MASTER OF ARTS IN PEACE STUDIES PROGRAM HANDBOOK

ACADEMIC YEAR 2026-2027

HJ International Graduate School for Peace and Public Leadership

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I. Introduction

This handbook is intended to provide students, faculty and administrators with a description of the Master of Arts in Peace Studies Program at HJ International Graduate School for Peace and Public Leadership (HJI). It presents an overview of the vision and practice shaping the program so that students may integrate their personal educational goals within the parameters of the program. Students are responsible for requirements as published in this handbook and the HJI *Catalog* for the year in which they enter the M.A. Program.

While this handbook contains a description of the general requirements leading to the Master of Arts in Peace Studies (M.A.) degree, students are expected to be familiar with descriptions of individual courses as stated in the current HJI *Catalog* as well as the Internship. For other student-related services and activities, students are encouraged to consult the *Student Handbook*.

II. Mission and Purposes of the HJ International Graduate School for Peace and Public Leadership

HJ International Graduate School for Peace and Public Leadership provides advanced academic and professional education for women and men who aspire to serve the wider society and world as transformational leaders in faith-based ministries or professional fields related to religion, peace, and public leadership.

Mission Statement

The institution offers three degrees at the Masters level: Master of Arts in Peace Studies, Master of Arts in Religious Studies, and Master of Divinity. The institution offers one theological degree at the Doctoral Level: Doctor of Ministry.

III. The Master of Arts in Peace Studies Program

A. Mission Statement

HJI's Master of Arts in Peace Studies is designed to prepare peace studies professionals with a theoretical and a practical understanding of the core dimensions of Peace Studies as an academic discipline and an appreciation of the ways in which Unification theory and practices contribute to the discipline.

B. General Description of the M.A. in Peace Studies

The HJI Master of Arts in Peace Studies is a 42-credit graduate degree programs that provides students with the knowledge and skills needed by peace professionals. It dedicates particular attention to the study of conflict analysis and transformation and to the impact of religion and culture on intra-state and inter-state relations. The program is designed for individuals who intend to pursue careers in international public service through intergovernmental organizations, government agencies and non-governmental organizations. The faculty and staff in the program work collaboratively with non-governmental agencies, including the Universal Peace Federation, an NGO with more than 120 national chapters, which holds general consultative status with the Economic and Social Council of the United Nations.

IV. Program Learning Outcomes

- Students can explain core principles of conflict analysis and conflict transformation and discuss their application in specific contexts.
- Students can identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict
- Students can assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation
- Students can explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor

See Appendix K *Program Learning Outcomes Rubric.*

V. The Academic Program in Master of Arts in Peace Studies

A. Graduation Requirements

To be awarded the Master of Arts in Peace Studies degree, a student must fulfill the following requirements:

- 42 credit hours
- A minimum grade point average of 2.50
- Mid-Program Review
- Comprehensive Exam (written and oral)

Course requirements for the Master of Arts in Peace Studies degree are listed in the *HJI Catalog* and on the website. Course offerings each term are listed on the Master Schedule, published by the Registrar prior to registration in September.

Candidates are responsible for fulfilling the graduation requirements listed in the catalog published for the academic year in which they matriculate at HJI. Graduation requirements for students who enter the Master of Arts in Peace Studies in academic year 2026-2027 are stated in the *HJI Catalog 2026-2027.* This information is also available on the website at https://www.hji.edu/master-of-arts-in-peace-studies/.

In the Oral and Written Comprehensives of the Peace Studies program, a notation of "Pass with Honors" will be given to those who satisfy these three criteria:

1. The student must have a cumulative GPA in the Peace Studies program of no less than 3.6.
2. The student must demonstrate outstanding competency through the Written Exam (Determined by the Chair of the Peace Studies program in consultation with Faculty participating in the exam).
3. The student must demonstrate outstanding competency through the Oral Exam (Determined by the Chair of the Peace Studies program in consultation with faculty participating in the exam).

The "Pass with Honors" will be recorded as a notation on the student's transcript.

B. Master of Arts in Peace Studies Curriculum

The curriculum of the Master of Arts in Peace Studies Program consists of 4 components:

- Foundation Courses
- Electives
- Internship, including the Peace Studies Internship Preparation Colloquium
- Comprehensives

The foundation courses of the curriculum introduce students to the theoretical underpinnings and the historical development of peace studies.

The Internship provides students the opportunity to put their knowledge and newly learned skills into practice in the public setting of a religious organization, in a government-related organization or in civil society. It is intended to integrate theoretical knowledge with practice under the supervision of professionals.

The student's academic advisor will assist the student in proper course selection to meet degree requirements. Each student should keep in mind, however, that he or she alone is ultimately responsible for understanding and fulfilling all graduation requirements. Students are responsible for their own degree plans and for the completion of all requirements for the degrees that they seek. Students should contact their Advisor, the Chair of the Peace Studies program, or the Registrar if there are any questions about graduation requirements.

Exact course requirements for students entering 2026-27 can be found in Appendix A: MA Program Worksheet, and in the *Catalog*.

C. Foundation Courses and Elective Courses

In planning their courses, Students should seek to take the Foundation courses prior to enrolling in elective courses.

The following are the Foundation courses for the MA in Peace Studies degree; each of these is required for graduation:

- PST 5101 Conflict Analysis and Transformation [Recommended for first year of study]
- PST 5131 Peace and Conflict Studies [Recommended for first year of study]
- PST 5133 Human Rights, Law and Government
- PST 5141 Diplomacy and Faith-based Diplomacy
- SCR 5151 World Scripture and World Peace
- PST 5143 Unification Approaches to Peace [Recommended for first year of study]
- PST 5151 Research Methods and Analysis in the Social Sciences [Recommended for first year of study]
- PST 5152 Formation and Self-care for Peace Professionals

Internship Courses Required for Graduation

- PST 5189 Peace Studies Internship Preparation Colloquium (0 Credit)
- PST 5190 Internship (6 Credits)

Comprehensive Exams (0 Credit) Required for Graduation

- PST 6101 Peace Studies Oral Comprehensive Exam
- PST 6102 Peace Studies Written Comprehensive Exam

The required courses constitute 24 of the 42 credits of the program; the internship represents another 6 credits. Please note that the comprehensive exams (0 credits) also constitute a graduation requirement. The remaining 12 credits may be taken as electives. In addition to the pre-approved electives, student may, in consultation with the Program Chair, choose as an elective any other course that they find of interest.

Internship

Students in MA in Peace Studies Program complete a 400-hour internship with a governmental, intergovernmental or non-governmental organization, or another agency or commercial entity that is approved by the Program Chair. While interning, the student will make occasional updates of their study, comparing what has been covered in the courses with on-the-ground application of what the student has learned. The internship serves as the venue where the student can apply what they have studied in a practical context. The internship serves as a key dimension of the Peace Studies Program at HJI and provides the student with an appreciation of the activities of a peace professional. See Section VI Internship Guidelines below.

D. Mid-Program Review

The Mid-Program Review (MPR) is an important assessment tool for HJI students. It assesses, at the mid-point in the course of study, the student's progress towards fulfilling the learning outcomes of the program in which he or she is enrolled. For this purpose, students submit a portfolio containing samples of their best work, and these can be assessed in light of the overall learning outcomes of the program as well as the student's own personal goals.

At the same time, the MPR provides students with the opportunity to reflect on their learning goals—both the program's stated learning outcomes and their own personal goals—to assess their progress in preparing for their career. It helps students to gain more clarity about future plans and invites reflection on how they feel guided to accomplish these goals. With these objectives in mind, students prepare an MPR Essay and then meet either in person or online with their Faculty Advisor and one peer student evaluator whom the student selects in consultation with the Faculty Advisor. This interview provides an opportunity for the student to reflect within a supportive, collegial structure.

1. What Students need to prepare in advance of the MPR Interview

Students complete the MPR at the mid-point in their course of study. Students in the M.A. in Peace Studies program should complete the MPR during the semester in which they reach 22 credits. Early in that term, the student will be informed that he or she should prepare for their MPR. The components of the MPR include the following:

a. The MPR Portfolio

First, the student needs to assemble a Portfolio of their best work. Through the Portfolio, the student will reflect on the areas where he/she is making progress, on the one hand, and the areas requiring improvement, on the other. Students will also reflect on the status and direction of their academic and professional growth. The portfolio should contain the 3-4 items that the student feels best represent what they have learned or gained while at HJI. Among them, only 2 should be academic papers.

Possible items that may be included:

i. Papers completed for a course

ii. Projects developed for a course,

iii. Specialized assignments (PowerPoint presentations, homiletics sermons, etc.),

iv. Other written or created products that reflect your learning progress while at HJI, such as a speech for a HJI contest, or an article for a student newsletter,

v. A product of a community activity in which you participated while a student at HJI, related to a non-governmental organization involved in activities related to peace and public leadership, an intergovernmental organization, non-governmental, or faith-based organizations.

b. The MPR Essay

Second, students will prepare an essay of seven (7) paragraphs, introducing the Portfolio and assessing their learning at HJI. This essay serves three purposes. First, it gives context and meaning to each item in the portfolio. Second, it is to allow the student to reflect on his/her goals in coming to HJI and how best to use the time remaining at HJI productively to prepare the next career or academic plans following graduation. Third, these reflections and responses also help those participating in a student's MPR understand his/her experience at HJI better, and thus offer better informed input and advice.

Below are the instructions for each paragraph of the MPR Essay:

Part 1. An introductory paragraph stating the student's learning goals at HJI in the context of life goals

Parts 2-4. For each item included in the Portfolio, the student should write a paragraph to describe:

a. the specific purpose(s) in writing the assignment or doing the project or activity, in light of the student's learning goals

b. what the student learned from doing it,

c. what new insights a student gained into herself/himself, and

d. what he/she learned about needs for further learning in the area explored through the project.

Part 5. A paragraph about learning goals that need more work, along with a plan indicating how the student intends to address areas requiring improvement during the time remaining at HJI.

Part 6. A paragraph in which you may describe your personal life and your approach in addressing moral and ethical questions, including how your approach and attitude have changed as a result of coming to HJI.

Part 7. A paragraph about how the student is contributing to the HJI community and to the broader furtherance of peace and conflict management in and beyond the HJI community, listing ways in which what you have learned at HJI has supported your professional development.

You may write more than seven paragraphs if you want to go into further detail, but regardless you should write at least one paragraph on each of the seven topics.

c. LinkedIn

HJI requires all MA in Peace Studies students to establish a LinkedIn account while they are at HJI if they do not already have one. The LinkedIn account serves as a tool for students to develop a professional profile, which will facilitate networking with peers, potential employers, associates, and mentors. During the MPR, students are expected to share their LinkedIn profile with the faculty reviewing their portfolio. Preparation of and discussions around the LinkedIn profile (during the MPR) may help students to clarify, identify, and articulate their competencies, as well as better envision and articulate career goals and aspirations. Students may contact the Office of the Dean of Enrollment Management for assistance in establishing their accounts and they will be informed of and invited to connect with the HJI LinkedIn page. MA in Peace Studies students at the time of the MPR should invite the academic advisor and student peer evaluator at least one week in advance of the MPR live session to access and review the account.

d. Preparation of Materials, MPR Committee Composition, and Timing of the MPR

Students and advisors should confer on the creation of the students' individual MPR Committees no later than the fifth week of the term when the MPR occurs, and schedule the interview for no later than the eighth week of the term. The student proposes the student peer evaluator for the committee in consultation with the student's advisor.

All the members of the MPR Committee should have a chance to review the MPR Portfolio and MPR Essay, and the LinkedIn page. The student should provide both members of the committee a copy of the portfolio, essay, and an invitation to your LinkedIn page one week before the interview.

2. The MPR Interview

At least one week after the Faculty Advisor and the Peer Student Evaluator have had an opportunity to review the Portfolio, the MPR Committee meets with the student who is the subject of the MPR Review.

At the interview, the committee reviews the MPR Portfolio and the MPR Essay, and discusses with the student his or her learning goals and life goals. The committee may raise questions that will help the student reflect on life at HJI and how to use the remaining time at HJI in the most productive manner to accomplish those goals.

The interview is designed to be an experience of assessment. With the support of faculty and peers, participating students will assess themselves, their goals, and their progress towards the stated goals. The faculty member participating in the MPR Interview will also review the student's progress in terms of the learning outcomes of the program and will assess where the student stands in fulfilling them.

During the interview, the student will discuss his/her portfolio in light of the learning outcomes of the program in which he/she is enrolled. Further, he/she will discuss learning goals while at HJI, goals for the future, and reflect on strengths and limitations for fulfilling these goals. The student should be prepared to discuss his/her LinkedIn page, indicating how it is being used to support career goals. The members of the committee will raise questions, and occasionally the faculty member will raise issues and comments coming from others on the HJI faculty and staff.

After the committee reviews the results of the interview, they may make additional suggestions for how a student can focus most effectively during the remaining period of study at HJI. To assemble these suggestions, the student peer evaluator will fill out a one-page MPR Student Assessment Form (Appendix B) about what he/she experienced in the interview and in reviewing your essay and portfolio. The student will submit his/her completed form to the faculty member, who reads it and combines the reflection with his or her own comments.

Finally, the faculty member fills out the MPR Evaluation Form, available from the Registrar, in which he/she includes the digested comments of the committee members. These can be affirmations and/or suggestions to help guide the student in making the most out of his/her remaining time at HJI, and what members of the committee saw as the student's strengths and challenges, plus any general thoughts.

In addition, the Faculty Advisor will score a rubric, consisting of the learning goals for the program, to assess where the student stands in fulfilling them. This information is for institutional outcomes assessment purposes; it has no bearing on the passing of the MPR.

For most students, the MPR ends here. In the rare case that the interview reveals serious issues, the Provost will contact the student for a private discussion. Normally, the only way a student can fail the MPR is if he or she does not apply themselves sincerely to the task of self-reflection that the procedure calls for.

The committee's discussion is confidential. Members of the committee are not permitted to divulge the content of the interview to anyone outside the committee. The MPR Evaluation Form becomes part of the student's academic record.

3. Consequences of Failure to complete MPR in a Timely Manner

Students who do not complete their MPR in a given term, except in cases where they are on a leave of absence, may not register for classes the following term.

See Appendix B for the *Mid-Program Review Student Assessment Form.*

E. Master Thesis

The Master Thesis or Project is one of the approved electives in the Master of Arts in Peace Studies program; however, it is not required. Students are advised and encouraged instead to devote their attention to having a quality internship experience.

In some circumstances, however, a Master Thesis is recommended. This is especially the case for students who are contemplating pursuit of Ph.D. study upon completion of their time at HJI.

The Master Thesis is larger and more exhaustive than a term paper; it is a substantial work for which three credits are granted. In the language of the Council of Graduate Schools, "a Master's thesis is a modest contribution to knowledge, a review, or a report or a synthesis or a design in the student's field. When a student completes a thesis, it should be presented in clear and precise language." As a "modest contribution to knowledge" the thesis should state an idea, explore a reality, or report an experiment that has never been done before.

Master of Arts students completing a thesis or graduate project involving research on human subjects must comply with HJI's Institutional Review Board (IRB) requirements. When applicable, students are required to submit the *IRB Review Application Form* and obtain IRB approval prior to beginning any data collection.

Students should consult the Program Chair or the Office of the Provost, along with their faculty advisor, early in the proposal stage to determine whether IRB review is required. Detailed policies and procedures are provided in the *Academic Policies and Procedures (APP) Handbook* under *Research at HJI, Protection of Human Subjects, and the HJI Institutional Review Board* (IRB). Failure to obtain required IRB approval may result in the thesis or project being deemed ineligible for academic credit.

See Appendix C for the *Thesis Project Proposal Form.*
See Appendix D for a *Sample Thesis Title.*

VI. Internship Guidelines

C. Introduction to Internships

Internships are at the heart of efforts to prepare future and current leaders for careers. Such onsite internships, guided by experienced professionals, provide opportunities for students to apply classroom learning to real life situations. HJI students intern in a wide range of settings, including Intergovernmental Organizations (IGOs), Non-Governmental Organizations (NGOs), churches, schools, hospital chaplaincies, government offices and other venues.

Internships invite all participants—the Faculty Supervisor, Internship Supervisors and Students—to participate in a collaborative experience where education and the workplace

intercept and stand to benefit from each other. Through Internships, students learn about an organization's mission, its core values, its clientele, its history, its mode of operations, its navigation through the setbacks, challenges, opportunities, and accomplishments that inform and shape the organization's culture and ethos.

HJI is committed to upholding standards of professional conduct in Internship placements.

Note: Whereas in the Catalog the term "Field Education Internships" is used, for the MA in Peace Studies, the term "Internship" alone is used.

D. Goals and Objectives of Internships

1. Development of Professional Competencies

Internships allow students to learn from professionals in a field that represents, resonates with or complements their long-term career interests.

2. Learning Outcomes

a. Students demonstrate through internship experience how the competencies and the skillset that they have developed through their studies at HJI apply to a workplace setting.
b. Students will demonstrate professional accountability through completing assigned responsibilities and building collegial relations with the Field Supervisor, other professionals, peers, clients, and with related agencies and organizations.
c. Students will be able explain the organization where they are interning to others, including the organization's mission, its core values, its history, its corporate culture, its work ethic, its achievements, its target clientele, and its sources of support and sustainability.
d. Students will be able to enumerate the ways in which the internship experience benefited them, the ways in which they are better prepared to return to the classroom following the internship, concretely aware of the competencies that they wish to improve to be an effective professional following graduation.
e. Students should also assess whether it would appropriate for future HJI students to pursue an internship where they have been working, and also assess whether or not their internship experience will impact favorably on their future career placement.

At the end of the Internship, students should request and receive a letter from their Field Supervisor certifying completion of their Internship.

E. Policies and Procedures Governing Internships

1. Prerequisites

Students are eligible for the Internship if they have enrolled in a program at HJI in preparation for a career in ministry, public leadership or interfaith peacebuilding and have completed 22 credits or the equivalent of three semesters of graduate study at HJI.

2. Internship Supervisor

Students will be expected to intern under a Supervisor whose qualifications and work experience reflect the competencies needed to provide career-enhancing guidance and mentoring to the HJI student who is working together with her/him.

3. Periodic Reflection Reports

Students are expected to post a minimum of four times on the Canvas site for the Internship. This allows the student to keep a record of what he or she is learning about the organization and its mission. The student may also use the Canvas site to reflect on things that she or he is learning about themselves through the experience.

4. Summary Reflection

At the conclusion of the Internship, the student will provide a summary reflection on the internship to the Faculty Supervisor which may include:

1. A description of the mission, the core values, the history, the culture, work ethic, target clientele (not names only genres), and sources (not names only genres) of support and sustainability
2. A biographical sketch of their Field Supervisor and any other significant coworker whom the students feels that he/she should include. This should cover the education, the work experience, the job description, the period time that the Field Supervisor has been in his/responsibility with the organization where the student is interning, and what the student could learn from collaborating with his/her Field Supervisor.
3. A letter from their Field Supervisor, confirming that they have completed the required hours of the Internship.
4. Photos of themselves in the workplace, with their Field Supervisor, with co-workers, and, if appropriate, with clientele (as a record).

The Faculty Supervisor will review each student report and will submit a grade (Pass or Fail) for the Internship based on the student's written report/reflection and the confirmation by the Field Supervisor of: a) completion of the agreed on number of hours for the internship (normally 200 [3 credits] or 400 hours [6 credits]); and, b) a confirmation that the student fulfilled the internship to the satisfaction of the guidelines of the Learning Contract.

5. Determination of the Internship Site

The Peace Studies Program Chair is available to assist students in locating an appropriate site for his or her internship, but the final responsibility for placement rests with the student. All internship venues must receive the prior approval of the Program Chair in order to receive academic credit at HJI.

6. Internship Colloquium

The *Peace Studies Internship Preparation Colloquium* provides a structured venue for students to develop an appreciation for the programmatic and career-related benefits of completing the required 400-hour internship in the Master of Arts in Peace Studies program.

Throughout the course, students will identify and research appropriate governmental and non-governmental organizations (and potentially other institution and agencies) for their internships. They will develop tailored letters of introduction and resumes, build competencies needed for successful interviews, and receive feedback from peers and from the instructor.

During the Colloquium students will be guided through the four required forms as well:

- INTERNSHIP LEARNING CONTRACT FORM
- SUPERVISOR AGREEMENT FORM
- INTERNSHIP APPROVAL FORM (must be submitted to the registrar prior to the starting of the Internship)
- STATEMENT OF ACCOUNTABILITY AND RELEASE OF LIABILITY FORM.

See Appendices E through H for the required Internship forms.

7. Projected Weekly investment to complete the Internship

The 6 Credit Internship requires 400 Hours of service. This means that a student can complete the 6 Credit Internship in 10 Weeks by doing 40 Hours of Internship per week. A student may extend the internship over a longer period if he or she wishes to do so, just so long as the 400 hours are completed.

8. Transportation and Accommodations

Students are responsible for arranging and paying for their own transportation and locating and paying for their own accommodations during the internship. Students may explore travel reimbursement and accommodations directly with their Field Supervisor at their Field Site although many of the more prestigious internships often will not cover such expenses.

9. Grievance and Due Process

Whenever people work closely together, there is likely to be some conflict, and this is true in internships, where the power dynamics in the supervisory process are varied and complex. From time to time, however, there may be profound disagreements or differences between and among persons participating in the process of internships.

Occasionally, formal processes and charges may be appropriate. Examples are: differences about an evaluation, interpersonal conflict, concerns about personal integrity, and sexual abuse or harassment.

If a student feels that he or she is being mistreated or exploited by the Internship, kindly contact the Peace Studies Program Chair immediately.

Grievances involving Complaints of Sexual Harassment or Sexual Abuse follow extant protocols of the venue where one is interning as well as HJI although HJI is not able to do more than provide advice in the case of workplace sexual harassment as well as assist the student in filing a complaint when help is needed.

10. Confidentiality of Internship Records

Records related to Internships are stored in the Office of the Provost and are kept confidential.

VII. Policies Governing Registration and Academic Work

A. Academic Advisement

At the beginning of their first year, students are assigned an academic advisor. They may continue with this advisor or select another advisor at any time during their course of study at HJI. Students are encouraged to be proactive and to meet with their advisors on a consistent basis. Students are expected to meet with their advisors at Registration and to consult with them when making schedule changes, applying for an Independent Study, or when withdrawing from a course.

B. Registration Procedures

Students must register prior to the beginning of each semester and this is done in consultation with the Peace Studies Program Chair. No student can register with financial obligations remaining from the previous term.

Each student has their individualized M.A. Program Worksheet uploaded in Populi, which records their fulfillment of program requirements. The Worksheet should be referenced in choosing courses and discussed with the academic advisor.

Enrolled students are able to register on-line by using the tools and information provided through the on-line registration portal.

Students are not permitted to register more than one week late, except under unusual circumstances that require the approval of the Program Chair and the Provost. After the first week, which is termed the Add/Drop Period, students may only register for a course with the instructor's permission.

Late registration fees apply after Registration Day. Students should note that the fee increases by $15 per day for every weekday that the student delays his/her registration.

Registered students may add or drop a course during the first week the course is offered without the permission of the instructor. They are entitled to a full refund of tuition during that period. Regular registration days and Add/Drop periods are listed on the Academic Calendar.

Withdrawal from a course after the first week of classes requires the approval of the instructor and their Academic Advisor. Course withdrawals are permitted up to (but not including) the last week of class. Students missing four out of the first seven weeks without giving written notification are given an automatic administrative withdrawal, effective the 7th week, with no refund. See the HJI Catalog for a schedule of refunds available to students officially withdrawing from courses.

A normal full-time course load for each semester is 9 credits. Course loads over 12 credits need approval by the Provost, and are normally granted only to students with a G.P.A. of 3.5 or higher.

C. Credit Hours

HJI uses two definitions, "regular face-to-face instruction" and "time on task," for a credit hour following New York State Education Department guidelines. HJI uses various forms of course delivery. The coverage of course contents and assignments are the same regardless of the form of delivery for each credit.

1. Regular Face-to-Face On-Site Courses

Each course at HJI is assigned a specific number of credits. A credit hour is defined based on New York State Department of Education guidelines. One credit "requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments" (Glossary of Program Registration Terms | New York State Education Department (nysed.gov))

2. Online Courses (synchronous or asynchronous)

HJI uses "time on task" for online courses following the New York State Department of Education guidelines, which reads "Time on task is the total learning time spent by a student in a college course, including instructional time as well as time spent studying and completing course assignments (e.g., reading, research, writing, individual and group projects.)" (Distance Education Program Policies | New York State Education Department (nysed.gov))

One credit requires 45 hours of "time on task" as defined above.

3. Hybrid Courses

Hybrid is a format that combines multiple modes of delivery among face-to-face on-site, face-to-face on zoom (synchronous online), and asynchronous online.

HJI uses the "time on task" definition described in the online course section above and one credit requires 45 hours of "time on task."

4. Intensive Courses

Regular courses are taught in a 15-week format. Any course less than 15-weeks is an intensive. HJI uses the "time on task" definition and one credit requires 45 hours of "time on task."

5. Independent Study & Directed Study

One credit requires 45 hours of "time on task."

6. Internship

Students are required to do 200 hours of supervised work for 3 credits and 400 hours for 6 credits.

D. Registration Holds

1. Students will not be allowed to register if there is a balance on their account.
2. Students who are on Academic Probation are not allowed to register unless they provide the Provost and the Program Chair an acceptable plan to address their academic shortcoming.
3. Students cannot register for another term if they have more than 12 credits of incompletes.
4. M.A. students who did not complete their Mid-Program Review may not register in the following term.

E. Transfer Credits

Students may receive up to 9 transfer credits for courses taken in graduate programs at other institutions accredited by a United States Department of Education recognized regional or professional accrediting body, and in the case of international institutions, by the Ministry that accredits institutions in the country. Undergraduate courses cannot be counted towards transfer credit. To apply for transfer credits, a student must submit official transcript(s) and a Transfer Credit Form stating the HJI courses for which the credit is sought to the Provost. The Provost

evaluates the request. Students enrolled at HJI who interrupt their studies to attend another institution may not transfer those credits without approval from the Provost.

Transfer credits should be considered upon entry into the degree program.

HJI does not grant credit for life experience.

F. Waiving a Required Course

A required course can be waived by permission of the instructor. A waiver does not usually result in academic credit, but it does allow the student to take elective courses in place of the foundation course for which s/he already has the requisite knowledge.

Waivers are not given for Internships.

All waiver requests must be submitted in writing on the Waiver Request Form obtained from the Registrar and present clear justification for waiving the required course. The form must be signed by the faculty member teaching the course, the student's advisor and the Provost.

G. Auditing

Students may enroll in a course as auditors with permission of the instructor. Auditors are expected to attend classes on a regular basis. Auditing cannot be grounds to subsequently waive a course.

Members of students' families also have the privilege of auditing one HJI course per term.

H. Distance Learning

The M.A. in Peace Studies program may be taken entirely online. Courses designated as distance learning courses are generally offered through Canvas, a learning management system (Canvas). Students sign into the course online and work through the prescribed content and activities. The content and activities may involve viewing videos, reading articles, taking quizzes, participating in threaded discussions, or writing short essays. These courses may be given in an intensive format. Students who plan to take a course through Canvas are encouraged to complete the Online Orientation prior to starting the course.

Students wanting to register for distance learning courses should do so during the normal registration process. Tuition for distance learning courses is the same as for all credit-based courses.

I. Independent Study

Independent study is intended for students who wish to explore aspects of a program area that are not part of the current curriculum. It is not an alternative means for fulfilling requirements normally available in regular courses. To be eligible, a student normally will have completed 24 credits, have

a 3.7 grade average or higher, and have a compelling reason for the independent study. Approval must be obtained from a faculty sponsor and the Provost.

J. Attendance

Students are expected to attend all sessions of a course for which they are registered. Excused and unexcused absences may be taken into account in evaluating a student's grade for the course. The instructor and student may negotiate the best means of making up work missed during their absence.

Faculty may reschedule a class session on occasion.

K. Due Dates for Course Work

All work for a course is due no later than the end of the exam period. Students planning to graduate must complete all work at least one week before graduation to allow time for all records to be cleared before graduation. Upon satisfactory completion of all requirements, the candidate is recommended for the M.A. degree.

Students scheduled to graduate must complete all courses, pay all outstanding fees, and return all library books. If a student has up to three credits of incomplete, he or she may join the procession but will not receive a signed diploma until all obligations are met. Students with incompletes on Graduation Day may still be counted as graduates for that date if their late work is completed within 30 days after graduation.

L. Incomplete Grades

Faculty will assign grades at the end of the semester according to the work completed. There are no Incompletes granted except in the case of legitimate medical or personal reasons. The Associate Provost is responsible to ensure that the faculty abide by the policy. If an Incomplete is granted, then it must be made up during the following term. In any case, the student is assigned a grade at the end of that period. Students with more than 12 credits of incompletes cannot register for another term.

Incompletes are also assigned if a course or project is expected to last longer than a semester. In such cases, students have a reasonable time to complete the work. However, the Incomplete grade will be changed administratively to an F either after two years of registering for the course or after the student has been inactive for two semesters due to withdrawal, leave of absence. Please note that attendance at commencement does not relieve the student from the responsibility to complete their degree requirements.

M. Continuing Project Enrollment

Students who are working on completing their M.A. Thesis/Project and are not otherwise registered for courses are required to register for the “Continuing Project Enrollment”. This

course enables them to continue to use HJI resources and will be counted as full-time enrollment. "Continuing Project Enrollment" is limited to one semester maximum.

N. Academic Integrity

Each student's work is expected to be a product of his or her own effort. Plagiarism, presenting someone else's work as one's own or failing to document sources or quotations, is a serious violation of academic integrity.

International students for whom English is not their native language may be tempted to quote the prose of a source as if it were their own work, but that is plagiarism. Students are responsible to learn the proper way to quote sources in their papers and to clearly distinguish quoted material from their own writing. The Library staff can provide research support to assist students' citation skills and students are encouraged to avail themselves of "Draft Coach," a tool specifically designed to monitor plagiarism and assure academic integrity.

Also, no student shall submit the same work to more than one course without prior approval of both instructors.

Students may employ another person to correct English grammar, proofread and type their papers, but *not* to rewrite the paper in perfect English. The style and content of the paper should still be recognizably that of the student. In addition, a student who completely rewrites another student's paper is also liable to disciplinary action.

Cooperative learning is encouraged at HJI with the approval of the instructor. However, students cannot submit a jointly produced work falsely represented as the product of one individual.

Plagiarism, cheating on exams, and other acts of academic dishonesty are regarded as serious offenses and are treated accordingly. The penalty for a violation of this nature can range from a course grade of 'F' to disciplinary probation, suspension or dismissal for repeated violations. See also Appendix I: Plagiarism, Use of Artificial Intelligence, and Academic Integrity Policy.

O. Leave of Absence and Withdrawal from HJI

Students may interrupt their program of study for a leave of absence by filing a request with the Registrar.

Discontinuation of enrollment without an official leave of absence may be considered evidence of withdrawal by the student.

Normally a leave of absence is granted for one term only. Extended Leave of Absence Forms for more than one term are available from the Registrar's office.

A student withdrawing from the Program and HJI is asked to notify the Registrar in writing.

P. Grading, Probation, and other Academic Policies

Consult the HJI Catalog for policies on Grading, Grade Point Average, President's List, Academic Probation and Readmission to HJI.

Q. Assessment Activities

HJI values student feedback about courses and the HJI program in general. Students have several opportunities to assist the institution in assessing its courses and programs. One of these is Course Evaluations, available at the end of each term through Populi, the student information system. Students fill out an Entrance Questionnaire at the beginning of the program, a Graduating Students Questionnaire at Commencement, and other assessment instruments and surveys during their time at HJI. The institution appreciates student cooperation in filling out these assessment tools, answering the questions accurately and truthfully in order to make improvements to the Program.

R. Transferring to a Different Master Degree Program

Students enrolled in other HJI Master degree programs may petition to transfer to the Master of Arts in Peace Studies by contacting the Chair of the Peace Studies program. Students who intend to transfer should study the new program's graduation requirements in order to avoid taking non-essential courses.

S. Combined Degrees

Students may enroll in any of the Master programs sequentially, but only 24 credits may be transferred to the second degree. Students should, therefore, plan a total of three to four years of study to complete both programs. A student will be awarded only one degree at any one commencement ceremony. In special circumstances the student may appeal to the Office of the Provost for an exception based on the merit of the case.

T. Academic Grievances

A student with a complaint relating to academic work may appeal for review according to the following procedure:

1. The student must first consult with the faculty member involved. Most cases should be resolved at this level.

2. A student who chooses to appeal the matter further may bring it to the Associate Provost. The complaint should be in writing when the student meets with the Associate Provost.

3. If the matter is not resolved by this administrator, the student may appeal in writing to an *ad hoc Grievance Committee,* formed in consultation with the Provost, shall consist of the Associate Provost, two Faculty members (not to include the Faculty member involved in the complaint), the Chair of the Graduate Student Advisory Council and an additional student representative from the Graduate Student Advisory Council chosen by the Council Chair. Both the student filing the grievance and the professor against whom the complaint

is filed may be invited or may request to address the Grievance Committee. The committee shall, by a majority vote (by secret ballot) arrive at a recommendation to be presented in writing to the student and the Faculty member involved. Any decision made by the Grievance Committee will be binding on both parties.

The time limit for filing an academic grievance is 12 months from the end of the term in which the incident occurred.

U. Confidentiality of Student Records

HJI maintains records concerning the activities and accomplishments of its students. Because the institution recognizes the student's right of privacy, it maintains confidentiality regarding the information which becomes a part of the student's permanent records. HJI has an institutional FERPA (Family Educational Rights and Privacy Act) policy, which is available from the Registrar.

VIII. Resources for Student Success

A. Faculty

Faculty advisors review a student's registration and grade reports based upon the Registrar's office guidelines. Faculty members post their office hours at the beginning of each term and are available for student consultation at those times or by appointment. This is part of their commitment to supporting students.

Full-time and part-time faculty members are also diligent about assisting students in achieving their academic, professional and personal goals. A central commitment of the faculty is to make available from their specific disciplines new insights into Peace and Conflict Studies. To this end the faculty engages in research, writing and other professional work. Members of the Peace Studies faculty have a long history of involvement with intergovernmental, governmental, and non-organizations and peace activities.

B. Community Life

HJI's community life is enriched by its religious tradition and its history of interreligious dialogue and cooperation.

HJI's community life is intended to facilitate personal and professional development. Students are expected to uphold the standards outlined in the Student Code; respect for other persons and their personal property at the institution. Through their daily lifestyle, fellowship and community, peace professionals develop character, integrity, empathy, and an appreciation of community, service, and respect for others.

See the Student Handbook for more information.

C. Library Services

The Library provides ready access to books, e-books, numerous print periodicals, DVDs, and online access to electronic databases with full-text journals. Students are able to access the Library Catalog through the internet. The Library Staff regularly provides instruction on the use of library resources for study and research.

HJI maintains and continually expands the holdings of its Library to provide research and reading material for HJI's community. Faculty and students are encouraged to submit suggestions for the purchase of books and materials appropriate for their courses or for use in research.

The HJI Library also facilitates students' access to additional resources from other Seminary libraries in the area through its participation in the New York Area Theological Library Association and the Southeastern New York Library Resource Council.

Mindful of the rights of others to fair and equal access to library resources, students will follow library policies about not removing reference books from the library, returning reserve books promptly, and following established procedures for checking out all books.

D. Internet Service

HJI has several networks throughout its main facility. It is divided into smaller areas for use by faculty and staff, students, and conferences in order to be more effective and secure. Wireless service is available in the Student Lounge, the Library, and in the classrooms. When setting up their computer on the network, students are to observe the rules and technical protocols for the network as stated in the Student Handbook in order to prevent any disruption of service. Students are also expected to follow the Social Media Policy (see *Catalog*).

The Library operates a 5-workstation Information Commons.

IX. Other Policies

A. Satisfactory Academic Progress

All students receiving federal financial aid are required to make satisfactory academic progress.

Students need to complete their degree within a maximum timeframe, including transfer credits and attempted credits. This timeframe is 150% of the degree program requirements. In other words, it is 63 credits for the M.A. in Peace Studies degree.

Students must complete at least 67% of all credits attempted. Credits attempted include transfer credits, withdrawals, "F" and "I" grades. Exceptions will be made in cases where students withdraw from all courses in a semester due to extenuating circumstances and did not receive federal financial aid for the semester. In these cases, the withdrawals will not count towards the completion rate. A full semester withdrawal will only be accepted once.

Students not in compliance with the minimum grade point average of 2.50, the maximum timeframe, and/or the completion rate requirement will be put on financial aid probation and may lose their financial aid eligibility.

B. Official Communications

HJI provides an email address to each registered student. This HJI email address is the only address that the institution (i.e., faculty and staff) will use to communicate electronically with students. Students are held responsible for all information communicated from HJI by email.

Please note that students are expected to inform HJI about any significant change such as a change of address, or a name change.

C. Graduation and Commencement

To become a candidate for graduation, students must fill out the "Application for Graduation" form shortly after they register for their final term, and pay the graduation fee. Students who do not register as candidates will not be eligible to graduate.

Candidates for graduation are expected to have completed all program requirements, including ESL program requirements, the Mid-Program Review and the M.A. Thesis/Project, by the last day of examination period of the final term of study. Incompletes from previous terms must be cleared.

Master program candidates for graduation with a thesis or project requirement must submit their thesis/project, incorporating all edits and revisions required by the Thesis/Project Advisor, and a thesis Abstract approximately one paragraph in length that serves as a summary of the thesis/project to the Library and *ProQuest Dissertation & Theses Solutions* the week before graduation. To deliver the thesis/project to the library, students shall submit their thesis/project digitally (PDF format).

Students' diplomas will be signed by the President, the Provost and the Chairman of the Board. Students will receive their diplomas only after all academic requirements have been completed, all financial obligations to HJI have been taken care of, and all Library books have been returned. The Library also needs to receive one electronic copy (in pdf format) of the Thesis/Project, plus an Abstract. Only diplomas with all signatures will be given to the student.

For more information please see the "Graduation Information" webpage (https://www.hji.edu/graduation-information/).

X. Appendices

A. ***M.A. in Peace Studies Program Worksheet***

B. ***Mid-Program Review Student Assessment Form***

C. ***Thesis/Project Proposal Form***

D. ***Sample Thesis Title Page***

E. ***HJI Internship Learning Contract***

F. ***HJI Internship Field Supervisor Agreement***

G. ***HJI Internship Approval Form***

H. ***HJI Internship Statement of Accountability & Release of Liability Form***

I. ***Plagiarism, Use of Artificial Intelligence, and Academic Integrity Policy***

J. ***Sexual Misconduct Statement***

K. ***MA in Peace Studies PLO Rubric***

A. Appendix A: Master of Arts in Peace Studies Program Worksheet

Entering Academic Year 2026/27 _____

FOUNDATION COURSES

[ ] Peace and Conflict Studies	3	[ ] World Scriptures and World Peace	3
[ ] Conflict Analysis and Transformation	3	[ ] Unification Approaches to Peace	3
[ ] Human Rights, Law and Government	3	[ ] Res. Methods & Analysis in Social Sciences	3
[ ] Diplomacy and Faith-based Diplomacy	3	[ ] Formation & Self-Care for Peace Professionals	3

Subtotal Foundation Courses:

INTERNSHIP

[ ] PST Internship Preparation Colloquium	0	[ ] PST Internship	6

Subtotal Internship:

CAPSTONE PROJECT

[ ] Written Comprehensive Exam [ ] Oral Comprehensive Exam

FREE ELECTIVES (choose 4 of those listed)

[ ] Restorative and Transitional Justice	3	[ ] Ethics and Social Justice	3
[ ] Unification of the Korean Peninsula	3	[ ] World Religions and Global Conflict	3
[ ] Marriage, Family and Human Development	3	[ ] Ecumenism and Interfaith	3
[ ] Divine Principle in Depth	3	[ ] Unification Worldview and Society	3
[ ] The United Nations and Civil Society	3	[ ] Master's Thesis (optional)	3
[ ] Mediation: Theories, Practice and Application	3	[ ] Approved elective _____	
[ ] Approved elective _____		[ ] Approved elective _____	

Subtotal Electives:

Total Credits Required: 42

Credits fulfilled so far: **Mid-Program Review:** _____

Credits incomplete or F:

Other courses taken (only applicable towards program upon approval by the Chair of the Program)

[ ] _____	3	[ ] _____	3
[ ] _____	3	[ ] _____	3

B. Appendix B: Mid-Program Review Student Assessment Form

MID-PROGRAM REVIEW
STUDENT ASSESSMENT FORM

To be completed after the MPR interview. Return this form to the MPR Committee Faculty Member.

Student under review: _____

MPR Committee faculty member: _____

1. *Comment on the student's progress toward achieving the program learning outcomes of his/her degree program.*

2. *Comment on the student's plan to achieve his or her life goals and progress on the path to achieving them.*

3. *Does this student have some limitations that they have not recognized but would do well to address at this time in their life?*

4. *What suggestions or advice do you have for how the student should spend his or her remaining time at HJI?*

5. *Other comments:*

Print your name: _____

Signature: _____ Date: _____

C. Appendix C: Thesis/Project Proposal Form

Master of Arts Thesis/Project Proposal Cover Page

Student: _____ Date: _____

Concentration: _____ Area of Study:_____

Thesis Advisor: _____

Second Reader: _____

Thesis ❑ Project ❑

Title of Thesis/Project:

_____

_____

Your plan for registering the thesis/project:

Term: _____ Year: _____

Approved:

_____

Signature of Thesis Advisor Date

_____

Signature of Master of Arts Program Chair Date

_____

Signature of Provost Date

Please attach your Thesis Proposal to this cover page and return it to the Registrar. Furnish your Thesis Advisor and the Program Chair with one copy each and keep one for yourself.

D. Appendix D: Sample Thesis Title Page

UNDERLYING ISSUES IN THE ISRAEL-PALESTINE CONFLICT

A thesis by

Steve Smith

Presented to the Faculty of

HJ International Graduate School for Peace and Public Leadership

in partial fulfillment of the requirements

for the Master of Arts in Peace Studies Program

2023

E. Appendix E: HJI INTERNSHIP LEARNING CONTRACT

Your name:

Please describe three goals that you have for this Internship which should be aligned with the Learning Outcomes of your Program of Study:

1.

2.

3.

Approved By:

INTERNSHIP SUPERVISOR'S SIGNATURE	DATE
FACULTY SUPERVISOR SIGNATURE	DATE

F. Appendix F: HJI INTERNSHIP FIELD SUPERVISOR AGREEMENT

I_____do agree to serve as a supervisor
TITLE FIRST NAME LAST NAME

for the following student: _____
FIRST NAME LAST NAME

who is going to be working as an intern from_____until_____for a total of_____hours

At: _____
ORGANIZATION NAME

_____
ADDRESS

_____
CITY STATE/PROVINCE COUNTRY

As part of this agreement, I will:

a) Work with the student to complete/revise the Internship Learning Contract
b) Be available and accessible to the Intern
c) Report periodically to the Faculty Supervisor
d) Provide a good variety of opportunities for the student to develop appropriate competencies.

_____ _____
FIELD SUPERVISOR'S SIGNATURE DATE

Office_____Cell_____Email_____

Received By: _____ _____
FACULTY SUPERVISOR SIGNATURE DATE

G. Appendix G: HJI INTERNSHIP APPROVAL FORM

Name:_____

Program: Master of Arts in Peace Studies

I will participate in an Internship during the period from _____

until _____ hours per day and for_____days per week

with the following approved organization:

This internship will be for _____semester credits.

I have completed _____credits towards my HJI degree.

STUDENT'S SIGNATURE DATE

FACULTY SUPERVISOR SIGNATURE DATE

H. Appendix H: HJI INTERNSHIP STATEMENT OF ACCOUNTABILITY & RELEASE OF LIABILITY FORM

In signing this Statement I_____affirm that

A. I have read the description of the Internship in the MA in Religious Studies Program Handbook and I understand the content.

B. I further understand that as an Intern I will be held accountable for the policies and procedures as they are outlined in the MA in Religious Studies Program Handbook.

C. I understand that Internships involve inherent risks and I release from liability the HJ International Graduate School for Peace and Public Leadership for any injury or death that occurs at a Field Site or while traveling to and from a Field site.

D. I understand that, by virtue of my enrollment, I am subject to the HJI Student Code, grievance policies and procedures (which are found in the *Student Handbook and on the website)*, both on and off campus.

_____

Student Name (Printed)

_____ _____

Student Signature Date

Please return this Form to the Faculty Supervisor

I. Appendix I: Plagiarism, Use of Artificial Intelligence, and Academic Integrity Policy

Each student's work is expected to be a product of his or her own effort. Plagiarism is a form of dishonesty that occurs when a student passes off someone else's work as their own. Plagiarism in its most severe form occurs when a student purchases a paper from a third party or submits an entire body of work written by a third party, as the student's own. These most serious cases can be reported to the Office of the Provost for disciplinary action. Possible actions include probation, suspension, or dismissal/separation from HJI.

Cutting and pasting material from various websites without citing the source of said material also constitutes plagiarism, as is a failure to cite sources in a paper, conveying the impression, intentionally or not, that another writer's work is the student's own. In these cases of plagiarism, the instructor may give the student an "F" for the offending assignment, require that the student repeat the assignment, or if the plagiarism continues, give the student an "F" for the course. A pattern of such behavior may be reported to the Office of the Provost. It can lead to serious consequences as listed above.

Use of generative artificial intelligence (AI) tools like ChatGPT in assignments is permitted only with prior permission of the instructor. If the instructor permits students to use AI for research, students should know that it may give false results and its facts need to be checked and verified. Any passages generated by AI must be given proper citation, just as for citing other authors' works. In addition, students must append a paragraph at the end of their work explaining how and why they used ChatGPT, which includes what prompts were used and what measures were taken to verify its accuracy. Students may not use AI to produce the content for an assignment. If an AI tool is used without obtaining prior permission and/or without providing the required citation or explanation, it will be treated as plagiarism.

Faculty reserve the right to use plagiarism detection software, such as Turnitin, to find instances of AI-generated writing, as well as plagiarism from other sources, in student assignments.

J. Appendix J: Sexual Misconduct Statement

HJI is committed to maintaining a workplace and educational environment free from all forms of harassment and unlawful discrimination, including sexual harassment and sexual misconduct. HJI does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Any student, employee, or other individual covered by the policy who engages in unlawful sex discrimination, including sexual harassment or retaliation, will be subject to remedial and/or disciplinary action, up to and including termination, expulsion, and/or legal action.

Inquiries about Title IX may be referred to HJI's Title IX Coordinator, Deputy Title IX Coordinator, and/or the U.S. Department of Education's Office for Civil Rights.

Frank LaGrotteria
Title IX Coordinator
Vice President for Administration
4 West 43rd Street
New York, NY 10036
Phone: (212) 563-6647 ext. 115
Email: f.lagrotteria@hji.edu

Lynn Walsh
Deputy Title IX Coordinator
4 West 43rd Street
New York, NY 10036
Phone: (212) 563-6647 ext. 120
Email: l.walsh@hji.edu

Appropriate action will be taken to investigate and address any complaints about sex discrimination and sexual misconduct. To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to HJI's full Sexual Misconduct Policy. HJI's full Sexual Misconduct Policy, including grievance procedures, is available in Populi or on HJI's Institutional Policies webpage at https://www.hji.edu/sexual-misconduct-policy.

For complaints and reports regarding unlawful discrimination or harassment not based on sex, please refer to HJI's Nondiscrimination and Equal Opportunity Policy. HJI's full Nondiscrimination and Equal Opportunity Policy and grievance procedures can be located in Populi or on HJI's Institutional Policies webpage at https://www.hji.edu/nondiscrimination-and-equal-opportunity-policy.

K. Appendix K: Master of Arts in Peace Studies Program Learning Outcomes Rubrics

Outcome	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Explain core principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Define conflict analysis and conflict transformation	Explain principles of conflict analysis and/or conflict transformation	Explain principles of conflict analysis and conflict transformation and discuss their application in specific contexts	Explain principles of conflict analysis and conflict transformation, discuss their application in specific contexts, and critically evaluate their effectiveness	
Identify and discuss the peace-enhancing and violence-inducing elements within religious traditions that contribute to or mitigate conflict	Discuss religion's role in promoting or mitigating conflict	Explain elements of religious teachings that promote or mitigate conflict	Discuss elements of religious teachings that promote or mitigate conflict in particular instances	Discuss elements of religious teachings that promote or mitigate conflict in particular instances, and explain the role of the social and political context	
Assess failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Identify peace efforts in recent history	Discuss failed and successful peace efforts in recent history and their results	Demonstrate competencies for assessing failed and successful peace efforts in recent history and propose initiatives that can move conflicts towards ripeness and transformation	Demonstrate competencies for assessing failed and successful peace efforts in recent history and take steps to actualize initiatives that can help to move conflicts towards ripeness and transformation	
Explain the role of demeanor and self-control for actors in conflict situations and reflect on their own ability to be such an actor	Little awareness of the role that the demeanor and self-control of actors play in conflict situations	Discuss the role of demeanor and self-control for actors in conflict situations.	Explain the role of demeanor and self-control for actors in conflict situations and reflect on one's own ability to be such an actor	Explain the role of demeanor and self-control for actors in conflict situations, illustrating with examples, and demonstrate one's own ability to be such an actor.	