

2017-18



**MARANATHA**  
BAPTIST UNIVERSITY



# **MARANATHA BAPTIST UNIVERSITY GRADUATE PROGRAMS CATALOG**

Online and Distance Learning  
Biblical. Flexible. Engaging.

---

745 West Main Street  
Watertown, WI 53094

---

[mbu.edu](http://mbu.edu)  
920.206.2323

# WELCOME

At Maranatha Baptist University, The desire to serve others is fueled by a Christ-like compassionate love that can be traced back to the Genesis account of creation. This biblical worldview has laid the foundation for all of the courses within our graduate programs.

In the graduate programs, you will strengthen your Christian worldview as you learn from our outstanding, qualified faculty. You'll also earn a graduate degree from a regionally accredited institution, giving you the highest professional credentials and enabling you to serve God and others to the praise of His glory.



*Will Licht*

**Dr. Will Licht**  
Vice President for Academic Affairs

## RECOGNITION

### **Accreditation**

Maranatha Baptist University is accredited by the Higher Learning Commission (HLC), the largest regional accreditation association in the United States. (<http://hlcommission.com/>).

### **Membership**

American Association of Christian Colleges and Seminaries

### **Approval**

Immigration and Naturalization Service for Enrollment of Foreign Students State and Federal Approving Agency for Veterans Benefits United States Department of Education for Direct Student Loans.

### **Chartered**

State of Wisconsin in 1968

Maranatha does not engage in unlawful discrimination on the basis of gender, race, color, age, physical disability, ancestry, or national origin. The commitment not to discriminate in the College's services or education programs extends to all applicants for admissions and employment, as required by Title IX and applicable law. Some programs maintain additional requirements for program acceptance. Where applicable, those standards are clearly stated and published.

All concerns relating to discrimination can be directed to: Title IX Coordinator, 745 West Main Street, Watertown, WI 53094 (920-206-2305).

## TABLE OF CONTENTS

ADMISSIONS POLICIES .....	3
ACADEMIC POLICIES.....	3
FINANCIAL INFORMATION .....	6
SUPPORT SERVICES .....	7
MASTER OF EDUCATION IN TEACHING AND LEARNING.....	10
MEd COURSE DESCRIPTIONS .....	12
SPECIAL EDUCATION COURSE DESCRIPTIONS .....	14
ENGLISH COURSE DESCRIPTIONS.....	15
MASTER OF ORGANIZATIONAL LEADERSHIP .....	16
MOL COURSE DESCRIPTIONS .....	17

The University reserves the right to cancel or alter any part of this catalog without notice (subject to the following):

The course offerings and requirements of Maranatha Baptist University are continually under examination and revision. This catalog presents the offerings and requirements in effect at the time of publication and is published for information purposes only, but makes no guarantee that requirements will not be changed or revoked.

Maranatha Baptist University reserves the right to make changes as required in course offerings, curricula, academic policies, etc. whenever the necessity is determined by the institution. These changes will govern current and formerly enrolled students. Any fees, charges or costs, and all academic regulations set forth in this catalog are subject to change at any time, and all courses, programs, and activities described in this catalog are subject to cancellation or termination by Maranatha Baptist University at any time.

## ADMISSIONS POLICIES

Students desiring to enroll in a program are expected to follow the normal admission procedures of the university, including the following:

- Complete the online graduate school standard application
- Submit official transcripts of all previous college-level coursework

Students applying for admission into a degree program should have a bachelor's degree from an approved college or university and have earned a minimum cumulative GPA of 2.5/2.75 (respective of program choice) in their undergraduate studies. Students who do not meet the minimum entrance requirements may petition the Graduate Advisory Committee for a waiver based on additional evidence of potential for success in their program and the recommendation of the program coordinator.

### Deadlines

- Students must submit all application material no less than four weeks prior to the beginning of the term.
- Students must register for classes one week before the class begins.

### Guest Students

Students may enroll as Guest Students (for credit only) in up to **6 credits** of graduate courses with the approval of the Graduate Program Coordinator. Students must complete the guest student application found at <http://www.mbu.edu/admissions/apply/>.

## ACADEMIC POLICIES

### Online Degrees Delivery

All the courses necessary for graduate programs will be offered online on a two-year cycle. Students may enter the degree program at the beginning of any eight-week online session and may proceed at a pace that fits with their schedules.

The majority of the courses included in the graduate programs are eight weeks in length, **and some are 15 weeks**. All assignments must be submitted at the end of each eight-week or fifteen-week class session. Professors are expected to submit grades to the Maranatha Registrar no later than one week after the completion of all class requirements.

### Distinctions

- All classes are offered online
- The programs can be completed in two years
- Classes are taught from a Christian worldview by experienced faculty
- Online classes provide for engaging interaction with other current and aspiring Christian educators, administrators, and business professionals

## **GPA Requirements**

Degree candidates will be required to earn a minimum of a B average (3.00 on a 4.00 scale) to receive a degree. A maximum of six semester hours of C grades can be earned in this degree program. Three grades of C, two grades of D, or one grade of F will disqualify students as degree candidates. If students are disqualified as degree candidates, they may only reenroll in the program if they apply to and are given special permission by the Graduate Admissions Committee.

## **Transfer Credits**

Students planning to complete a graduate program will be required to apply for acceptance into the program no later than six semester hours of credit into their program. Transfer credits applicable to the program at Maranatha are fully accepted if the grade earned is B or above. However, no more than six transfer credits will be applied to any degree; students who have been accepted into the degree program at Maranatha must obtain prior approval to take courses elsewhere; and all courses transferred in and applied to this degree must be numbered at the 500 level or above.

## **Time Limit**

A student will have five years after completing his or her first course to complete the degree. When unsatisfactory progress has been made with respect to meeting graduate time limits, the student may file a written request for an extension with the Vice President for Academic Affairs. The extension must be endorsed by the Graduate Committee and include a timeline for completion of the degree. If an extension is granted, the student will be given a specified period of time to meet the requirements for progress to degree.

## **Student Advising**

The Graduate Program Coordinator serves as the primary advisor for degree candidates. The coordinator is assisted in this responsibility by the Online and Distance Learning Office Staff. Students who desire the counsel of additional professional educators can also seek the advice of their professors all of whom can provide valuable counsel to individuals pursuing careers as professional educators.

## **Paper Requirements**

The official paper style for graduate degrees is APA style: Publication Manual of the American Psychological Association by the American Psychological Association, 6<sup>th</sup> Edition. All papers in the graduate programs will be written in APA format. While the manual includes everything necessary for a paper, it is not always easy to find specific information. You may use the following helpful websites for APA style:

- <http://owl.english.purdue.edu/owl/resource/560/01/>
- <http://www.apastyle.org/>

Suggested paper templates can be found on the Graduate Programs Group on MyMaranatha.

## **Academic and Intellectual Expectations**

The university has an expectation of collegiality in and out of the classroom. Mutual respect must exist between students, professors, and others. The classes should not degenerate into arguments. You should not attempt to pit one teacher against another in your classes.

We desire that there be an openness in class discussion and a transparency of both faculty and students. The class professor has the right to end a discussion which he or she believes has become nonproductive. You are now studying at a graduate level; expectations are therefore high. The university expects you to perform your academic work in a timely fashion. The development of time management skills while in graduate school will greatly benefit you in the future, both in your personal life and in your work. Teaching and administration involves managing numerous activities at one time. To encourage you in the development and strengthening of your time management skills, the university has established a Late Academic Work Policy for graduate work. Work not turned in on the day it is due will have its grade reduced 10% for each calendar day that it is late. The professor may impose a greater penalty, but not a lesser. All required projects for each course must be submitted in order to pass the course. The university realizes that serious extenuating circumstances, such as a lengthy illness or a death in the family, may prevent some students from completing class projects on time. Requests for appropriate extensions for these types of serious circumstances may be made to the professor.

### **Academic Dishonesty**

Academic dishonesty is a serious offense, and it can exist in many forms. For example, the following are samples of academically dishonest activities that might occur in a graduate course:

- Sharing advance information regarding the content or answers for a test or quiz
- Receiving advance information regarding the content or answers for a test
- Collaborating on an assignment or test without the permission of the instructor
- Handing in the same paper or substituting a similar paper in more than one class without permission
- Plagiarism: representing the words or unique thoughts of another as your own
- Submitting as your own, materials that have been enhanced by another

### **Possible Loss of Credit or Dismissal for Academic Dishonesty**

Maranatha views cheating or its toleration as morally reprehensible. To encourage the highest standards of personal integrity, we will not tolerate cheating in any form. This view is consistent with the clear, biblical condemnation of dishonesty in its many forms and emphasizes the scriptural call for honesty, not only in the sight of the Lord but also in the sight of men (2 Corinthians 8:21). Because cheating is a serious offense, its occurrence will bring severe action. Academic penalties for academic dishonesty range from grade reductions to an F grade on the particular evaluation. Plagiarism will be reported to the Vice President for Academic Affairs, and repeat offenders may not be allowed to continue in a graduate program.

### **FERPA**

This notification of minimum standards as required under Family Educational Rights and Privacy Act (FERPA) regulations will not limit or reduce the access to your academic records that you presently enjoy. The FERPA affords students certain rights with respect to their education records. They are

1. The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. A student should submit to the registrar a written request that identifies the record(s) (s) he wishes to inspect. The Registrar's Office will make arrangements for access and notify the student of the time and place where the record(s) may be inspected.

2. The right to request the amendment of the student's education records that the student believes are inaccurate or misleading. The student should write the registrar, clearly identify the part of the record (s) he wants changed, and specify why it is inaccurate or misleading. If the College decides not to amend the record as requested by the student, the College will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the College has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Maranatha Baptist University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is below.

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

## FINANCIAL INFORMATION

### Tuition and Fees

Tuition and fees can be located in the Graduate Program section of the Schedule of Fees located on the MBU website [HERE](#).

### Financial Aid

You should apply for financial aid as early as possible, but you cannot receive an official award letter until you have applied and been accepted to Maranatha. Pell Grants are NOT available to anyone who has received a bachelor's degree.

The Free Application for Federal Student Aid (FAFSA) may be completed as soon as you complete your federal tax returns for the previous year. Financial aid must be applied for every year because it is awarded on an annual basis. Check the website for more details: <http://www.mbu.edu/financial-aid/>.

Maranatha participates in the Federal Direct Loan Program. These loans are governed by federal laws. A FAFSA must be submitted before any funds are allocated. Federal Direct Loans are low-interest loans for students. Repayment begins six months after the student leaves school, graduates, or drops below half-time enrollment status. More information is available at [www.studentloans.gov](http://www.studentloans.gov).

Maranatha is approved for Veterans' Benefits, which include the training of students entitled to benefits under Public Laws 89-358 and 634, Social Security, and Rehabilitation legislation. Students who are entitled to benefits under these laws should apply to their local Department of Veterans Affairs Office for authorization. The Financial Aid Office should also be contacted as soon as the student enrolls in classes.

The Wisconsin National Guard currently offers a partial tuition reimbursement for active guard members. He or she may also be eligible for Veterans Benefits. Guard members should check with their Guard education office.

### **Financial Policies**

Business Office personnel manage the financial affairs of graduate students. Students' accounts may be viewed in their my.mbu.edu account. Payments by credit card or e-check may be made online. All online students need to pay the full amount for the course at least 7 days prior to the beginning of the course.

Students may withdraw from an online class or change an online class from Credit to Audit any time prior to the fourth week of the semester without an academic penalty. When students withdraw from an online class either voluntarily or by dismissal (except for military service), the following refund policies apply:

- During the first week, students will owe 25 percent.
- During the second week, students will owe 50 percent.
- During the third week, students will owe 75 percent.
- After the third week of a class, students will be responsible for the entire tuition charges.
- Veterans under Public Law 89-358 will be refunded on a daily prorated basis.

Exceptions to the refund policy are made for distance classes as required by statute for students completing coursework in certain states. For a full list of these exceptions please visit our [state-specific policies page](#).

## **SUPPORT SERVICES**

### **Library**

The Cedarholm Library and Resource Center helps to support the educational objectives of Maranatha Baptist University. Students, faculty, and staff are served by professional librarians, dedicated paraprofessionals, and student assistants. From the acquisition of its first book to its recent additions of online access to electronic databases and eBooks, the library has grown to physical holdings of over 10,000 items in addition to providing access to over 7,000 journals and 118,000 eBooks in digital formats. Because of its electronic capabilities, Cedarholm Library is a prime resource for online students. The library catalog is available for searching by clicking the library link [HERE](#). Distance learning students are authenticated with their normal student username and password login and have access to the library catalog as well as to all electronic resources.

Library staff may be contacted at [MBU Library](#) or by phoning 920.206.2375.



## Inter-Library Loan

### United States

- Borrowing books via the InterLibrary Loan (ILL) system of a local public library is the preferred and timeliest method of delivery. The ILL rules of the requesting library will be what are to be followed. Whenever using ILL, please remember that a minimum of two weeks may be required between making the request and receiving the book. No fee is charged to use ILL.
- If the material cannot be located through the local ILL system, the Cedarholm Library and Resource Center will fill ILL requests made from your local library. This can be done by asking the local library to request the specific title from Maranatha by using our national ILL code: **WQ09**.
- If only a small portion of a book or journal (no more than one chapter, one article, or 10% of each unique work, whichever is greater) is needed, a PDF copy can be created and emailed to the student. Requests should be made directly to the Maranatha library via email ([MBU Library](#)) with complete details (title, author, publication, publication date, page numbers, etc.) related to the specific content needed.

### Global

- International shipping of books is not a feasible option for Maranatha. Please reference the third point under United States Inter-Library Loan for assistance in obtaining appropriate copies of physical resources.

## eReserve Material

Professors can make some course material available through the LMS. If eReserve material is mentioned, it will be found on the appropriate course site.

## Office of Online and Distance Learning

The Office of Online and Distance Learning manages the support services for the graduate programs. Registration for courses is accomplished through the my.mbu.edu portal. Students are *not* required to participate in the normal university registration process. The Office of Online and Distance Learning reserves the right to cancel any course for which the enrollment is fewer than five students.

## Information Technology Department

Students have access to the Maranatha network through their student accounts. Their account information will be sent to them as soon as their enrollment is approved. Their student accounts give them their own email account, and access to the network and the learning management system. Maranatha's Information Technology Department publishes policies, tips, and vital information via its [website](#) in order to better meet the needs of students and faculty. Students are encouraged to become familiar with this site once they receive their Maranatha accounts.

A one-time technology fee is charged for all graduate students during the first course in the program. The benefits of this fee expire after five years of usage. This fee entitles the user to the following:

- Five years of use of the assessment management and e-portfolio tool Chalk & Wire
- Usage of the university's learning management system

- Technological support for both the University IT system and Chalk & Wire
- Access to the University's 130,000 volume eBook collection
- All online support and e-library services

Students are required to have access to the technology required to complete course assignments. Please take note of the minimal specifications needed to successfully access and utilize all appropriate MBU IT systems and software on the Distance Learning Office [website](#).

### **Registrar's Office**

Student transcripts are maintained in the Registrar's Office. Students can use my.mbu.edu to check grade reports and unofficial transcripts. The cost of official transcripts is listed on the website.

### **Alumni Office**

The Alumni Office provides career counseling and placement assistance for students who are enrolled in or are graduates of the program. Please email the [Alumni Office](#) for assistance.

### **Graduation**

Students will be charged the standard graduate graduation fee, and they are invited to participate in the annual commencement activities of Maranatha Baptist University. These activities take place in early May. Students must register their intent to march in commencement with the Registrar's Office no later than the January prior to commencement.

# MASTER OF EDUCATION IN TEACHING AND LEARNING

## Objectives and Outcomes

The foundational mission of the Master of Education in Teaching and Learning (MEd) program is to prepare discerning educational professionals who are able to understand and utilize research, knowledge, and a Christian worldview in the field of education to improve their effectiveness in the classroom and beyond by optimizing the learning environment for all students.

## Graduates of the MEd in Teaching and Learning will be able to

1. Demonstrate graduate level skills in applying research to an educational environment.
2. Extend a variety of motivational and learning strategies to the classroom.
3. Devise learning experiences that cultivate and enhance the acquisition and expression of God-honoring values.
4. Apply knowledge of student characteristics in the design and evaluation of student learning activities and assessment.

## Advantages

- All courses are led by resident faculty members or adjunct professors with earned doctorates in education or other appropriate fields and substantial experience as professional educators. They offer extensive experience in K-12 classroom teaching. Faculty members approach their subjects from a Christian worldview and are able to apply content and principles to both the Christian school and the public sector of education.
- Maranatha has earned regional accreditation with the Higher Learning Commission. The MEd includes classes commonly required for teacher licensure in many states.
- Quality education is enhanced by student engagement and shared perspectives. Maranatha Online classes require universal participation and mutual exchange. Students learn from fellow student-scholars and experienced co-laborers as much as from the texts and formal learning activities. Meeting new online professional and experienced teachers will provide a network of lifelong advisors and mentors that will be resources wherever students live.

## Who should take this program?

- Current Christian teachers who desire to advance their education to meet credential requirements and professional aspirations.
- Experienced Christian teachers who aspire to instructional leadership as a master teacher or exemplar so they can advance the level of effectiveness in an educational institution.
- Individuals with a bachelor's degree in a field other than education who wish to enter the rewarding and satisfying ministry of teaching.
- Educators who desire admission into advanced educational programs that require a regionally accredited master's degree.

## Academic and Administrative Oversight

The Vice President for Academic Affairs provides academic and administrative oversight for the MEd program. The Graduate Program Coordinator provides administrative oversight for the day-to day operations of the MEd program.

## MEd Concentrations

Students may also take advantage of the Concentrations within the MEd Program. Students can choose a concentration or mix and match electives to meet their own professional development goals.

### Required Courses

MBU 500 - Graduate Success in Online Learning  
EDUC 510 - History and Philosophy of Education  
EDUC 515 - Research Design in Education  
EDUC 520 - Student Learning and Motivation  
EDUC 530 - Curriculum Theory and Practice  
EDUC 535 - Instructional Improvement through Assessment  
EDUC 545 - Exceptionality in Student Learning  
EDUC 600 - Action Research

### Traditional Track

EDUC 540 - Biblical Perspectives in Human Relations and Counseling  
EDUC 550 - Leadership and Change in Education  
EDUC 555 - Technology for Teaching and Learning  
EDUC 560 - Perspectives on Character Education

### Special Education Concentration

**All courses have a prerequisite of EDUC 236 or EDUC 545 or equivalent undergraduate course.**

*Choose 4 Courses to replace Traditional Track*

EDSP 510 - Inclusive Classroom Strategies for Exceptional Students  
EDUC 525 - Classroom Management and Positive Behavior Management  
EDSP 530 - Diagnosis and Treatment of Reading Difficulties  
EDSP 540 - Educational Diagnosis and Assessment  
EDSP 550 - Collaboration, Communication, and Transition: From School to Community  
EDSP 560 - Methods in Cross-Categorical Education for Special Needs Learning  
EDSP 590 - Special Education Practicum

### Leadership Concentration

*Choose 4 Courses to replace Traditional Track*

MOL 505 - Theological & Historical Foundations of Organizational Leadership  
MOL 510 - Theories & Models of Leadership  
MOL 515 - Organizational Leadership Behavior  
MOL 520 - Organizational Communication  
MOL 530 - Strategic Leadership & Organizational Change  
MOL 550 - Budgetary & Financial Management  
EDUC 550 - Leadership & Change in Education

**Total Course Requirements:** 32 credits

**Course Schedule:** for current courses, check our [ONLINE SCHEDULE](#).

## MEd Course Descriptions

### **MBU 500 Graduate Success in Online Learning Seminar (0 credits)**

This course provides an introduction to the MEd program at MBU. Students in this graduate seminar are introduced to MBU's learning management system and to the research tools and resources available to them for completing their program.

### **EDUC 510 History and Philosophy of Education (3 credits)**

EDUC 510 is an in-depth study that integrates concepts and information from major social sciences and philosophy to examine the challenges and problems of teaching in modern schools (faith-based and public). Focusing on historical, cultural, socioeconomic, and political issues that affect education, the course asks students to examine their dispositions, knowledge, and skills, and to determine their path for growth and development into an effective Christian teacher for all children.

### **EDUC 515 Research Design in Education (3 credits)**

EDUC 515 examines the field of educational research by exploring research models, analyzing research articles, and applying measurement and statistical techniques to problems of educational research. Each student will learn the essentials needed to carry out the entire research process and develop a research proposal that will guide a capstone Action Research Project (EDUC 600).

### **EDUC 520 Student Learning and Motivation (3 credits)**

EDUC 520 is an exploration of the theoretical and applied basis for how the mind processes (stores, organizes, and retrieves) information in order to wisely choose, develop, and deploy effective instructional strategies. A major focus will be placed on exploring factors that maximize the motivation, attention, and persistence of students in the typical K-12 classroom.

### **EDUC 530 Curriculum Theory and Practice (3 credits)**

EDUC 530 introduces graduate students to the process of curriculum design and assessment. Students will have the opportunity to develop a definition of curriculum and assessment that reflects their own personal philosophy of education. Various curriculum development models will be explored, so students can compare models to their own personal philosophies of education. Students will develop their own model of curriculum development and assessment.

### **EDUC 535 Instructional Improvement through Assessment (3 credits)**

Through examination of historical and contemporary perspectives and trends of assessment, EDUC 535 establishes the value and purpose of assessment for the improvement and maximization of student learning and advancement of effective instruction in order to provide for and achieve high expectations for all learners.

### **EDUC 540 Biblical Perspectives in Human Relations and Counseling (3 credits)**

EDUC 540 is designed to assist students in learning how to utilize, compare, and contrast methods of helping others with problems and challenges in the context of an educational setting. Students will acquire a set of principles and skills drawn from the disciplines of biblical counseling and human relations in education.

### **EDUC 545 Exceptionality in Student Learning (3 credits)**

EDUC 545 introduces the practice of special education in today's schools. The content will allow students to analyze characteristics of individuals with learning and behavioral and cognitive disabilities,

as well as the implications of learner differences for the legal and professional responsibilities of classroom teachers. Students will examine general principles of instruction that can help improve exceptional students' access to the general education curriculum.

**EDUC 550 Leadership and Change in Education (3 credits)**

EDUC 550 explores strategies for achieving successful change in the educational milieu. The course curriculum will integrate and apply contemporary models and strategies for successful adoption and implementation of educational innovation and process improvements.

**EDUC 555 Technology for Teaching and Learning (3 credits)**

EDUC 555 examines current technology tools and strategies for incorporating technology in the classroom to increase engagement and learning. The study will include a focus on online instruction and distance delivery methods as they relate to today's technologies. Students will explore how best practices in distance learning can inform and supplement pedagogy in on-ground classrooms. This course will combine educational theory with computer-based activities to accomplish course objectives.

**EDUC 560 Perspectives on Character Education (3 credits)**

EDUC 560 will incorporate the resources and skills necessary to integrate ethical themes and character development into a school setting. It will provide educators an arena in which to explore and develop biblical and moral perspectives and pedagogies related to teaching and learning internalized beliefs and morality. Focus will also be placed on putting into practice those skills and resources that integrate character themes and character development into Christian and public educational environments. Legal and ethical issues related to character education in public schools will also be explored.

**EDUC 600 Action Research (2 credits: 16 weeks) [Pre-requisite of EDUC 515 required]**

EDUC 600 consists of two primary elements. 1) Students will complete a culminating action research project that is a practical application of their program learning to a representative teaching and learning phenomenon in an educational setting. This project will provide a graduate student a practical research experience that will demonstrate, distill, and assess programmatic learning. 2) Students will produce a program outcome portfolio containing key task artifacts that will demonstrate successful completion of program assessment outcomes.

## **SPECIAL EDUCATION Course Descriptions**

### **EDSP 510 – Inclusive Classroom Strategies for Exceptional Students (3 credits)**

EDSP 510 is an introduction to exceptional individuals and the methods, materials, and resources that can be used in the general education classroom to improve the academic performance of students with learning difficulties. Curricular adaptations, differentiated instruction, and specific strategies in the content areas will be a focus of this course.

### **EDUC 525 Classroom Management and Positive Behavior Practices (3 credits)**

EDUC 525 will focus on the creation of safe and inclusive learning environments to engage individuals in meaningful learning activities. Strategies for preventing behavior problems and positive behavioral interventions will be examined.

### **EDSP 530 – Reading and Diagnosis Assessment (3 credits)**

EDSP 530 is a study of the principles of diagnosis and remediation of reading and study difficulties. Informal and formal testing procedures and methods and materials available to classroom teachers in planning corrective reading programs are emphasized.

### **EDSP 540 – Educational Diagnosis and Assessment (3 credits)**

EDSP 540 is designed to develop the knowledge and skills necessary to plan, administer, interpret, and analyze the results from formal and informal assessments with a focus on writing individual education plans (IEP).

### **EDSP 550 – Collaboration, Communication, and Transition (3 credits)**

EDSP 550 is discussion of the adjustment challenges of exceptional children in the home, school, and community. Consultation techniques and supportive skills to aid families in dealing with school and agency personnel are emphasized. Instructional approaches, assessment of student interest and ability, and service delivery models related to the provision of career/vocational and life skills education for students with disabilities will be explored. Federal and state guidelines for career/vocational education counseling and instruction are discussed.

### **EDSP 560 – Methods in Cross-Categorical Education (3 credits)**

In EDSP 560 students will plan instruction for learners in their emphasis area. Students will plan for assessment, maintain a case record and analyze data to develop individualized goals and objectives for learners. Students will use general and specialized content knowledge to plan for instruction and adapt curriculum.

### **EDSP 590 – Practicum for Cross-Categorical Education (3 credits)**

EDSP 590 is required in the place of student teaching for graduate students enrolled in the Cross Categorical add-on Licensing Program. Students will have a field experience in their area of emphasis under the supervision of a master teacher in an approved school or clinic.

## ENGLISH Course Descriptions

### **EDUC 5XX – American Romanticism (3 credits)**

Students will read and analyze works by such authors as Irving, Cooper, Bryant, Poe, Hawthorne, Melville, Emerson, Thoreau, and Whitman. They will trace the development of a distinctive American literature and critique literary works using biblical principles. They will submit a literary research paper presenting their analysis of one of the works studied.

### **EDUC 5XX C. S. Lewis (3 credits)**

Students will read and analyze both fiction and nonfiction by C. S. Lewis. They will become familiar with his historical milieu and how it influenced his writings, and they will examine his influence on contemporary Christian and secular thought. The course will include a research project.

### **EDUC 5XX – Literary Theory and Criticism (3 credits)**

Students will investigate classical and contemporary literary theories, evaluating them from a Christian perspective. They will master literary terminology and analyze poetry, fiction, nonfiction, and drama. The course will include a research project.

### **EDUC 5XX – Advanced Grammar and Composition (3 credits)**

Students will study English grammar and composition from the practical perspective of those who want to teach both more effectively. The instructor and the students will share sample lessons, teaching tips, and grading tips. A major goal of this course is to prepare students to teach college-level composition.

### **EDUC 5XX – Emily Dickinson and Robert Frost (3 credits)**

Students will read and analyze many of the poems of Dickinson and Frost. They will compare and contrast the two authors and become familiar with their lives and times. The course will culminate in a thoughtful and perceptive presentation or paper.

### **EDUC 5XX – British and American Short Fiction (3 credits)**

Students will read and analyze short fiction by such authors as Rudyard Kipling, James Joyce, D. H. Lawrence, G.K. Chesterton, Arthur Conan Doyle, Joseph Conrad, Virginia Woolf, J.R.R. Tolkien, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, Henry James, Mark Twain, William Dean Howells, Sarah Orne Jewett, Mary E. Wilkins Freeman, Stephen Crane, Edith Wharton, Willa Cather, Ernest Hemingway, F. Scott Fitzgerald, Katherine Anne Porter, John Updike, Alice Walker, and Amy Tan. The course will include a final research project.



## MASTER OF ORGANIZATIONAL LEADERSHIP

Defined as a multidisciplinary degree in leadership studies, the Master of Organizational Leadership (MOL) provides graduate-level preparation for leaders of organizations in business, education, and ministry. Our faculty contributes a unique depth and breadth of knowledge, gained through career and professional experiences, formal training and education, teaching experiences, and ministry involvement. The program—entirely online—is designed to accommodate adult learners.

We believe God seeks leaders who are willing to serve with humility. As you pursue a Master of Organizational Leadership from Maranatha Baptist University, we trust your experience will further transform you into the image of Jesus Christ, the ultimate leader of all time.

Jeff Drost  
School of Business | MOL Program Director

### Objectives and Outcomes

The foundational mission of the MOL program is to encourage strong character development through integration of leadership theory and application from a biblical perspective. Graduates will be equipped to enter for-profit, non-profit, ministry, and government sectors to become leaders of change for the betterment of their organizations.

**Graduates of the Master of Organizational Leadership Program will be able to demonstrate the following at the graduate level:**

1. Knowledge of organizational leadership terminology and concepts
2. Ability to develop research proposals designed to diagnose organizational issues and provide practical responses
3. Ability to collect, analyze, synthesize, and report data collected during the diagnostic process
4. Ability to effectively communicate via papers and consulting reports

### Potential Careers

The Masters in Organizational Leadership program will prepare you for for-profit and nonprofit middle-level and executive-level leadership positions in a wide variety of organizations such as corporations, ministries, schools, military and para-military organizations, and local, state, or federal governments. In addition, the MOL will prepare you for a career in

- Program development
- Research in training and development
- Instructional design and implementation
- Organizational development consulting

### Academic and Administrative Oversight

Maranatha Baptist University's School of Business provides academic and administrative oversight for the MOL program. The Graduate Program Coordinator provides administrative oversight for the day-to-day operations of the MOL program.

**Course Requirements:** 36 credits

**Course Schedule:** for current courses, check our [ONLINE SCHEDULE](#).

## MOL Course Descriptions

### **MBU 500 Graduate Success in Online Learning Seminar (0 credits)**

This course provides an introduction to the MOL program at MBU. Students in this graduate seminar are introduced to MBU's learning management system and to the research tools and resources available to them for completing their MOL program.

### **MOL 505 Theological & Historical Foundations of Organizational Leadership (3 credits)**

This course is designed to introduce students to concepts of leadership and organization from a biblical perspective. Topics cover the historical development of theories related to leadership, organizations and teams, power, communication, and organizational citizenship.

### **MOL 510 Theories & Models of Leadership (3 credits)**

As the foundational leadership course for the MOL program this course introduces students to the major theories, models, and pragmatic applications of management and leadership from historical and contemporary perspectives. Particular focus is given to the concept of servant leadership from biblical and academic perspectives.

### **MOL 515 Organizational Behavior (3 credits)**

This course analyzes human work behavior at the individual, interpersonal, team and organizational levels. Emphasis is on understanding organizational culture and climate and the role of organizational systems, structures, and processes in shaping organizational behavior. Drawing from the fields of leadership and management, sociology, operations, information technology, ethics, economics, and psychology, Organizational Behavior is designed to help students develop their ability to analyze organizations and lead organizations more effectively from a biblical perspective.

### **MOL 520 Organizational Communication (3 credits)**

This course is designed to focus on both the theory and practice of communication within organizations, with special emphasis on understanding key principles of how communication patterns develop and change at the individual, interpersonal, team, and organizational levels. Drawing from the fields of leadership and management, communication, operations and systems thinking, information technology, ethics, and psychology, Organizational Communication is designed to help students develop practical strategies and techniques for building understanding and teamwork, and for improving relationships, productivity, and the quality of work from a biblical perspective.

### **MOL 525 Methods of Organizational Research (3 credits)**

Students learn methods for conducting research projects and analyzing information to answer research questions and test hypotheses. The course covers methods of study and analysis used in quantitative and qualitative research in the fields of organization and leadership.

### **MOL 530 Strategic Leadership & Organizational Change (3 credits)**

In this course, students examine organizations using organizational diagnosis and development tools in an effort to help organizational leaders transform their organizations into high performing entities that allow organizational employees and other related stakeholders to grow and develop to their full potential. Students examine decision making and planning within the context of organizational culture, communication, leader-follower interaction, and students will develop a model of change using constructs from existing as well as new research to explain the behaviors and events in an organizational setting.

**MOL 540 Strategic Human Resource Management (3 credits)**

This is an introduction to topics such as human resource planning, equal employment opportunity, selection, training and development, performance appraisal, compensation, safety and health, and employee, and labor relations. The impact of laws and of societal and business trends on human resource functions is also presented. Each leader's role in dealing with human resources is emphasized.

**MOL 550 Budgetary & Financial Management (3 credits)**

This course develops financial literacy and provides tools necessary for leaders to lead and manage organizations effectively. Students will understand and use accounting and financial documents for effective planning, decision-making, and control. Topics include the purposes and analysis of financial statements, budgeting, and financial accountability and controls within an organization. Students will use financial tools in an applied case and problem format.

**MOL 560 Organizational Ethics & Governance (3 credits)**

Students are challenged to explore organizational life from two radically opposing worldviews, examining legal and/or ethical dilemmas of leadership within the context of moral choices and implications of decision-making. Defining personal worldviews in online postings will help students identify and clarify personal motivations, behaviors, and reactions to ethical problems in the organizational setting.

**MOL 575 Operations & Project Management (3 credits)**

This course focuses on the principles associated with the effective design, implementation, and management of organizational processes and systems. With an emphasis on efficiency, course coverage includes: systems design for products and services, inventory management systems, logistics, distribution, and supply chain management. In addition, this course introduces students to the art and science of project management as applied to different types of project situations. Topics such as project life cycle management, project organizations and leadership, project team building, RFPs, proposals and contracts, techniques for project scope definition, work definition, estimating, scheduling, risk management, control and closeout, the project management methodology, and PM software are covered.

**MOL 590 Organizational Leadership Capstone Project Proposal (3 credits)**

Students will draw upon and synthesize the knowledge, skills, abilities, and other characteristics and behaviors that were presented throughout the MOL program to complete this course. Each student is to select an organization (privately held or publicly traded, for-profit or not-for-profit) in which the student has a special interest and develop a capstone project proposal. The organization will be the basis of the Capstone Project.

**MOL 600 Organizational Leadership Capstone Project (3 credits) [Pre-requisites of MOL 525 & MOL 590 required]**

MOL 600 consists of two primary elements. 1) Students will complete a culminating capstone project that is a practical application of their program learning intended to integrate what the student has learned in prior courses and in the student's employment experience. 2) Students will produce a program outcome portfolio containing key task artifacts that will demonstrate successful completion of program assessment outcomes.