the confirmation process. It is the student's responsibility to gain confirmation of receipt for any particular submission.

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 thirty 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

At the Graduate School we regard 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 progress of a class, and each will benefit from contributions by other students. Therefore, in order to maximize the potential of the educational process, it is important that each student attend classes regularly. 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.

From time to time a student may need to miss a class due to illness or other extenuating circumstances. 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 without valid reason may be barred from further class attendance and from taking the examination in the course concerned. The instructor has the option to define "an excessive number of classes" in the course syllabus, and the instructor may set consequences for failure to attend as the instructor deems appropriate to the course. However, in all cases where the syllabus does not address attendance requirements, the instructor has the option to debar any student whose unexcused absences come to a total of six class hours (i.e., six fifty-minute periods, four seventy-five-minute periods, or two three-hour periods) in a semester.

When an instructor chooses to debar a student, 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 unexcused absences as documentation for the grounds of debarment.

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. If debarment occurs prior to the VW date, the student has the option to withdraw from the course. If this date has passed, the student will receive an "F" in the course. Debarment from a class also means that the student will no longer be deemed enrolled in that class. This may result in the student losing eligibility to play in athletic teams, losing eligibility for a portion or for the whole of a student loan, etc.

A student who receives notice of debarment from a class may appeal for reinstatement. This process should begin as a conversation between the student and the instructor. If that does not result in a satisfactory outcome, and if the student believes s/he has received unjust treatment, the student may appeal to the Academic Student Issues Committee in writing. 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 seventy-two 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.

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.

In a few other situations a 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 (a) three examinations in three successive examination slots, or (b) 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 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 of \$100 per examination before writing the rescheduled examination(s).

Grades and Grading

Grades

To receive credit for a course, students must obtain one of the following passing grades—A+, A, B+, B, 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

Grade points are assigned to each letter grade as follows:

Letter Grade	Grade Points	
A+	4.5	Exceptional
A	4.0	Excellent
B+	3.5	Very Good
B	3.0	Good
C+	2.5	Satisfactory
C	2.0	Adequate
D	1.0	Marginal
F	0	Failure
P	Pass	

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

The Graduate School 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.

During the course of a semester, instructors will provide grades to students for each assignment submitted. Those grades are provisional. At the end of each semester, before final grades are released to students, the Deans Council will vet all class grade reports. 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, the Deans Council may call for an adjustment of grades in that course. The 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

Normally grades for fall semester will be released to students, by way of the Student Portal, by January 15th. Grades for winter semester will be released to students by May 15th.

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. Upon graduation, a student is presented with one official transcript. Additional official transcripts may be requested by submitting a form and paying a fee.

Special Courses

Modular Credit Policy

Students 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 Graduate Studies Committee must review proposals for modular courses, and the Director of Graduate Studies 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 one-page 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 1); e) Name of faculty of record; f) A one or two-paragraph course description; g) Course Requirements; 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 parameters as outlined below. Work expectations for a one-credit hour course represent a total of 45 hours including classroom time, readings, and written assignments. The general rule for a course load is 1500-2000 pages of reading and 20-25 pages of writing for a three-credit hour course, or an equivalent amount of work. One-credit courses should be adjusted accordingly.

6. Program Requirements: A maximum of 3 credit hours of lectureship credits can be applied to an MA 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

Beginning the Process: Students may consider writing a thesis equivalent to 6 credit hours, in which case they should contact their faculty advisor, who will bring the student's request to the BTS department. Students will be granted permission by the department to pursue a thesis based on the strength of their overall academic performance and topic suitability.

Thesis Proposal: Once the department has approved admission of the student into the thesis track, the director and faculty advisor, in consultation with the student, will choose a thesis advisor and first reader. The student will then write a proposal in consultation with the advisor and first reader and present it to the thesis committee by April 30, one year before the student expects to graduate. The proposal must include the following: 1) A description of the subject to be investigated including why it is worthy of investigation; 2) a thesis statement or central argument that will guide the research and writing (at this point the statement may be speculative or provisional); 3) a preliminary account of the prevailing views on the subject that is being investigated which addresses the questions, interests, and methods of previous scholarship; 4) a preliminary outline of what a completed thesis might look like; and 5) a bibliography that demonstrates availability of resources and indicates that the student has begun to read widely in the field. The presentation of the proposal will provide an opportunity for discussion and refinement of the proposal if necessary.

The Thesis: The thesis is approximately 25,000 to 30,000 words maximum (including documentation) in length and conforms to CMU's standard guide for academic writing including the University of Chicago Style of documentation.

Thesis Submission: Students wishing to graduate in the spring of any given year must submit their thesis (two hardcopies and one electronic copy) to the director by January 31. The submission should also include an abstract of about 200 words.

Suitability for the Defence

1. The advisor works in consultation with the first reader as needed throughout the writing process. The second reader, who may be external to the department, joins the process once the thesis is ready for evaluation.

2. On the manuscript, thesis readers should feel free to identify errors in spelling, punctuation, grammar, formatting, etc. They may also offer other suggestions for improvement, or question information, interpretations and conclusions and suggest other relevant information, points of view, and sources that the student should consider in making revisions.

3. Readers should also submit a 1-2 page evaluation of the thesis as a whole. This evaluation should: a) summarize the various strengths and contributions of the thesis; b) make general suggestions for improvement; c) clearly list revisions that are essential in order to make the thesis passable; d) state under what conditions the reader thinks the thesis may go to defence.

4. Both sets of evaluations (see #2 and #3) will be submitted to the thesis advisor by February 28. The advisor will process them and share them with the student as appropriate. The advisor will be responsible for ensuring that the essential changes are incorporated before the date of the defence.

5. The thesis advisor and readers will receive the updated version of the thesis three working days before the date of the defence.

Thesis Defence: The defence must take place at least two weeks prior to graduation. The defence is a public event to which faculty, students, and the wider community are invited.

Public Thesis Defence Procedure

1. This includes a chair (not an examiner), the thesis advisor and the two readers.

2. The chair calls the defence to order with opening comments and appropriate introductions of the candidate, the thesis advisor, and the readers.

3. The candidate then has 10-15 minutes to describe the project, methodology, major findings, significance of the findings, etc. The student will also supply a one to two-page single-spaced abstract of the thesis that will be available for those attending the presentation.

4. The thesis advisor has the first opportunity to ask questions and make comments that invite response from the candidate.

5. Readers (first and second in that order) then have opportunity to ask questions and make comments that invite response from the candidate. Readers are given 20 minutes for questions/comments.

6. The audience is also invited to ask questions and make comments. The readers and thesis advisor should feel free to be part of this conversation.

7. After the discussion is complete, the chair will invite everyone except the advisor and readers to leave. The advisor and the two readers will deliberate in order to determine if the thesis is: a) passable as is; b) passable provided that certain revisions are made; or c) is not passable in its current form and

must be significantly re-written before it comes to defence again.

8. The student is responsible for making the required revisions. The thesis advisor oversees the process and must certify that final version is acceptable.

9. The thesis will be graded pass/fail. In exceptional cases a thesis may merit the designation "pass with distinction." The thesis advisor is responsible for submitting the result to the registrar's office and the director.

The Completed Document: The thesis advisor is responsible for ensuring that the final document is in an acceptable condition. The student is responsible for submitting 2 bound copies and an electronic copy to the director prior to graduation.

Time Limit: Students are strongly encouraged to complete their thesis within two semesters after having registered for the thesis writing course. After each unfinished semester, the student will be given an "IP" (in progress) mark until the thesis is finished and successfully defended. If a student needs more than 12 months to complete the thesis, from the time that they registered for the thesis course, the student must apply for an extension for each semester beyond the 12-month period. Extensions will be granted if the student demonstrates progress toward the completion of their work and if they have paid a continuation fee. The application for extension must be submitted to the director of graduate studies, who consults with the thesis advisor. If the extension is granted, the director will send a written statement of the decision to the registrar's office, which will allow the registrar to extend the period for completion by one semester. If the work is not completed after one semester, the registrar's office will generate a continuation fee for each semester (equivalent to registering for a 3 credit hour course) until the thesis has been completed.

Discontinuing the Thesis Midstream: Should a student decide to discontinue the thesis, the student may elect to have the thesis writing course changed to a 3 or 6 credit hour directed study, depending on the amount of work that has been completed. Directed study credit is normally subject to the approval of, and graded by, the thesis advisor. The student will need to complete a course change form to formally change the registration from thesis writing to directed study. The thesis advisor will need to communicate to the registrar's office, in writing, that the course change has been approved.

Students with Disabilities

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 has established a Committee for Students with Disabilities, which serves as an advisory body regarding admission of students with disabilities and carries responsibility for developing strategies and structures of support for students with disabilities.

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.

For students who disclose a disability, the Assistant Director of Enrolment will ask the applicant to self-identify by filling out the Self-Identification for Students with Disabilities form. All forms should be handed in to the Coordinator of Disability Programs. For students who disclose a disability for which CMU may not be able to adequately respond, the Assistant Director of Enrolment will request that the Self-Identification for Students with Disabilities form and documentation be provided prior to admission. The Coordinator of Disability Programs will receive the Self-Identification for Students with Disabilities form and accompanying documentation and will consult with the Committee for Students with Disabilities in order to assess whether CMU has the resources to respond adequately to the needs of the applicant. In cases where it is deemed that CMU does not have adequate resources, the committee may recommend to the Assistant Director of Enrolment that the applicant be admitted as a non-residential student or that his/her disabilities cannot be adequately accommodated.

As part of the admissions process, or subsequent to admission but before classes begin, applicants with disabilities should seek an interview with either or both the Coordinator of Disability Programs and Coordinator of Student Advising or/and the Registrar to work toward an understanding regarding responsibilities each of CMU and the prospective student would assume to appropriately structure the CMU experience for the prospective student.

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

CMU will work with the student to arrange accommodations that both respond to the needs of the prospective student and respect the academic integrity and resources of CMU. There may be needs that CMU cannot accommodate. When the interview process results in an acceptable understanding, that understanding will be recorded in a memorandum.

Inasmuch as the memorandum has implications for the practice of instruction, the Registrar will communicate them to instructors of courses for which the student registers. The instructors together with the Coordinator of Student Advising and Registrar will carry responsibility for implementing academic provisions of the memorandum. In all other respects, the Coordinator of Disability Programs will carry

responsibility for the implementation of the provisions of the memorandum.

During the first week of classes, the student should seek an interview with each of her/his instructors to ensure that arrangements are in place in accordance with the memorandum of understanding.

It is the student's responsibility to provide updated documentation in the event that any change in the student's condition of disability takes place. Such documentation may require the development of a new memorandum of understanding.

The memorandum of understanding together with all documentation provided by the student will become part of the student's permanent file.

It is the student's responsibility to provide updating documentation in the event that any changes in the student's condition of disability take place. Such documentation may require the development of a new memorandum of understanding.

In the event that a dispute arises over the implementation of any of the foregoing procedures, the prospective student may submit a written appeal to the Committee for Students with Disabilities.

Academic Misconduct

Mutual trust is essential to building an academic community. The foundation for mutual trust is integrity. It is the responsibility of all members of the community at CMU to foster and guard academic integrity.

When students plagiarize or cheat, they violate trust. They seize an unfair advantage over other students and they attempt to deceive their instructors. Thus they commit an offence against their peers and against the entire CMU community.

Plagiarism is presenting the work of others (a short phrase, a sentence, a paragraph, an idea, a chart, an entire essay, or a composition, whether from a printed or electronic source) as if it were one's own, that is, without explicitly and clearly indicating its source (i.e., by using quotation marks or by presenting a block quotation, and by providing a bibliographical reference). Cheating is dishonest or attempted dishonest conduct during examinations or tests or in the preparation of any other submission for a course, whether this conduct is to benefit oneself or another student (i.e., copying from someone else, making one's work available to someone else to copy, taking unauthorized materials into the examination room, submitting the same work for more than one course without arranging for permission, etc.).

When an instructor has reason to suspect that a student has plagiarized or cheated, the instructor will present the evidence to the registrar. The registrar (or the instructor and the registrar) will meet with the student to present the evidence and to provide an opportunity for the student to offer an explanation, make a defence, or to make amends. After this

meeting, the registrar (or the instructor and the registrar) will discern what further process is required.

If there is insufficient evidence of misconduct, the case will be dismissed without formal record in the student's file.

If it is discerned that the evidence of misconduct is conclusive but that either the nature of the misconduct or the student's response has been such that the matter may be resolved without further formal process, the registrar will establish appropriate consequences in consultation with the Academic Student Issues Committee, according to the terms of reference provided below. The registrar will communicate the consequences to the student in writing and will provide documentation regarding the case to the student's file.

If it is discerned that the evidence of misconduct is substantial and that the student's response or the nature of the misconduct warrants further formal process, the registrar (or the instructor and the registrar) will present the case to the Academic Student Issues Committee. The student will have an opportunity to offer an explanation, make a defence, or to make amends. The student may choose an advocate or listener to accompany her/him during the meeting with the committee.

If the Academic Student Issues Committee determines that the evidence of misconduct is compelling, the committee will establish appropriate consequences, according to the terms of reference provided below. The registrar will communicate the consequences to the student in writing and will provide documentation regarding the case to the student's file.

If the committee determines that the evidence is inconclusive, the case will be dismissed without formal record in the student's file.

In determining the consequences for a particular case of academic misconduct, the following will be taken into consideration:

- the nature and the extent of the plagiarism or cheating;
- whether the student has committed a previous offence;
- the year in which the student is enrolled.

The possible consequences for academic misconduct include:

- a requirement to rewrite the submission;
- a reduced grade or a failing grade for the submission;
- a failing grade for the course;
- remedial work and/or additional course work;
- academic suspension from the university for the period of one full academic year.

Any student convicted of academic misconduct will be placed on Conditional Continuance for a period of one year or until the student completes at least eighteen credit hours. Significant plagiarism in an assignment that has a substantial value in the course, or cheating on a term test of substantial value, will automatically result in 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. Cheating on a final examination will result in a failing grade for the course. Plagiarism or cheating in a course taken within the last thirty credit hours of a student's program will result in a failing grade for the course and in postponement of graduation to provide

time for the student to re-establish integrity through the completion of additional course work.

If a student is suspended on account of academic misconduct, the student's academic transcript will indicate academic misconduct as the basis for suspension. The student may apply to the registrar for reinstatement after a period of one year. 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 the transcript.

If a student believes s/he has been wrongfully convicted of academic misconduct, that student has the right to appeal within fifteen days after receiving notice of the conviction. The appeal will be directed to the Vice President Academic.

Appeals

Students should direct their appeals pertaining to curricular matters (e.g., regarding exemption from a requirement, or a substitution for a required course) to the Curriculum Appeals 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 committee's decision regarding an appeal will be communicated 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 dean, in consultation with the instructor, will appoint a second faculty member to evaluate the submission. The academic dean 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 statement of grades is unjust may, within six weeks of the publication of the statement of grades, 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 into the student's academic record for the courses concerned. 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.

Graduation

The graduation weekend in April is an important event at CMU. It marks the official culmination of studies for graduating students. It is a community event since academic work is more than an individualistic endeavour; the CMU community is an important part of the learning that takes place. 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 1st. Students who believe they will be eligible to participate in the graduation events in any particular year must complete and submit a Graduation Application form together with payment of the graduation fee by November 30th.

Degrees are also conferred in November, but without a convocation ceremony. Students who believe they qualify to graduate in November must apply in writing to the registrar by the end of September. If the final required courses are taken at another institution, a transcript must be received by the registrar's office by October 15th.

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 registrations. They will have a maximum time frame of six years from the year their initial registration. Thereafter, students must choose a new program or fulfill the revised requirements of the program.

Notification of Disclosure of Personal Information to Statistics Canada

Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at post-secondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to carry out such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrolment information, previous education, and labour force activity.

The Federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used only for statistical purposes, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify the student.

Students who do not wish to have their information used may ask Statistics Canada to remove their identification and contact information from the national database.

Further information on the use of this information can be obtained from Statistics Canada's web site: www.statcan.ca or by writing to the Postsecondary Section, Centre for Education Statistics, 17th Floor, R. H. Coats Building, Tunney's Pasture, Ottawa, K1A 0T6.

Scholarships and Financial Aid

Quality education is costly, although it will bring far greater returns than many other investments. At the GSTM 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 the Graduate School (scholarships, bursaries, on-campus jobs) and beyond (scholarships, awards, bursaries and student loans).

1. Scholarships and Bursaries

CMU students enrolled in one of the MA programs are invited to apply specific scholarships bursaries. Most awards require a student to be registered for a minimum of 18 credit hours over a 12 month period. Applications are available beginning May 1 and must be submitted by May 31 for first consideration.

Jacob A. Rempel Memorial Scholarship

This Scholarship of \$2500 has been created to honour the memory and legacy of Jacob A. Rempel, a significant leader of the Mennonite churches of Ukraine/Russia. His story, told in the book, *Hope is Our Deliverance*, tells of his life from being a stable boy to becoming a professor. He was encouraged by the generous financial assistance of a wealthy supporter.

Carole Louise Sawatzky Seminary/ Graduate Studies Bursary

This Bursary of \$1000 is available for a student involved in Master's studies at CMU. It has been created in honour of the life of Carole Louise Sawatzky. Carole was enrolled in graduate studies and engaged in ministry in her church, Fort Garry Mennonite Fellowship. Due to a progressive neurological disorder, she was not able to continue in her interests in children's ministry, drama, liturgical dance, leading worship and preaching. The purpose of this bursary is to encourage women engaged in graduate/seminary studies with the intention of pursuing ministry.

The EMC Graduate Studies Bursary

This bursary established by Ron and Ruth Penner has been created for students from the Evangelical Mennonite Conference who are preparing for pastoral ministry, missions or Christian service in a graduate studies program. The bursary will cover half of the tuition costs for eligible students. Need not be a full time student.

The Nicholas and Tina Fransen Scholarship

This scholarship was established in memory of Rev. Nicholas N. Fransen and his first wife, Tina Klassen Fransen. Students receiving the award will receive approximately \$1250.

The CMU BTS Faculty MATS Scholarship

This scholarship in the amount of \$1000, has been initiated and created by the CMU BTS faculty. Its purpose is to attract new, academically strong students to the MA in Theological Studies at CMU.

The Victor Schroeder Memorial Scholarship

The North Kildonan Mennonite Church has established two Academic Entrance Scholarships of \$750 each. They have been created in honour and memory of the life of Rev. Schroeder, former pastor at NKMC.

2. Additional Scholarships

Students may check the GSTM website to obtain further information about the following scholarships:

- Company of 1000 (Mennonite Church Canada)
- EMC Leadership Development Scholarship
- Leadership Training Matching Grant (Canadian Conference of Mennonite Brethren Churches)
- Mennonite Church Manitoba Funds

3. Church Matching Funds

Some congregations encourage their students to attend Mennonite/Christian post-secondary institutions by providing bursary funds for their students. CMU will match congregational awards up to \$500 per school year (a maximum of \$250 per semester) for Canadian and non-US international students and up to \$1000 per school year (a maximum of \$500 per semester) for US students. The student must be registered for 9 credit hours each semester at CMU. This program is available to students studying from September to April. The onus is on the student or the congregation to request these matching funds by completing a Church Matching Grant form

and submitting it to CMU. Forms will be accepted starting June 1 for the following September. Funds for the matching grant will be promised to students until the budgeted amount has been fully allocated. Funds arriving without an application will not be accepted for this program. In order for a student to receive the matching grant the church must send the money payable to CMU and not give it directly to the student. 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.

The University

Canadian Mennonite University (CMU) is an innovative Christian university, located in Winnipeg, Manitoba. Chartered by the Province of Manitoba in 1998, CMU builds on a foundation of over fifty 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 offers a variety of academic programs and a choice of educational settings, which include CMU (Shaftesbury Campus), Menno Simons College (on the campus of The University of Winnipeg), and a study, service, and travel program called Outtatown Discipleship School.

This calendar provides detailed information regarding programs offered at CMU's Shaftesbury Campus. It also provides information on majors offered by Menno Simons College and a brief summary on programs offered by Outtatown Discipleship School. For more detailed information for either of the latter, please direct your inquiries using the contact information on the inside cover of this calendar.

Menno Simons College (MSC) operates as a college of CMU, in affiliation with The University of Winnipeg, on the campus of the latter. MSC offers two majors that are fully integrated into the Bachelor of Arts curriculum at The University of Winnipeg: Conflict Resolution Studies, and International Development Studies. Students can choose a four-year or a three-year major in either field, or an Honours major in International Development Studies.

The Outtatown Discipleship School provides intensive, experiential, cross-cultural, off-campus programming in a four-month program and an eight-month program. In its four-month program, students spend time at various Canadian locations including the St. Boniface neighbourhood in Winnipeg and Montreal. They then go to Paris and finally to Burkina Faso in West Africa. In its eight-month program, students spend the fall semester at various wilderness and inner-city locations within Canada. During winter semester, students are located either in Guatemala or in South Africa.

CMU's Shaftesbury Campus 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 500 students, of diverse backgrounds, from across Canada and around the world.

CMU (Shaftesbury Campus) offers four baccalaureate programs: Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Music Therapy. 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.

CMU established a Graduate School of Theology and Ministry in spring of 2012. It is located at Shaftesbury Campus. Through this school CMU offers a Graduate Certificate in Christian Studies and the Master of Arts, either in Theological Studies or in Christian Ministry.

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 the Association of Universities and Colleges of Canada (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.

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 women and men for lives of service, leadership, and reconciliation in church and society.

Statements of Faith

The statements of faith presented below represent two of the several Mennonite denominations that have contributed to the formation of the three colleges within CMU. The first statement is that of Mennonite Church Canada, and the second is that of the Manitoba Conference of Mennonite Brethren Churches. These two conferences are the owners of CMU.

The following is a summary of the *Confession of Faith in a Mennonite Perspective*:

1. We believe that **God** exists and is pleased with all who draw near by faith. We worship the one holy and loving God who is Father, Son, and Holy Spirit eternally. God has created all things visible and invisible, has brought salvation and new life to humanity through Jesus Christ, and continues to sustain the church and all things until the end of the age.
2. We believe in **Jesus Christ**, the Word of God become flesh. He is the Savior of the world, who has delivered us from the dominion of sin and reconciled us to God by his death on a cross. He was declared to be Son of God by his resurrection from the dead. He is the head of the church, the exalted Lord, the Lamb who was slain, coming again to reign with God in glory.
3. We believe in the **Holy Spirit**, the eternal Spirit of God, who dwelled in Jesus Christ, who empowers the church, who is the source of our life in Christ, and who is poured out on those who believe as the guarantee of redemption.
4. We believe that all **Scripture** is inspired by God through the Holy Spirit for instruction in salvation and training in righteousness. We accept the Scriptures as the Word of God and as the fully reliable and trustworthy standard for Christian faith and life. Led by the Holy Spirit in the church, we interpret Scripture in harmony with Jesus Christ.
5. We believe that God has **created the heavens and the earth** and all that is in them, and that God preserves and renews what has been made. All creation has its source outside itself and belongs to the Creator. The world has been created good because God is good and provides all that is needed for life.
6. We believe that God has **created human beings** in the divine image. God formed them from the dust of the earth and gave them a special dignity among all the works of creation. Human beings have been made for relationship with God, to live in peace with each other, and to take care of the rest of creation.
7. We confess that, beginning with Adam and Eve, humanity has disobeyed God, given way to the tempter, and chosen to **sin**. All have fallen short of the Creator's intent, marred the image of God in which they were created, disrupted order in the world, and limited their love for others. Because of sin,

humanity has been given over to the enslaving powers of evil and death.

8. We believe that, through Jesus Christ, God offers **salvation** from sin and a new way of life. We receive God's salvation when we repent and accept Jesus Christ as Savior and Lord. In Christ, we are reconciled with God and brought into the reconciling community. We place our faith in God that, by the same power that raised Christ from the dead, we may be saved from sin to follow Christ and to know the fullness of salvation.
9. We believe that the **church** is the assembly of those who have accepted God's offer of salvation through faith in Jesus Christ. It is the new community of disciples sent into the world to proclaim the reign of God and to provide a foretaste of the church's glorious hope. It is the new society established and sustained by the Holy Spirit.
10. We believe that the **mission** of the church is to proclaim and to be a sign of the kingdom of God. Christ has commissioned the church to make disciples of all nations, baptizing them, and teaching them to observe all things he has commanded.
11. We believe that the **baptism** of believers with water is a sign of their cleansing from sin. Baptism is also a pledge before the church of their covenant with God to walk in the way of Jesus Christ through the power of the Holy Spirit. Believers are baptized into Christ and his body by the Spirit, water, and blood.
12. We believe that the **Lord's Supper** is a sign by which the church thankfully remembers the new covenant which Jesus established by his death. In this communion meal, the church renews its covenant with God and with each other and participates in the life and death of Jesus Christ, until he comes.
13. We believe that in **washing the feet** of his disciples, Jesus calls us to serve one another in love as he did. Thus we acknowledge our frequent need of cleansing, renew our willingness to let go of pride and worldly power, and offer our lives in humble service and sacrificial love.
14. We practice **discipline** in the church as a sign of God's offer of transforming grace. Discipline is intended to liberate erring brothers and sisters from sin, and to restore them to a right relationship with God and to fellowship in the church. The practice of discipline gives integrity to the church's witness in the world.
15. We believe that **ministry** is a continuation of the work of Christ, who gives gifts through the Holy Spirit to all believers and empowers them for service in the church and in the world. We also believe that God calls particular persons in the church to specific leadership ministries and offices. All who minister are accountable to God and to the community of faith.

16. We believe that the church of Jesus Christ is **one body** with many members, ordered in such a way that, through the one Spirit, believers may be built together spiritually into a dwelling place for God.
17. We believe that Jesus Christ calls us to **discipleship**, to take up our cross and follow him. Through the gift of God's saving grace, we are empowered to be disciples of Jesus, filled with his Spirit, following his teachings and his path through suffering to new life. As we are faithful to his way, we become conformed to Christ and separated from the evil in the world.
18. We believe that to be a disciple of Jesus is to know **life in the Spirit**. As the life, death, and resurrection of Jesus Christ takes shape in us, we grow in the image of Christ and in our relationship with God. The Holy Spirit is active in individual and in communal worship, leading us deeper into the experience of God.
19. We believe that God intends human life to begin in **families** and to be blessed through families. Even more, God desires all people to become part of the church, God's family. As single and married members of the church family give and receive nurture and healing, families can grow toward the wholeness that God intends. We are called to chastity and to loving faithfulness in marriage.
20. We commit ourselves to tell the **truth**, to give a simple yes or no, and to avoid the swearing of oaths.
21. We believe that everything belongs to God, who calls the church to live in faithful **stewardship** of all that God has entrusted to us, and to participate now in the rest and justice which God has promised.
22. We believe that **peace** is the will of God. God created the world in peace, and God's peace is most fully revealed in Jesus Christ, who is our peace and the peace of the whole world. Led by the Holy Spirit, we follow Christ in the way of peace, doing justice, bringing reconciliation, and practicing nonresistance, even in the face of violence and warfare.
23. We believe that the church is God's holy nation, called to give full allegiance to Christ its head and to witness to every **nation, government, and society** about God's saving love.
24. We place our hope in the **reign of God** and its fulfillment in the day when Christ will come again in glory to judge the living and the dead. He will gather his church, which is already living under the reign of God. We await God's final victory, the end of this present age of struggle, the resurrection of the dead, and a new heaven and a new earth. There the people of God will reign with Christ in justice, righteousness, and peace for ever and ever.

The following is a summary of the Mennonite Brethren Confession of Faith:

1. **God:** We believe in the one true God, the source of all life, who reigns over all things as Father, Son and Holy Spirit, and who lovingly cares for all creation. God the Father planned the redemption of humanity and sent Jesus Christ the Son to be the Savior of the world. Jesus proclaimed the reign of God, bringing good news to the poor and triumphing over sin through His obedient life, death, and resurrection. God the Holy Spirit empowers believers with new life, indwells them, and unites them in one body.
2. **Revelation of God:** We believe God has made Himself known to all people. Beginning with creation and culminating in Jesus Christ, God has revealed Himself in the Old and New Testaments. All Scripture is inspired by God, and is the authoritative guide for faith and practice. We interpret the Scripture in the church community as guided by the Holy Spirit.
3. **Creation and Humanity:** We believe God created the heavens and the earth, and they were good. Humans, God's crowning act, were created in the image of God. Sin has alienated humanity from the Creator and creation, but God offers redemption and reconciliation through Jesus Christ.
4. **Sin and Evil:** We believe sin is individual and corporate opposition to God's good purposes and leads to physical and spiritual death.
5. **Salvation:** We believe God saves all people who put their faith in Jesus Christ. By His obedient life, sacrificial death and victorious resurrection, Christ delivers people from the tyranny of sin and death and redeems them for eternal life in the age to come. All creation eagerly awaits its liberation from bondage into the freedom of the glory of God's children.
6. **Nature of the Church:** We believe the church is the covenant community called by God through Jesus Christ to live a life of discipleship and witness as empowered by the Holy Spirit. The local church gathers regularly for worship, fellowship and accountability, and to discern, develop and exercise gifts for ministry.
7. **Mission of the Church:** We believe the mission of the church is to make disciples of all nations by calling people to repent, to be baptized, and to love God and neighbour by sharing the good news and doing acts of love and compassion.
8. **Christian Baptism:** We believe baptism by water is a public sign that a person has repented of sin, received forgiveness, died with Christ and has been raised to new life through the power of the Holy Spirit. Baptism is also a public declaration of a believer's incorporation into the body of Christ as expressed in the local church.
9. **Lord's Supper:** We believe that in obedience to Christ, the church observes the Lord's Supper as a remembrance of His atoning death and to celebrate forgiveness, new life, and the fellowship and unity of all believers.
10. **Discipleship:** We believe Jesus calls people who have experienced the new birth to follow Him in a costly life of service to God. The power of the Holy Spirit transforms believers from the unrighteous pattern of the present age into a life of joyful obedience with God's people.

- 11. Marriage, Singleness and Family:** We believe that singleness and marriage are honoured by God and should be blessed by the church. God instituted marriage as a lifelong covenant between a man and a woman for the purpose of companionship, encouragement, sexual intimacy, and procreation. Children are a gift from God and should be nurtured by parents in the ways of God.
- 12. Society and State:** We believe that God instituted the state to promote justice and to maintain law and order. Christians' primary allegiance is to Christ's kingdom. Believers are called to witness against injustice, exercise social responsibility, and obey all laws that do not conflict with the Word of God.
- 13. Love and Nonresistance:** We believe that God in Christ reconciles people to Himself and to one another, making peace through the cross. We seek to be agents of reconciliation, to practice love of enemies, and to express Christ's love by alleviating suffering, reducing strife, and promoting justice. Because violence and warfare are contrary to the gospel of Christ, we believe that we are called to give alternative service in times of war.
- 14. The Sanctity of Human Life:** We believe that God is creator and giver of life, and highly values each person. Procedures designed to take human life are wrong. We oppose all attitudes which devalue human life, especially the defenceless lives of the unborn, disabled, poor, aging and dying.
- 15. Stewardship:** We believe the universe and everything in it belong to God the Creator and that we have been entrusted by God to manage its resources. All God's gifts, including money, time, abilities and influence, are to be received with thanksgiving, used responsibly, and shared generously.
- 16. The Lord's Day, Work and Rest:** We believe God's act of creation provides the model for work and rest. In work, we use our abilities to glorify God and serve others. In rest, we express thanks for God's provision and trust in God's sustaining grace. In worship, we gather to commemorate the resurrection through worship, instruction, fellowship, and service.
- 17. Christianity and Other Faiths:** We believe God's atoning work in Jesus is the only means of reconciling people with God. God has not left any without a witness to the Creator's goodness and power. Christians treat people of other faiths with respect, but urgently proclaim Christ as the only way of salvation.
- 18. Christ's Final Triumph:** We believe that the Lord Jesus Christ will return triumphantly at the end of this age to destroy all evil powers, condemn all who have rejected Christ to eternal punishment, and unite believers with Christ to reign forever with God in glory.