

2024-25



GRADUATE PROGRAMS CATALOG

Biblical. Flexible. Engaging.

MARANATHA BAPTIST UNIVERSITY
ONLINE
+ DISTANCE LEARNING

745 West Main Street
Watertown, WI 53094

920.206.2323
mbu.edu

In addition to [Maranatha Baptist Seminary's programs](#), Maranatha Baptist University (MBU) has successfully developed and launched four master's degree programs and seven graduate certificates. These [graduate programs](#) have cultivated a reputation for excellence and practicality. Most importantly, they possess a foundational Biblical worldview designed to impact lives for eternity.

As you pursue your graduate education, you will strengthen your Christian worldview while learning from our outstanding, qualified faculty. You will also earn a graduate degree accredited by the Higher Learning Commission, which will give you the highest professional credentials and enable you to serve God and others to the praise of His glory.

We are thankful and excited about you joining our graduate program cadre. Let us know how we can help!



Will Licht

Dean of Graduate Studies

RECOGNITIONS

Accreditation

MBU is accredited by the [Higher Learning Commission](#) (HLC), the largest institutional accreditation association in the United States.

Membership

American Association of Christian Colleges and Seminaries

Approvals

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

Chartered

State of Wisconsin in 1968

Table of Contents

Admissions Policies.....	4
Academic Policies.....	5
Capstone Projects and Experiences	8
Financial Information.....	9
Support Services.....	10
MAT.....	12
MEd.....	15
MNA.....	18
MOL.....	19
Certificate Programs.....	21
Course Descriptions.....	23
Student Discipline and Appeals.....	34

NOTIFICATIONS

MBU 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).

MBU 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.

MBU 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.

ACADEMIC AND ADMINISTRATIVE OVERSIGHT

All graduate programs fall under the supervision of the Vice President for Academic Affairs and the Assistant Vice President of Online and Distance Learning. Functionally, the Graduate Advisory Committee is authorized to adjudicate questions of significant consequence. The Graduate Advisory Committee has five members: The Vice President for Academic Affairs, the Assistant Vice President of Online and Distance Learning, the Dean of Graduate Studies, the Dean of the School of Education, and the Dean of the School of Business.

ADMISSIONS POLICIES

Degree Seeking Students

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

- Complete the online [Graduate Program Application](#).
- Submit official transcripts of all previous college-level coursework.

Students applying for admission into a program should have the following:

- A bachelor's degree from an approved college or university.
- A minimum undergraduate cumulative GPA of 2.5 for admission into the MOL, MNA, and Graduate Certificate programs, or a minimum undergraduate cumulative GPA of 2.75 for admission into the MEd and MAT programs.

Students who do not meet the minimum GPA entrance requirements may petition the **Graduate Advisory Committee** (see page 11) for a waiver based on additional evidence of potential for success in their program and the committee's positive recommendation.

Guest Students

With the approval of the Graduate Program Coordinator, students desiring to enroll as a guest student (for credit only) should follow the guest student admission procedures of the University, including the following:

- Complete the online [Guest Student Application](#).
- Submit official transcripts of all previous college-level coursework.

Students applying for admission as a guest student should have the following:

- A bachelor's degree from an approved college or university.
- A minimum undergraduate cumulative GPA of 2.5.

Students enrolling as a guest student should understand the following:

- Guest students are limited to completing no more than six graduate credit hours.
- Permission to enroll as a guest student does not guarantee admission to a graduate program.

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 proceed at a pace that fits their schedules.

The courses included in the graduate programs are eight weeks in length. All assignments must be submitted by the end of each eight-week session. Professors are expected to submit grades to the Registrar no later than one week after the completion of all class requirements.

Distinctions

- All classes are offered online.
- Most 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 professionals.

GPA Requirements

Degree candidates must earn a minimum GPA of 3.00 on a 4.00 scale to receive a degree or certificate. A maximum of six semester hours of C grades can be earned in a program. Three grades of C, two grades of D, or one grade of F will disqualify students as candidates for graduation. If students are disqualified as degree or certificate candidates, they may only reenroll in their program if they apply for re-enrollment by written request and are given permission by the Graduate Advisory Committee.

Transfer Credits

No more than six transfer credits will be applied to any graduate degree. Transfer credits are accepted if the course is from a reputable program, similar to a required course, and the grade earned is at least at the B-level or higher. Additionally, all courses transferred into a graduate program must be numbered at the 500 level or above.

Time Limit

A student has five calendar years after completing his or her first course to complete a graduate 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 Advisory Committee and include a timeline for completion of the degree. If an extension is granted, the student will be given a specified period to meet the requirements for the 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 additional counsel of educators can also seek the advice of their professors, all of whom can provide valuable insight and direction.

Paper Requirements

The official paper style for the MOL, MNA, MEd and MAT graduate degrees is APA style: Publication

Manual of the American Psychological Association by the American Psychological Association, 7th edition. Apart from the History and English graduate courses, all papers in the graduate programs will be written in APA format. While the manual includes everything necessary for a paper, finding specific information is not always easy. You may use the following helpful websites for APA style:

- [OWL APA Formatting and Style Guide](#)
- [APA Style Guide](#)

In History courses use the Turabian/Chicago format for papers.

- [The Chicago Manual of Style Online](#)

In English courses use the MLA format for papers.

- [OWL MLA Formatting and Style Guide](#)

Suggested paper templates can be found in the [Graduate Programs Group](#) page on My Maranatha, and at times individual professors provide templates within their courses.

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 that they believe has become nonproductive. Expectations for graduate-level study are high. The University expects you to perform your academic work in a timely fashion – on time. Developing time management skills while in graduate school will significantly benefit you in the future, both in your personal life and your work.

Late Policy

The University has established a Late Academic Work Policy for graduate work to encourage you to develop and strengthen your time management skills. Work not turned in on time as required on the LMS assignment page will have the grade reduced by 10% for each calendar day the assignment is late. A professor may impose a more significant penalty, but not a lesser one. All required projects for each course must be submitted to pass the course. The University realizes that serious extenuating circumstances, such as a lengthy illness or a death in the family, or a significant life disruption due to an act of God, may prevent a student from completing a class project on time. Requests for extensions for these serious circumstances may be made to the course 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 work, materials that have been written or enhanced by another

Artificial Intelligence Policy

Introduction: This policy outlines the guidelines and expectations for the responsible and ethical use of generative artificial intelligence (AI) technologies by students at Maranatha Baptist University. As generative AI technology grows to an increasingly significant role in various domains, students must academically engage with these technologies in a manner that respects ethical considerations and academic integrity.

General Principles:

1. **By permission only:** By default, students at MBU may **not** use Generative AI (Open AI ChatGPT variants, Claude AI, Bard AI, Bing AI, or similar technology) to complete assignments unless authorized by the faculty member of the course. This includes generative AI features included in otherwise acceptable tools (e.g., Grammarly).
2. **Guidelines if permission is granted:** If generative AI is used for a course with faculty permission, students must use generative AI tools ethically. Using AI to complete assignments, projects, or assessments must be within the boundaries defined by the course instructor. Plagiarism or cheating using generative AI tools is strictly prohibited and may result in disciplinary actions.

Ethical Use of AI in Academic Work:

1. **Coursework and Projects:** When using generative AI by permission for academic assignments, students must indicate when AI has been utilized by using proper citations for each use.
2. **Citing AI Tools:** Just as students would cite sources in traditional research, they should provide proper attribution and references when using AI-generated content. APA, MLA, and Turabian have citation guidelines for AI citations.
3. **Collaboration:** Collaborative work involving AI tools should be transparent, with all contributors acknowledging their use of generative AI. AI usage should be disclosed in any product produced and submitted as a group assignment.

Consequences of Policy Violations: Violation of this generative AI policy may result in disciplinary actions as outlined in Maranatha Baptist University's Academic Dishonesty Policy. Depending on the severity of the violation, consequences could range from warnings to serious academic penalties.

Conclusion: By adhering to this generative AI policy, students at Maranatha Baptist University commit to using generative AI technologies responsibly, ethically, and with integrity. This policy ensures that students contribute positively to the growing AI ecosystem while upholding the University's values and standards.

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 a grade reduction on a specific assignment to a failing grade in a course to academic suspension/dismissal. Plagiarism will be reported to the Vice President for Academic Affairs and repeat offenders will 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:

- The right to inspect and review the student's education records within 45 days of the day the University 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.
- 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 University decides not to amend the record as requested by the student, the University 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.
- 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 University in an administrative, supervisory, academic or research, or support staff position (including security personnel and health staff); a person or company with whom the University 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 to fulfill his or her professional responsibility.
- 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

Capstone Projects and Experiences

All master programs have some form of capstone experience. The MEd, MOL, and MNA have a capstone

project, and the MAT have student teaching practicums at the end of the program.

A capstone project begins with the Institutional Review Board process. The IRB application and approval process begins with submitting the IRB application and proper consent forms. The forms are on the LMS group page for graduate programs / MEd. Send your completed application and consent forms to the IRB for review. Once the IRB decides, the graduate program coordinator will inform the research applicant. **No research can be conducted until the applicant has received IRB approval confirmation.**

After receiving IRB approval, you will be assigned a Research Advisor and enrolled in the capstone course. Send your PowerPoint presentation and consent forms to your Research Advisor for any clarification and discussion and for their approval to proceed.

At this point, you will perform your research. After completing your research, email your Research Advisor that data gathering has been concluded. Please work with your Research Advisor to determine when they want to receive your rough draft. Your Research Advisor will perform a brief overview of your rough draft to see if all the necessary elements are present (quantity/variety of sources, adequate explanation of data, proper formatting). Once your advisor checks your rough draft, you may submit the final project. If you do not complete your capstone project by the end of the course, you will be required to re-enroll.

The MAT program requires two nine-week student teaching experiences. Student Teaching is the capstone experience for the MAT student. Student teachers are expected to exhibit knowledge of subject matter and teaching methodology as well as the ability to communicate on the level of the students in the classroom. The student teaching experience must be for an entire semester following the calendar of the cooperating school. The appropriate university personnel will make a minimum of three classroom supervisory visits of at least one hour in length. Two supervisory visits will be made to the classroom by a locally approved university representative. The third visit will be done virtually by an MBU residential faculty member. Cooperating teachers must hold a valid teaching license issued by the state in which they are currently teaching. See the *Student Teaching Handbook* for more details.

FINANCIAL INFORMATION

Tuition and Fees

Information regarding tuition and fees can be viewed in the Graduate Program section of the Schedule of Fees, which is located on the [Graduate Programs](#) webpage.

Financial Aid

Students should apply for financial aid as early as possible but cannot receive an official award letter until they have applied and been accepted to MBU. 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 federal tax returns for the previous year are completed. Financial aid must be applied for every year because it is awarded on an annual basis. Check the [MBU Financial Aid](#) webpage for more details.

Maranatha participates in the Federal Direct Loan Program, which is 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 on the [Federal Students Aid](#) website.

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 accounts. 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 seven (7) days before 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. Students who withdraw from an online class either voluntarily or by dismissal (except for military service), are refunded based on the following schedule:

- Withdraw prior to the start date: 100% tuition refund.
- Withdraw during the first week, 75% tuition refund.
- Withdraw during the second week, 50% tuition refund.
- Withdraw during the third week: 25% tuition refund.
- Withdraw during the fourth week: 0 % refund.
- After the third week of a class, students will be responsible for the entire tuition charge.
- 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 Graduate Programs webpage, which includes state-specific information.

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 the most recent additions with electronic databases and eBooks, the library provides access to over 90,000 physical items, over 195,000 eBooks, and over 10,000 online journals. Because of its electronic capabilities, [Cedarholm Library](#) is a prime resource for online students. Distance learning students are authenticated and may log in with their normal student username and password. Once logged

in, students have access to the searchable library catalog as well as to all electronic resources. For assistance, the library staff may be contacted at library@mbu.edu or by phoning 920.206.2375.

Inter-Library Loan

In the 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 (library@mbu.edu) with complete details (title, author, publication, publication date, page numbers, etc.) related to the specific content needed.

Globally:

- 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 My Maranatha. 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. Course registration is accomplished through the my.mbu.edu portal. The Office of Online and Distance Learning reserves the right to cancel any course with fewer than five students enrolled.

Information Technology Department

Graduate students have access to the Maranatha network through their student accounts. Once their enrollment is approved, their account information is sent to them. A student account provides a personal email account and access to the learning management system (LMS) at MyMaranatha.

Maranatha's Information Technology Department publishes policies, tips, and vital information via its [webpage](#). 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 Anthology
- Usage of the University's learning management system
- Technological support for both the University IT system and Anthology
- 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.

A student's username and password may **not** be shared or used by anyone other than the enrolled student. Giving your username or password to anyone else violates MBU's policies and may be grounds for dismissal.

Registrar's Office

Official student transcripts are maintained in the Registrar's Office. Students can use MyMaranatha to access grades and unofficial transcripts. The process and cost of [official transcripts](#) are listed on the website. The aforementioned link can be used to order official university transcripts. Transcripts can be mailed or sent electronically per request.

Alumni Office

The Alumni Office provides career counseling and placement assistance for students currently enrolled in or graduates of a program. For assistance, please email the Alumni Office at alumni@mbu.edu.

Graduation

Students are charged a standard graduate graduation fee, which covers the associated costs of graduation and diplomas. All graduating students are invited to participate in Maranatha Baptist University's annual commencement activities, which take place in early May. Students must register their intent to march in commencement with the Registrar's Office no later than January prior to commencement.

GRADUATE ACADEMIC PROGRAMS

Master of Arts in Teaching (MAT)

Overview

The Master of Arts in Teaching (MAT) is a graduate program that leads directly to a state teaching license in one of four Wisconsin Department of Public Instructions approved licensing areas:

- Elementary (K-9)
- Secondary, Science (4-12)
- Secondary, Social Studies (4-12)
- Secondary, English Language Arts (4-12)

Program Objectives and Outcomes

Upon completion of the MAT-Elementary program, students will be able to:

- Understand and address each child's developmental and learning needs.
- Understand and apply content and curricular knowledge for teaching.
- Assess, plan and design contexts for learning that cultivate and enhance the acquisition and expression of God-honoring values.
- Support each student's learning using effective instruction.
- Demonstrate graduate-level skills in applying research to an educational environment.

Upon completion of the MAT-Secondary program, students will be able to:

- Understand and address each student's developmental and learning needs.
- Understand and apply content and curricular knowledge for teaching.
- Assess, plan and design contexts for learning that cultivate and enhance the acquisition and expression of God-honoring values.
- Support each student's learning using effective instruction.
- Demonstrate graduate-level skills in applying research to an educational environment.

Potential Careers

The MAT graduate program helps career changers prepare for the teaching profession and provides a route for experienced teachers to earn a state teaching license. The biblical emphasis of Maranatha's teacher education programs equips students to teach effectively and pass their knowledge of God on to others.

MAT - ELEMENTARY

Prior Education and Admissions Requirements

- A bachelor's degree
- An undergraduate cumulative grade point average of 2.75 on a 4.0 scale (conditional acceptance may be granted)
- A background check including fingerprinting.

CAEP Content Knowledge Requirements

Undergraduate level courses from previous institutions may be used to satisfy these content knowledge requirements.

- Oral Communication
- Written Communication
- Mathematics
- Biological Science
- Physical Science
- Literature
- World History
- US History
- Government
- Qualifying composite scores on the Praxis CORE Assessment or a qualifying composite score on the Praxis 1, SAT, or ACT.

Required Program Courses

- EDUC 520 Student Learning and Motivation (3)
- EDUC 522 Meeting the Needs of the Adolescent Learner with Clinical (3)
- EDUC 525 Classroom Management and Positive Behavior Practices (3)
- EDSP 530 Reading Diagnosis and Assessment (3)
- EDUC 530 Curriculum Theory and Practice (3)
- EDUC 535 Instructional Improvement through Assessment (3)
- EDUC 540 Biblical Perspectives in Human Relations and Counseling (3)
- EDUC 541 Human Relations Clinical (1)
- EDUC 545 Exceptionality in Student Learning (3)
- EDUC 546 Exceptionality in Student Learning Clinical (1)
- EDUC 551 Elementary Curriculum 1: Reading and Social Studies with Clinical (3)
- EDUC 552 Elementary Curriculum 2: Math and Science with Clinical (3)
- EDUC 555 Technology for Teaching and Learning (3)

Student Teaching Requirement:

- EDUC 604 Student Teaching Seminar (0)
- EDUC 571 Student Teaching 1: 8 - 10 weeks (3)
- EDUC 572 Student Teaching 2: 8 -10 weeks (3)

Total Credit Hours: 33-41

Teaching Experience – Students with 3+ years of verifiable teaching experience may satisfy student teaching and some clinical experiences. The Employment Verification form must be completed and submitted.

Testing Requirements

- *Praxis II Middle School Content Knowledge Exam (5146):* A passing score of 146+ is required prior to earning 24 graduate credit hours.
- *Foundations of Reading Test (190):* A passing score of 233+ is required to be eligible for licensure.

MAT - SECONDARY

Prior Education and Admissions Requirements

- A bachelor's degree
- An undergraduate cumulative grade point average of 2.75 on a 4.0 scale (conditional acceptance may be granted)
- A background check including fingerprinting.
- Twenty-one (21) undergraduate credits in the desired licensure content area (science, English language arts, social studies, etc.)

Required Program Courses

- EDUC 520 Student Learning and Motivation (3)
- EDUC 522 Meeting the Needs of the Adolescent Learner with Clinical (3 credits including 20 hours of clinical)

- EDUC 525 Classroom Management & Positive Behavior Practices (3)
- EDUC 530 Curriculum Theory and Practice (3)
- EDUC 535 Instructional Improvement through Assessment (3)
- EDUC 540 Biblical Perspectives in Human Relations and Counseling (3)
- EDUC 541 Human Relations Clinical (1 credit = 15 hours of clinical)
- EDUC 545 Exceptionality in Student Learning (3)
- EDUC 546 Exceptionality in Student Learning Clinical (1 credit = 15 hours of clinical)
- EDUC 555 Technology for Teaching and Learning (3)
- EDUC 585 Content Area Reading (3)

Depending upon the program emphasis, select the appropriate course below:

- EDUC 561 Methods of Teaching English Language Arts with Clinical (3) **or**
- EDUC 562 Methods of Teaching Math with Clinical (3) **or**
- EDUC 563 Methods of Teaching Science with Clinical (3) **or**
- EDUC 564 Methods of Teaching Social Studies with Clinical (3)

Student Teaching Requirement:

- EDUC 604 Student Teaching Seminar (0)
- EDUC 571 Student Teaching 1: 8 - 10 weeks (3)
- EDUC 572 Student Teaching 2: 8 -10 weeks (3)

Total Credit Hours: 30-38

Teaching Experience – Students with 3+ years of verifiable teaching experience may satisfy student teaching and some clinical experiences. The Employment Verification form must be completed and submitted.

Testing Requirements

- *Praxis II English Language Arts Content Knowledge Exam (5038):* A passing score of 167+ is required prior to earning 24 graduate credit hours.
- *Praxis II General Science Exam (5436):* A passing score of 141+ is required prior to earning 24 graduate credit hours.
- *Praxis II Social Studies Content Knowledge Exam (5081):* A passing score of 153+ is required prior to earning 24 graduate credit hours.

Master of Education (MEd)

Program Objective and Outcomes

The foundational mission of the Master of Education (MEd) program is to prepare discerning educational professionals who can 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. The MEd is a non-licensure program.

Graduates of the MEd will be able to:

- Demonstrate graduate-level skills in applying research to an educational environment.
- Extend a variety of motivational and learning strategies to the classroom.

- Devise learning experiences that cultivate and enhance the acquisition and expression of God-honoring values.
- 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 can apply content and principles to both the Christian school and the public sector of education.
- MBU has earned institutional accreditation with the Higher Learning Commission. The MEd includes classes commonly required for teacher licensure in many states; however, the MEd is a non-licensure program. To pursue state licensure, see the Master of Arts in Teaching program.
- Quality education is enhanced by student engagement and shared perspectives. MBU 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 pursue 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 an institutionally accredited master's degree.

Required Core Courses (20 credits)

- MBU 500 Graduate Success in Online Learning (0)
- EDUC 510 History and Philosophy of Education (3)
- EDUC 515 Research Design in Education (3)
- EDUC 520 Student Learning and Motivation (3)
- EDUC 530 Curriculum Theory and Practice (3)
- EDUC 535 Instructional Improvement through Assessment (3)
- EDUC 545 Exceptionality in Student Learning (3)
- EDUC 600 Action Research (2)

MEd Concentrations (12 credits)

Students can choose a 12-credit hour concentration or choose electives to meet their professional development goals.

Biblical Counseling Concentration:

Required courses for this concentration:

- GBC 504 Methods of Biblical Change (3)
- GBC 514 Counseling Problems & Procedures (3)

Choose 2 electives from the courses below:

- GBC 536 Crisis Counseling (3)
- GBC 538 Marriage & Family Counseling (3)
- GBC 545 Counseling Addictive Behavior (3)
- GBC 561 Counseling Survivors of Abuse (3)

Cross-Categorical Special Education Concentration:

All courses in this concentration have a prerequisite of EDUC 236 The Exceptional Child, or EDUC 545 Exceptionality in Student Learning, or an equivalent undergraduate course.

Choose 4 electives from the courses below:

- EDSP 510 Inclusive Classroom Strategies for Exceptional Students (3)
- EDSP 530 Reading Diagnosis and Assessment (3)
- EDSP 540 Educational Diagnosis and Assessment (3)
- EDSP 550 Collaboration, Communication, and Transition (3)
- EDSP 560 Methods in Cross-Categorical Education (3)
- EDUC 525 Classroom Management and Positive Behavior Management (3)

Educational Administration Concentration:

- MOL 510 Theories and Models of Leadership (3)
- MOL 540 Strategic Human Resource Management (3)
- EDEA 560 School Law, Governance, and Finance (3)
- EDEA 570 Supervision, Development, and Instructional Leadership (3)

English Concentration:

Choose 4 electives from the courses below:

- HUEN 510 American Romanticism (3)
- HUEN 520 C.S. Lewis (3)
- HUEN 530 Literary Theory & Criticism (3)
- HUEN 540 Advanced Grammar & Composition (3)
- HUEN 550 Emily Dickinson & Robert Frost (3)
- HUEN 560 British & American Short Fiction (3)
- HUEN 570 British and American Metaphysical Poetry (3)

History Concentration:

Choose 4 electives from the courses below:

- HUHI 510 Historiography (3)
- HUHI 530 The Birthright of the Reformation (3)
- HUHI 540 The Cataclysm of the Union: The American Civil War (3)
- HUHI 550 WWII Military History (3)

- HUIH 560 Cold War America (3)
- HUIH 570 Early America: From Colonies to a Country (3)
- HUIH 580 American Involvement in the Middle East: 1945-Present (3)

Leadership Concentration:

Choose 4 electives from the courses below:

- MOL 505 Theological & Historical Foundations of Organizational Leadership (3)
- MOL 510 Theories & Models of Leadership (3)
- MOL 515 Organizational Leadership Behavior (3)
- MOL 520 Organizational Communication (3)
- MOL 530 Strategic Leadership & Organizational Change (3)
- MOL 550 Budgetary & Financial Management (3)

Mathematics Concentration:

Choose 4 electives from the courses below:

- ASMA 510 History of Mathematics (3)
- ASMA 520 Fundamentals of Higher Algebra & Number (3)
- ASMA 530 Coding Theory & Cryptography (3)
- ASMA 540 Foundations of Analysis (3)
- ASMA 541 Complex Variables (3)
- ASMA 550 Optimization (3)
- ASMA 560 Introduction to Topology (3)

Pedagogy Concentration:

- EDUC 540 Biblical Perspectives in Human Relations and Counseling (3)
- EDUC 550 Leadership and Change in Education (3)
- EDUC 555 Technology for Teaching and Learning (3)
- EDUC 525 Classroom Management and Positive Behavior Management (3)

Total Credits Required: 32

Master of Nonprofit Administration (MNA)

Overview

Designed for professionals who work in or plan to work in the nonprofit sector and desire an advanced degree that addresses the unique characteristics of nonprofit organizations. Christian servant leaders learn core nonprofit management functions, including fundraising, navigating legal regulations, financial management, grant proposal writing, and program development.

Program Objectives and Outcomes

Upon completion of the MNA program, students will be able to:

- Demonstrate knowledge and understanding of trends in the nonprofit sector across organizations and policies in the US and globally.

- Apply principles of appropriate management strategies to resolve challenges within the nonprofit organizational context.
- Demonstrate Christ-honoring servant leadership and ethical decision-making.
- Create systemic solutions by applying nonprofit management skills and leadership competencies.

Potential Careers

The Masters of Nonprofit Administration (MNA) program will prepare students for leadership positions in various nonprofit organizations. Students develop administrative skills and learn about the legal guidelines for managing nonprofit organizations. The MNA will prepare students for the following types of careers:

- Chief Executive Officer
- Social Services Manager
- Fundraising Manager
- Camp Director
- Missions Board Director
- Project Manager in a nonprofit organization

Required Courses (23 credits)

- MNA 500 Graduate Success in Online Learning Seminar (0)
- MNA 510 Nonprofit Organizations (3)
- MNA 520 Volunteerism in Nonprofit Management (3)
- MNA 530 Nonprofit Financial Management (3)
- MNA 540 Fundraising and Grant Writing in Nonprofit Management (3)
- MNA 550 Law and Nonprofit Management (3)
- MOL 540 Strategic Human Resource Management (3)
- MOL 560 Organizational Ethics & Governance (3)
- MNA 600 Nonprofit Management Capstone (2)

Electives Courses (9 credits)

Choose 3 electives from the courses below:

- MOL 510 Theories & Models of Leadership (3)
- MOL 515 Organizational Behavior (3)
- MOL 520 Organizational Communication (3)
- MOL 530 Strategic Leadership & Organizational Change (3)
- MOL 575 Operations & Project Management (3)

Total Credits Required: 32

Master of Organizational Leadership (MOL)

Overview

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 is designed to accommodate adult learners.

Program 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.

Upon completion of the MOL program, students will be able to:

- Articulate organizational leadership terminology and concepts.
- Develop research proposals designed to diagnose organizational issues and provide practical responses.
- Collect, analyze, synthesize, and report data collected during the diagnostic process.
- Effectively communicate via papers and consulting reports.

Potential Careers

The Masters in Organizational Leadership program will prepare you for for-profit and nonprofit mid-level and executive-level leadership positions in various 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

Required Courses

- MOL 500 Graduate Success in Online Learning Seminar (0)
- MOL 505 Theological & Historical Found. of Org. Leadership (3)
- MOL 510 Theories & Models of Leadership (3)
- MOL 515 Organizational Behavior (3)
- MOL 520 Organizational Communication (3)
- MOL 525 Methods of Organizational Research (3)
- MOL 530 Strategic Leadership & Organizational Change (3)
- MOL 540 Strategic Human Resources Management (3)
- MOL 550 Budgetary and Financial Management (3)
- MOL 560 Organizational Ethics and Governance (3)
- MOL 575 Operations and Project Management (3)
- MOL 590 Organizational Leadership Capstone Project Proposal (3)
- MOL 600 Organizational Leadership Capstone (3)

Total Credits Required: 36

MOL with Nonprofit Specialization

Required Courses (15 credits)

- MOL 500 Graduate Success in Online Learning (0)
- MOL 510 Theories & Models of Leadership (3)
- MOL 515 Organizational Behavior (3)
- MOL 520 Organizational Communication (3)
- MOL 540 Strategic Human Resource Management (3)
- MOL 560 Organizational Ethics & Governance (3)

One Elective (3 credits):

- MOL 505 Theological & Historical Foundations of Org Lead (3)
- MOL 530 Strategic Leadership & Organizational Change (3)
- MOL 575 Operations & Project Management (3)

Specialization Courses (17 credits)

- MNA 510 Nonprofit Organizations (3)
- MNA 520 Volunteerism in Nonprofit Management (3)
- MNA 530 Nonprofit Financial Management (3)
- MNA 540 Fundraising and Grant Writing in Nonprofit Organizations (3)
- MNA 550 Law and Nonprofit Management (3)
- MNA 600 Nonprofit Administration Capstone (2)

Total Credits Required: 35

Graduate Certificate Programs

Maranatha Baptist University offers a variety of graduate certificate programs. These programs are designed to broaden a career's scope, grow expertise, and improve credentials without the commitment of enrolling in a more expansive master's degree program.

Educational Content Areas

The 18-credit graduate certificate programs in **English, History, Mathematics, and Cross-Categorical Special Education** are available 100% online and designed for graduate students who desire advanced training but are not seeking a master's degree. Credits successfully earned with a certificate program can be transferred toward the **Master of Education**.

Organizational Leadership

Strengthen leadership abilities and increase knowledge of business dynamics in organizations of all sizes by completing this 18-credit certificate program in Organizational Leadership. All content is taught from a biblical worldview and covers budgetary and financial management, communication, and organizational change.

Nonprofit Administration

The Nonprofit Administration graduate certificate program is just 15 credits (5 courses) and focuses on topics unique to nonprofit organizations: legal matters, fundraising, volunteerism, and financial management.

Graduate certificates are granted upon program completion.

English (choose 18 credits)

- HUEN 510 American Romanticism (3)
- HUEN 520 C.S. Lewis (3)
- HUEN 530 Literary Theory & Criticism (3)
- HUEN 540 Advanced Grammar & Composition (3)
- HUEN 550 Emily Dickinson & Robert Frost (3)
- HUEN 560 British & American Short Fiction (3)
- HUEN 570 British & American Metaphysical Poetry (3)

History (choose 18 credits)

- HUHI 510 Historiography (3)
- HUHI 530 The Birthright of the Reformation (3)
- HUHI 540 The Cataclysm of the Union: The American Civil War (3)
- HUHI 550 World War II Military History (3)
- HUHI 560 Cold War America (3)
- HUHI 570 Early America: From Colonies to a Country (3)
- HUHI 580 American Involvement in the Middle East: 1945 - Present (3)

Math (choose 18 credits)

- ASMA 510 History of Mathematics (3)
- ASMA 520 Fundamentals of Higher Algebra & Number Theory (3)
- ASMA 530 Coding Theory & Cryptography (3)
- ASMA 540 Foundations of Analysis (3)
- ASMA 541 Complex Variables (3)
- ASMA 550 Optimization (3)
- ASMA 560 Introduction to Topology (3)

Advising Note: Applicants to the mathematics graduate program should have completed the following at the undergraduate level:

- A full Calculus sequence
- Linear Algebra
- One proof-based course (Analysis, Topology, Number Theory, Abstract Algebra, etc.)

Nonprofit Administration (15 credits)

- MNA 510 Nonprofit Organizations (3)
- MNA 520 Volunteerism in Nonprofit Management (3)
- MNA 530 Nonprofit Financial Management (3)
- MNA 540 Grant Writing and Fundraising in Nonprofit Organizations (3)
- MNA 550 Law & Nonprofit Management (3)

Organizational Leadership (18 credits)

Required Courses (12 credits)

- MOL 505 Theological & Historical Foundations of Org. Leadership (3)
- MOL 510 Theories & Models of Leadership (3)
- MOL 515 Organizational Behavior (3)
- MOL 520 Organizational Communication (3)

Electives (Choose 2 courses = 6 credits)

- MOL 530 Strategic Leadership & Organizational Change (3)
- MOL 540 Strategic Human Resources Management (3)
- MOL 550 Budgetary and Financial Management (3)
- MOL 560 Organizational Ethics and Governance (3)
- MOL 575 Operations and Project Management (3)

Special Education (18 credits)

- EDSP 510 Inclusive Classroom Strategies for Exceptional Students (3)
- EDUC 525 Classroom Management & Positive Behavior Practices (3)
- EDSP 530 Reading Diagnosis & Assessment (3)
- EDSP 540 Educational Diagnosis & Assessment (3)
- EDSP 550 Collaboration, Communication & Transition (3)
- EDSP 560 Methods in Cross-Categorical Education (3)

Education (EDUC) Course Descriptions

EDUC 500 Graduate Success in Online Learning Seminar (0)

This course introduces the MEd program at MBU. Students in this seminar are introduced to MBU's learning management system and the research tools and resources available for completing the MEd program. (0 credit hours)

EDUC 510 History and Philosophy of Education (3)

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 teacher for all children. (3 credit hours)

EDUC 515 Research Design in Education (3)

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 research project in EDUC 600. (3 credit hours)

EDUC 520 Student Learning and Motivation (3)

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. (3 credit hours)

EDUC 522 Meeting Needs of Adolescent Learners with Clinical (3)

A study of the major concepts, principles, theories, and research underlying the foundations of developmentally responsive middle-level programs and schools. Classroom management, teaching methodologies and effective evaluation procedures will be examined. Clinical in a middle school setting is required. (3 credit hours)

EDUC 525 Classroom Management and Positive Behavior (3)

The course 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. (3 credit hours)

EDUC 530 Curriculum Theory and Practice (3)

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. (3 credit hours)

EDUC 535 Instructional Improvement through Assessment (3)

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. (3 credit hours)

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

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. (3 credit hours)

EDUC 541 Human Relations Clinical (1)

Students enrolled in the MAT must take this course in tandem with EDUC 540 Biblical Perspectives in Human Relations and Counseling. Students will apply concepts and learning in the K-12 classroom. (1 credit hour)

EDUC 545 Exceptionality in Student Learning (3)

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. (3 credit hours)

EDUC 546 Exceptionality in Student Learning Clinical (1)

Students enrolled in the MAT must take this course in tandem with EDUC 545 Exceptionality in Student Learning. Students will apply concepts and learning in the K-12 classroom. (1 credit hour)

EDUC 550 Leadership and Change in Education (3)

Explores strategies for achieving successful change in the educational milieu. The course curriculum will integrate and apply contemporary models and strategies for successfully adopting and implementing educational innovation and process improvements. (3 credit hours)

EDUC 551 Elementary Curriculum 1: Reading, Language Arts and Social Studies with Clinical (3)

A practical study of literary skills, objectives, methods, curriculum, and assessment as applied to the reading/language arts and social studies content areas (history, geography, government, civics). Emphasis is placed on phonics instruction and reading skill development across elementary grades. Clinical in an elementary/middle school literacy and social studies setting is required. (3 credit hours)

EDUC 552 Elementary Curriculum 2: Math and Science with Clinical (3)

A practical examination of the objectives, methods, skills, curriculum for teaching math and science in the elementary/middle school setting. Students apply understandings of STEM concepts in various contexts and examine the nature of inquiry within the classroom setting. Clinical in an elementary/middle school STEM setting is required. (3 credit hours)

EDUC 555 Technology for Teaching and Learning (3)

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. (3 credit hours)

EDUC 561 Methods of Teaching English and Language Arts with Clinical (3)

A practical examination of the objectives, methods, materials, and procedures for teaching language arts in the secondary classroom. Classroom control, implementation of curriculum, instructional strategies, and procedures for evaluation are emphasized. Clinical in the middle/secondary setting is required. (3 credit hours)

EDUC 562 Methods of Teaching Math with Clinical (3)

A practical examination of objectives, methods, materials, and procedures for teaching math in the secondary classroom. Classroom control, implementation of curriculum, instructional strategies, and procedures for evaluation are emphasized. Clinical in the middle/secondary setting is required. (3 credit hours)

EDUC 563 Methods of Teaching Science with Clinical (3)

A practical examination of the objectives, methods, materials, and procedures for teaching science in the secondary classroom. Classroom control, implementation of curriculum, instructional strategies, and procedures for evaluation are emphasized. Clinical in the middle/secondary setting is required. (3 credit hours)

EDUC 564 Methods of Teaching Social Studies with Clinical (3)

A practical examination of the objectives, methods, materials, and procedures for teaching social studies in the secondary classroom. Classroom control, implementation of curriculum, instructional strategies, and procedures for evaluation are emphasized. Clinical in the middle/secondary setting is required. (3 credit hours)

EDUC 571 Student Teaching 1 (3)

The first half of a full semester of observation and practice teaching in an age-appropriate setting under the direct supervision of a licensed teacher. Open only to MAT graduate students. All licensing coursework must be completed prior to enrolling in this course. (3 credit hours)

EDUC 572 Student Teaching 2 (3)

The second half of a full semester of observation and practice teaching in an age-appropriate setting under the direct supervision of a licensed teacher. Open only to MAT graduate students. All licensing coursework must be completed prior to enrolling in this course. (3 credit hours)

EDUC 575 Meeting the Needs of the Adolescent Learner with Clinical (3)

A study of the major concepts, principles, theories, and research underlying the foundations of developmentally responsive middle-level programs and schools. Classroom management, teaching methodologies, and effective evaluation procedures will be examined. Clinical in a middle school setting is required. (3 credit hours)

EDUC 585 Content Area Reading (3)

An examination of the principles underlying the reading process as it relates to middle and to secondary school reading demands. Explores theories of reading, examines techniques and materials, and develops applications to meet the reading needs of students in grades 4-12. (3 credit hours)

EDUC 600 Action Research (2 credits: 8 weeks) Prerequisite: EDUC 515

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 with a practical research experience that will demonstrate, distill, and assess programmatic learning. (2 credit hours)

EDUC 604 Student Teaching Seminar (0)

Required seminar prior to the MAT student teaching experience. (0 credit hours)

Educational Administration (EDEA) Course Descriptions**EDEA 560 School Law, Governance, and Finance (3)**

Study of legal principles guiding education organizations; overview of case law, federal and state statutes, governance policies, and finance that provide the foundation for application in K-12 education. (3 credit hours)

EDEA 570 Supervision, Development, and Instructional Leadership (3)

Examines the principal's role as an instructional leader in faculty supervision, faculty development, and evaluation of instruction and learning. The course utilizes methods, theories, and research that apply to k-12 education. (3 credit hours)

English (HUEN) Course Descriptions**HUEN 510 American Romanticism (3)**

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. Prerequisite: Undergraduate composition/writing course and undergraduate literature course or consent of instructor. (3 credit hours)

HUEN 520 C. S. Lewis (3)

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. Prerequisite: Undergraduate composition/writing course and undergraduate literature course or consent of instructor. (3 credit hours).

HUEN 530 Literary Theory and Criticism (3)

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. Prerequisite: Undergraduate composition/writing course and undergraduate literature course or consent of instructor. (3 credit hours)

HUEN 540 Advanced Grammar and Composition (3)

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. Prerequisite: Undergraduate composition/writing course and undergraduate literature course or consent of instructor. (3 credit hours)

HUEN 550 Emily Dickinson and Robert Frost (3)

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. Prerequisite: Undergraduate composition/writing course and undergraduate literature course or consent of instructor. (3 credit hours)

HUEN 560 British and American Short Fiction (3)

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. Prerequisite: Undergraduate composition/writing course and undergraduate literature course or consent of instructor. (3 credit hours)

HUEN 570 British and American Metaphysical Poetry (3)

Students will read and analyze the poetry of such poets as John Donne, George Herbert, Edward Taylor, Anne Bradstreet, Andrew Marvell, Henry Vaughan, Richard Crashaw, Abraham Crowley, Thomas Traherne, and others in the metaphysical tradition. They will also read prose works by and about these writers. The course will include a final research project. Prerequisite: Undergraduate composition course and undergraduate literature course or consent of instructor. (3 credit hours)

History (HUHI) Course Descriptions

HUHI 510 Historiography (3)

Historiography is a multifaceted investigation of the study of history and historical writing. This course concentrates on the craft and vocation of history and its strong bond to society. Historiography struggles with the changing nature of historical interpretations and arguments through time, and the role that historical narratives fill in shaping a correct understanding of history. (3 credit hours)

HUHI 530 The Birthright of the Reformation (3)

The Birthright of the Reformation will examine the contested events and the legacy of the Reformation in the Western world. Origins of the disunity of Europe in the Reformation crisis of the sixteenth century are explored with emphasis on the relations between religion and politics with a forward look to how the religious, social and political revolution shaped the modern world. (3 credit hours)

HUHI 540 The Cataclysm of the Union: The American Civil War Era (3)

The Cataclysm of the Union investigates the meaning of the Civil War era, a signal event in both American and world history. Using primary source material, the multifaceted questions regarding this period will be explored: What caused the war? Is secession constitutional? What was Lincoln's view on slavery? What was the rationale for the Emancipation Proclamation? Did Lincoln violate the Constitution as a wartime president? Did reconstruction fail? (3 credit hours)

HUHI 550 World War Two Military History (3)

World War Two Military History is a worldwide military history of the Second World War with emphasis on the theaters of war and correlated events in Europe, the Middle East, Africa, and Asia, relative to the influences on the national and military objectives. Diplomacy and military policy, the shockwave of war on civilian populations, and the conflict at sea, on land and in the air are examined in terms of modern warfare. (3 credit hours)

HUHI 560 Cold War America (3)

Cold War America focuses on 1945-1989. This course explores the international and domestic origins of the Cold War, its impact on American politics and culture, the rise of the national security state, relations with Europe and the developing world, and Cold War ordeals such as the Korean War, the Cuban Missile Crisis, the arms race, and Vietnam. (3 credit hours)

HUHI 570 Early America: From Colonies to a Country, 1763-1797 (3)

This course explores the ideological origins and international implications of the American Revolution, the socio-political influence of the First Great Awakening and the debated transition from Articles of Confederation to the U.S. Constitution. Special emphasis is given to the precedent-setting Washington administration, the rise of political parties and the many challenges faced by the new nation. (3 credit hours)

HUHI 580 American Involvement in the Middle East (3)

This course explores the ideological foundations, historical complexities, and continued ramifications of influential moments in American Middle East foreign policy since the completion of WWII. Special focus will be placed on America's role as peacekeeper, the foundation of the State of Israel, the Iranian Hostage Crisis, the Persian Gulf War, and the War on Terror. (3 credit hours)

Mathematics (ASMA) Course Descriptions**ASMA 510 History of Mathematics (3)**

A survey of the development of mathematics from ancient civilizations through the modern era. Prerequisite: Admittance into the mathematics graduate certificate program. (3 credit hours)

ASMA 520 Fundamentals of Higher Algebra and Number Theory (3)

This class covers Matrix theory, rudimentary principles of Abstract Algebra focusing on groups and rings, and classical Number Theory concepts. The goal is to prepare students for studies in the practical application of such topics. Prerequisite: Admittance into the mathematics graduate certificate program. (3 credit hours)

ASMA 530 Coding Theory and Cryptography (3)

The Coding Theory portion covers the construction and decoding of Hamming codes, Reed- Solomon codes, Goppa codes, LDPC codes, and others. The Cryptography portion includes entropy, hash functions, secret key and public key cryptosystems, and digital signatures. Both portions of the class will be motivated and illustrated with real-world applications of these codes. Prerequisite: Admittance into the mathematics graduate certificate program. (3 credit hours)

ASMA 540 Foundations of Analysis (3)

A study of sets and sequences, the topology of the real line, continuity and limits, differentiation and integration in the reals. Prerequisite: Admittance into the mathematics graduate certificate program. (3 credit hours)

ASMA 541 Complex Variables (3)

A study of functions of a complex variable including complex arithmetic, differentiation and analytic functions, elementary functions and their mapping properties, and complex integration. Prerequisite: ASMA 234. Prerequisite: Admittance into the mathematics graduate certificate program. (3 credit hours)

ASMA 550 Optimization (3)

This class provides an introduction to Numerical Analysis and Linear Programming. Topics include solving linear and non-linear equations, analyzing the error and convergence criterion of such algorithms along with a deep dive into the simplex method. Prerequisite: Admittance into the mathematics graduate certificate program. (3 credit hours)

ASMA 560 Introduction to Topology (3)

A study of basic topological concepts including metric and topological spaces and their fundamental properties such as closure, compactness, connectedness, separation, etc.; continuous maps and homeomorphisms, quotients and products of spaces.

Cross-Categorical Special Education (EDSP) Course Descriptions**EDSP 510 Inclusive Classroom Strategies for Exceptional Students (3)**

A study of individuals with exceptionalities and the methods, materials, and resources used in the general education classroom to improve the academic performance of children with exceptionalities. This course will focus on curricular adaptations, differentiated instruction, and specific strategies in the content areas. (3 credit hours)

EDUC 525 Classroom Management and Positive Behavior Practices (3)

A study of 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. (3 credit hours)

EDSP 530 Reading and Diagnosis Assessment (3)

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. (3 credit hours)

EDSP 540 Educational Diagnosis and Assessment (3)

A study of statistical concepts related to interpreting assessment scores for evaluations. This course's

significant focus is using assessment data and developing an individualized educational program for a student with a disability. (3 credit hours)

EDSP 550 Collaboration, Communication, and Transition (3)

A study of the adjustment challenges of individuals with 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, student interest and ability assessment, and service delivery models related to providing 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. (3 credit hours)

EDSP 560 Methods in Cross-Categorical Education (3)

A study of methods and strategies for effective teaching of students with disabilities that interfere with their success in a regular classroom setting. This course prepares students to assess, plan, and implement instruction for learners with specific academic needs. Students will collect and analyze data from progress monitoring and evaluate their plan. (3 credit hours)

EDSP 590 Practicum for Cross-Categorical Education (3)

Students will apply theory and practice within their emphasis area to a supervised experience within a school setting. (3 credit hours)

Organizational Leadership (MOL) Course Descriptions

MOL 500 Graduate Success in Online Learning Seminar (0)

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. (0 credit hours)

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

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. (3 credit hours)

MOL 510 Theories & Models of Leadership (3)

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. (3 credit hours)

MOL 515 Organizational Behavior (3)

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. (3 credit hours)

MOL 520 Organizational Communication (3)

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. (3 credit hours)

MOL 525 Methods of Organizational Research (3)

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. (3 credit hours)

MOL 530 Strategic Leadership & Organizational Change (3)

In this course, students examine organizations using organizational diagnosis and development tools to help organizational leaders transform their organizations into high-performing entities that allow organizational employees and followers to grow and develop to their full potential. Students examine decision-making and planning within the context of organizational culture, communication, and 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. (3 credit hours)

MOL 540 Strategic Human Resource Management (3)

This course explores 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 societal and business trends on human resource functions are also presented. Each leader's role in dealing with human resources is emphasized. (3 credit hours)

MOL 550 Budgetary & Financial Management (3)

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. (3 credit hours)

MOL 560 Organizational Ethics & Governance (3)

Students are challenged to explore organizational life from two radically opposing worldviews, examining 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. (3 credit hours)

MOL 575 Operations & Project Management (3)

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, 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. (3 credit hours)

MOL 590 Organizational Leadership Capstone Project Proposal (3)

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. (3 credit hours)

MOL 600 Organizational Leadership Capstone Project (3)

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. Students will produce a program outcome portfolio containing key task artifacts that will demonstrate successful completion of program assessment outcomes. Prerequisites: MOL 590 (3 credit hours)

Nonprofit Administration (MNA) Course Descriptions

MNA 510 Nonprofit Organizations (3 credits)

An overview of the history, structure, governance and operation of nonprofit organizations. This course connects theory and practice by examining a variety of management strategies utilized by nonprofit organizations. Discussions and readings will include writing mission statements, facilitating governance and evaluating programs. (3 credit hours)

MNA 520 Volunteerism in Nonprofit Management (3)

This course will prepare student to assume roles as volunteer program leaders and managers in nonprofit organizations. Strategies for planning, developing and implementing a volunteer program will be examined with a focus on the recruitment, training, motivation, supervision and retention of volunteers. (3 credit hours)

MNA 530 Nonprofit Financial Management (3)

Leaders of public and nonprofit organizations must make sound financial decisions and practices to manage scarce resources. Students will examine finance and budgeting concepts, policies, and practices related to organizations and the fiscal environment in which they must operate. Topics covered include budgeting, auditing, tax systems, and financial management and reporting. Students will learn to read, understand, and analyze budgets, financial statements, and other financial reports. Students will apply knowledge by developing a budget and financial plan for an organization. (3 credit hours)

MNA 540 Grant Writing in Nonprofit Organizations (3)

This course is designed to inform students about the common formulas for generating revenues for nonprofit organizations, including fundraising (such as annual giving, major gifts, planned giving, and campaigns) and grant writing. Using an actual need identified in a nonprofit organization, students will identify grantmakers, write proposals, develop budgets, and evaluate grant proposals. (3 credit hours)

MNA 550 Law and Nonprofit Management (3)

Leaders of nonprofit agencies must be equipped to navigate a variety of legal expectations affecting the administration of human services. In this course, constitutional, statutory, and administrative law ramifications for nonprofits will be developed in light of topics such as compliance with tax-exemption requirements, institutional and personal liability, civil rights requirements, contract formation and liability, risk management, and employment law. (3 credit hours)

MNA 600 Capstone Project (2)

The main goal of this capstone course is to develop a stronger perspective of the executive leader's job and responsibilities. This course is a culminating experience in which students apply and demonstrate the knowledge and skills gained through coursework in the MNA program. Under the guidance of an instructor, the student produces a solution to a nonprofit management or policy problem from a conceptual and organizational standpoint. (3 credit hours)

MOL 520 Organizational Communication (3)

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. (3 credit hours)

MOL 560 Organizational Ethics and Governance (3)

Students are challenged to explore organizational life from two radically opposing worldviews, examining 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. (3 credit hours)

MOL 530 Strategic Leadership and Organizational Change (3)

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. (3 credit hours)

MOL 540 Strategic Human Resources Management (3)

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. (3 credit hours)

MOL 575 Operations and Project Management (3)

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, 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. (3 credit hours)

Graduate Student Discipline and Appeals

Student discipline must first and foremost be self-discipline. The following information is provided as general guidance for well-intentioned graduate students pursuing in good faith their advanced studies at Maranatha. No external system of discipline can impose godliness or spiritual vitality. The integrity of the institution and the integrity of its students are paramount considerations for Maranatha as a ministry devoted to developing leaders for service in the local church and the world “To the Praise of His Glory.”

Guidelines for All Residential Graduate Students

PERSONAL DEPARTMENT

Graduate students are expected to be more serious and more mature than undergraduate university students. As such, MBU expects graduate students to exhibit an inner discipline of the spiritual life which is reflected in their outer walk. Because all MBU graduate programs outside the Seminary consist of online courses, most graduate students in residence will be graduate assistants.

Graduate students who live in the residence halls are expected to abide by the spirit of the resident hall rules. There are no requirements for passes or permissions. There are no limitations on hours. There are no attendance requirements for resident hall devotions, room devotions, etc., but attendance is encouraged. Out of courtesy for the residence hall supervisors, please inform them when you will be gone overnight or will be back to the residence hall after resident hall lock.

When interacting with university students in any way (dating, travel, etc.), the university students must meet all university expectations; graduate students must be sensitive to and supportive of these requirements. Encouraging or enabling a university student to violate university rules is grounds for dismissal from the graduate program.

Maranatha maintains conservative standards for dress and conduct for its students. You may not use tobacco, alcohol, or illegal drugs at any time. Non-resident students while they are in Watertown and resident students are expected to adhere to the spirit of the dress and deportment standards of the Maranatha family (www.mbu.edu/slh). For specific information, please see the Dean of Students.

Willful damage to university property will not be tolerated. All damage must be paid for whether willful or accidental.

Graduate students are expected to use discernment when watching television or videos and refrain from watching any programs which involve themes or scenes which are not suitable for a Christian leader. Poor judgment in entertainment choices demonstrates a lack of Christian character. When hosting university students in your home or apartment, you must be aware of and adhere to, the regulations applicable to them. These guidelines also apply to video games.

MUSIC – GENERAL GUIDELINES

Maranatha desires that its students learn to appreciate good music. Because believers are to “love not the world, neither the things that are in the world” (1 John 2:15), students are expected to refrain from singing, playing, possessing, purchasing, or listening to unacceptable kinds of music.

- All music that students have and listen to in residence hall rooms or vehicles must be compatible with Maranatha’s music standards.
- Unacceptable music is not permitted in the residence halls.
- Attending an unapproved music concert is unacceptable.

PARTICIPATION IN UNIVERSITY EVENTS

You may participate in university events. There are limits on athletic competition as a member of NCAA Division III. Please contact the MBU Athletic Director for more specific information regarding eligibility to compete as a student-athlete. If you desire to participate in choirs, plays, and other fine arts events, you should contact the choir director, play director, or chair of the Music Department. You may also become involved in campus-based ministry opportunities.

DATING

Maranatha Baptist University is a wonderful place to find your future spouse. While the development of appropriate relationships is encouraged, care must be taken to honor the University guidelines. A dating couple must abide by the rules for the student with the lesser status. If you are dating an undergraduate student, you must abide by all the university rules. All the normal dating hours, places, and standards of conduct are in force. If you are dating a university student classified as an older student (23 or older), a seminary student, or a faculty or staff member, you are expected to abide by biblical standards of conduct and to exhibit a good Christian testimony.

TITLE IX

Maranatha Baptist University is committed to maintaining a safe and healthy educational and work environment free of discrimination and harassment based on sex. No member of the university family shall be excluded from participation in, denied benefits of, or subjected to discrimination or harassment in any university program or activity. The protections and processes provided by MBU’s Title IX policy are available to graduate students. Visit the MBU Title IX website for more details: <https://www.mbu.edu/campus-life/student-life/title-ix/>

GRADUATE ASSISTANTS

Those employed as graduate assistants are considered staff employees. The expectations of the Staff Handbook govern their conduct in the workplace as well as their general department. Discipline or dismissal from employment as a Graduate Assistant may result in the loss of education benefits and suspension from graduate studies. This separate inquiry will be undertaken by the Graduate Discipline Committee pursuant to the process outlined below.

Guidelines for All Graduate Students, Both Online and Residential

DISCRIMINATION AND HARASSMENT

Maranatha does not engage in unlawful discrimination on the basis of sex, race, color, age, physical disability, ancestry, or national origin. The commitment not to discriminate in the University's services, education programs, or employment practices 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. The provisions and expectations of the MBU Student Life Handbook with respect to discrimination and harassment apply to all graduate students, including online students and online course interactions: <https://www.mbu.edu/slh/collegepolicies/discrimination/>

PERSONAL & COMMUNITY RESPECT

Graduate programs and courses present mature themes and topics. Students and faculty must demonstrate tact and diplomacy in personal interactions. Every member of the Maranatha community deserves to be treated with respect. Proper acknowledgment of personal and professional positions should be maintained in all communication within the context of online courses. Students should observe academic courtesy concerning all titles (e.g., Dr., Dean, Mr., Mrs., Miss). Students should not use first names when speaking to or about faculty or employees in the academic environment. Students must demonstrate Christ-like communication and respect for each other in online discussion forums and other interactions. Please consider that online students come from richly diverse backgrounds and offer perspectives that should be carefully weighed and considered appropriately. Dismissive, hostile, accusatory, discriminatory, or inflammatory rhetoric, and baseless, *ad hominem* attacks on faculty or other students will not be tolerated and may be grounds for further discipline.

Vulgar comments (e.g., comments of a sexual nature) and derogatory comments concerning a person's protected status (e.g., religion, sex, race, etc.) will not be tolerated. Students and faculty are expected to avoid all such forms of corrupt communication (Eph. 4:29) and to treat all members of the university community in a spirit of Christian love, mutual respect, and individual dignity (Gen. 1:27).

ACADEMIC DISHONESTY

Academic dishonesty is a serious offense and 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, including:
 - Failing to use quotation marks or other references when quoting from an outside source (even if that source is cited elsewhere in the same submission)
 - Rewording or paraphrasing a source without appropriately citing the author
 - Use of an "essay writing service" or otherwise acquiring or engaging another to write or substantial edit work submitted as your own.
 - Altering the work of another to disguise it before submitting as your own.
 - Submitting AI-generated materials as your intellectual product. By default, **students at MBU may not use Generative AI** (Open AI ChatGPT variants, Claude AI, Bard AI, Bing AI, Grammarly GO, or similar

technology) to complete assignments unless authorized by the faculty member of the course.

Grammarly is an acceptable tool for proofreading and improving writing without using Grammarly GO.

- Submitting materials written or enhanced by another as your own.
- Unapproved Collaboration, defined as: submitting as your own work (papers or projects) materials unethically or inappropriately enhanced by another student or typist without the specific written permission of the faculty member. Absent these specific instructions, typists or proofreaders must be careful to avoid making corrections or alterations, which change the creative or intellectual content or quality of the work.
- Altering a source to support a dishonest conclusion or distort the truth.
- Including a source in a bibliography that was neither consulted by the student nor cited in the body of the work.
- Obtaining artifacts, examples, or prior course submissions, without faculty approval, of other students' work (including prior students), even if those artifacts or examples are not ultimately included as part of the student's submission.

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 consequences. Academic penalties for academic dishonesty range from a grade reduction on a specific assignment to a failing grade in a course to academic suspension/dismissal. Plagiarism will be reported to the Vice President for Academic Affairs, and repeat offenders will not be allowed to continue in a graduate program.

GRADUATE STUDIES DISCIPLINE COMMITTEE

The Graduate Studies Discipline Committee meets as needed to review serious allegations of behavioral or academic misconduct by graduate students. The Graduate Studies Discipline Committee (GDC) is comprised of the Vice President for Academic Affairs, the Assistant Vice President for Online & Distance Learning, and a faculty member selected from the School of Business and the School of Education. When the GDC is considering a matter, the graduate student under review may request to meet with the GDC and/or provide documentation or input they believe is relevant to the matter. The GDC may also call for a meeting or request documentation or further explanation from a student or faculty/staff member.

APPEALS

Any decision of the Graduate Discipline Committee that results in disciplinary action may be appealed to the Executive Council by the student.

- The student must notify the Vice President for Academic Affairs within 24 hours if they intend to appeal.
- The written appeal must be submitted to the Vice President for Academic Affairs within two additional business days.
- The appeal must demonstrate that the Graduate Discipline Committee's decision was not based on facts, failed to consider relevant information, or was contrary to standard policy and procedure.
- The decisions of the Executive Council are final.

The following information is provided to give you an understanding of the appeal process, how to properly

craft your appeal, and how the Executive Council considers such appeals.

EXECUTIVE COUNCIL APPEAL PROCEDURE

The Executive Council (EC) is the highest internal policy-making and appellate body governing Maranatha Baptist University. EC is made up of the executive-level leadership of the institution. The CEO serves as the Chair of the Executive Council. EC is currently comprised of the following members:

- Chief Executive Officer, Chair
- President
- Vice President for Academic Affairs
- Chief Financial Officer
- Vice President for Institutional Advancement
- Dean of Students
- Dean of the College of Bible and Church Ministries/Maranatha Baptist Seminary

During the academic year, EC meets bi-weekly and in most cases, appeals will be heard at the next scheduled meeting. At the discretion of the Chair, appeals may be expedited and handled by either a specially called meeting or circulated in writing for consideration.

APPEAL PROCESS

An appeal of a discipline decision may be initiated by a student who believes grounds exist for reconsideration. Any discipline decision may be appealed, not just suspensions from enrollment. Notice of intent to appeal must be given to the Vice President for Academic Affairs within 24 hours of the final decision being rendered. The appeal itself shall be made in writing, attested to by the student as to accuracy and truthfulness, and submitted to the Vice President for Academic Affairs within two additional business days. Untimely appeals will not generally be accepted unless further extenuating circumstances exist (and these should be addressed in the appeal itself as a preliminary consideration.) Appeals by parents, spouses, or other interested persons will not be considered unless they are attested to in their entirety by the affected student.

Upon receipt of a written appeal, the Vice President for Academic Affairs will assemble the relevant documentation and write a summary of the relevant facts for presentation to the Executive Council. The Vice President for Academic Affairs will present the summary and the student's written appeal to the Chair of the EC who will determine the next steps. Additional information may be solicited, but EC will generally not hear directly from witnesses or the parties themselves unless the facts, in the discretion of the Chair, warrant an extraordinary process of extended inquiry. EC decisions on appeals are final.

STANDARD OF REVIEW

Take special note of the basis for student appeals of decisions of the Graduate Discipline Committee: "The appeal must demonstrate that the Graduate Discipline Committee's decision was not based on facts, failed to consider relevant information, or was contrary to standard policy and procedure." When considering a student's appeal, the Executive Council gives great deference to the decisions of the Graduate Discipline Committee with respect to findings of fact and the credibility of conflicting witness statements. *Findings of fact* are overturned on appeal only when new facts or evidence are presented that were unavailable to the Graduate Discipline Committee in its consideration.

Less deference is given on review to the assignment of appropriate disciplinary action based on those findings of fact. The Executive Council may overturn or modify a decision of the Graduate Discipline Committee if it believes the decision was not based on facts, failed to consider relevant information, or was contrary to standard policy and procedure.

When a student appeals a disciplinary decision, the Executive Council may **uphold** the previous decision, **reduce** or **modify** the assigned disciplinary penalty, or **increase** the assigned disciplinary penalty. Decisions of the Graduate Discipline Committee are inherently limited to the specific facts and circumstances before it. An EC review of an appeal, however, takes a broader view of the student's record. The EC will take into account the fact of previous suspensions or the similar basis for prior disciplinary action. More serious penalties are associated with repeat offenses.

RENDERING A DECISION

Once its review has concluded and a decision is reached, EC will communicate the result to the student along with an explanation and consensus of the council's decision. Administrative staff will communicate to the appropriate internal offices and personnel sufficient information for enforcement consistent with the result. The decision of the Executive Council is final.

NO RETALIATION

All Maranatha students and employees have a right to be free from reprisal or threat of retaliation as a result of filing an appeal in good faith or truthfully participating in the investigation of a complaint or appeal. Any person who feels that they are the subject of an act of improper retaliation may make a formal complaint.

RESTORATION

The fact that discipline is necessary certainly does not foreclose the desire of the administration to continue to see the Lord work in the life of the student. Oftentimes, on the contrary, a suspension can be a life-changing wake up call to a needed change of direction. The administration views disciplinary matters with earnest gravity. Many lives are impacted by the consequences of poor choices. True repentance and restoration through God's grace are always the goal of the process of discipline.