



2018–2019 Calendar

Graduate Studies

Canadian Mennonite University

A member of Universities Canada

2018-2019 Academic Calendar – Graduate Studies

For information contact:

Canadian Mennonite
University
500 Shaftesbury Blvd.
Winnipeg, MB R3P 2N2
Tel 204.487.3300
Toll Free 877.231.4570
Fax 204.487.3858
www.cmu.ca
cu@cmu.ca

To contact the
Outtatown Discipleship
School, use the address
above, or see the
website at:
www.outtatown.com

To contact Menno
Simons College:
Menno Simons College
Suite 102, 520 Portage
Ave.
Winnipeg, MB R3C 0G2
Tel 204.953-3855
Fax 204.783-3699
www.mscollege.ca



Academic Schedule 2018-2019

Schedule at Shaftesbury Campus

Fall Semester 2018

| | |
|-------------------------|---|
| September 4 | Orientation and Close of registration |
| September 5 | First day of classes for fall semester |
| September 14 | Last day to make registration changes for fall courses |
| October 8 | Thanksgiving Day – university closed |
| November 8-9 | Fall Reading Days – no classes |
| November 12 | Remembrance Day – no classes |
| November 13 | Last day to voluntarily withdraw from fall courses |
| November 28 (Wednesday) | Classes will be held according to a Monday timetable |
| December 3 | Last day of regularly scheduled fall semester courses |
| December 4-5 | Reading days |
| December 6-18 | Fall semester exams (including Saturdays December 8 & 15) |
| December 18 | Fall semester ends |
| December 24 – January 1 | University is closed |

Winter Semester 2019

| | |
|----------------|--|
| January 2 | University opens |
| January 7 | First day of classes for winter semester |
| January 16 | Last day to make registration changes for winter courses |
| February 18 | Louis Riel Day – university closed |
| February 19-22 | Mid-term break |
| March 16 | Last day to voluntarily withdraw from winter & full-year courses |
| April 5 | Last day of regularly scheduled winter semester classes |
| April 8-9 | Reading days |
| April 10-24 | Winter semester exams (including Saturday April 13) |
| April 19 | Good Friday – no exams |
| April 24 | Winter semester ends |
| April 27 | Convocation |

Spring/Summer Semester 2019

| | |
|--------|-------------------------------|
| May 1 | Spring/Summer semester begins |
| Aug 24 | Spring/Summer semester ends |

Table of Contents

| | |
|--|----|
| Academic Schedule 2018-2019 | 2 |
| Table of Contents | 3 |
| The University..... | 4 |
| Section I: Graduate Studies at CMU | 5 |
| Admission..... | 5 |
| Overview of Academic Programs..... | 5 |
| Section II: Graduate School of Theology and Ministry..... | 6 |
| Admission..... | 6 |
| Academic Programs | 7 |
| Course Descriptions | 9 |
| Section III: The Master of Arts in Peacebuilding and Collaborative Development | 14 |
| Admission..... | 14 |
| Course Descriptions | 15 |
| Section IV: The Master of Business Administration..... | 18 |
| Admission..... | 18 |
| Course Descriptions | 19 |
| Section V: Academic Policies at Shaftesbury Campus | 21 |
| Section IV: Scholarships and Financial Aid | 30 |
| Student Loans and Financial Aid..... | 30 |
| Section VII: Information about Canadian Mennonite University | 31 |
| Accreditation and Relationship with Other Universities..... | 31 |
| Faculty and Staff | 32 |

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.

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 in various Canadian settings including the St. Boniface neighbourhood in Winnipeg, canoeing in the wilderness, and Montreal. They then go to Burkina Faso in West Africa and finally to Paris. 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 600 students of diverse backgrounds from across Canada and around the world.

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

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

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

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

CMU's Mission Statement

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

Section I: Graduate Studies at CMU

Admission

Application Procedure

1. Students can apply on-line, or they may print all application forms from the CMU website and submit the application by mail.
2. All application materials should be submitted to the Graduate Studies Admissions Office. In order to be considered for admission, students must include the following:
 - Completed application form (online or paper copies accepted).
 - Original official transcripts from all post-secondary institutions attended (this may be an interim or final transcript depending on whether the student has graduated).
 - An application fee as applicable to the program.
 - Reference forms applicable to the program of application.
3. Receipt of applications will be acknowledged in writing.
4. Applicants will be advised of their admission status by letter from the graduate admissions office.

Admission to Graduate Programs

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

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

- Test of English as a Foreign Language (TOEFL): Minimum scores are as follows: 550 for the paper-based TOEFL, 213 for the computer-based TOEFL, and 80 for the Internet-based TOEFL.
- Canadian Test of English for Scholars and Trainees (CanTest): Minimum scores are 4.5 in reading and in listening, 4.0 in speaking and in writing.
- International English Language Testing System (IELTS): Min. score of 6.5 based on the Academic Training track.

Transfer Credit

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

Admission as Extended Education Students

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

- Theology and Ministry
- Peacebuilding and Collaborative Development

There are three categories of extended education:

1. **Auditing:** A person interested in taking a few courses for personal or professional interest but not for academic credit may apply. Admission is based on completion of a baccalaureate degree or relevant life experience. To apply, applicants must complete the Extended Education application form and provide transcripts (official or unofficial). Auditing students will attend classes regularly. Participation in class discussion and completion of assignments is at the discretion of the instructor. A student will not receive a grade in the class. Auditing students may audit only those courses approved by the Registrar's Office.
2. **For-Credit:** Students who wish to take a few courses for credit on a part-time basis may apply as Extended Education students. Admission is based on completion of a baccalaureate degree with a minimum GPA of 3.0. Applicants will complete the Extended Education application form and provide official transcripts. They may register for a maximum of six credit hours per semester. They may complete a maximum of fifteen credit hours an Extended Education student, after which they have the option of applying for admission to a graduate program. Directed studies, independent studies, and supervised ministry experience courses are not available to Extended Education students.
3. **Visiting Students:** Students currently enrolled in a program of study at other postsecondary institutions may take courses at CMU with permission from their home institutions. To apply, applicants must complete the Extended Education application form and provide a Letter of Permission from their home institution. Official transcripts are not required. Students are restricted to taking only courses listed on the letter of permission. Directed studies, independent studies, and supervised ministry experience courses are not available to Extended Education students.

Overview of Academic Programs

- Master of Arts in Theological Studies (60 credit hours)
- Master of Arts in Christian Ministry (60 credit hours)
- Graduate Certificate in Christian Studies (24 credit hours)
- Master of Arts in Peacebuilding and Collaborative Development (30 credit hours)
- Master of Business Administration (36 credit hours)

Section II: Graduate School of Theology and Ministry

Director: Karl Koop, Ph.D.

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

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

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

Specializations

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 a certificate program.

Affiliations and Relationships

In delivering its graduate programming, GSTM enjoys an affiliation with MB Biblical Seminary and holds key partnerships with Anabaptist Mennonite Biblical Seminary, Steinbach Bible College, and programs in theology at the University of Winnipeg.

Through its advisory council, GSTM relates to five Mennonite conferences in Manitoba, namely, the Christian Mennonite Conference (formerly the Chortitzer Mennonite Conference), the Evangelical Mennonite Conference, the Evangelical Mennonite Mission Conference, the Manitoba Conference of Mennonite Brethren Churches, and Mennonite Church Manitoba.

CMU-MBBS students

Students who are members of the Mennonite Brethren Church and who wish to affiliate both with MBBS 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 MBBS students after contacting the Director of GSTM and the Associate Dean of MBBS.

Admission

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

Canadian and US Students:

March 30—To begin classes in Spring/summer semester

May 30—To begin classes in the fall semester

August 30—To begin classes in the winter semester

International Students:

May 1—To begin classes in the fall semester

August 1—To begin classes in the winter semester

Advanced Standing or Transfer Credit

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

Faculty Advisor

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

Admission as Extended Education Students

Students may take courses in the Graduate School of Theology and Ministry through Extended Education. For more information, see *Section 1: Admission and Registration*.

Academic Load

Full-time status is defined as eighteen credit hours per year with a minimum of six credit hours in the fall semester and a minimum of six credit hours in the winter semester. Normally students would not complete more than twelve credit hours per semester. In some circumstances, a student may register for more credit hours per semester with the approval of her/his faculty advisor or the Director of Graduate School of Theology and Ministry.

Each three credit hour course involves about 36 hours of classroom time. Students can anticipate about 135 hours of work that includes classroom time plus the time it takes to complete reading and writing assignments. Students can expect 1500 to 2500 pages of reading in preparation for classes and essay writing. Writing assignments may total 6000 to 9000 words, or 20-30 pages, of writing (excluding tests and exams). Students taking intensive courses where the contact-

time in the classroom is less than 36 hours (12 weeks), can expect more work outside of the classroom context. Overall workloads from one course to another may differ significantly depending on the nature of the course, professor's expectations, and other variables.

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

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

Practical Theology—3 credit hours

Methodology—3 credit hours

Electives—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. See note 4, below.

Notes:

1. Students must maintain a minimum GPA of 3.0 ('B') to remain in the program and to graduate.
2. Courses offered by CMU faculty or by instructors visiting at CMU, whether on campus or online, will count toward the residency requirement. Courses taken by CMU/MBBS students from MBBS to meet the MB requirements of their programs will also count toward the residency requirement, to a maximum of nine credit hours.
3. Normally, students wishing to write a Thesis in the area of biblical studies must demonstrate an appropriate level of competence in the pertinent biblical languages, whether Hebrew or Greek.
4. A student who wishes to write a thesis 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.
5. 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.
6. 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

7. Students may include up to 6 credit hours of field education. They may earn these credits through CMU or through another postsecondary institution by way of a Letter of Permission. Programs outside of CMU will be evaluated on the basis of the nature of instruction, ministry experience, and supervision. Students may register for field education after having completed the first 30 credit hours of the program.
8. Students completing the joint CMU/MBBS Master of Arts, must complete the following MBBS area requirements within the degree:
 1. MB Convictions (3 credit hours)
 2. One of: history, ecclesiology, or Ethics (3 credit hours)
 3. Biblical Theology (3 credit hours)

Master of Arts in Christian Ministry

Admission requirements:

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

Residency requirement:

30 credit hours

Curriculum requirements:

A minimum of 60 credit hours

Distribution requirements—45-48 credit hours

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

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

Practical Theology—12 credit hours

Ministry Formation—9-12 hours, including

BTS-5330 Foundations for Christian Ministry

BTS-5340 Ministry Discernment Process

One of the following two tracks:

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

BTS-5910 Supervised Ministry Experience OR

BTS-5920 Supervised Ministry Experience

2. Option for Field Research—9 credit hours including

BTS-5900 Research and Methodology

BTS-6020 Field Research Project or Thesis

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

Notes:

1. Students must maintain a minimum GPA of 3.0 ('B') to remain in the program and to graduate.
2. Courses offered by CMU faculty or by instructors visiting at CMU, whether on campus or online, will count toward the residency requirement. Courses taken by CMU/MBBS students from MBBS to meet the MB requirements of their programs will also count toward the residency requirement, to a maximum of nine credit hours.
3. Students who have at least five years of relevant ministry experience may propose to embark on a field research project or thesis. A Student who wishes to write a thesis, or embark on a field research project 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.
4. 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
 5. Students may begin their field education after completing the first 30 credit hours of the program. They may include up to 12 credit hours of field education provided that there is some variation in the location and type of field placement. They must complete at least 6 credit hours of supervised ministry experience at CMU. They may earn as much as 6 credit hours of field education through another postsecondary institution by way of a Letter of Permission. Programs outside of CMU will be evaluated on the basis of the nature of instruction, ministry experience, and supervision.
 6. BTS-5330 Foundations for Christian Ministry must be taken within the first 30 credit hours of a student's MA in Christian Ministry program.
 7. Students completing the joint CMU/MBBS Master of Arts, must complete the following MBBS area requirements within the degree:
 1. MB Convictions (3 credit hours)
 2. One of History, ecclesiology, or Ethics (3 credit hours)
 3. Biblical Theology (3 credit hours)

Ministry Discernment Process

Background and Purpose

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

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

Discernment Process

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

minute presentation by the Student that highlights, or explains further, some aspects of the Self-Assessment document.

The Self-Assessment Document

The following should be considered:

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

Report of Discernment Process

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

Contents of the Report: (1000 words maximum)

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

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 of Christianity—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
3. Students completing the joint CMU/MBBS Graduate Certificate, must complete the following MBBS area requirements within the degree:
 1. MB Convictions (3 credit hours)
 2. One of Bible, History, or Theology (3 credit hours)

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.

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

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

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

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

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

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

BTS-5130 Theology of the Book of Genesis: (3.0 credit hours) As a book about beginnings, Genesis is foundational for both the biblical story and Christian faith. This course will explore themes such as creation, blessing, the problem of sin, God's call, promise and fulfilment, and the formation of God's

people. The course will also examine how these themes contribute to the larger biblical story and Christian faith. *BTS Category: Bible.*

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

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

BTS-5150 Who is Jesus? (3.0 credit hours) 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 Category: Bible.*

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

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

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

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

BTS-5210 Elementary Biblical Hebrew II: (3.0 credit hours) A continuation of the fundamentals of biblical Hebrew grammar

and vocabulary. Selected prose texts in the Hebrew Bible will be read and translated.

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

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

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

BTS-5250 Luke-Acts: (3.0 credit hours) 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 Category: Bible.*

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

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

BTS-5270 Romans: (3.0 credit hours) This course examines Paul's letter to the Romans with special attention to matters such as (a) the overall shape of the letter's rhetorical and theological argumentation, (b) the interpretation of particular sections of the letter, (c) the ecclesial, social, political context of the writing of the letter, (d) the context of the letter in Paul's life, ministry and thought, and (e) the meaning of this letter for contemporary Christian reflection. *BTS Category: Bible.*

BTS 5276 Paul and His Letters: (3.0 credit hours) This course investigates the letters of Paul to discover how his thought guided the communities formed by his mission to the Gentiles. Attention will be given to Paul's sense of call, his

central convictions, method of argument, opponents, approach to cultural diversity, and view of the Jewish law. *BTS Category: Bible.*

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

BTS-5286 The Problem of Evil: (3.0 credit hours) 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 Category: Bible.*

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

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

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

BTS-5331 Issues in Congregational Leadership: (3.0 credit hours) This course provides students an opportunity to focus on specific leadership, polity, and management realities of Christian ministry. The course will provide opportunities to develop skills in these aspects of ministry, and to think theologically about them. Course topics can vary from year to year, and may include the following: developing leaders, strategic planning, decision-making, constitutions and bylaws, financial management, time management, conflict resolution. The course will engage guest specialists on the topics under consideration.

BTS-5340 Ministry Discernment Process: (0 credit hours) To complete the MA in Christian Ministry students will write a

self-assessment and participate in an interview focusing on readiness for ministry. *BTS Category: Practical Theology.*

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

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

BTS-5380 Mission and Evangelism: (3.0 credit hours) 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 Category: Practical Theology.*

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

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

PCD/BTS-5400 Peacebuilding and Interfaith Engagement (3.0 credit hours): A multi-discipline course designed to bring issues related to peacebuilding into conversations with those of inter-faith dialogue. It will draw on first-hand experience of the instructor in both arenas but it will also engage scholars from other faith traditions in the classroom. Both the practices of peacemaking and the philosophy of engaging difference will be examined. It will analyze the discourse of inter-faith dialogue where the theological grammars of multiple languages interact and it will investigate in what ways such encounter can itself be a form of peacebuilding. *BTS Category: Theology.*

BTS-5420 Christian Worship: (3.0 credit hours) This course will include a biblical, historical, and theological examination

of worship, as well as focus on issues related to the contemporary practice of worship. Practical matters will also be addressed such as worship planning, worship leading, and the visual arts in worship. *BTS Category: Practical Theology.*

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

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

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

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

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

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

BTS-5720 Philosophical Theology: (3.0 credit hours) Christian theologians have long turned to philosophy 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 Category: Theology.*

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

BTS-5740 Theologies of Peace and Justice: (3.0 credit hours) This course introduces students to the literature in contemporary Christian ethics with a special focus on peace and justice. The works of several theologians will be examined, 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 Category: Theology.*

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

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

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

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

seminar component focussing on leading historical as well as contemporary voices. *BTS Category: Theology.*

BTS-5830 The Gift: Philosophical and Theological Investigations: (3.0 credit hours) Much contemporary philosophical and theological reflection proceeds by examining the category of the gift. The concept of the gift is seen as an alternative to the preoccupation with debt and sacrifice characteristic of certain readings of the atonement. 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. *BTS Category: Theology.*

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

BTS-5910 (6.0 credit hours) **or 5920** (9.0 credit hours)
Supervised Ministry Experience: This course provides an opportunity for a supervised internship experience in a congregation or other ministry type setting, and it includes a bi-weekly seminar. SME can be done in either two or three semesters. Students must attend an SME orientation in spring prior to the fall registration. *Prerequisite: 30 credit hours of graduate-level work in Biblical and Theological Studies or permission of the instructor. BTS Category: Field Education.*

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

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

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

BTS-5990 Topics in Biblical and Theological Studies: (3.0 credit hours)

BTS-6000 Thesis Writing: (6.0 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: (6.0 credit hours)
 The Field Research option is available primarily to those who already have significant experience in ministry and who would like to develop a ministry oriented research project. Details may be obtained from the Director of the Graduate School.

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

Program Coordinator: Ray Vander Zaag, Ph.D.

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

Program Delivery

Students have the opportunity to take courses offered through CMU's Shaftesbury Campus, a private university setting, at Menno Simons College, a public university context, and through the Canadian School of Peacebuilding, an intensive international summer program located on Shaftesbury Campus.

Admission

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

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

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

Application Due Dates

Canadian and US Students:

March 30—To begin classes in the spring/summer semester

May 30—To begin classes in the fall semester

August 30—To begin classes in the winter semester

International Students:

January 31—To begin classes in the spring/summer semester

March 30—To begin classes in the fall semester

June 30—To begin classes in the winter semester

Practitioners with limited formal study in the fields of peace/conflict resolution or development, but with a history of work in these areas, may request an assessment of their readiness for entrance into the program. The assessment may result in a reduction of the amount of pre-masters course work from what might otherwise be required.

Academic Load

Full-time status is defined as eighteen credit hours per year with a minimum of six credit hours in the fall semester and a minimum of six credit hours in the winter semester. Normally students would not complete more than twelve credit hours per semester. In some circumstances, a student may register for more credit hours per semester with the approval of her/his faculty advisor or the Program Coordinator.

Each three credit hour course involves about 36 hours of classroom time. Students can anticipate about 135 hours of work that includes classroom time plus the time it takes to complete reading and writing assignments. Students can expect 1500 to 2500 pages of reading in preparation for classes and essay writing. Writing assignments may total 6000 to 9000 words, or 20-30 pages, of writing (excluding tests and exams). Students taking intensive courses where the contact-time in the classroom is less than 36 hours (12 weeks), can expect more work outside of the classroom context. Overall workloads from one course to another may differ significantly depending on the nature of the course, professor's expectations, and other variables.

Faculty Advisor

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

Admission as Extended Education Students

Students may take courses in the area of Peacebuilding and Collaborative Development through Extended Education. For more information, see *Section 1: Admission and Registration*.

Program Requirements

Admission requirements:

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

Residency requirement:

18 credit hours

Curriculum requirements:

A minimum of 30 credit hours

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

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

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

Notes:

1. Students must maintain a minimum GPA of 3.0 ('B') to remain in the program and to graduate.
2. Electives may include up to 6 credit hours of Practice Skills courses or a practicum.
3. A student interested in a research emphasis may apply for an independent study. This option depends on the availability of a faculty member to provide direction to the project.

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.

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

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

PCD-5200 Religion and Development (Dual Track, 3.0 credit hours): This course will examine the links between religion and development, both philosophically and empirically. It will provide an analysis of particular Christian, Islamic and Buddhist understandings and approaches to development, as well as several other faith-based approaches, depending on student interests. It will examine the role and ethics of faith-based NGOs in development assistance, and investigate how development agents can design interventions that appropriately relate to the religious belief systems that underlie local knowledge in such areas as agriculture, health, and social organization. *PCD Category: Collaborative and Transformative Development.*

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

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

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

PCD/BTS-5400 Peacebuilding and Interfaith Engagement (3.0 credit hours): A multi-discipline course designed to bring issues related to peacebuilding into conversations with those of inter-faith dialogue. It will draw on first-hand experience of the instructor in both arenas but it will also engage scholars from other faith traditions in the classroom. Both the practices of peacemaking and the philosophy of engaging difference will be examined. It will analyze the discourse of inter-faith dialogue where the theological grammars of multiple languages interact and it will investigate in what ways such encounter can itself be a form of peacebuilding. *PCD Category: Theological and Religious Encounters with Peace and Justice*

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

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

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

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

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

PCD-5800 Practicum in Peacebuilding and Collaborative Development: (3.0 credit hours) The course consists of a supervised practicum work experience over 12 weeks (120 placement hours) with an organization or agency involved in peacebuilding and/or collaborative development. Students observe, learn and practice relevant skills in these fields, and participate in organizational programming and interventions. Students will also engage in structured reading and reflection on that experience, in order to integrate theoretical knowledge with experience-based learning, as well as

knowledge of the professional landscape. *Prerequisites: completion of 21 credit hours of PCD courses at the 5000-level. Students should contact the MA-PCD Program Coordinator six months before the anticipated start, to discuss possible placements.*

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

PCD-585X Practice Skills Workshop: (1.5 credit hours) This workshop course will focus on developing knowledge and competencies in specific peacebuilding and conflict resolution skills. Possible topics include but are not limited to: mediation, nonviolent crisis intervention, conciliation, interfaith dialogue, facilitated meetings, and nonviolent direct action. The topics of the peace skills workshop may change from semester to semester. The workshop will usually be offered in an intensive format over 3 days, usually on a weekend. Instruction will be practice-based.

PCD-5900 Research and Methodology: (3.0 credit hours) *PCD Category: Research in Method, Planning, or Evaluation.*

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

PCD-5920 Program Evaluation in Development and Conflict Resolution (Dual Track, 3.0 credit hours): Evaluating programs is a means of systematically assessing interventions designed to promote development and conflict resolution. This course covers formative evaluations required for program decision-making and summation evaluations applicable for analyzing outcomes and impacts to determine relevance, effectiveness, efficiency, sustainability and potential for replication of programs normally implemented by non-

governmental organizations. Current debates in approaches to evaluation are also reviewed. Students acquire skills in: selecting relevant quantitative and qualitative indicators, various approaches to obtain measures for the indicators selected, approaches to analyzing collected data, and effective presentation of evaluation conclusions and recommendations. *PCD Category: Methods in Research, Planning, or Evaluation*

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

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

Section IV: The Master of Business Administration

Delivered collaboratively with Bluffton University, Eastern Mennonite University, and Goshen College

Program Coordinator: Craig Martin, Ph.D., CPA, CMA

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

Admission

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

Application Due Dates

Canadian Students:
May 30—To begin classes in August

International Students:
March 1—To begin classes in August
July 1—Must have received Canadian and US visas

Admission as Extended Education Students

Students may not take graduate MBA level courses through Extended Education.

Academic Load

Full-time status is defined as eighteen credit hours per year. Normally the program takes two years to complete.

Each three credit hour course involves about 36 hours of classroom time. Students can anticipate about 135 hours of work that includes classroom time plus the time it takes to complete reading and writing assignments. Students can expect 1500 to 2500 pages of reading in preparation for

classes and essay writing. Writing assignments may total 6000 to 9000 words, or 20-30 pages, of writing (excluding tests and exams). Students taking intensive courses where the contact-time in the classroom is less than 36 hours (12 weeks), can expect more work outside of the classroom context. Overall workloads from one course to another may differ significantly depending on the nature of the course, professor's expectations, and other variables.

Program Requirements

Admission requirements:

A four-year baccalaureate degree

Graduation requirements:

36 credit hours fulfilling the program requirements as specified below

A passing grade in all courses presented for graduation and a minimum grade point average of 3.0 ("B") in 36 credit hours

Residency requirement:

30 credit hours

Course Requirements:

36 credit hours including:

BUSI-5220 Leadership and Management for the Common Good

BUSI-5230 Human Capital Development

BUSI-5410 Global Sustainability

BUSI-5640 Organizational Behavior

BUSI-5850 Managerial Finance and Accounting I

BUSI-6150 Narrative Leadership

BUSI-6230 Managerial Finance and Accounting II

BUSI-6470 Strategic Marketing Management

BUSI-6630 Managerial Economics

BUSI-6700 Strategic Leadership in a Multicultural World

BUSI-6710 Technology, Information, and Data Analysis

BUSI-6800 Sustainable Organizations for the Common Good

Notes:

1. Students must maintain a minimum GPA of 3.0 ('B') to remain in the program and to graduate.
2. Core non-residency courses are delivered primarily through the use of synchronous online video conference technology with complementary asynchronous learning activities as deemed appropriate by the course instructor. Concentration courses may vary and be delivered by a combination of synchronous and asynchronous methods.
3. Two residencies are required for the program: one located in North America and one located in a developing country. The North American residency is at the beginning of the program and the location rotates between the four schools. The residency in a developing country varies by cohort with specific information on location available prior to the beginning of any new cohort.
4. The program normally takes between 22-24 months to complete. The maximum time for completion is 4 years.

Course Descriptions

BUSI-5220 Leadership and Management for the Common Good (3 credit hours): Complexity, globalization, and competing demands characterize the realities of leading and managing organizations in today's environment. The focus of the course is on developing systemic wisdom and long-term perspective. The course combines times for self-reflection, conversation, questioning, and integration of various leadership and management theories to identify approaches to leading people, systems, and organizations in ways that bring restoration, that offer hope, and that work toward promoting the common good.

BUSI-5230 Human Capital Development (3 credit hours): Developing human capital means creating and nurturing organizational environments in which human beings can develop and apply new ideas, competencies, skills, attitudes, and behaviors. This course will enhance your knowledge and understanding of the value created by an engaged workforce. The course will focus on supporting employees developing skills and abilities in an intrinsically engaging environment. In addition we will study ways individuals and organizations benefit from well-managed conflict while limiting destructive conflicts that sap organizational creativity and energy.

BUSI-5410 Global Sustainability (3 credit hours): The global economic system produces goods and services on a massive scale. Consumers benefit from access to necessities as well as increased comfort, convenience and choice. Producers benefit from opportunities to innovate and invest, while also providing employment and generating returns to investors. The question many are asking, however, is simple: Can the current system be sustained in the long run? To be sustainable, businesses and nonprofit organizations must find ways to generate value and minimize waste while simultaneously satisfying human needs and protecting ecological systems. This course examines the global economic system from a triple-bottom line perspective – planet, people and profit. It utilizes systems thinking and explores seven forms of capital: financial, manufactured, natural, human, social, cultural and spiritual.

BUSI-5640 Organizational Behavior (3 credit hours): Utilizing an experiential case study method, this course surveys the evolution of theory, practice, and research in the areas of organizational behavior. Learning topics include motivation theory, group dynamics, leadership, decision-making, conflict transformation, change theory, organization structure, emotional intelligence and communication. This course affirms a systemic perspective and approach to organizational behavior and affirms the concepts implicit in the concept of Leadership for the Common Good.

BUSI-5850 Managerial Finance and Accounting I (3 credit hours): Managers and executives carry fiduciary responsibility for their organizations; it is therefore imperative that they know how to read financial statements, analyze financial health, assess financial risks, and communicate this knowledge effectively to others. The course emphasizes the role of the manager relating to finance and accounting

through the analysis of quantitative information largely at the conceptual level. Topics include financial governance, understanding and reading financial statements, financial statement analysis, cost behavior, breakeven analysis, budgeting, balanced scorecard, working capital management, and the use of short-term cash planning. The overall aim is to improve organizational decision-making based on financial, social, and ecological metrics.

BUSI-6150 Narrative Leadership (3 credit hours): Effective leaders communicate to inspire talent to excel; to partner with investors and communities; to engage with customers and clients and to grow their impact in the world as part of a global community. These communications are understood and acted upon based on the perceived context of the communication. Effective leaders are attentive to the ways that they shape the narratives that form the context for this communication. This course helps leaders to shape their own story and the organizational stories to cultivate an authentic, trustworthy and compelling narrative whether oral or written, in person or embedded within social media, in small groups and with large audiences.

BUSI-6230 Managerial Finance and Accounting II (3 credit hours): The second course of this sequence examines more of the quantitative tools managers use in decision making. Topics include an in-depth analysis of value chains, including supply chain and distribution channels, activity-based management, analysis of external funds needed, in-depth analysis of time value of money, and capital budgeting.

BUSI-6470 Strategic Marketing Management (3 credit hours): This course focuses on the tasks of creating and communicating value and gaining loyal customers for an organization in today's dynamic global marketplace. Topics include marketing strategy and planning, marketing research, the impact of technology on strategic marketing decisions, consumer behavior, ethics in marketing, social media and its role in marketing, internet marketing, customer relationship management, database marketing, and marketing evaluation. Leadership for the Common Good concepts are also offered as a backdrop for an ethical marketing framework.

BUSI-6630 Managerial Economics (3 credit hours): This course applies insights from economic theory to the functions of managerial planning and decision making within a market-oriented business context. Specific content includes an overview of the market system, consumer demand theory, cost analysis, profit analysis, pricing strategies, the economics of technical change and innovation, the architecture of the firm, employee incentives, international economic impacts and government regulation. Leadership for the Common Good concepts are also offered as competing methods of improving the traditional market system.

BUSI-6700 Strategic Leadership in a Multicultural World (3 credit hours): Historically the field of strategy has focused on strategies as mechanisms for winning and thus causing others to lose. Instead, we are learning that strategic partnerships and creation of manufacturing/ service processes that develop human capabilities and use material resources wisely are needed to position the organization for sustained success in

the marketplace. This course will help leaders develop approaches that strategically position their organizations to achieve this success. Theoretically this course will be grounded in Michael Porter's recent work on "creating shared value."

BUSI-6710 Technology, Information, and Data Analysis (3 credit hours): The quality of decision-making in organizations is greatly influenced by the quality of data gathered and by information derived from that data. This course focuses on the use of tools and processes to enhance corporate decision-making strategies. Topics include research design, survey development, defining data and information requirements, how and where data is stored, informatics and business intelligence, critical thinking, and transforming data into meaningful information.

BUSI-6800 Sustainable Organizations for the Common Good (3 credit hours): The course integrates the three pillars of The Collaborative MBA program: management, leadership and stewardship for organizational effectiveness, and serving the common good. The keystone of the course is an eight-day international residency designed to engage students as reflective practitioners and invite them to develop an openness to new ways of experiencing and thinking about the world through interactions and learning in a different country. One core value of the Collaborative MBA is global citizenship, recognizing that organizations are interdependent and mutually accountable to local, national, and global communities; this suggests that a global perspective is important for today's business and organizational leaders. This is designed as a capstone course, even though it is scheduled about halfway through the program; it prompts students to test and apply what they have learned in their first year, then the experience becomes an ongoing case study for all subsequent work in the program.

Section V: Academic Policies at Shaftesbury Campus

Registration

Registration Process

CMU annually publishes a registration guide on its graduate website by early May. Students should consult with their faculty advisors regarding their selection of courses to ensure that the selection will enable them to meet all requirements of their programs. Students may register on-line through their student portals, by way of an electronic form available through the graduate studies website, or by way of a paper registration form

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 incurring academic penalty until the prescribed date. For courses following a twelve-week meeting format, the prescribed date appears in the academic schedule. For courses following an intensive format (e.g., classes compressed into one or two weeks or over a series of three or four weekends), the prescribed date will appear in registration materials and/or in the header of the syllabus. Normally, withdrawal after the prescribed 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.

Payment of Fees

Fees are calculated by semester and are due at the beginning of each semester. Fee statements may be viewed through the CMU Student Portal.

Students have the option of paying the fees for a semester in one full payment or by way of a deferred payment plan. Payment may be made on-line through a banks' payment facility, or may be paid in person at South Side Reception or

North Side Finance Office by cheque or debit card. For details on due dates, the deferred payment plan, and procedures for payment of fees, please see the annual *Registration Guide*.

CMU's Financial and Student Services Advisor is available to assist students in planning for their financial requirements.

Payment Policy for 1st Year International Students (except USA students):

International students (excepting USA students) beginning their studies at CMU are required to pay in advance.

- Students attending for the first time in both September and January are required to have on deposit with CMU an amount equivalent to two semesters of tuition and housing fees by August 1 for the fall semester and by November 1 for the winter semester.
- International students who are denied a visa will have their funds returned to them less a \$100 administration fee.

Students who have balances owing beyond the payment due dates will be enrolled in an automatic withdrawal plan and will be charged the plan fee of \$65 on the second Monday following the payment deadline. Students who have defaulted on an automatic withdrawal plan or who do not make sufficient payment arrangements are considered to be in financial default. CMU will take the following steps after a student is in default:

- A late payment fee of 2% of their outstanding balance will be applied monthly for the duration of the semester.
- Students' academic records will be placed on "Financial Hold" and their grades, grade reports, graduation parchments, and transcripts will be withheld.
- Students may be asked to discontinue consumption of services including class attendance, participating on athletic teams, exam writing, participation in graduation activities and rent and board services.
- Students whose accounts are overdue are not permitted to register or attend classes in a subsequent semester.
- Where the tuition has not been paid, the T2202A Tuition and Education Amounts Certificate will be withheld. Payment received are always allocated first to other services and last to tuition.
- Account may be sent to a collection agency.

Courses and Their Requirements

Course Syllabi, Requirements, and Grading

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

The instructor shall assign a letter grade (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 for

the student to discern from the mark how it affects the final grade.

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

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

Extensions and Incompletes

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

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

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

If the student's appeal for an extension beyond the end of semester is granted, the Registrar's office, in consultation with the instructor and the student, will determine due dates for the remaining assignments. The maximum time allotted for extensions are: August 1, for courses ending in April; December 1, for courses ending in August; and April 1, for courses ending in December. Registrar's office will enter a grade of I (for incomplete) 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.

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 CMU 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 learning in a class, and each will benefit from contributions by other students. Moreover, it is in the classroom that instructors communicate the subject matter of their courses, demonstrate ways of interpreting information, and provide guidance for students to work through important issues. Therefore, in order to maximize the potential of the educational process, it is important that each student attend classes regularly.

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

A student who misses an excessive number of classes may be barred from further class attendance and from taking the examination in the course concerned. Normally six class hours

(i.e., six fifty-minute periods, four seventy-five-minute periods, or two three-hour periods) would be an excessive number of classes.

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

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

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

- The instructor will send the student a note informing the student. The instructor will also send a copy of this note to the Registrar. The instructor must maintain a record of the student’s absences as documentation for the grounds of debarment.
- If debarment occurs prior to the VW date, the student has the option to withdraw from the course. In order to withdraw from the course, the student must complete a course change form. Debarment from the course does not constitute official withdrawal. If the VW date has passed, the student will receive an “F” in the course.

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

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

Examinations and Term Tests

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

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

Other forms of examinations should be considered before take-home examinations are given. Take-home examinations have a time limit of 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. Occasionally a scheduling conflict may arise for CMU students between examinations for courses taken at CMU and those taken at either the University of Manitoba or The University of Winnipeg. In such circumstances, the student should contact the registrar at least two weeks before the end of classes to request the rescheduling of an examination. If such a conflict occurs for a visiting student, that student should seek a resolution of the conflict at her or his home institution.

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

If a CMU student wishes to request the rescheduling of an examination on other grounds, the student must make an appeal in writing to the Academic Student Issues Committee at least two weeks before the beginning of the examination period. Students should be aware that appeals for reasons of personal convenience or to enable vacation travel do not normally succeed. If the appeal is granted, the student must pay a special examination fee of \$75 per examination before writing the rescheduled examination(s).

Attendance at Term Tests and Final Examinations

Students are responsible to attend term tests and final examinations at their scheduled times. However, students do occasionally miss tests or examinations due to illness or some other unanticipated circumstance. A student who misses a term test must contact the course instructor, providing an explanation for the absence. The instructor has full discretion over rescheduling the test for the student. A student who misses a final examination due to illness, a death in the family, or some other emergency should contact the registrar to arrange for another opportunity to write the examination. The student should be prepared to present documentation regarding the circumstances preventing attendance. A student who misses a final examination for any other reason may submit an appeal to the registrar’s office. The registrar will adjudicate the appeal in consultation with the course instructor. If the appeal is granted, the student will pay the examination rescheduling fee of \$75 before writing the examination.

Modular Credit

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 department must review proposals for modular courses, and the Director/Program Coordinator must approve their implementation.

2. **Faculty of Record:** A CMU faculty member must be approved as the faculty of record for the lectureship. Under some circumstances, a non-CMU faculty member as faculty of record may also be approved.

3. **Syllabus:** In consultation with the faculty member, the student must prepare a syllabus, which will provide the following information: a) name of institution; b) course number (BTS-5960/1); c) title, dates, and location of the module; d) number of credit hours (normally one); e) name of faculty member of record; f) one or two paragraphs of course description; g) course requirements; and h) bibliography

4. **Grading** will be Pass/Fail

5. **Classroom Time and Overall Load Expectations:** Whereas, a regular course requires a minimum of 12 hours of classroom time per credit hour, in regards to modular courses, the number of "classroom" hours will be contingent on each event's schedule and configured within the greater framework of the overall course requirements and parameters. Work expectations for a one-credit hour course may represent a total of 45 hours that may include seminar, lectureship, or workshop time, plus the time it takes to complete reading and writing assignments. Students can expect 500 to 1,000 pages of reading as well the writing of 2000 to 3000-word assignments. However, overall workload from one course to another may differ significantly depending on the nature of the course, professor's expectations, and other variables.

6. **Program Requirements:** A maximum of 3 credit hours of modular credit 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 or field research project as an elective equivalent to six credit hours, in which case they should contact their faculty advisor, who will bring the student's request to the 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/program coordinator 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 (including documentation) in length and conforms to CMU's standard guide for academic writing including the documentation style appropriate to the discipline.

Thesis Submission: Students wishing to graduate in the spring of any given year must submit the 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 whether 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/program coordinator.

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 first registered for the thesis course, the student must apply for an extension. Extensions will be granted if the student demonstrates progress toward the completion of their work. 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. At this point the Registrar's office will generate a continuation fee for the additional semester. The fee will be equivalent to the cost of a three credit hour course.

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.

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

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

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

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

- the class GPA in comparison to the average GPA of all classes for the semester
- the class GPA in comparison to previous years for the same course

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

Transcripts

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

Students with Disability

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

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

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

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

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

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

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

Academic Integrity

Purpose

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

Foundations

When students plagiarize or cheat, they violate trust. 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.

Definitions

Academic misconduct includes all of the following:

- Plagiarism
- Cheating
- Inappropriate research and writing practices
- Impersonation
- Forging, falsification or modification of an academic record

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

- Copying an essay in its entirety from a single source, or copying sections from several sources and connecting them together with a few sentences of one's own, and submitting the product as one's own work.
- Copying a phrase, a sentence, or a paragraph from a source into a written submission without acknowledging the source by providing a reference and documentation.
- Presenting a paraphrase or summary of material from a source in one's paper without acknowledging the source through a reference and documentation.
- Quoting a phrase, sentence, or paragraph from a source without enclosing it in quotation marks or setting it off as a block quotation, even if one is acknowledging the source through a reference and documentation.

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

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

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

Inappropriate research and writing practices include misrepresenting or falsifying research results, biasing the design of one's research to secure desired outcomes, and making references to non-existent resources.

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

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

Procedure

When an instructor has reason to suspect that a student has plagiarized or cheated, the instructor will immediately consult with the academic office (Academic Dean's designate) for an initial assessment of the nature and extent of the possible misconduct, and for guidance on how the case might be dealt with. It may be decided that the instructor is best positioned to initiate a conversation with the student (in cases of apparent misunderstanding or negligence in a student's first year), or that the matter should be taken up more formally by the academic office. The student will be informed of the apparent misconduct and what steps are being followed. If it is decided that the matter should be pursued informally by the instructor, the instructor will engage the student in conversation about what the student appears to have done inappropriately. The instructor may offer a warning and, depending on the course of conversation, may permit or require resubmission of the assignment. The instructor may also or instead deem the case of a sort that should be passed on the academic office for further consideration.

In cases where it appears that the matter should be taken up more formally by the academic office, normally the Academic

Dean's designate and a faculty member from the Academic Student Issues Committee (ASIC subcommittee) will meet with the student to review the materials provided by the instructor. The student will have opportunity to provide an explanation, make a defence, or to make amends. After this meeting, the Academic Dean's designate and the designated faculty member will discern what further process is required.

If there is insufficient evidence of misconduct, the case will be dismissed.

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 ASIC subcommittee may establish consequences short of course failure, according to the terms of reference provided below. The Academic Dean's designate will communicate the consequences to the student in writing and will provide documentation regarding the case to the student's file, and will regularly report these cases to the Academic Student Issues Committee. The student will be notified that they may appeal the decision to the Academic Student Issues Committee.

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 Academic Dean's designate and the instructor 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 a listener to accompany her/him during the meeting with the committee. An alternate faculty member will join when decisions of the ASIC subcommittee are appealed.

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 Academic Dean's designate 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.

Consequences

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;
- the nature and weight of the assignment;
- 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 resubmit an assignment,
- a reduced grade or a failing grade for the submission,
- a failing grade for the assignment category in which cheating or plagiarism was evident,
- 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.

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 normally result in a failing grade for the course and in postponement of graduation to provide time for the student to re-establish integrity. Normally, the student will have an opportunity to re-establish academic integrity and graduate by completing one course to replace the course that was failed, plus at least one additional course. A student sanctioned for academic misconduct may be placed on Conditional Continuance for a period of one year or until the student completes at least eighteen credit hours.

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 sanctioned for academic misconduct, that student has the right to appeal within fifteen days after receiving notice of the sanction. The appeal will be directed to the Vice President Academic.

Appeals

Various Academic Matters

Students should direct appeals pertaining to curricular matters (e.g., regarding exemption from a requirement or a substitution for a required course) to the Curriculum 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 registrar will communicate the committee's decision in writing to the student.

Grades

Faculty members at CMU are committed to evaluating students' work fairly. A student who believes that a grade assigned on a particular submission is unjust may appeal to have the grade reviewed. The student should first request the

instructor to reconsider the value of the submission in question. If satisfactory resolution has not been reached after this step, the academic 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 transcript of grades is unjust may, within six weeks of the publication of the transcript, appeal in writing to the registrar's office to have the grade reviewed. The student must provide an explanation for the appeal. A processing fee will be charged to the student for each appeal submitted. (For the amount of the fee, see the schedule of fees published with the current registration materials.)

Authorized Withdrawal

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

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

Graduation

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

CMU confers most degrees during its graduation weekend in late April. Graduation is an important event at CMU. It marks the official culmination of studies for graduating students. It is a community event because academic work is more than an individualistic endeavour. The CMU community is an important part of the learning that takes place for all students. Through the graduation events the CMU community formally acknowledges the graduating class. All graduating students are expected to participate in the events.

Students who believe they will be eligible to graduate at the April convocation must complete and submit a Graduation

Application form and pay the graduation fee by September 30th.

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

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 four 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.

Section IV: Scholarships and Financial Aid

Quality education is costly, although it will bring far greater returns than many other investments. At CMU our desire is to make quality post-secondary education affordable and accessible to students. We encourage students to explore all financial resources available to them both within CMU (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 for specific scholarships and bursaries. Most awards require a student to be registered for a minimum of 18 credit hours over a 12 month period. Students can begin applying on April 1. Applications must be submitted to Mitch Krohn, Enrolment Coordinator by May 31 for first consideration. Questions may also be directed to him at mkrohn@cmu.ca

Student Loans and Financial Aid

Canada Student Loans

CMU is recognized as a designated educational institution under the Canada Student Loan program. Application forms for the Canada Student Loan Program may be obtained from local high schools, the Department of Education in the student's home province or on-line at www.canlearn.ca.

Section VII: Information about Canadian Mennonite University

Accreditation and Relationship with Other Universities

Canadian Mennonite University is authorized by the Province of Manitoba to grant degrees, having received its charter in 1998. This legislation attests to the quality of the half-century record of Mennonite post-secondary institutions in Manitoba.

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

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

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

1. The quality of its faculty, and their commitment to excellence in teaching and research. Around 85% of faculty members hold doctoral degrees from recognized institutions.
2. CMU's longstanding, formal relationships with the University of Winnipeg and the University of Manitoba. Beginning in 1964 the University of Manitoba recognized Canadian Mennonite Bible College (one of CMU's founding colleges) as an "Approved Teaching Centre." In 1970 Mennonite Brethren Bible College (later Concord College, another founding college) entered a reciprocal cross-registration arrangement with the University of Winnipeg. Menno Simons College has been affiliated with the University of Winnipeg since the establishment of the

college in 1988; its programs are fully integrated with the University of Winnipeg.

3. Continued recognition of CMU courses and degrees by local universities. The University of Winnipeg and the University of Manitoba have demonstrated a continuing recognition of CMU's courses and degrees. Courses with a specifically Christian ministries focus, however, may not be recognized for transfer credit.
4. The track record of CMU students. CMU graduates are gaining admission to universities across Canada and the U.S.A. into professional and graduate schools (e.g. University of Manitoba, University of Alberta, University of Toronto, Duke University, McMaster University, University of Edinburgh).
5. CMU's music department is a member of the Canadian University Music Society.

Faculty and Staff

Faculty

The asterisk (*) denotes persons whose primary teaching location is at Shaftesbury Campus, and the pound sign (#) denotes those persons whose primary teaching location is at MSC campus.

Lee-Anne Adams,* Assistant Professor of Music Therapy. BMus (Brandon); BMT (Capilano); MEd (Manitoba)

Jobb Arnold,# Assistant Professor of Conflict Resolution Studies. BA (Hons.) (Ontario); MA (UBC); PhD (Queens).

David Balzer,* Assistant Professor of Communications and Media Studies. BRS (MBBC); MA (MBBS); MA (California State).

Janet Breneman,* Associate Professor of Music. MB, MM (Toronto); PhD (Michigan State)

John Brubacher,* Assistant Professor of Biology, BSc, MSc, (Waterloo); PhD (Manitoba)

Jerry Buckland,# Professor of International Development Studies. BA (Calgary); MA (Carleton); PhD (Manitoba)

Paul Doerksen,* Associate Professor of Theology, BRE (Briercrest); BA, Bed (Winnipeg); MTS (Waterloo); PhD (McMaster)

Jonathan Dueck,* Vice-President Academic and Academic Dean, BCM (CMBC), BA(Winnipeg), PhD (Alberta)

Jodi Dueck-Read,# Instructor of Conflict Resolution Studies, – BA (Hons.) (Furman) MA (Eastern Mennonite University) PhD (Manitoba)

Andrew Dyck,* Assistant Professor of Ministry Studies, BMR (Manitoba); MA (Eastern Mennonite Seminary); PhD (Vrije Universiteit Amsterdam)

Paul Dyck, Professor of English. Diploma (Briercrest); BEd, MA, PhD (Alberta)

Delmar Epp,* Associate Professor of Psychology. BA (Hons.), MA, PhD (Manitoba)

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

Paul Friesen,* Associate Librarian. BTh (CMBC), BA (Manitoba), MA, (Saskatchewan), MLS (Alberta)

Brian Froese,* Associate Professor of History. BA (Winnipeg), M.C.S. (Regent), PhD (Graduate Theological Union, Berkeley)

Victor Froese,* Library Director. BA (Hons.) (Waterloo), MA (Wilfrid Laurier), PhD (St. Michael's), MLIS (Western Ontario)

Neil Funk-Unrau,# Associate Dean of Menno Simons College, Associate Professor of Conflict Resolution Studies. BSc (Hons.) (Manitoba); MA (Mennonite Biblical Seminary); PhD (Syracuse)

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

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

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

Werner Kliever,* Director of Practica, BTh (CMBC); BA (Manitoba); MDiv (AMBS)

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

Rachel Krause,* Assistant Professor of Biology. BSc (Hons) (British Columbia); MSc (Quebec); PhD (McGill)

Wendy Kroeker,* Assistant Professor of Peace and Conflict Transformation Studies, and Co-Director of CSOP. BA (Hons.) (Waterloo), MA Theology (MBBS), PhD (Manitoba)

Kenton Lobe,* Instructor of International Development Studies. BTh (CMBC); BA, MNRM (Manitoba)

Lynda Loewen,* Instructor of Psychology. BSW (Manitoba), BA (Manitoba), MMFT (Winnipeg)

Christine Longhurst,* Assistant Professor of Music and Worship. BRS (MBBC); BA (Winnipeg); MMus (Southern Methodist University, TX); MSM (Perkins School of Theology, TX); DWS (Institute for Worship Studies, FL)

James Magnus-Johnston,* Director, Center for Resilience and Instructor, Social Entrepreneurship. BA (Hons) (Winnipeg), MPhil (Cambridge)

Craig Martin,* Assistant Professor of Business and Organizational Administration. BA (Hons.) (Waterloo); MSc, PhD (Guelph), CMA

Anna Nekola,* Assistant Professor of Music. BA (St. Olaf College); MM (Wichita State); MA, PhD (University of Wisconsin)

Justin Neufeld,* Instructor of Philosophy. BA (Hons.) (Manitoba) MA (McMaster)

Kirit Patel,# Assistant Professor of International Development Studies. BSc (Gujarat) PhD (Guelph)

Matthew Pauls,* Assistant Professor of Music. BMus. (Winnipeg); MMus. (Ontario); PhD (cand.) (Ontario)

Ruth Rempel,# Associate Professor of International Development Studies. BA (Hons.) (Manitoba); MA, PhD (Toronto)

Karen Ridd,# Instructor of Conflict Resolution Studies, MA (Manitoba)

Timothy Rogalsky,* Associate Professor of Mathematics. BRS (MBBC); BSc, MSc, PhD (Manitoba)

Jonathan Sears,# Assistant Professor of International Development Studies. BA (Hons.) (St. Thomas); MA (Brock); PhD (Queens)

Anna Snyder,# Associate Professor of Conflict Resolution Studies. BA (Manchester College); MA (Notre Dame); PhD (Syracuse)

Sue Sorensen,* Associate Professor of English. BA (Regina), MA, PhD (British Columbia)

Stephanie Stobbe,# Associate Professor of Conflict Resolution Studies. BA (British Columbia); BA (Winnipeg); MA (Antioch); PhD (Manitoba)

Ruth Taronno,# Instructor of International Development Studies, and Director of Practicum; MA (Manitoba)

Ray Vander Zaag,* Associate Dean of Programs, Associate Professor of International Development Studies. BSc (Calvin College); MSc (Michigan State); MA, PhD (Carleton)

Candice Viddal,* Assistant Professor of Sciences. BSc (Hons.), PhD (Manitoba)

Rosemary Vogt,* Assistant Professor of Business and Organizational Administration. Bed (Winnipeg), MEd (Manitoba), PhD (North Dakota)

Verna Wiebe,* Instructor of Music. BM (Perf.) (Brandon)

Michelle Yaciuk,* Assistant Professor of Music Therapy. BSc (Mary); MMus (Western Michigan)

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

President's Office

Cheryl Pauls, BRS (MBBC); BA (Winnipeg); BM (Manitoba); MM, MDA (British Columbia), President

Jonathan Dueck, PhD, Vice President Academic and Academic Dean

Marilyn Peters Kliewer, BA, Dean of Student Life

Terry Schellenberg, MA, Vice President External

John Unger, BComm (Hons), CA, Vice President of Administration and Finance

Lillian Friesen, Certificate, Executive Coordinator, President's Office

Academic Office and Library

Wesley Bergen, BComm, Library Technician

James Cheng, BA, MSC Administrative Coordinator

Timothy Cruikshank, BA, Outtatown Program Manager

Tamara Dyck, Diploma, Library Technician

Joyce Friesen, Outtatown Program Assistant

Janis Hayward, Laboratory Steward and Demonstrator

Jennifer Kroeker, BA, Library Technician

Mitch Krohn, MDiv, Admissions Coordinator

Stephanie Penner, MEd, Registrar

Cameron Priebe, MA, Director of Outtatown

Maria Shokpeka, BA, Assistant Registrar

Valerie Smith, MDiv, Associate Registrar and Program Director of CSOP

Wesley Toews, PhD, Research Grants Facilitator

Greg Wiebe, PhD, Executive Coordinator, Office of the Vice President Academic

Renee Willms, BA (Hons), Outtatown Program Manager

Student Life

Sarah Klassen Bartel, BA, Financial and Student Services Advisor

Joshua Ewert, BBA, Athletics Program Assistant

Erin Gietz, BA, MSC Administrative Assistant

Vern Kehler, MA, Coordinator of Student Advising

Sandra Loepky, MA, Coordinator of International Student and Accessibility Programs

Gina Loewen, MA, MSC Academic Advisor

Danielle Morton, BMus, Spiritual Life Facilitator and Coordinator of Commuter Programming

Mackenzie Nicolle, Senior Residence Assistant

Charlie Peronto, BSc, Residence Director

Marilyn Peters Kliewer, BA, Dean of Student Life

Shirley Thiessen, Office Assistant/Receptionist

Russell Willms, MA, Director of Athletics

External

Danielle Bailey, BA, Enrolment Coordinator

Abram Bergen, DMin, Development Associate, Director of Church and Alumni Relations

Julie Derksen, Donor and Alumni Relations

Aaron Epp, BA, Writer and Social Media Coordinator

Peter Epp, BA, BEd, MA, Church Engagement and Practicum Coordinator

Emily Hamm, BA, Communications & Marketing Coordinator
Kevin Kilbrei, BComm (Hons), Director of Communications and Marketing

Paul Little, Web Developer

Darryl Neustaedter Barg, BTh, BComm, Media Production Coordinator

Lois Nickel, MA, Director of Enrolment Services

Hilda Nikkel, BA, Development Office Assistant

Alison Ralph, BA, Social Media Coordinator and Writer

Anika Reynar, BA (Hons), Admissions Counsellor

L. Emilie Roussis, BA, Admissions Counsellor

Terry Schellenberg, MA, Vice-President External

Craig Terison, Design Manager

Alex Tiessen, BA, Admissions Counsellor

Bob Wiebe, MMus (Ed), MDiv, Development Data and Administrative Coordinator

Michael Wiebe, BA, Admissions Counsellor

Dori Zerbe Cornselsen, MDiv, Director of Development

Finance, Food Services, and Facilities

Eduardo Almario, Custodian

Richard Boyd, Information Technology Administrator – AV

Cori Braun, BA, Receptionist/Office Assistant

Sharlene Danley, Assistant Food Services

Ray Dirks, Curator, Mennonite Heritage Gallery

Anni Enns, Kitchen Assistant

Natasha Francis, Certificate, Accounting, Payroll, and Benefits Coordinator

Arlyn Friesen-Epp, Director of CommonWord

Robert Froese, Executive Director, Physical Plant, Campus Planning, and Ancillary Services

Andrew Giesbrecht, Hosting Manager

Simon Hamm, BA, Folio Café Manager

Hildegard Kasdorf, Custodian

Helen Kim, BA, Financial Analyst

Kara Klassen, BA, Hosting Coordinator

Louise Kroeker, B.H.Ecol, Director of Food Services

Yong Sun Lee, BSc, Maintenance Technician

Julius Luna, IT Infrastructure Support Technician

Senait Meheri, Custodian

Christopher Neufeld, BA, Director of Information Technology

Anita Neufeld, Manager of CommonWord

Randy Neufeld, Certificate, Director of Operations

Charles Paetkau, Certificate, Physical Plant Manager

Lucas Redekop, BTh, CPA, Controller

Dianna Robson, BA, CHRP, Director of Human Resources

Rene Rojas, MA, Accounting Assistant

Jordan Sawatzky, Assistant Food Services

Walter Schmidt, Custodian

Larry Severson, Custodian

Jose Staczewski, Maintenance Technician

Conrad Stoesz, Archivist, Mennonite Heritage Archives

John Unger, BComm (Hons), CPA, Vice President of Administration and Finance

Rick Unger, BSc, Maintenance Technician

Sarah Vasko, Kitchen Assistant

Institutes

Canadian School of Peacebuilding

Wendy Kroeker, PhD, Co-Director

Valerie Smith, MDiv, Co-Director

Community School of Music and the Arts

Verna Wiebe, BM, Director

Judy Oatway, M.M., Program Coordinator

Institute for Theology and the Church

Abe Bergen, DMin, Director

Emeriti

Irmgard Baerg, AMM, ARCT, Konzert Diplom, Professor Emeritus of Music

William Baerg, BA, ARCT, MM, DMA, Professor Emeritus of Music

Dietrich Bartel,* Professor Emeritus of Music. BM (British Columbia); PhD (Freiburg)

John Derksen, BA (Hons.), MA, PhD, Associate Professor Emeritus of Conflict Resolution Studies

Abe Dueck, BD, PhD, Academic Dean Emeritus

Gerald C. Ediger, BA (Hons.), MEd, MDiv, ThD, Professor Emeritus of Christian History

Lois Edmund, BSc (Hons.); MA, PhD, Associate Professor Emeritus of Conflict Resolution

Adolf Ens, BSc (Hons.), MSc, BD, PhD, Professor Emeritus of History and Theology

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

Peter Fast, BA, BEd, BD, MTh, Associate Professor Emeritus of New Testament

John J. Friesen, BEd, AB, BD, PhD Professor Emeritus of History and Theology

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

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

Helmut Harder, BA, BD, MTh, ThD, Professor Emeritus of Theology

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

Waldemar Janzen, BA, BD, MA, MTh, PhD, Professor Emeritus of Old Testament and German

John Martens, BA, BM, MM, DMA, Professor Emeritus of Music

Gordon Matties, Diploma, BA, Diploma, MA, PhD, Professor Emeritus of Biblical Studies and Theology

Bernie Neufeld, AB, ARCT, MA, Assistant Professor Emeritus of Music

John H. Neufeld, BEd, BA, MDiv, DMin, President Emeritus

Sig Polle, BA, BD, MA, PhD, Assistant Professor Emeritus of Practical Theology

Paul Redekop, BA, MA, PhD, Associate Professor Emeritus of Conflict Resolution Studies.

John Regehr, BEd, MA, PhD, Associate Professor Emeritus of Contemporary Ministries

Jarem Sawatsky, BTh, BA, MA, PhD, Associate Professor Emeritus of Peace and Conflict Transformation Studies

Henrietta Schellenberg, Diploma, Konzert Diplom, Assistant Professor Emeritus of Music.

Rudy Schellenberg, BChM; BM; MM, Associate Professor Emeritus of Music.

V. George Shillington, BTh, BA, MDiv, MA, PhD, Professor Emeritus of Biblical Studies and Theology

Esther Wiebe, ARCT, AMM, L.MM, Associate Professor Emeritus of Music

George D. Wiebe, BEd, AMM, ARCT, MM, DM., Professor Emeritus of Music

Esther Wiens, BRE, MA, PhD, Associate Professor Emeritus of English



CMU | **CANADIAN MENNONITE UNIVERSITY**

500 Shaftesbury Boulevard | Winnipeg, MB | Canada | R3P 2N2

Phone: 204.487.3300 | Toll-free: 877.231.4570 | Fax: 204.487.3858

www.cmu.ca