MASTER OF ARTS IN RELIGIOUS 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 Religious Studies Program at the 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 Religious Studies (M.A.) degree, students are expected to be familiar with descriptions of individual courses as stated in the current HJI *Catalog*. 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

HJI offers three degrees at the Masters level: Master of Arts in Peace Studies, Master of Arts in Religious Studies, and Master of Divinity. HJI offers one theological degree at the Doctoral Level: Doctor of Ministry. For more information, see the *Doctor of Ministry Handbook.*

All of HJI's graduate programs equip students with the knowledge and skills required for transformative public leadership. Graduates have the tools and skills to function professionally and work effectively and harmoniously with other professionals and laypersons. They have the foundation to become effective leaders in service to the human family.

The school is committed to maintain a curriculum of high academic quality that builds capacities for public leadership and contributes to building a global community of enduring peace, with harmony among people of all nationalities, races, and religions.

III. The Master of Arts in Religious Studies Program

A. General Description of the M.A. in Religious Studies

The M.A. in Religious Studies is a broad-based degree program suited for students who wish to gain extensive knowledge of religion and its impact on society, supplemented by wide-ranging knowledge of the world's religions. The program enables students to integrate their own faith perspective with in-depth knowledge of the broader Judeo-Christian tradition and its manifestations in contemporary social and cultural realities. This prepares them to be more effective representatives of their faith in today's multifaith environment and to practice in a wide variety of ministries. It also equips them for positions in non-governmental bodies dealing with the religious issues that are often at the root of conflict.

The MA in Religious Studies Program has four concentrations, each with distinct purposes:

- The Concentration in Interfaith Peacebuilding provides a theological and intercultural understanding in several religious traditions with focused examination on the nexus of religion and peacebuilding.
- The Concentration in Public and Non-Profit Leadership equips students with skills needed to work effectively in civil society and non-governmental organizations.
- The Concentration in Theological Studies is suitable for students who wish to pursue a general study of Christian theology, biblical studies and church history. Students may choose one or more of these concentrations.
- The Concentration on Unificationism equips students with an in-depth understanding of its teachings, theology, scriptures and history, such as is required of aspiring leaders in the Unification movement.

Students who do not select a concentration may use elective courses to prepare for specific vocations such as counseling, education, church leadership, or those calling for specialization in a particular religious tradition.

The M.A. in Religious Studies is also a natural entrance point for further graduate studies in religion, ministerial professions and the social sciences.

B. Concentration in Interfaith Peacebuilding

This concentration takes students through a process whereby they gain a valuable understanding of "the other" in today's world with the goal of developing a more harmonious and peaceful world and an identity as a human family. As one of the professional concentrations, students will undertake both a theoretical and experiential study of interfaith peacebuilding.

This concentration prepares students for various professional roles in religious organizations, NGOs and the public sector, including ministries of peace and justice, ecumenical and interfaith ministries, education and teaching, peacebuilding ministries, public service at the interface of

religion and public policy, and consulting and other specialized roles to facilitate conflict resolution and cross-cultural understanding.

C. Concentration in Public and Non-Profit Leadership

Since the end of the Cold War, the role of civil society and non-governmental organizations has grown dramatically. Multilateral Institutions such as the World Bank, the United Nations, and regional organizations are increasingly reliant on Civil Society Organizations (CSOs) and Non-Governmental Organizations (NGOs) to provide leadership in addressing natural disasters, health crises, human trafficking, and other social problems. The Public and Non-Profit Leadership concentration focuses on professional competencies in public leadership, in governance, in conflict analysis and resolution, in financial management, and in human resource development. Besides theory, students can gain a practical and experiential perspective in this concentration through an internship experience. The Concentration in Public and Non-Profit Leadership prepares students to assume leadership roles in the faith-based as well as the public non-profit sector.

D. Concentration in Theological Studies

Theological Studies is an academic concentration in which students broaden their academic background in Religious Studies by embarking on a more in-depth look at the Bible, Christian Theology, Church History and Living Traditions. This concentration effectively prepares students for doctoral studies or further studies in Christianity. It also prepares students for education and teaching in the Christian church and for ecumenical and interfaith ministries.

E. Concentration in Unification Studies

As one of the two academic concentrations, Unification Studies guides students to a more focused and in-depth understanding of the theology, philosophy, guiding principles and history of the Family Federation for World Peace and Unification, also known as the Unification Movement. Unification students in particular will have the opportunity to study and investigate their own faith more deeply. Students will be able to choose from a wide range of courses including the History of the Unification Movement, the Life and Thought of Sun Myung Moon and Hak Ja Han Moon, and the Divine Principle. This concentration prepares students for various ministries in the Unification Movement, including church leadership, education, public relations, and ecumenical and interfaith ministries.

F. Korean Track

The Korean Track is designed for Unificationist students who want to integrate their study at HJI with developing facility in the Korean language. Students in this track take 6 credits of Korean language at HJI and can receive up to 6 transfer credits for subsequent Korean courses taken at Sun Moon University or Sunhak UP Graduate University in Korea.

IV. Program Learning Outcomes

A. Program Learning Outcomes for the program as a whole

Religion and Society

- Students can explain and appraise Judeo-Christian tradition, including scripture, theology and history.
- Students can formulate and articulate their own theological perspective in conversation with historical and contemporary theologies.
- Students can explain the interplay between Christianity and world religions, and/or between religion and contemporary cultural realities and social issues

Personal Spiritual Formation

- Students can demonstrate spiritual maturity.
- Students should be able to examine their experiences in light of their faith, theology, and tradition.
- Students can describe their calling and demonstrate the initiative needed to carry it out.

B. Program Learning Outcomes for the Concentration in Interfaith Peacebuilding

- Students can demonstrate academic and/or practical competencies for peacebuilding.
- Students can demonstrate academic and/or practical competencies for ecumenical and/or interfaith dialogue and collaboration.

C. Program Learning Outcomes for the Concentration in Public and Non-Profit Leadership

- Students can apply tools and skills for public leadership including managing a non-profit organization.
- Students can appraise their professional accountability in the workplace and in relating with other professionals.

D. Program Learning Outcomes for the Concentration in Theological Studies

- Students can analyze and critique theologies, sacred texts, and religious history.
- Students can construct and defend their own critical theological viewpoint.

E. Program Learning Outcomes for the Concentration in Unification Studies

- Students can explain the Unification faith, including its scripture, theology and history.
- Students can discuss and analyze issues—theological, cultural and historical, in the encounter between Unificationism and classical expressions of Christianity and the major world religions.

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

A. Graduation Requirements

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

- 42 credit hours (less transfer credits)
- A minimum grade point average of 2.50
- Mid-Program Review
- Masters Thesis or Project, presented in the Masters Colloquium in the final term prior to graduation, or for student with the Public and Non-Profit Leadership or the Interfaith Peacebuilding Concentration, a Field Education Internship with a substantial theological reflection and report

Course requirements for the Master of Arts in Religious Studies degree are listed in the *HJI Catalog.* The policy on transfer credits is also described in the *Catalog*. 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, regardless of any program or policy changes published in catalogs of subsequent years, unless special provision is made for a student to opt into a program. Graduation requirements for the Master of Arts in Religious Studies students entering in academic year 2026-2027 are stated in the *HJI Catalog 2026-2027,* and are also available on the web at www.hji.edu.

B. Master of Arts in Religious Studies Curricula

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

- Required Courses
- Concentrations
- Electives
- Masters Thesis, Masters Project, or Field Education Internship

The required courses provide a broad knowledge of scripture, theology and history in the Christian tradition.

Students who chose a concentration will take a minimum of four courses to provide them with greater depth and understanding of that area. The concentration curriculum includes the Korean Track described above, in which two of the four courses may be transferred from a Korean institution.

Field Education Internships provide students in the Public and Non-Profit Leadership and the Interfaith Peacebuilding concentrations the opportunity to put their knowledge and newly learned

skills into practice through internship placements. FEI is intended to integrate theoretical knowledge with professional practice under supervision.

The 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 see the Registrar if there are any questions about graduation requirements.

Exact course requirements for students entering 2026-2027 can be found in Appendix A: MA Program Worksheet, and in the *Catalog*.

C. Required Courses and Elective Courses

Students should plan their course of study to take required courses, which provide foundational knowledge, before they enroll in elective courses. Students should try to take as many of the Foundation courses as possible in the first year of studies at HJI.

The following are the required courses for the MA in Religious Studies degree:

- SCR 5131Old Testament Foundations (Hebrew Bible)
- SCR 5141 New Testament Foundations
- LTR 5131 History of Christianity I or LTR 5132 History of Christianity II
- THE 5635 Introduction to Divine Principle or THE 5631 Divine Principle in Depth

And a choice of two of the following three:

- LTR 5141 World Religions and the Encounter with Religious Pluralism
- THE 5131 Systematic Theology
- THE 5141 Ethics and Social Justice

The required courses will add up to 18 credits; the Master Thesis/Project/Internship gives another 3 credits. The remaining 21 credits can be taken as free electives. Students may choose any foundation course or distribution elective course not yet taken as a free elective. If students choose a concentration they have to fulfill 12 credits in their concentration as listed in Appendix A and in the *Catalog*.

D. Field Education Internship (FEI)

The Field Education Internship is designed to provide direct experience through a number of educational outreach options. Through the experience-reflection model, students can develop the habit of theological contemplation in professional settings. FEI is optional for all concentrations. However, for students in the Interfaith Peacebuilding Concentrations and the Public and Non-Profit Leadership Concentrations, the FEI serves to fulfill their capstone requirement.

1. Introduction to Field Education Internships

Field Education Internships (FEI) 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.

FEI invites all participants—the Faculty Supervisor, FEI Supervisors and Students—to participate in a collaborative experience where education and the workplace intercept and stand to benefit from each other. Through FEI, 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 FEI placements.

2. Goals and Objectives of FEI

a) Development of Professional Competencies

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

b) Learning Outcomes

1. Students demonstrate through FEI experience how the competencies and the skillset that they have developed through their studies at HJI apply to a workplace setting.
2. Students 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.
3. Students are 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.
4. Students are 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 competencies that they wish to improve to be an effective professional in their career following graduation.
5. Students are able to assess whether it would appropriate for future HJI students 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.

Students should request and receive a letter of recommendation from their Field Supervisor at the end of the FEI.

3. Policies and Procedures Governing FEI

a) Prerequisites

Students are eligible for FEI if they have enrolled in a program at HJI in preparation for a career in ministry, public leadership or interfaith peacebuilding and have completed 12 credits or three semesters of graduate study at HJI.

b) Field Education 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.

c) Weekly Reflection Reports

Students are expected to post a weekly reflection on their internship on the Canvas site for the FEI. 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.

d) Summary Reflection

At the conclusion of FEI, 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 student 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 video/zoom recording, ideally with audio-visual support (e.g., Powerpoint, Prezi, brief videos) where they summarize their internship and what they have learned from it.
4. A letter from their Field Supervisor, confirming that they have completed the required hours of FEI.

5. 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 FEI based on the student's written report/reflection and the confirmation by the Field Supervisor of: a) completion of the agreed upon 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.

e) Determination of the FEI Site

The Faculty Supervisor is available to assist students in locating an appropriate site for his or her internship. In some cases, FEI may not be concentrated in a single specific location, and some work may be carried out virtually. The final responsibility for placement rests with the student. All internship venues must receive the prior approval of the Faculty Supervisor in order to receive academic credit at HJI.

f) FEI Orientation

Students are required to participate in an onsite or online orientation prior to beginning the FEI search.

g) Required FEI Forms

During the Orientation students will be guided through the four required forms:

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

See Appendices E through H for the required forms.

h) Projected Weekly Investment to Complete the FEI

The 3 Credit FEI requires 200 Hours of service. This means that a student can complete the 3 Credit FEI in 10 Weeks by doing 20 Hours of FEI per week. A student may extend the FEI over a longer period if he or she wishes to do so, just so long as the 200 hours are completed.

We do allow for flexibility but any proposed plan must be approved by the Faculty Supervisor and, of course, the certification of 200 hours of service [for 3 credits] must be certified in writing by the Field Supervisor.

One and two credit internships are also permitted with the approval of the Faculty Supervisor. One credit FEI requires 67 hours; two credits require 134 hours.

i) 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.

j) Grievance and Due Process

Whenever people work closely together, there is likely to be some conflict, and this is true in field education, 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 field education.

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 FEI, kindly contact the Faculty Supervisor 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.

k) Confidentiality of FEI Records

Records re FEI are stored in the Office of the Provost and are kept confidential.

Assignments are determined through consultation with and approval of the Office of the Provost. The Faculty advisor will provide students with all required forms and approval documents.

E. Mid-Program Review (MPR)

The Mid-Program Review 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, so they 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 Mid-Program Review 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 vocation. It helps students to gain more clarity about their goals and plans for their future, and about how God is guiding them to accomplish these goals. For this purpose, students prepare an MPR Essay and then meet with their Faculty Advisor and one other student. This interview provides an opportunity for the student to reflect within a collegial structure without the onus or burden of feeling judged or evaluated.

Students complete the Mid-Program Review at the mid-point in their course of study. For MA students it is the term in which they reach 22 credits. Early in the term, the Registrar will notify students that they should prepare for their Mid-Program Review.

1. The MPR Portfolio

First, students assemble a Portfolio of their best work. Through the Portfolio, students will reflect on the areas where they are making progress and where they still need to improve, see the direction of their intellectual and professional growth, and compare that with their learning goals when they began their degree program. 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:

1. Papers completed for a course,

2. Projects developed for a course,

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

4. The theological reflections or supervisors' reports from a CPE or Field Education Internship,

5. 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

6. A product of a community activity in which you participated while a student at HJI, such as a sermon given at a church, or an article for a community newsletter.

2. The MPR Essay

Second, students will prepare an essay of seven (7) paragraphs, introducing the Portfolio and assessing your learning at HJI. This essay serves three purposes. First, it gives context and meaning to each item in your portfolio. Second, it is to allow you to reflect on your goals in

coming to HJI and how you can use your remaining time in HJI productively to prepare you for professional work. Third, your reflective responses also help those who are part of your Mid-Program Review understand your experience at HJI better so as to offer helpful advice for you.

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

1. An introductory paragraph stating your learning goals at HJI in the context of your life goals

2-4. For each item in the Portfolio, write a paragraph in which you describe:

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

b. what you learned from doing it,

c. what new insights you gained into yourself, and

d. what you learned about your need for further learning

5. A paragraph about learning goals that need more work and how you intend to address them during your remaining time at HJI.

6. A paragraph in which you describe your personal spiritual life (prayer, holiness, ethics, service to others, etc.), how your spiritual life has changed as a result of coming to HJI, and what goals you have for personal spiritual formation.

7. A paragraph about how you are contributing to the HJI community and especially to the wider church/society, and listing the specific ways that what you have learned at HJI has supported your professional development towards that end.

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.

3. LinkedIn

HJI recommends that all MA students establish a LinkedIn account while they are at HJI if they do not already have one. The Linkedin account serves as a venue where students can develop a professional profile and will facilitate networking with peers, potential employers, associates, and mentors. During the MPR, students are encouraged to share their Linkedin profile with the faculty reviewing their portfolio. A discussion around the Linkedin profile during the MPR may help students to identify and articulate their competencies, as well as 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 also put

them in contact with the HJI Linkedin page. For a student to include LinkedIn in the MPR, he or she should inform the academic advisor and student peer evaluator at least one week in advance of the MPR live session and invite them to access and review the account.

4. The MPR Interview

Next, you will meet with your MPR Committee, which is composed of your Faculty Advisor and one of your fellow students. You should set up your individual MPR Committee by no later than the fifth week of the term, and schedule the interview for no later than the eighth week of the term. You are responsible to contact your Faculty Advisor to request that he or she participate in the interview. In the event he or she cannot, the Provost will find an alternate from among the faculty. You will choose the student member for the committee.

All the members of your MPR Committee should have a chance to review your MPR Portfolio and MPR Essay, and if it is included in the evaluation, your LinkedIn page. For this, you should provide each member a copy of your portfolio, essay, and an invitation to your LinkedIn page one week before the interview.

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 most productively use the remaining time at HJI to accomplish those goals.

This is designed to be an experience of assessment. With the support of faculty and peers, you will assess yourself, your goals, and your progress towards those goals. Your faculty advisor will also review the learning outcomes of your program and assess where you stand in fulfilling them.

During the interview you will discuss your portfolio in light the learning outcomes of the program in which you are enrolled. Further, you will discuss your learning goals while at HJI, your goals for your future vocation, and reflect on your strengths and limitations for fulfilling these goals. You have the opportunity to discuss your LinkedIn page and how you are using LinkedIn to support your vocational goals. The members of your 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 you can focus the remainder of your studies. To assemble these suggestions, the interviewing student 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.

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 you in making the most out of your remaining time at HJI, what members of the committee saw were your strengths and challenges, and general thoughts.

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

5. Policy on Non-Completion of the MPR

Students who did 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.*

F. Masters Thesis or Project

The Masters Thesis or Project is the capstone of the Master of Arts in Religious Studies program. The Masters 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 Masters 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. The standard length for an academic Masters Thesis is 70 pages, double-spaced.

If you chose to do a Project, it should be an original work, an expression of your creativity that can benefit your work or the work of others. The length of a Masters Project can be 20-30 pages introducing and discussing the project, plus the body of the project.

For students in either the Public and Non-Profit Leadership (PNPL) or the Interfaith Peace Building Concentrations, their FEI serves as the equivalent of a Masters Project. Students must prepare a

substantial report on their internship, which assesses the value of the internship and features theological reflection. It is guided and evaluated by the student's advisor, who is appointed by the Office of the Provost.

There are many kinds of Masters Theses or Projects that can be written, and many kinds of research that can be done in the production of a thesis. One kind of thesis explores theoretically some idea from theology, philosophy, biblical studies, church history, or related disciplines. It should demonstrate the student's original ability at the graduate level, to amass, sift, organize, accurately report upon, theorize about, and develop new hypotheses concerning academic matters. For example, for Unificationists, original research in the history, thought and activities of the Unification Movement is particularly desirable at HJI, since we have unique resources for that kind of study at HJI. Another kind of thesis investigates a concept or practice in ministry. It can be a case study documenting and analyzing a particular ministry, church event, PR campaign, or evangelical crusade. It can also be an opportunity for you to experiment with your own ministry, which you would report in your thesis. Often, this last type of activity is better addressed in a Masters Project.

A Masters Project can be a written product for use in the field. Some project ideas include: a curriculum for an interfaith program in a Sunday School, the design of an adventure learning program complete with lesson plans highlighting conflict resolution, a series of newsletters supporting ecumenical work, or a manual for community organizing. Masters Projects can use other media besides the written word, e.g. a videotape lecture series, a series of paintings or posters, or a collection of original hymns. To be adequate, the Project should be a substantial work that challenges the student to develop his or her knowledge and skills. It should be well researched and polished, showing a high level of craftsmanship.

1. Procedure for Writing the Masters Thesis/Project

Students writing a Masters Thesis or Masters Project enroll in Masters Colloquium A and Masters Colloquium B. Masters Colloquium A is for preparation; it is when students learn the guidelines for the Thesis/Project, explore and develop their topic and define its scope. The final assignment is to demonstrate clarity about their proposed Thesis or Project in a 5-7 page Thesis/Project Proposal. Masters Colloquium B is designed to guide the student in the process of completing the Thesis/Project.

At the end of Masters Colloquium A, students in consultation with their program Advisor will also chose a Thesis Advisor. The Thesis Advisor must be a faculty member at HJI. From that point on, the Thesis Advisor is the primary faculty person to guide the student in writing and completing the Masters Thesis or Project. The Thesis Advisor must be approved by the Office of the Provost.

The first thing that the student will do with his or her Thesis Advisor is confer on the Thesis/Project Proposal, which requires the Advisor's approval. The Thesis/Project Proposal is a 5 to 7 page statement of intent to write a Thesis or Project, which should include:

- Title and topic
- Names of the Thesis Advisor and Second Reader
- Area of Study
- Statement of purpose, which can include the problem to be investigated, hypothesis to be tested, relevant assumptions to be brought to the study, and the scope of the investigation. A brief discussion of the context of the topic and how others have addressed it and how this Thesis will address the topic should be presented. In the case of a Project, the statement of purpose should include Project goals, the context for which it is meant to be used, methodologies employed, and the Learning Contract stating the size and scope of the final product
- Tentative outline, with chapter titles and subtitles
- Bibliography of relevant literature
- A Thesis/Project Proposal Form, with signatures of the Thesis Advisor and Provost. See Appendix C for the *Thesis/Project Proposal Form.*

The Thesis Proposal should be submitted to the Registrar by the end of the penultimate term of study (mid-December for students who intend to graduate in May).

Submission of an approved Thesis Proposal and satisfactory progress in the Masters Colloquium A is a condition for registration in the final term.

In Masters Colloquium B the focus is on research and writing. Students should meet at least once a month with the Thesis Advisor to discuss progress. In the Masters Colloquium B students distribute an outline and summary of their Thesis or Project and present draft chapters as works in progress. There they can receive constructive comments from faculty and peers.

The completed Masters Thesis or Project is due three weeks before graduation (the end of April for students graduating in May; the end of November for students graduating in December). Students submit their Thesis/Project to their Thesis Advisor and a copy to their Second Reader. The Thesis Advisor, in conjunction with the Second Reader, assigns the final grade.

In addition to assigning a grade, the Thesis Advisor will usually require final revisions and corrections. The Thesis/Project is not complete until these corrections are made.

Before Graduation, students must submit to the Library an electronic copy of the Masters Thesis/Project in PDF format, plus a Thesis Abstract via email. The Thesis Abstract serves as a summary of the Masters Thesis/Project and is approximately one paragraph in length.

2. Human Subjects Research and Institutional Review Board (IRB) Review

Master of Arts students completing a thesis or graduate project involving research on human subjects must comply with HJI's 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.

3. Schedule for Writing the Masters Thesis/Project

	Students graduating in Spring (May)	Students graduating in Fall (December)
Masters Colloquium A: Define the topic and write the Thesis Proposal	Fall term	Fall term prior to graduation
Select Thesis Advisor	December	December
Approved Thesis Proposal due	Mid-December	Mid-December
Bibliographic research and initial writing	January-February	January-February
Masters Colloquium B: Present draft chapters to the colloquium	Spring term	Spring term
First draft to Thesis Advisor	mid-February	mid-February
Present completed thesis to the Thesis Advisor and Second Reader	End of April	End of November
Complete final corrections to the Thesis	May	December
Submit hard copy, electronic copy and Thesis Abstract to the Library	1 week before graduation at the end of May	1 week before graduation at the end of December

<u>General Guidelines for Writing the Masters Thesis/Project</u>

The standard length for an academic Masters Thesis is 70 pages, double-spaced.

Students should avoid a common pitfall in developing a thesis. That is creating a topic that is too broad. The topic should be narrow, focused, precise and well-defined.

Questions of length, accuracy of detail, adequacy of research, and the general conceptual refinement of the Thesis is the mutual work of the student and the advisor. Students should meet regularly (at least once per month) with their advisor to report progress and seek guidance.

A number of more or less helpful books have been written on how to write a thesis. The best way to form an impression of what a good thesis would be, however, is to look at several examples. A variety of theses which have been produced by HJI students are on file in the Library and may provide some guidance.

The Thesis should follow a consistent style of footnoting, bibliographic entries, capitalization, use of commas, etc. Consult either the Turabian or the MLA Style sheet. For documentation, use either 1) footnotes or endnotes and bibliography (MLA) or 2) author-date parentheses in the text rather than footnotes or endnotes and with a "References" rather than a bibliography (APA).

HJI's policy against plagiarism applies especially to the Masters Thesis (see Academic Integrity, below). A student who commits a serious violation will not be permitted to graduate.

See Appendix D *Sample Thesis Title Page* as a model for your title page.

VI. 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 remaining time at HJI. Students are encouraged to be proactive and to meet with their advisors on a consistent basis. However, students are expected to meet with their advisors at Registration and to consult with them when making schedule changes, applying for Independent Study, or withdrawing from a course as a minimum.

B. Registration Procedures

Students must register prior to the beginning of each semester. Registration materials are available online or in the Registrar's Office for pre-registration or at the registration table on Registration Day. Students registering in person must have their registration form signed by their Academic Advisor, and then take it to the Finance Office where they pay their tuition and fees. 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 used in choosing courses and shown to their academic advisor.

Enrolled students are able to register on-line by using the tools and information provided through the on-line registration portal. Students who register on-line are expected to follow the same registration procedures as students who register in-person; however, physical signatures of Advisors will be replaced by electronic permissions, and other procedures may be changed as well to account for the nature of on-line transactions.

Students are not permitted to register more than one week late, except under unusual circumstances that require the approval of 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.

Students who pre-register are subject to the same conditions as students who register on Registration Day. If a student pre-registers but does not arrive at HJI by Registration Day, he or she will be charged late fees. If the student does not begin attending class within seven days of Registration Day, his/her pre-registration will be voided and all payments at pre-registration will be credited to his/her account. These students must re-register, paying the accumulated late fees and receiving the instructor's written permission for every course in which they enroll.

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 NYS Education Department guideline. 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 HIJ 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)

HIJ 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 course. 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. Field Education Internship (FEI)

Students are required to do 200 hours of supervised work for 3 credits and 400 hours for 6 credits. For more information see section V.D.3.h. above.

D. Registration Holds

1. Students will not be allowed to register if there is a balance on their account.
2. M.A. graduation candidates may not register for Masters Colloquium B in their final term without having passed Masters Colloquium A.
3. Students who are on Academic Probation are not allowed to register unless they are providing the Provost an acceptable plan to address their academic shortcoming.
4. Students cannot register for another term if they have more than 12 credits of incompletes.
5. 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 an agency that is recognized by the United States Department of Education, or in the case of international institutions, by an agency that is recognized by its national government or equivalent, if the course covered the same material as a course offered at HJI and the student has earned a minimum grade of C with full credit. The maximum number

of credits for a course transferred is the number of credits HJI awards for the corresponding course. 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.

Transfer credits normally apply to credit earned prior to attending HJI. Students enrolled at HJI who interrupt their studies to attend another school may not transfer those credits without prior approval from the Provost.

Students are encouraged, as time permits, to audit HJI courses for which they have received transfer credit, in order to better ascertain HJI's distinctive approach to the field of study. Canvas online courses cannot be audited.

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 grant 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. The most common justifications for a waiver include advanced study at the undergraduate level.

All waiver requests must be made prior to completion of 25 credits at HJI. 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.

H. Distance Learning

The M.A. in Religious Studies program may be taken entirely online.

Most distance learning courses are delivered through a learning management system (Canvas), where 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.

Other courses for distance learners are given through HJI's cloud conferencing tool, Zoom. These are courses that are currently being taught on campus in which the course is being recorded with full audio and video output. All course interactions and shared documents such as PowerPoints, videos and other prepared materials are recorded along with the faculty member's content. Zoom allows students at a distance to take a course in real time, as it is being taught, or asynchronously or out of time. Students are responsible to complete the full course requirements and timeline as if they were physically in the classroom. Distance learning students can access these courses through links provided in the Student Information System.

Students wanting to register for distance learning courses may 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. Approval must be obtained from a faculty sponsor and the Provost. Students may undertake one Independent Study per term and not more than two per year (six credits) except by petition to the Academic Affairs Committee.

Prior to registration, the student should prepare a written proposal for the Independent Study on an Independent Study Form that may be obtained from the Registrar. The proposal should include: a description of the topic or theme to be addressed, the proposed approach to the topic, anticipated learning outcomes, a reading or research plan and brief bibliography (if appropriate), and the anticipated product (paper or other). The student should discuss the proposal with his/her Independent Study Advisor and determine the number of credits according to the number of hours of work required (1 credit for 45 hours).

It is expected that students will meet with their Independent Study Advisor at least three times in the course of the Independent Study.

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.

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 only one remaining academic obligation on Graduation Day, he or she may join the procession but will not receive a signed diploma until those 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 except in the case of legitimate medical or personal reasons. The Associate Provost is responsible to ensure that the faculty abide by the policy. An Incomplete must be made up during the following term regardless of whether the student takes a leave of absence. 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 will be allowed a reasonable time to complete the course work. However, the Incomplete grade will be changed administratively to an F either after two years from the time of registering for the course or after the student has been inactive for two semesters due to withdrawal or leave of absence. Please note that attendance at commencement does not relieve one 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's 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.

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

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. If they return, they must pay a penalty of double the leave of absence fee. In some cases, they may be asked to apply for readmission.

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.

Students on Special Status are limited to only one leave of absence during their course of studies.

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 any of HJI's Master degree programs can choose to transfer to another degree program by filling out a "Change of Program" application and submitting it to the Admissions Office. Students who intend to transfer should study the new program's graduation requirements in order to avoid taking non-essential courses. Students are encouraged to also speak with their faculty advisor for additional guidance.

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.

The limit of 24 transferable credits is waived for M.A. graduates who have worked in the field for at least three years after graduation and who wish to earn the M.Div. degree. These graduates may apply 48 of their M.A. credits towards the M.Div. degree.

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 the Associate Provost, the student may appeal in writing to an *ad hoc Grievance Committee,* which shall consist of the 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. 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 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, and which is posted in Populi and on the institutional website.

VII. Resources

A. Faculty

Faculty advisors check a student's registration and grade reports based upon the Registrar's guidelines. Faculty members, including advisors, indicate their office hours and/or contact information in their syllabi each term. Faculty advisors will be in direct communication with advisees at the beginning of each term. 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 for the practice of educational ministry. To this end the faculty engages in research, writing and other professional work which can enhance the understanding of the religious community and which advances the frontiers of knowledge. Several faculty members themselves are ordained and experienced as religious leaders.

B. Community Life

HJI's community life is intended to facilitate personal and spiritual growth. HJI's community life provides opportunities for educational experiences outside the classroom, as well as for formal and informal spiritual fellowship. Students also develop collegial relationships through participation in student government.

Students are expected to maintain a life of high ethical standards, moral and sober personal conduct; the promise to uphold the standards outlined in the Student Code; respect for other persons and their personal property at HJI.

See the Student Handbook for more information.

C. Benefits of the New York City Campus

The New York City Campus in midtown Manhattan is an invaluable resource to HJI students. The Campus has an ecumenically rich and diverse student body and faculty, drawn from various denominational backgrounds. The faculty provides a rich experience for students as they are actively engaged in ministries and pastorates of their own.

Because of unique opportunities presented by ministries in the metropolitan area, new courses have been developed that are of particular relevance to students who intend to do religious and educational work in an urban setting. Both the location and the community provide opportunities for diverse Field Education Internship experiences.

D. Library Services

The Library provides ready access to books, ebooks, 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 the HJI 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 Library also makes available 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.

E. Internet Service

HJI has several networks throughout its 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 provides several workstations. The library computers are regularly undergoing maintenance through tune-ups and updates, and cleaned of information to prevent viruses. The Information Commons allows students to check their email, search the internet write papers and print out documents.

VIII. 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. 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 excepted 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

Email is an efficient and effective method of communication. Therefore, 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. In turn, only communications by students with their HJI issued email addressed are officially confirmed as bona fide representations of a student.

C. Graduation and Commencement

To become a candidate for graduation, students fill out the "Application for Graduation" form shortly after they register for their final term, and pay their 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 the Mid-Program Review and the M.A. Thesis, Project, or Internship by the last day of examination period of the final term of study. Incompletes from previous terms must be cleared.

Students with incompletes on Graduation Day may still be counted as graduates for that date if their late work is completed no later than 30 days after graduation. Students with three credits or less of missing degree requirements may attend commencement. Students with more than three credits of missing degree requirements, including incompletes, on Spring Graduation Day may not participate in commencement. In special circumstances a student may appeal to the Office of the Provost, who may grant an exception based on the merit of the case.

Graduation is twice a year. Students who graduate in December may attend the Commencement exercise the following Spring.

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. 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/).

IX. Appendices

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

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

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

D. ***Thesis Title Page***

E. ***HJI Field Education Internship Learning Contract***

F. ***Field Supervisor Agreement Form***

G. ***HJI Field Education Internship Approval Form***

H. ***Statement of Accountability and Release of Liability Form***

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

J. ***Sexual Misconduct Statement***

K. ***MA PLO Rubric***

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

Entering Academic Year 2026/27 _____

Religious Affiliation _____

FOUNDATION COURSES

[ ] Old Testament Foundations (Hebrew Bible)	3	[ ] History of Christianity I **OR** II	3
[ ] New Testament Foundations	3	[ ] Introduction to DP or DP in Depth	3

Two courses from the following list:

[ ] World Religions & Encounter with Christianity	3	[ ] Systematic Theology	3
[ ] Ethics and Social Justice	3		

Subtotal Foundation:

CAPSTONE PROJECT

[ ] Masters Colloquium	A __ B__	[ ] Master's Project/Thesis or Internship*	3

Subtotal Thesis:

FREE ELECTIVES

_____	___	_____	___
_____	___	_____	___
_____	___	_____	___
_____	___	_____	___

Subtotal Electives:

Total Credits Required: 42

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

Credits incomplete or F:

For Concentrations, see next page

* Internship only for those who choose the Public and Non-Profit Leadership or the Interfaith Peace Building concentration

CONCENTRATIONS

[ ] ***Interfaith Peacebuilding***

Two courses in the area of Interfaith Peacebuilding from those listed in the Catalog:

[ ] _____ 3 [ ] _____ 3

Two courses in the area of Religion and Interfaith Relations from those listed in the Catalog

[ ] _____ 3 [ ] _____ 3

Field Education Internship (see above under capstone project) or an additional course in one of the above named areas

Subtotal Concentration:

[ ] ***Public and Non-Profit Leadership***

Five courses in the area of Public and Non-Profit Leadership from those listed in the Catalog:

[ ] _____ 3 [ ] _____ 3

[ ] _____ 3 [ ] _____ 3

Note: Field Education Internship (see above under capstone project) may be included as one of the five course options

Subtotal Concentration:

[ ] ***Theological Studies***

Four courses in the area of Theological Studies from those listed in the Catalog:

[ ] _____ 3 [ ] _____ 3

[ ] _____ 3 [ ] _____ 3

Subtotal Concentration:

[ ] ***Unification Studies***

Four courses in the area of Unification Studies from those listed in the Catalog:

[ ] _____ 3 [ ] _____ 3

[ ] _____ 3 [ ] _____ 3

Subtotal Concentration:

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

THE CONCEPT OF

BUILDING THE KINGDOM OF GOD THROUGH HISTORY

A thesis by

Steve Smith

Presented to the Faculty of the

HJ International Graduate School for Peace and Public Leadership

in partial fulfillment of the requirements

for the Master of Arts in Religious Studies Program

2015

E. Appendix E: HJI Field Education Internship Learning Contract

Your name:

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

1.

2.

3.

Approved By:

FEI SUPERVISOR'S SIGNATURE	DATE
FACULTY SUPERVISOR SIGNATURE	DATE

F. Appendix F: Field Supervisor Agreement Form

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 FEI Learning Contract;

b) Be available and accessible to the Intern;

c) Report periodically to the FEI Faculty Supervisor;

d) Provide a good variety of opportunities for the student to develop appropriate competencies.

_____
FEI SUPERVISOR'S SIGNATURE DATE
Office_____Cell_____Email_____

Received By: _____ _____
FACULTY SUPERVISOR SIGNATURE DATE

G. Appendix G: HJI Field Education Internship Approval Form

Name:_____

Program: Master of Arts in Religious Studies

I will participate in a Field Education Internship during the period from _____

until _____ for _____ 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: Statement of Accountability and Release of Liability Form

STATEMENT OF ACCOUNTABILITY & RELEASE OF LIABILITY FORM

In signing this Statement I _____affirm that

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

B. I further understand that as a FEI 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 FEI involves 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: MA Program Learning Outcomes Rubrics

Learning Objective	*Outcome*	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Religion and Society	Students can explain and appraise the Judeo-Christian tradition, including scripture, theology and history	Characterize the Judeo-Christian tradition entirely from the perspective of their own faith	Demonstrate basic knowledge of the Bible, elements of theology and events and persons in biblical and Christian history	Demonstrate familiarity with the Bible, with elements of theology and events and persons in biblical and Christian history; appraise these elements in relation to their own faith	Demonstrate familiarity with the Bible, theology and events and persons in biblical and Christian history; discuss diversity and nuances within these elements of the tradition as they relate to their own faith	
	Students can formulate and articulate their own theological perspective in conversation with historical and contemporary theologies.	Describe their theological perspective without much reflection in general and dogmatic terms	Discuss historical and contemporary theologies articulated by individuals and in sacred texts	Articulate their own theological perspective with reference to historical and contemporary theologies and sacred texts	Articulate their theological perspective and critically assess it against the background of major theologies	
	Students can explain the interplay between Christianity and world religions, and/or between religion and contemporary cultural realities and social issues	Discuss other religions, cultural realities and/or social issues in general terms	Identify issues that divide religions and/or issues that social-cultural realities present to religion	Discuss and appraise issues of conflict and common ground between Christianity and other religions, and/or between religion and contemporary social and cultural realities, with reference to history and specific beliefs.	Discuss and appraise theological historical and cultural issues of conflict and common ground between Christianity and other religions, and/or between religion and contemporary social and cultural realities; discuss efforts towards resolving these issues.	

Learning Objective	*Outcome*	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
Personal Spiritual Formation	Students can demonstrate spiritual maturity	Show little evidence of personal holiness, prayer and worship, or service to others; little attention the internal problems of self or others	Demonstrate an active prayer and worship life; puts the needs of others before self	Demonstrate an active prayer and worship life, attention to the internal needs of self and others; show acceptance and compassion; demonstrate personal integrity	Demonstrate an active prayer and worship life, and attention to the needs of self and others; show acceptance, compassion, and a wide circle of care; demonstrate personal integrity and recognition of shortcomings	
	Students can examine and reflect upon their experiences in light of faith, theology, and tradition.	Discuss their experiences in light of faith, without reference to theology or tradition	Discuss their experiences in light of faith, theology and tradition	Discuss their experiences in light of faith, theology and tradition, and employ self-reflection to appraise their faith in light of experience	Discuss their experiences in light of faith, theology and tradition, and employ self-reflection to appraise their faith and the adequacy of theology and tradition	
	Students can describe their calling and demonstrate initiative to carry it out.	Describe their calling in general terms and/or inconsistently	Describe their calling; identify their needs for the mission	Describe their calling, discuss their needs for the mission, and demonstrate their calling in works and activities	Describe their calling and needs for the mission, demonstrate their calling in works and activities, and show initiative	
Concentration in Interfaith Peacebuilding	Students can demonstrate academic and/or practical competencies for peacebuilding.	Identify issues that need to be addressed for peacebuilding	Discuss competencies for peacebuilding	Demonstrate competencies for peacebuilding	Demonstrate competencies for peacebuilding, and assess their effectiveness	
	Students can demonstrate academic and/or	Explain what is interfaith dialogue	Describe and discuss instance(s) of ecumenical and/or	Demonstrate competencies in ecumenical or interfaith dialogue and collaboration;	Demonstrate competencies in ecumenical and/or interfaith dialogue and collaboration;	

Learning Objective	*Outcome*	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
	practical competencies for ecumenical and/or interfaith dialogue and collaboration.		interfaith encounter and collaboration	recognize the difference between dialogue and outreach	discuss insights, engage in self- assessment	
Concentration in Public and Non-Profit Leadership	Students can apply tools and skills for public leadership including managing a non-profit organization	Discuss the goals of public leadership	Identify tools and skills required for public leadership and for managing a non-profit organization	Describe tools and skills for public leadership and managing a non-profit organization, and discuss their application	Demonstrate application of tools and skills for public leadership and managing a non-profit organization; assess competency and identify areas for improvement	
	Students can appraise their professional accountability in the workplace and in relating with other professionals.	Discuss the meaning of professional accountability in the workplace	Explain and discuss several standards and expectations of professionals in their vocation	Demonstrate that they can meet the standards and expectations of profes-sionals in their vocation	Demonstrate accountability in carrying out assignments according to the standards and expectations of profes-sionals in their vocation	
Concentration in Theological Studies	Students should be able to analyze and critique theologies, sacred texts, and religious history.	Identify the basic elements of theology, the primary texts, and the people and events in religious history	Discuss issues in theology, in understanding passages from sacred texts, and in religious history	Analyze and critique points of theology, interpretations of sacred texts, and people and events in religious history	Analyze and critique a wide variety of points of theology, interpretations of sacred texts, and people and events in religious history	
	Students should be able to construct and defend their own critical theological viewpoint.	Describe their theological perspective without any critical analysis	Discuss the elements of critical analysis, including contextual, cultural and philosophical, that can be employed	Articulate and defend their theological position with sound arguments and critical analysis, drawing upon several thinkers	Articulate and defend their theological position with sound arguments and critical analysis; demonstrate critical assessment of their own	

Learning Objective	*Outcome*	Novice = 1	Progressing = 2	Mastered = 3	Exceptional = 4	Score
			when reflecting upon their theology		reasoning and interpretive framework	
Concentration in Unification Studies	Students can explain the Unification faith, including its scripture, theology and history	Discuss basic concepts of the Divine Principle and True Parents' life	Explain the basic elements of Unification theology, history and core texts	Explain the fundamentals of Unification theology; discuss its history and core texts; explain the value of Unificationism to personal life and society	Articulate the fundamentals and distinctive elements of Unification theology, philosophy, history and core texts; explain the value and significance of Unificationism; and appraise its application to personal life and society	
	Students can discuss and analyze issues—theological, cultural and historical, in the encounter between Unificationism and classical expressions of Christianity and the major world religions	Describe Christianity and the major world religions mainly from the standpoint of how they are conventionally explained in Unificationism	Identify issues that arise in the encounter between Unificationism and Christianity and the major world religions	Discuss and defend Unificationism in relating to classical Christianity and the major world religions, demonstrating knowledge of the issues—theological, cultural and historical—that typically arise	Articulate, appraise and defend the Unification theological position with sound arguments and critical analysis in relating to classical Christianity and the major world religions.	