

JOHN BROWN UNIVERSITY

GRADUATE AND
PROFESSIONAL STUDIES

2007-2009

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*This Catalog contains policies and guidelines for the purpose of
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within the University.*

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UNIVERSITY PROFILE

The Mission of the University

The faculty and board of trustees have accepted the following statement as being an accurate expression of the University basic mission:

John Brown University provides Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives.

Statement of Faith

The doctrinal position of the institution is contained in the following Articles of Faith which have been adopted by the National Association of Christian Schools:

1. We believe the Bible to be the inspired, the only infallible, authoritative word of God.
2. We believe that there is one God, eternally existent in three persons: Father, Son, and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful man regeneration by the Holy Spirit is absolutely essential.
5. We believe in the resurrection of both the saved and the lost: they that are saved unto the resurrection of life and they that are lost unto the resurrection of damnation.
6. We believe in the spiritual unity of believers in our Lord Jesus Christ.
7. We believe in the present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.

Educational Philosophy

The Faculty has expressed its purpose as sending forth graduates

Whose lives reflect the love of Christ

- Through reverence toward God.
- Through consecration to Christ and His Church.
- Through knowledge of the Bible and appreciation of its principles.
- Through participation in Christian activities with talents, means, and time.
- Through tolerance, humility, and helpfulness to others.

Who possess intellectual integrity and an enthusiasm for continuing self-development

- Through use of mental processes which lead to intelligent decisions.
- Through familiarization with sources of information.
- Through utilization of knowledge.
- Through mastery of means of communication of ideas.

Who are able to function effectively in a multi-cultural world

- Through a heightened awareness of diverse cultural contexts and values.
- Through development of skills and attitudes necessary to interact, work, and minister with people of other cultures.
- Through understanding the inclusiveness of God's Kingdom and the equality of all people before God.
- Through formation of a Christian perspective of the world.

Who are eager and able to perform a share of the world's work

- Through their willing response to God's unique plan.
- Through working in chosen vocations with skill, efficiency, and dedication.
- Through a cooperative and understanding attitude toward fellow workers.

Who make worthy contributions to their communities

- Through active cooperation with other people toward general community improvement.
- Through promoting wholesome entertainment, adequate educational programs, and other phases of community welfare.
- Through exercising their political privileges in the spirit of Christ.
- Through practicing the high ideals of love and justice toward all people.

History

John Brown University's rich history began with an enthusiastic author, educator, radio broadcaster, and evangelist, John E. Brown, who recognized the need for an academic institution that would prepare young people to serve Christ. In 1919, with a goal of educating the "Head, Heart, and Hand," John Brown laid the foundation for the institution that would later be called John Brown University. The vision of JBU has been carried through its eighty-eight year history by the leadership of the founder, his son, John Brown Jr., his grandson, John Brown III, and Presidents George Ford, Lee Balzer, and now Charles Pollard.

Head

The University offers an education based on a liberal arts core curriculum and 44 undergraduate majors in traditional format. Also available at JBU are academic opportunities for professionals and graduates. The JBU Professional Studies programs were established in 1993 to meet the needs of working adults and allow them to complete their undergraduate degree. The Graduate Studies Program, established in 1995, offers master's degrees in School Counseling, Community Counseling, Marriage and Family Therapy, Business Administration, Leadership and Ethics, and Ministry.

Heart

Since its founding, JBU has sought to nourish the spiritual life of its students. Professors and students work together to integrate a Christian worldview with their understanding and practice of academic disciplines. Professors and staff also make themselves available to guide and mentor students in the faith.

Hand

Students also gain valuable professional and personal life-skills that equip them to serve in business, education, industry, ministry, the arts, and a variety of other fields. Students and graduates are encouraged to integrate faith in the workplace and in every area of their lives.

While the scope of JBU's mission has grown over the last 85 years, the central direction of that mission has remained the same: "Christ Over All."

Location

John Brown University's main campus is located in Siloam Springs, Arkansas, surrounded by the scenic beauty of the Ozarks. Educational Centers for Graduate and Professional Studies are located in key metropolitan areas of Arkansas — Little Rock, Fort Smith, and Northwest Arkansas (Rogers). Classes are also offered at other convenient locations in the state, including Bentonville, Harrison, Hot Springs, and El Dorado.

Accreditation

John Brown University is accredited by the Higher Learning Commission and is a member of the North Central Association of Colleges and Schools, <http://ncahigherlearningcommission.org> (800-621-7440), and is approved by the Arkansas State Department of Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE), <http://ncate.org> (202-466-7496), for the preparation of teachers. The Bachelor of Science in Engineering programs, including electrical and mechanical concentrations, are accredited by the Accreditation Board for Engineering and Technology (ABET), <http://www.abet.org> (410-447-7700). John Brown University's Construction Management degree is accredited by the American Council for Construction Education (ACCE), <http://www.acce-hq.org> (210-495-6161). All bachelor's and master's degree programs of the Division of Business are accredited by the International Assembly for Collegiate Business Education, <http://www.iacbe.org> (913-631-3009). The United States Department of Justice has approved John Brown University for the education of foreign students.

Council for Christian Colleges and Universities

John Brown University is a charter member of the Council for Christian Colleges and Universities (formerly the Christian College Coalition), a resource- and information-sharing association of 100 Christ-centered colleges and universities of the liberal arts and sciences. Member schools, which must be accredited four-year institutions, are committed to maintaining the highest academic standards within an environment which fosters moral and spiritual development in individuals and communities. Incorporated in 1982, the CCCU includes schools representing more than 30 denominations and offers numerous interchange programs in academics and assessment. Headquarters are at 329 Eighth Street NE, Washington, DC 20002. Telephone: 202-546-8913. FAX: 202-546-8713.

The Student Body

Approximately 900 adult learners participate in the Graduate and Professional Studies programs, including 500 Professional Studies students and nearly 400 pursuing master's degrees. In addition, approximately 1200 undergraduates are enrolled in John Brown University's traditional programs.

The Soderquist Center for Leadership and Ethics

The Soderquist Center for Leadership and Ethics is a not-for-profit organization founded in 1998 in affiliation with John Brown University's Division of Business and Graduate Business Studies. Located in Siloam Springs, Arkansas, the Center is a global resource equipping people in the corporate and non-profit world with the transforming power of ethical leadership. The Center was named for Don Soderquist, Executive in Residence and former COO and Senior Vice-Chairman of Wal-Mart Stores, Inc.

The Center's energies are focused on delivering customized leadership programs that meet specific needs of organizations and individuals. Customers include companies and corporations, not-for-profit organizations, and emerging leaders in graduate and undergraduate programs. The Center's distinctive is a focus on ethical leadership, from the Ethical Leadership Summit for senior executives, the Milestone program for middle managers, and team building programs on our adventure learning courses.

The Center offers Soderquist Fellowships to top applicants of John Brown University's Master of Business Administration (MBA) and Master of Science in Leadership and Ethics (MSLE) programs. While working 35 hours per week at the Center, Soderquist Fellows receive full tuition and an hourly stipend for a two-year experience, completing graduate degrees, contributing to the Center's mission, and working alongside veteran business leaders. For more information, visit www.soderquist.org.

The Center for Relationship Enrichment

CRE Mission Statement

The Center for Relationship Enrichment equips people for healthy relationships through biblically-based consulting, education, enrichment, resources, research, and assessment.

CRE Goals

1. Provide informational and training events designed to instill Christ-centered principles of relationships, with an emphasis on marriages and families, in the JBU community and at a local, regional, national, and international level.
2. Consult with Christian colleges and universities, churches, and organizations to assess and strengthen existing relationship curricula, ministries, and programs, help develop new programs, equip leaders to facilitate the implementation of those programs, and conduct relationship-related research.
3. Maintain a resource center comprised of training materials related to Christian counseling, marriage and family development, relationship enrichment programs and relevant research, and provide support for the JBU master's degree program in Marriage and Family Counseling.
4. Provide relationship coaching that will enable individuals to strengthen and enrich existing relationships and to help those whose marriages and families may be at risk.

Resources for Learning

John Brown University Library

The two-story John Brown University Library—also known as the Arutunoff Learning Resource Center—is the central location for library resources supporting the research needs of the John Brown University community. The JBU Library is an important part of the academic program at JBU and functions as a partner in the teaching/learning process. The main collection consists of over 120,000 items, including books, ebooks, microforms, sound recordings, DVD and video recordings, curriculum media, computer software, and archival materials. In addition, the library subscribes to more than 6,000 periodical titles that appear in online, paper, microform, or CD-ROM formats. The library also subscribes to 57 electronic databases (full-text periodicals, online reference resources, indexes, and abstracts). The professional library staff provides research and reference services to both individuals and groups, and efficient interlibrary loan to the JBU community. The library facility includes study rooms, meeting rooms, DVD/video or microform viewing rooms, and a computer lab for student use.

In addition to resources in the main library, a number of materials are housed in five library branches. The Music Library, located on the lower level of the Cathedral, contains music sound recordings, scores, and appropriate listening equipment. The Career Development Center Library, on the first floor of the Walker Student Center, houses materials related to vocational counseling and graduate school opportunities. The Center for Relationship Enhancement, on the second floor of the Walker Student Center, holds materials that relate to counseling. The Construction Management Library, in the Engineering Building, houses books and periodicals related to that discipline. The Soderquist Library is located in the Soderquist Center, and contains materials relevant to business and ethics.

The gateway to the JBU Library is its website, www.jbu.edu/library, where information about all library collections and services may be obtained. The library website features an online catalog that can be accessed from any computer with an Internet connection. Students can connect to electronic databases through the campus network and via remote access. Reference questions and interlibrary loan requests can be made using online forms found at the website, and questions about library resources or services can be directed to library@jbu.edu.

The JBU Library belongs to several networks and consortia. To provide its users with efficient interlibrary loan services, the library is a member of the Online Computer Library Center (OCLC), which gives our users borrowing privileges to over 75 million items held in over 12,000 member libraries worldwide. The library belongs to ARKLink (a consortium of 47 academic

libraries in Arkansas) and AMIGOS (a regional resource-sharing network). The library is a charter member of the Christian Librarian Association Network.

Special collections in the JBU Library include archival, audio, and published materials of the school's founder, John E. Brown, Sr., materials of radio evangelist J. Vernon McGee, and collections from other friends of the university. In addition, the JBU Archives houses an extensive collection of artifacts related to the history of the university.

Computing Resources

John Brown University has many information technology resources available for students. All campus buildings are interconnected with a high-speed fiber optic network, allowing internal network and external Internet access from classrooms, laboratories, offices and residence halls. Wireless networking also extends accessibility in many common meeting and study areas all over campus.

Graduate and Professional Studies students have access to additional computing resources at the Fort Smith, Little Rock, and Northwest Centers. Computers with Internet access and laser printing are available for student use in common study areas. Wireless Internet coverage for portable computing devices is available as well.

On the Siloam Springs campus, there are two general classroom laboratories equipped with computers and instructional technology to be used for hands-on instruction. These labs are available for general use when class is not in session. Additionally, the Walker Student Center and the Library have general purpose computer labs dedicated for student use and are available days and evenings throughout the week. Draft and laser printing are available in the labs for a small fee.

In addition to the general purpose computer labs, each Residence Hall provides a 24-hour computer lab for student use and there are other specialized computer labs housed in specific academic departments. These include Art and Design, Chemistry, Computer Science, Construction Management, Digital Media Arts, Engineering, Music, Physics, and the Writing Center.

Students who bring their own computer to campus may connect it to the EagleNET campus network from their Residence Hall room. This may require the purchase of an inexpensive Ethernet interface. Once connected, students may access the Internet, email, class-related resources, references, and other University services.

More complete and current information about computing services at John Brown University may be found through the World Wide Web via the EagleNET home page at <http://eagle.jbu.edu>.

Office of Academic Assistance

Students may contact the Director of Academic Assistance for assistance in further developing their academic skills. This includes such areas as study skills, note-taking skills, time management, test-taking skills, and other skills that help students succeed academically. Computer programs that help improve reading, writing, and math are available at minimal cost. Study skills videos are available. The class-tutoring program is funded by and coordinated through this office. The director will help a student engage an individual tutor, but payment is the responsibility of the student.

Services for Students with Disabilities

It is the goal of John Brown University that all enrolled students be given equal opportunity to succeed in their quest for a higher education that is based upon our "Christ Over All" philosophy and that integrates the educational principles of "Head, Heart, and Hand." In accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, John Brown University is committed to providing reasonable accommodations to students who are disabled. There is a Director of Disability Services on staff who works with students and instructors to arrange appropriate assistance in learning and physical access. Students having documented disabilities are encouraged to contact the Director at 524-7471, 524-7271, or BLambert@jbu.edu, or to stop by the Office of Disability Services located in the Learning Resource Center, Room 147.

Student Development Services

Growth and development in college involves much more than successfully clearing all the academic hurdles. College is where many of life's great memories are made and significant personal development happens.

The "Community Covenant" serves as catalyst for rapid growth in many areas of life: spiritual, emotional, relational, and physical development. During the college experience, decisions are made which in large part establish the career and service opportunities for a lifetime. There are people and resources at John Brown University that can be of real help at this crucial time.

Counseling Center

The College experience often entails emotional as well as intellectual challenges. Developing meaningful relationships, changes in one's family, stress, anxiety, and depression are just a few of the issues facing students. The professional staff in the Counseling Center is available to facilitate students' growth during these times of uncertainty, questioning, and struggle. Individual and group therapy, couple counseling, and psychoeducational groups are available to students free of charge. Counseling sessions are confidential, and appointments are scheduled with discretion and respect for the needs and desires of students.

Career Development Center

The staff at the Career Development Center (CDC) is concerned with providing a comprehensive career development program for the students of John Brown University. Services are intended to enable and guide students in their ability to make decisions, set goals, and then to teach the career planning skills necessary to reach those goals.

Students have the opportunity to develop self-understanding through the resources available at the CDC. Students may participate in individual counseling, personality inventories, and computer-aided guidance programs. The varied resources in the CDC Library can be helpful to students in any stage of career planning by helping them understand personal strengths, make wise decisions about majors, and begin to explore career alternatives.

The Center will serve as a link between college and the world of work through providing regular workshops on job search skills and strategies. The annual Career Fair brings employers and graduate school representatives to campus to increase awareness and provide information related to future career and graduate education. The CDC also provides information about graduate schools, graduate entrance test materials, job vacancy notices, occupational profiles and descriptions, and potential employers.

Health Services

At the Health Services Office located in the Walker Building, a registered nurse is available weekdays for screening acute illnesses and injuries, as well as offering advice for everyday health problems. The nurse works closely with area doctors whose offices are within walking distance of campus.

Equipment such as crutches, heating pads, and humidifiers can be checked out for short term use. Health education and wellness materials/videos are available for personal use or class preparation. Allergy injections can be arranged with written orders from the allergist.

In order to offer complete care, it is important that the Health Services Office have on file all student medical records pertaining to pre-existing conditions such as diabetes, epilepsy, and malaria. Also, regular updates of family telephone numbers on the JBU website ensure immediate communication in case of emergency.

State law requires documentation of Measles/Rubella vaccination for resident and full-time students born after January 1, 1957. To receive an application for medical or religious exemption, contact the Arkansas Department of Health at 501-661-2438.

Act 96 of 1913 requires that students foreign-born or living outside of the United States for six months or more be screened for Tuberculosis once they return to the U.S. These screenings, which must be done within six months of the beginning of the semester, are available on campus for a minimal fee.

For more information, check www.jbu.edu/campus_studev/health

International Programs Department

The International Programs Department (IPD) serves the needs of international students, Walton scholars, and children of missionaries. The office is a resource center offering assistance with admissions, immigration regulations, counseling on cross-cultural adjustment, academic progress, short term missions projects, and study abroad programs. IPD also sponsors social and cultural activities to promote Intercultural awareness and understanding among the entire JBU community.

Mission Statement: The International Programs Department of John Brown University supports students, faculty, and staff who will benefit from and contribute to the multicultural environment of JBU.

United States Citizenship and Immigration Services. IPD assists individual students, faculty, and staff in obtaining and maintaining the proper immigration status. In addition, workshops on immigration, employment, and U.S. Tax issues are held throughout the year. The office also issues documentation of enrollment verification, expense estimates, invitation letters, and other documents specifically requested by students.

Faculty/Staff/Students Visa Services. IPD assists in obtaining visas for studying, teaching, research and other professional positions. They assist students and faculty in obtaining visas to travel abroad on short-term missions and study trips.

John Brown University International Study Programs. In conjunction with the Academic division, the IPD administers a variety of JBU study abroad programs, such as Irish Studies, German Studies, European Arts Tour, European Business Studies, Digital Media Arts Studies, and others.

Council of Christian Colleges & Universities. IPD links students with other programs offered by the CCCU.

Short Term Mission Opportunities. IPD assists any JBU missions team traveling internationally by way of information, application, financial records, and logistics.

Curricular Practical Training (CPT) and Optional Practical Training (OPT) Workshops are designed to inform F-1 students of their eligibility to work off-campus and the application requirements.

Orientation programs are essential for transition into academic and social life at JBU. The programs are offered at the beginning of each semester.

The **Friendship Family Program** provides opportunities for students to meet and make friends with families in the community. These families become very special to the students during their stay here at JBU. Adjustment to the new cultural and physical environment is much less stressful with the support of a caring family away from home.

EDUCATIONAL PROGRAMS

Professional Studies

Departments of Business Information Systems, Organizational Management, and Education. (Pages 37-54)

Graduate Studies

Divisions of Christian Ministry, Counseling, and Business. (Pages 56-99)

Curricula

Three Professional Studies programs and seven Master's Degree programs are offered at John Brown University.

Professional Studies Degree Programs

Business Information Systems	B.S.	38
Early Childhood Education	B.S.E.....	40
Organizational Management	B.S.	39

Master's Degree Programs

Business Administration	M.B.A.....	68
Community Counseling	M.S.....	84
Leadership and Ethics	M.S.L.E.	70
Marriage and Family Therapy	M.S.....	85
Ministry	M.A.	76
School Counseling	M.S.....	86
Youth and Family Ministries	M.A.	79

RESERVE OFFICER TRAINING CORPS

The Reserve Officer Training Corps (ROTC) programs offered through John Brown University provide unique physical and mental challenges for all aspiring leaders. Available through cross-town agreements with the University of Arkansas, the ROTC programs prepare young men and women for careers as professional military officers. In addition to academic studies, each service requires that all students attend a weekly leadership laboratory (held at the University of Arkansas campus).

The freshman and sophomore courses are electives offered to male and female students who may earn four hours of academic credit in Aerospace Studies or up to six hours in Military Science. Absolutely no military obligation is incurred by non-scholarship students as a result of their enrollment in or completion of any or all of their freshman or sophomore ROTC courses.

U. S. AIR FORCE ROTC

In addition to the first two years of academic study (see above), John Brown University, in cooperation with the University of Arkansas and the U.S. Air Force, offers two years of advanced instruction in Aerospace Studies. Providing three hours of academic credit per semester for Air Force cadets, the advanced instruction prepares students for the responsibilities and privileges of a commissioned officer.

Air Force ROTC cadets must attend and successfully complete field training, a step usually accomplished between the sophomore and junior years. Air Force ROTC cadets enrolled in the full four-year program attend a four-week session, whereas students entering the two-year program attend a six-week session. Air Force ROTC cadets may volunteer to attend light aircraft training, parachutist training, or various other professional development courses.

For students having a minimum of two academic years remaining in school (undergraduate, graduate, or a combination of the two), an alternate two-year program may be available for those in selected fields of study. Students entering the two-year ROTC program must attend a six-week field training orientation during the summer prior to their last two years of college or between their last two years. The student must successfully complete the summer field training to qualify for the advanced ROTC program. Veterans who have completed basic training and 180 days of service with any component of the U.S. Armed Forces may receive full credit for the freshman and sophomore courses and if accepted may enter ROTC at the advanced level when junior academic standing has been achieved.

EDUCATIONAL PROGRAMS

Financial assistance is also available through multiple scholarship programs to qualified students enrolled in ROTC courses. Air Force ROTC offers four-, three-, and two-year scholarships to eligible students selected by a board. Scholarship recipients receive a monthly tax-free allowance ranging from \$250 to \$400, payment of all tuition expenses, textbook payment, and payment of certain other fees. Additional information and applications for this assistance may be obtained on the Web at <http://www.afrotc.com>. Engineering and nursing students are highly encouraged to apply.

A student who successfully completes the Advanced Course in Air Force ROTC and receives a degree will be awarded a reserve commission and will serve on active duty in the U. S. Air Force.

All textbooks, instructional material, and equipment required for ROTC courses are furnished at no cost to the student.

Descriptions of U.S. Air Force ROTC (ARO) courses may be viewed in the JBU Undergraduate Catalog or at www.jbu.edu/academics/catalog.asp.

U.S. ARMY ROTC

In addition to the first two years of academic study (see above), John Brown University, in cooperation with the University of Arkansas-Fayetteville and the U.S. Army, offers two years of advanced instruction in Military Science. The advanced instruction prepares students for the responsibilities and privileges of a commissioned officer. This advanced instruction offers four hours of academic credit per semester for Army cadets. Additionally, all students enrolled in the final two years of ROTC receive a monthly tax-free allowance ranging from \$350 to \$400.

Army ROTC cadets attend a 33-day Leadership Development and Assessment Course between their junior and senior school year. Cadets may attend professional development training such as airborne, air assault, British Exchange program, northern warfare, and mountain warfare. During summer field training, cadets receive room and board.

For students having a minimum of two academic years in school remaining (undergraduate, graduate, or a combination of the two), an alternate two-year program is offered. Students entering the two-year ROTC program attend a 28-day Leaders Training Course (LTC) during the summer. Rising juniors, seniors and graduate students who meet the US Army Cadet Command's Scholar-Athlete-Leader criteria and are unable to attend the LTC may be eligible to participate in an Accelerated Cadet Commissioning Training (ACCT) program conducted on the University of Arkansas-Fayetteville campus. Students with high school-level military schooling (ROTC, NDCC, or Military Academy) may qualify for the advanced ROTC program without completing the freshman or sophomore courses. All veterans who have completed basic training and 180 days of service with

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any component of the U.S. Armed Forces can receive full credit for the freshman and sophomore courses and may enter ROTC at the advanced level, once junior academic standing has been achieved.

Financial assistance is also available to qualified students enrolled in ROTC courses. The Army offers 2-, 2.5-, 3-, 3.5-, and 4-year scholarships. Freshman or sophomore students who are not enrolled in Army ROTC may qualify for on-campus 2- or 3-year scholarships. Juniors, seniors, and graduate students who have at least two full years of college remaining may also qualify for on campus 2 or 3 year scholarships. Scholarships can be used to pay for graduate schooling. Scholarship students receive a monthly tax-free allowance ranging from \$250 to \$400, payment of all tuition expenses, textbook payment, and payment of certain other fees. Engineering and nursing students are highly encouraged to apply.

Army ROTC scholarship and advanced course students must agree to successfully complete at least one semester of American military history prior to commissioning.

A unique financial assistance program is available to all Army ROTC Sophomore (MSII), Junior (MSIII) and Senior (MSIV) students through the Simultaneous Membership Program (SMP). This program allows these students to be enrolled in Army ROTC while simultaneously serving with a Reserve or National Guard unit. Financial benefits of this program presently provide approximately \$600- \$1,100 per month to SMP students. In addition, ARMY ROTC SMP students will also receive Federal Tuition Assistance (FTA) which will pay 100% of tuition up to \$4,500.00 per year. Eligible Army National Guard students may also receive additional financial assistance thru the Guard Tuition Assistance Program (GTAP).

All students who successfully complete the Advanced Course in either ROTC program and receive a degree may be accepted for a Regular or Reserve Commission in the United States Air Force or in one of the sixteen branches of the Army.

All textbooks, instructional material, and equipment required for ROTC courses are furnished at no cost to the student. Exception: Army ROTC MSIII (Junior) and MSIV (Senior) cadets are required to purchase their textbooks.

Descriptions of Army ROTC (MSC) Courses may be viewed in the JBU Undergraduate Catalog or at www.jbu.edu/academics/catalog.asp.

ROTC Contact Information

John Brown University students interested in ROTC should contact the Academic Affairs Office for details. Additionally, information about the local programs available at the University of Arkansas can be found on the web at www.uark.edu/armyhog or www.uark.edu/~afrotc.

FINANCIAL PLANNING

COST OF ATTENDANCE

Application Fee

Applications for admission to the Professional Studies Programs of the University should be accompanied by a \$25 non-refundable application fee. The fee is \$35 for Graduate Studies.

Charges for 2007-2008

Professional Studies Programs	Per Hour
Organizational Management Program	\$ 335
Books and Materials	46
Business Information Systems Program	385
Books and Materials	40
Early Childhood Education Program	335
Books and Materials	48
Elective Courses	\$ 226 per credit hour
Graduate Tuition (All programs)	\$ 410 per credit hour

Additional Fees

Graduation Fee \$35

Each graduating student is required to pay this fee, without regard to Commencement participation. After anticipated graduation has been confirmed by the Registrar, the fee will appear on the student's account during the final semester of attendance. In addition, students who participate in Commencement will be required to purchase regalia through the bookstore.

Official Transcripts \$2

The first transcript is issued without charge. The \$2 fee is charged for all subsequently issued transcripts.

Late Registration Fee \$50

Graduate students who register for classes after the designated registration period are subject to a \$50 late fee.

Auto Registration

\$25

Any vehicle that will be parked on the main campus in Siloam Springs must have a JBU parking sticker. This sticker is valid for one academic year, Fall Semester through Summer Term III. Motorcycle registration fee is \$15.

Payment of Student Accounts

Tuition and fees are due and payable as a lump sum prior to the start of each semester. Payment will be the semester's charges less financial aid (i.e. scholarships, grants, and loans). A payment plan option is available to students in good financial standing; details are available from the Business Office. Payment plan information is sent to each student prior to the start of each semester. Certain fees are applicable for students on the payment plan option, and the University reserves the right to change the fee structure as needed to fund the payment plan program.

Official transcripts of academic credits are not released while the student's account is in arrears, and the University engages professional collection agencies to deal with delinquent accounts.

Valuables

The University does not assume any responsibility for lost or stolen property, nor does it carry fire, theft, or damage insurance on the personal property of students.

FINANCIAL AID

Each year 85% of the students attending John Brown University benefit from some type of scholarship, loan, or work program. Students seeking financial aid are required to complete the Free Application for Federal Student Aid (FAFSA). Only full-time students may receive institutional aid.

Based on information supplied by financial aid applications and official notifications from federal and state programs, the Financial Aid Office will determine each student's financial aid award offer. Consideration for financial assistance will occur only after the student has received a tentative or final acceptance through the Admissions Office. Returning students will be awarded assistance if they are making satisfactory academic progress. To continue to receive financial aid, application for aid must be made each year. Appropriate scholarship, loan, and work awards will be made by the Financial Aid Office using the policy set by the Financial Aid Committee.

Merit scholarships are available to students based on academic, leadership, athletic, and musical talent. Descriptions of eligibility criteria and availability of assistance can be found in the Financial Aid brochure.

Financial aid applications and information may be obtained by contacting the Admissions or Financial Aid Office. Early application is advised. The priority award deadline for applying for financial aid is March 1. Those applying after March 1 will be awarded financial aid as funds are available.

Financial Aid Policy

The Board of Trustees has adopted the following policy with regard to awards of financial aid:

1. Financial aid programs funded by the institution itself are intended to supplement the various federal, state, and private donor financial aid programs administered by the institution.
2. Such institutional aid (to include athletic, academic, and leadership scholarships) will not be used to increase the total of financial aid available to the student from all sources, exclusive of any work-study or loan arrangement, beyond
 - a. In the case of a boarding student, the total cost of room, board, and tuition for the academic year.
 - b. In the case of a day student, the cost of tuition for the academic year.
3. Generally, students shall not be awarded financial aid in excess of their determined financial need. Students who do not demonstrate financial need and are eligible for Tuition Remission shall be eligible for only one other scholarship in addition to the Tuition Remission (not to exceed \$3000). Exchange Scholarship recipients through the Council for Christian Colleges and Universities (CCCCU) or the Council of Independent Colleges (CIC) shall not be eligible for any institutional scholarships beyond their exchange scholarship.
4. Any commitment of institutional financial aid shall be expressly conditioned upon the determination by the financial aid officer of the student's prior eligibility for other federal, state, and private donor financial aid, exclusive of any work-study or loan arrangement.
5. Federal regulation requires that a student must be making satisfactory academic progress regardless of whether he or she has previously received Title IV aid.

All students enrolled at John Brown University who receive financial aid through JBU or the federal Title IV Assistance Programs must meet the satisfactory academic progress requirements as defined below in order to be eligible for further aid.

Satisfactory academic progress is deemed to have been made by a student who meets both the quantitative and qualitative requirements indicated below.

Quantitative Requirements

There are two quantitative requirements that the student must meet in order to remain eligible to apply for financial assistance. First, the student must pass, at a minimum, 67% of the credits attempted while attending the University. Also, the student will remain eligible to apply for aid as long as the number of credits attempted is not more than 150% of the number of credits required for the student's degree.

A transfer student may have earned credits at another school that will count toward his or her degree at JBU. Only transfer credits that apply to the student's degree will count as part of the 150% maximum. A student pursuing a second degree or teacher certification will have a new maximum time frame established based on the degree program requirements for which he or she enrolls.

The determination of each student's meeting the quantitative requirements for satisfactory academic progress will be made annually following the conclusion of the spring semester. If a student fails to pass at least 67% of the credits attempted or has attempted more than 150% of the number of credits required for completion of his or her degree, then the student must appeal for reinstatement of financial aid eligibility.

Qualitative Requirements

A student is deemed to have met the qualitative requirements for satisfactory academic progress for financial aid purposes provided the student's academic status is not one of Academic Suspension.

Appeal Process

If a student does not successfully meet the satisfactory academic progress policy guidelines, the Financial Aid Director will notify the student in writing of his or her financial aid suspension status. The student may submit a written appeal to the Vice President of Enrollment Management within 30 days of the time that the student is notified of his or her suspension. Financial Aid eligibility appeals will be reviewed by the Admissions/Financial Aid Committee on a case-by-case basis.

The financial aid eligibility appeal is a separate process from the Registrar's appeal process for academic suspension. A successful appeal to reinstate a student to the University after academic suspension by the Registrar's Office does not necessarily reinstate a student to the financial aid programs.

Addendum to Satisfactory Academic Progress Policy

Appeal due to mitigating circumstances: This section of the Satisfactory Academic Progress Policy gives some examples where allowances may be made for mitigating circumstances. These examples are not all-inclusive.

The committee may allow other mitigating circumstances on a case-by-case basis depending on the merit of the appeal.

1. Death in the family or death of a close friend.
2. Serious illness of a family member.
3. Medical complications or prolonged illness of the student.
4. Inability to attend classes because of unexpected lack of transportation.
5. Serious financial problems requiring excessive hours of employment.

How do the following affect Satisfactory Academic Progress determinations?

1. Withdrawals: A withdrawal ('W') is counted as an attempted class that was not successfully completed.
2. Incompletes: An incomplete ('I') is counted as an attempted class that was not successfully completed.
3. Repeated course: A repeated course is counted as attempted and successfully completed if a passing grade was earned.
4. Transfer courses: Transfer courses are counted as attempted and completed if the coursework is applicable to the student's JBU degree.
5. Non-credit remedial coursework is not applicable at JBU.

Maximum Time Frame for Financial Aid Eligibility

Institutional Aid

Associate Degree Programs	Two Years
Bachelor's Degree Program	Four Years

Federal and State Financial Aid Programs

The federal government sponsors student assistance programs to those who have demonstrated financial need. Through the Federal Pell Grant Program, students may receive as much as \$4050 per year, based on authorization from Congress. Many students also are able to take advantage of the Federal Perkins Program and secure long-term, low interest (5%) loans for educational expenses.

Students may also be eligible for assistance from other sources, such as the Federal Supplemental Educational Opportunity Grant Program (SEOG), the Federal Work-Study Program, and Federal Stafford Student Loans.

Many states also participate in student aid programs for residents attending college either in or out of the state. Arkansas residents may be eligible

for the Arkansas Governor's Distinguished Scholarship (GDS) in the amount of \$10,000. The Arkansas Department of Higher Education also administers the Arkansas Academic Challenge Scholarship Program. This grant program offers first-time freshmen a four-year renewable scholarship in the amount of \$2500 the first year and increases each year. Contact the Financial Aid Office for details.

Students may qualify for a low interest Federal Stafford Student Loan (subsidized or unsubsidized) to help cover both direct and indirect costs of education. Award amounts are based on financial need. Contact the Financial Aid Office for more details.

Veterans Administration Benefits

John Brown University is an approved institution for veterans and veterans' beneficiaries training. Veterans, widows and children of veterans who lost their lives in service, or veterans who are now disabled as a result of service should contact the nearest Veterans Administration Regional Office as far in advance of enrollment date as possible for assistance in securing Veterans Administration benefits. Information regarding this program may be obtained from the JBU Registrar.

Air Force and Army ROTC Scholarships

Scholarships are available to qualified applicants. Scholarships pay tuition, there may be allowances for books and additional expenditures. Selection is based on academic record, ACT/SAT entrance scores, leadership potential, a physical exam, and a personal interview. Preferences are given to technical fields and nursing, but all disciplines may apply. For further information, see pages 18-20.

ACADEMIC POLICIES

Policies which apply to all degree programs are set forth in this section. Requirements applicable to specific degree programs are stated in the curricular outlines which appear in the divisional sections of the catalog. The ultimate responsibility for understanding University policies and meeting all degree requirements rests with the student.

Notice of Nondiscriminatory Policy

John Brown University admits persons to its programs and activities without regard to race, color, national or ethnic origin, or gender. The University does not discriminate on the basis of race, color, national or ethnic origin, physical or mental disability, or gender in the administration of education policies, admission policies, scholarship and loan programs, athletics, and other school-sponsored programs.

Students Subject to the Catalog Provisions

All students are subject to the provisions of the catalog which was in effect at the time of their first enrollment at John Brown University, with the exception of charges for tuition, etc., which apply only for a specified period of time. However, students may change to a later catalog with approval of their advisor and division chair by filling out and submitting to the Registrar's Office a Change of Catalog Petition.

Changes in Requirements and Regulations

The University reserves the right to make modifications in policies, procedures, and regulations: e.g., grading system, transfer of credit policies, guidelines for degree requirements, housing regulations and charges, tuition and fees, and admission standards, and to make such modifications applicable to any or all currently-enrolled students. When modifications occur, sensitivity to reasonable dates of implementation and appropriate categories of currently-enrolled students affected will be exercised. Students will be notified of such changes through the advisers, written notices, campus publications, and Registrar's credit summaries for individual students.

Course Credits

The basic unit of course credit is the semester hour. One semester hour of credit normally represents participation by the student in the activities of one fifty-minute class period per week for fifteen weeks together with adequate preparation through the use of approximately two hours outside of class for each period in class. Where additional supervised time is required such as for laboratories or listening sessions, an extended period of two to three hours may replace one regular class period. One hour of practicum credit requires weekly involvement of three to five hours, depending on the nature of the assignment.

Full-Time Student

A full-time graduate student is one who is enrolled for six (6) or more semester hours. Professional Studies students are considered full-time, as they enroll in twelve (12) hours per term.

Classification of Students

A Professional Studies student will be classified as a sophomore when at least 30 semester hours of course work have been completed; Junior, 60 hours; Senior, 90 hours.

Prerequisites

Students are not permitted to enroll for courses for which they have not completed all prerequisites. A prerequisite course must have been completed with an acceptable passing grade before enrollment in the given course is permitted. A corequisite is a course in which a student must be enrolled and satisfactorily participating simultaneously to the given course.

Late Enrollments

Any student who enrolls after the close of the regular registration period may be subject to limitation in the course load and a late registration fee.

Transcripts

An official transcript of a student's academic record may be obtained by submission of a written request to the Registrar's Office, provided the student has made satisfactory arrangements with the Business and Financial Aid Offices with respect to financial obligations. Transcripts are not released unless the student grants permission through a signed statement.

The first transcript is issued without charge; a \$2.00 charge is incurred for each transcript thereafter.

Access to Education Records

The Family Educational Rights and Privacy Act of 1974 extends to all former and presently enrolled students at John Brown University the right of access to certain educational records maintained by the institution. Student rights include (a) inspection and review, (b) explanation or interpretation of contents, (c) duplication of the record at a standard fee, and (d) a formal hearing, if necessary, to challenge the contents of any such record.

Classroom Demeanor

Students are expected to display classroom behavior that is appropriate to a Christian university. A professor may remove a student from a class if, in the professor's judgment, the student displays behavior that is uncivil, defiant, or otherwise disruptive to the classroom learning environment. Students dismissed from a class may not return to the class without the permission of the professor. Students may appeal any such removal by following the Academic Grievance process detailed in the Student Handbook available online at www.jbu.edu/life/studev/handbook.asp.

Academic Integrity

As a Christian institution of higher education, John Brown University seeks to maintain the highest standards of academic integrity. Violations of these standards will result in substantial penalties. The University is responsible to clearly articulate the Academic Integrity Policy to students and faculty by publishing it in the Student Handbook and the Faculty Handbook and by informing all first-year students of this policy. Faculty are to reference the policy in their course syllabi. However, the primary responsibility for knowledge of and compliance with this policy rests with the student.

Minimum Total Semester Hours

Completion of any Bachelor's degree at John Brown University requires at least 124 hours of academic credit. Certain programs exceed the minimum.

Sufficient courses must be completed to offset any deficiency in total number of semester hours, in addition to all other specific requirements, preferably in an area which will enrich and broaden the student's acquaintance with the major areas of knowledge and/or strengthen mastery of a field of concentration.

Grade Point Average

To receive an undergraduate degree, the grade point average of all degree work must be at least 2.0, in the minor subject at least 2.0, and in the major subject at least 2.25. Education Division programs require a cumulative GPA of at least 2.5, and at least 2.5 in professional education, the teaching field, and any other state-required courses.

Grade Renewal

A student may repeat any course on his or her academic record with prior approval of the department and the registrar, with the understanding that all courses and grades will remain on the permanent record. However, only one taking of the course may contribute hours to the total for graduation, and only the last grade received will be included in the calculation of the student's grade point average. If the student receives permission and renews a grade by means of transferring an equivalent course from another institution, the completed course is posted with a grade of 'CR', and any prior attempts are excluded from graduation hours and the grade point average.

Residence Requirements

Fulfillment of the residence requirements for a Professional Studies bachelor's degree from John Brown University consists of the following:

1. Completion after achievement of junior standing of at least two full-time semesters in residence.
2. Completion by means of courses taken in residence of at least 39 hours of credit presented in fulfillment of degree requirements.
3. Completion in residence of at least two junior-senior level courses constituting four or more credit hours in the major field.

Transfer of Credit

Credit which has been earned at another institution will be reviewed by the Registrar and the appropriate division faculty, and the applicability to courses in the chosen degree program will be determined. Each course accepted for transfer must have a minimum grade of 'C'. All work completed at previous institutions will be posted as 'CR' on the student's JBU transcript. Thus, only JBU course work will apply toward the student's grade point average.

Credits from institutions which are not regionally accredited may be accepted provisionally. After the student completes one full-time semester at John Brown University with a GPA of 2.0 or better, the transfer credits are evaluated, possibly requiring formal or informal testing.

Credits earned prior to five years before the date of application may not be accepted.

Currently enrolled students planning to take summer courses or correspondence work at other institutions must receive prior written approval of the major adviser and the registrar. Official course descriptions of proposed work are required.

Maximum Experiential Credits

The maximum total credit allowed for **vocal and instrumental ensembles** toward the requirements of a bachelor's degree is eight hours for music majors and four hours for non-music majors; two hours may apply to associate's degrees. The maximum allowed for **broadcasting and journalism practicums** is twelve hours toward bachelor's degrees in Communications, six toward other bachelor's degrees or associate's degrees in Communications, and three toward other associate programs. Most students pursuing biblical degrees are required to earn four **Biblical Studies internship** credits; however, these students are permitted to earn as many as six such hours, and the Youth Ministry degree requires a nine-credit experience. Majors outside the Division may include a maximum of three Biblical Studies internship hours.

Fresh Start Policy

The student who re-enrolls in the University after an absence of seven or more years and successfully completes a full-time semester may request the Academic Dean for a "Fresh Start". If the request is approved, the JBU grade point average used as basis for good academic standing, financial aid eligibility, and minimum JBU g.p.a. for graduation will exclude all credits earned prior to the absence. In effect, the Fresh Start treats early JBU work as transfer work. Of all courses earned in the first period of attendance, only those with grades of 'A,' 'B,' 'C,' or 'S' may be counted toward the degree.

Requirements for Additional Bachelor's Degrees

For two Bachelor's degrees, a minimum of 154 semester hours must be completed incorporating all requirements for both degrees, including at least two courses of junior-senior level in the second major field taken in residence at John Brown University. A maximum of 36 credits by exam may be included. All other stipulations of the residence requirements apply to the second as well as to the first degree. A third Bachelor's degree requires completion of a minimum of 184 semester hours.

Application for Graduation

An Application for Graduation form, available on-line, should be completed when registering for the final semester in residence before completion of degree requirements. This application provides information regarding billing of the graduation fee and exit assessment requirements, a final check of the student's name as it is to appear on the diploma and in the commencement program.

Participation in Commencement Exercises

Degree candidates may participate in commencement exercises only upon completion of all degree requirements no later than the last day of the semester. Any course work in progress at other institutions must be completed during terms ending no later than one week following JBU commencement. If grades for the transfer work will not be reported at least eight weeks prior to commencement, the student must provide to the transferring institution a Commencement Participation Form, available from the JBU Registrar, confirming that the student is projected to pass each course with a minimum grade of 'C'. The Commencement Participation Form is to be submitted by the transferring institution directly to the JBU Registrar no later than eight weeks prior to commencement. Without the timely submission of the form, the student will not be eligible to participate.

Students not enrolled at JBU during the semester in which they plan to graduate must contact the Registrar's Office in writing during the first two weeks of the term, declaring their intention to participate in Commencement. Failure to do so may result in the student not being listed in the printed program.

Eligibility to participate in commencement is limited to the commencement at the end of the student's final semester in attendance or the commencement at the end of the following semester. Furthermore, participation eligibility is dependent upon compliance with all of the deadlines posted on the John Brown University commencement website.

SCHOLASTIC AWARDS

Recognition of Superior Achievement

Full-time students attaining certain standards of scholastic achievement are placed on the President's or the Dean's List of Distinguished Students at the end of each semester, and attention is drawn to them through various media. To qualify for the Dean's list, the student must have at least 3.4, and at least 3.8 for the President's list.

Degree Honors

Upon completion of the Bachelor's degree, each graduate who has attained a cumulative grade point average of 3.6 or above is recognized with an appropriate degree honor. Eligibility is contingent upon completion of at least 60 semester hours of graded course work at John Brown University. Graduation honors are indicated on the diploma, and by the wearing of an appropriate medal on the gown during the commencement exercises.

Cum Laude—Grade point average at least 3.6

Magna Cum Laude—Grade point average at least 3.8

Summa Cum Laude—Grade point average at least 3.9

Students who have between 39 and 59 semester hours of graded course work at John Brown University and have a grade point average of 3.8 or higher will graduate “with distinction.”

APPEAL PROCEDURE

Occasionally a student may wish to appeal an academic action such as a grade, a graduation requirement, or a withdrawal penalty. Such appeals should be made in writing to the appropriate Dean. In most cases the student should first request the support of his or her major adviser, department head, or division chair.

DIVISION OF
PROFESSIONAL STUDIES



DIVISION OF
PROFESSIONAL STUDIES

Butler, Ellis (dean), Gale, Hill, O'Brien, Taylor

The Division of Professional Studies provides non-traditional education opportunities for adult students through accelerated degree programs at various sites in central and northwest Arkansas. The vehicles for learning are the innovative Advance and Education Degree Completion Programs (DCP), which enable working adults with two or more years of college to earn a bachelor's degree in less than two years. Most classes meet one evening per week.

Working together with faculty from other areas of the University, the Advance Program offers majors in Business Information Systems and Organizational Management. The Education DCP offers a major in Early Childhood Education. Program requirements are met through traditional college course work, credit by exam, credit for prior learning, successful completion of the specified sequence of courses in the major field, and completion of a capstone project. Each student completes all of the courses in the sequential curriculum with a small group of fewer than 25 students.

These degree completion programs do not follow the traditional University calendar. New groups begin at various times, and classes meet throughout the year without regard to usual University breaks. Each group meets at the same location for its entire program, whether on campus or at one of several sites in and near Fort Smith, Little Rock and Northwest Arkansas.

The Professional Studies program offers selected general education courses in an accelerated format for its students. Most classes meet Friday evenings or Saturday mornings.

Certain policies of the Division of Professional Studies do not coincide with those of the University at large. Where conflicts arise, students in Professional Studies programs follow the specific regulations established by this Division. General University policy applies in other areas.

Additional information may be obtained from the Office of Graduate and Professional Studies on campus or at any of the following sites:

Fort Smith Center, 1401 South Waldron Road, Suite 104, Fort Smith, AR 72903
479-646-0082 or 888-JBU-GRAD FSCenter@jbu.edu

Little Rock Center, 5107 Warden Road, Suite 4, North Little Rock, AR 72116
501-771-9000 or 877-JBU-GRAD LRCenter@jbu.edu

Northwest Center, 2807 Ajax Avenue, Suite 200, Rogers, AR 72758
800-JBU-GRAD NWCcenter@jbu.edu

Professional Studies Admissions Office, Main Campus 479-524-7100 Advance@jbu.edu

DEPARTMENT OF BUSINESS INFORMATION SYSTEMS
(SYMBOL: BIS)

**Requirements for the Bachelor of Science (B.S.) degree with major
in Business Information Systems**

1. General Education—52 hours
 - English Composition: *6 hours
 - Humanities or Fine Arts: **12 hours, including BIS 4603
 - Natural Science: 3 hours
 - Mathematics: 9 hours, including College Algebra and BIS 3504
 - Social or Behavioral Science: **13 hours, including BIS 3604
 - Health or Physical Education: 3 hours
 - Biblical Studies: 6 hours, including BBL 3913

*English Composition requirement must be met prior to Term Two

**Maximum 8 hours in one discipline
 2. Courses specified by this Department—48 hours
 - BIS 3104 Business Information Systems
 - BIS 3504 Computerized Business Mathematics
 - BIS 3604 Information Economics
 - BIS 4103 Business Programming I
 - BIS 4403 Technical Business Communication
 - BIS 4302 Systems Analysis and Design
 - BIS 4114 Business Programming II
 - BIS 4603 Ethics, Technology, and Society
 - BIS 4203 Web Programming
 - BIS 4313 Business Information Systems Project Management
 - BIS 4413 Survey of Financial and Managerial Accounting
 - BIS 4503 Business Information Systems Development I
 - BIS 3513 Business Finance
 - BIS 4713 Business Information Systems Development II
 - BBL 3913 Principles from the Life of Christ
 3. Additional approved college credit—37 hours
- Minimum total semester hours124

DEPARTMENT OF ORGANIZATIONAL MANAGEMENT
(SYMBOL: OM)

**Requirements for the Bachelor of Science (B.S.) degree with major
in Organizational Management**

1. General Education—52 hours
 - English Composition: *6 hours
 - Humanities or Fine Arts: **12 hours, including OM 4803
 - Natural Science and Mathematics: **12 hours, including OM 3153 and OM 4113
 - Social or Behavioral Science: **13 hours, including OM 4304
 - Health or Physical Education: 3 hours
 - Biblical Studies: 6 hours, including BBL 3913

*English Composition requirement must be met prior to Term Two

**Maximum 8 hours in one discipline
 2. Courses specified by this Department—48 hours
 - OM 1101 Orientation to Adult Learning
 - OM 3113 Introduction to Organizational Management
 - OM 3123 Applied Research in Management
 - OM 3143 Business Communication
 - OM 3503 Leadership and Management
 - OM 3613 Legal Issues in Human Resource Management
 - OM 4304 Managerial Economics
 - BBL 3913 Principles from the Life of Christ
 - OM 3153 Financial Mathematics
 - OM 4503 Survey of Financial and Managerial Accounting
 - OM 4433 Financial Management
 - OM 4113 Applied Statistics for Managers
 - OM 4403 Integrative Strategies in Marketing
 - OM 4703 Strategic Management in Organizations
 - OM 4803 Organizational Ethics
 - OM 4991 Capstone Project Proposal
 - OM 4993 Organizational Management Capstone Project
 3. Additional approved college credit—37 hours
- Minimum total semester hours124

DEPARTMENT OF EDUCATION

(SYMBOL: EDC)

**Requirements for the Bachelor of Science in Education (B.S.E.)
degree with major in Early Childhood Education**

1. General Education—51 hours
 - English Composition: *6 hours
 - Humanities or Fine Arts: **11 hours including EDC3222 and 3314
 - Natural Science and Mathematics: **13 hours including EDC4334
 - Social or Behavioral Science: ***12 hours including EDC3123
 - Health or Physical Education: 3 hours
 - Biblical Studies: 6 hours including BBL3924

**English Composition requirement must be met prior to Term Two*

***Maximum 8 hours in one discipline*

****Students must complete Arkansas History, Geography, and American Government in order to fulfill Social/Behavioral Science requirements and to be eligible for a teaching license in the state of Arkansas.*

2. Courses specified by this Department—62 hours
 - EDC 3113 Human Growth & Development
 - EDC 3123 Educational Psychology
 - EDC 3134 Educational Foundations & Technology
 - EDC 3144 Exceptional Student for Early Childhood Education
 - EDC 3213 Instructional Methods: Grade 1-4
 - EDC 3234 Curriculum & Instruction for Early Childhood Education
 - EDC 3243 Assessment for Early Childhood Education
 - EDC 3222 Fine Arts for Early Childhood Education
 - EDC 4314 Curriculum & Instruction: Language Arts for Early Childhood Education
 - BBL 3924 Biblical Foundations for the Ethics of Teaching
 - EDC 4334 Math Structures for Early Childhood Education
 - EDC 4414 Curriculum & Instruction: Arithmetic for Early Childhood Education (includes lab)
 - EDC 4424 Curriculum & Instruction: Reading for Early Childhood Education (includes lab)
 - EDC 4434 Science for Early Childhood Education (includes lab)
 - Internship and Seminar (8-12 weeks)
 - EDC 4510 Internship: Early Childhood Education
 - EDC 4511 Seminar: Early Childhood Education

3. Additional approved college credit—28 hours

Minimum total semester hours124

In order to graduate, students in the Education major must have a 2.5 CGPA and have a grade of "C/2.0" or higher in each course in the major as well as for

Arkansas History, Geography, and American Government. They must also gain approval of a professional portfolio which includes evidence of taking Praxis exams that are required for Arkansas licensure.

ACADEMIC POLICIES

The Division of Professional Studies observes the general academic policies of the University, except as indicated below.

Admission Requirements — Business Information Systems major

Applicants desiring to major in Business Information Systems must be at least 23 years of age and have 60 hours of transferable credit, as determined by John Brown University, and a cumulative grade point average of 2.5 or better on the 4.0 scale. A 3-hour course in college algebra must be included in the previous work. Applicants also must have at least two years of relevant work experience, a basic understanding of accounting concepts, and basic computer competency as determined by a self-administered skills analysis.

Application Process. Applicants to the BIS Program must submit

1. Application for Admission accompanied by \$25.00 application fee
2. Official copies of transcripts from all colleges attended
3. Completed Computer Skills Analysis form

All materials should be sent to the appropriate site office.

Admission Requirements — Organizational Management major

Applicants desiring to major in Organizational Management must be at least 23 years of age and have 60 hours of transferable credit, as determined by John Brown University, and a cumulative grade point average of 2.0 or better on the 4.0 scale. Applicants also must have at least two years of relevant work experience.

Application Process. Applicants to the OM Program must submit

1. Application for Admission accompanied by \$25.00 application fee
2. Official copies of transcripts from all colleges attended

All materials should be sent to the appropriate site office.

Admission Requirements — Education major

Applicants desiring to major in Education must be at least 23 years of age and have 60 hours of transferable credit, as determined by John Brown University, and a cumulative grade point average of 2.5 or better on the 4.0 scale. Applicants must also submit recommendations from two people, have at least two years of formal or informal work experience and provide

evidence of having experience with children. To be accepted into the Education major, students must provide acceptable federal and state background checks, successfully complete the Praxis I exam series, and successfully complete the Praxis II Elementary Education: Content Knowledge exam.

Application Process. Applicants to the EDC Program must submit

1. Application for Admission accompanied by a \$25 application fee
2. Official copies of transcripts from all colleges attended
3. References from two people (non-relatives)

All materials should be sent to the appropriate office.

Attendance Requirements

Because of the intensive nature of the curriculum and the participatory structure of course work in the Program, it is imperative that students attend every night of class. If absence is unavoidable, students should inform the instructor; makeup assignments and consequences of such absences are determined by the instructor. In Professional Studies programs, missing two sessions of a five-week course, or three sessions of a six-week or seven-week course, will result in a grade of 'W' or 'F'. Eligibility for a 'W' is contingent upon withdrawal before the third class meeting.

Transfer of Credit into the Major

Some entering students may previously have completed courses which are deemed equivalent to certain Organizational Management courses. Applicability of credit is determined by the Director of Professional Studies Business Programs, who may establish a maximum number of outside credits to be transferred, depending upon the type of curriculum and the awarding institution. All courses in the Business Information Systems and Education majors must be completed through John Brown University. In accordance with University policy, all students must successfully complete 39 semester hours of John Brown University course work, 32 of which must be in the major. Elective courses or other JBU courses may be necessary.

Grading System

Indication of each student's progress is reported regularly by instructors. The grading scale used as a basis for letter grades is established by the instructor of each course.

Grade Points per Semester Hour (effective Fall 1999)

A	Superior Accomplishment	4.0
A-		3.7
B+		3.3
B	Commendable Accomplishment	3.0
B-		2.7
C+		2.3
C	Satisfactory Accomplishment	2.0
C-		1.7
D+		1.3
D	Minimal Accomplishment	1.0
F	Failure	0.0

The following are not included in grade point average:

I—Incomplete Work	S—Satisfactory
NC—No credit earned	U—Unsatisfactory
WP—Withdrew, passing	WF—Withdrew, failing
W—Withdrew	

Incomplete Course Work

Students in the Advance Program are allowed to receive an Incomplete ('I') grade for a particular course only with the prior approval of the instructor. The remaining work must be completed no later than one month after the original due date according to arrangements made with the instructor. If the student does not complete the work by this deadline, the instructor will assign a grade based on work received, or the grade will convert to 'F' automatically by the Registrar.

SCHOLASTIC PROBATION AND REQUIRED ACHIEVEMENT FOR CONTINUED ENROLLMENT

1. A student with a cumulative grade point average (CGPA) less than 2.0 will be placed on probation the following semester.
2. The maximum enrollment per semester for any student on scholastic probation is 15 semester hours. Students should understand that such limited enrollment may lengthen the time required to meet graduation requirements.

3. A student whose CGPA is still below 2.0 after being on probation for two successive semesters, or a student with less than a 1.0 semester GPA, will be suspended unless a petition for re-enrollment is approved by the Committee on Scholastic Petitions.
4. A student may enroll after one semester of academic suspension if a petition is approved by the Committee on Scholastic Petitions.
5. A student who is permitted to re-enroll after academic suspension may continue to re-enroll if satisfactory progress is being made toward a 2.0 CGPA as determined by the Committee on Scholastic Petitions.
6. A student on Scholastic Probation may remain eligible for some types of financial aid, if standards for Satisfactory Progress are met.

Dropping a Course

If a student wishes to drop a course during a term, the student must notify the appropriate site office before the first class session. The Business Office will credit the student's account for that course's tuition. The course will not appear on the transcript.

If the student withdraws after the beginning of the first class but prior to the third meeting, the student will receive a 'W' for the course. After this time, the student will not be eligible for a grade of 'W'; the student will receive the grade earned. Withdrawal from the University or dropping a course may have implications for student financial aid or veterans' benefits.

Tuition will be refunded to the student and a grade of 'W' or 'F' will be posted based on the following schedule:

Drop Notification	Amount of Refund	Grade Earned
Prior to first session of course	100% refund	No grade
After 1st but before 2nd session	75% refund	W
After 2nd but before 3rd session	50% refund	W
After 3rd session	0%	F

Auditing Classes

Professional Studies students may register for courses on a non-credit or auditor basis, provided the proper procedure is followed, either at initial registration for the semester, or by official change of registration prior to the stated deadlines. The names of such students will be entered on the class roll, and the class appears in the student's academic record, but without credit and with final grade of 'S' or 'U'. It is the responsibility of the student to obtain from the instructor a statement of grading criteria for satisfactory participation. Tuition is charged at one half of the rate of for-credit registrations and subject to the same regulations.

Credit for Non-Collegiate Sponsored Learning

The credit applying toward a degree in Organizational Management, Business Information Systems, or Education may include as many as 62 semester hours earned by means of alternative activities, such as credit by exam (30 hours maximum) and credit for prior learning (16 hours maximum).

Credit by Examination. Students may earn credit through selected nationally recognized standardized tests. Such tests include the College Level Examination Program (CLEP), the DANTES Subject Standardized Tests (DSST's) and certain other tests approved by the American Council on Education. A maximum of 30 credit hours may be earned by examination.

Credit for Prior Learning (CPL). The University recognizes that collegiate-level learning may occur outside the college/university classroom and has established specific procedures and policies for evaluating and granting credits for such learning. CPL may be earned only for documented and currently held learning, and is not granted simply for experience. This learning may have resulted from personal study, travel, work experience, workshops and seminars, military training, or other professional or vocational experiences. The guidelines recommended by the Council for Adult and Experiential Learning will generally be followed, except where they might conflict with existing policies of the University.

Some classroom-based corporate or military learning experiences have been evaluated for college credit equivalency by the American Council on Education (ACE), Program on Noncollegiate Sponsored Instruction (PONSI), or other nationally recognized organizations. In these cases, official transcripts or other direct documentation must be provided.

To request credit for other types of prior learning, students are required to complete a Petition for Academic Credit and prepare a portfolio which documents the learning. Such a portfolio typically involves one or more of the following:

- a. Submission of a Technical and Professional Training (TPT) worksheet which demonstrates learning attained through workshops or other training experiences that have not been evaluated by ACE, PONSI, or other nationally recognized evaluation organizations.
- b. A life-learning essay, at least eight pages in length, developed according to the Kolb model and based on experiential learning which may or may not have resulted from formal instruction and is determined to be consistent with the John Brown University curriculum.

In the life-learning essay, the student is to demonstrate how the outcomes of the experiential learning are similar to those of a

particular course, or are appropriate to be considered as a topic within a particular subject area. Completed materials are submitted to the Coordinator of Prior Learning Assessment who then forwards them to a faculty evaluator in the appropriate discipline.

Evaluation of TPT worksheets and life-learning essays is done by the faculty of the University. Faculty evaluators may request additional documentation or restructuring of the student's petition before awarding credit.

CPL based on faculty evaluation (TPTs or life-learning essays) is limited to 16 semester hours total per student. The posting of CPL on a student transcript will be in a category labeled as such. If credit is awarded, a designated course number will be used across the curriculum, with the distinct prefix of a department to indicate the area of learning. The course title will be chosen by the faculty evaluator and the student.

Students will be charged a fee for the portfolio evaluation. Payment of the fee in no way guarantees that credit will be awarded.

ADVANCE PROGRAM TUITION AND FEES

2007-2008

Application Fee\$ 25.00
Enrollment Deposit	\$ 100.00
Tuition—OM and Education (per credit hour)\$ 335.00
Tuition—BIS (per credit hour)\$ 385.00
Tuition—Electives (per credit hour)\$ 226.00
Books and Materials—OM (per credit hour)	\$ 46.00
Books and Materials—BIS (per credit hour)\$ 40.00
Books and Materials—Education (per credit hour) . .	.\$ 48.00
Credit for Prior Learning (per request)\$ 100.00
Graduation Fee (excluding regalia rental)\$ 35.00

COURSE DESCRIPTIONS

COURSE NUMBERS

Course offerings are numbered utilizing four digits, the first indicating college year and the last the number of semester hours credit.

Courses numbered 0001 to 0999 are considered remedial; hours do not count toward minimum requirements for graduation.

Courses numbered 3001 to 4999 fulfill requirements for upper-division credits. Most of these courses have specified prerequisites.

Courses numbered 5000 and above are listed in the Division of Graduate Studies.

A *prerequisite* course must have been completed with an acceptable passing grade before enrollment in the given course is permitted.

A *corequisite* is a course in which a student must be enrolled and satisfactorily participating concurrently with the given course.

PROFESSIONAL STUDIES PROGRAM COURSES

The following courses are available only to students enrolled in the Advance and Education Degree Completion Programs. Courses not listed here may be found in the undergraduate catalog.

BBL (Bible)

BBL 2003 Orientation to the Bible **Three hours**

A survey of essential history and content of the Bible. Emphasis is placed on the practical implications of biblical truth. Readings, written assignments, and class discussions are the key teaching methodologies.

BBL 2253 Basic Issues of Faith-in-Life **Three hours**

An overview of key elements of evangelicalism. Foundational themes of doctrine and life applications are addressed with particular focus on the need to integrate faith into daily living.

BBL 3313 Old Testament Book Study **Three hours**

Concerted study of a particular book or group of books from the Old Testament. May be retreated for credit when a different topic is covered.

BBL 3323 New Testament Book Study **Three hours**

Concerted study of a particular book or group of books from the New Testament. May be retreated for credit when a different topic is covered.

BBL 3913 Principles from the Life of Christ **Three hours**

A study of the life of Jesus Christ in general but with major emphases on selected portions of His life, ministry, sacrificial death, and resurrection. With a view to "Living Christianly in a World of Unchristian Ideas," the course emphasizes the application of His life-changing principles to everyday living.

BBL 3924 Biblical Foundations for the Ethics of Teaching **Four hours**

A study of selected portions of the Old and New Testaments with major emphases on the application of biblical principles to everyday living and the profession of teaching.

BIS (Business Information Systems)

BIS 3104 Business Information Systems **Four hours**

An introduction to systems concepts, information technology (IT), quality and decision theory, and information theory. Topics include the use of information in organizations for decision support; IT's ability to improve quality, timeliness, and competitive advantage; and organizational systems, planning and decision processes.

BIS 3504 Computerized Business Mathematics **Four hours**

A study of the concepts and applications of mathematical models for time value in business. An introduction to the use of spreadsheets in solving business problems is included. Prerequisite: College Algebra

BIS 3513 Business Finance **Three hours**

A study of the application of time value tools and accounting information in the financial analysis and operation of an organization. Prerequisite: BIS 3504

BIS 3604 Information Economics **Four hours**

An examination of the principles of economics utilized by managers and supervisors in diverse fields. The internationalization of the U.S. economy and possible actions affecting economy in various types of organizations are included.

BIS 4103 Business Programming I **Three hours**

A study of algorithm development, programming, computer concepts and the design and application of data and file structures. The goal is to develop an understanding of the logical and physical structures of both programs and data. Prerequisite: BIS 3104

BIS 4114 Business Programming II **Four hours**

A continuation of BIS 4103. Advanced topics in the use of Visual Basic programming, design, and data structures are presented. Prerequisite: BIS 4103

BIS 4203 Web Programming **Three hours**

A beginning-level study of programming for the World Wide Web. Client-side programming includes the use of Hypertext Markup Language (HTML), Javascript, and interface technologies including Common Gateway Interface (CGI). Server-side programming includes the use of languages such as Perl, and an introduction to other languages and techniques of Web development. Prerequisite: BIS 4114

PROFESSIONAL STUDIES: COURSES

BIS 4302 Systems Analysis and Design **Two hours**

An examination of the system development and modification process. Students evaluate and choose a system development methodology, learning and applying means for effective communication and integration with users and user systems. Development of interpersonal skills is emphasized, as designers and implementors often serve as liaisons between clients, users, team members, and others associated with development, operation, and maintenance of the system. Included is the use of data modeling tools, and development and adherence to life cycle.

BIS 4313 BIS Project Management **Three hours**

A study of the factors necessary for successful management of system development or enhancement projects. Both technical and behavioral aspects of project management are discussed, focusing on management of development for enterprise-level systems.

BIS 4403 Technical Business Communication **Three hours**

An examination of technical business communication issues and relationships in a business and a technical work environment. Biblical and Christian approaches to business relationships are introduced.

BIS 4413 Survey of Financial and Managerial Accounting **Three hours**

A study of accounting principles and reporting techniques used for financial statements and managerial accounting, with emphasis on their implementation in a computer environment. Topics include the accounting cycle, internal control, asset and liability valuation, cost-volume-profit analysis, capital and operations budgeting, product costing methods, and management's use of accounting reports and financial statements.

BIS 4503 BIS Development I **Three hours**

The first component of the capstone design sequence covering information systems design and implementation within a database management system environment. Students apply their understanding of the database development process by planning, designing, and constructing a physical system using database software to implement the logical design. Prerequisite: BIS 4114

BIS 4603 Ethics, Technology, and Society **Three hours**

An exploration of the interplay between science/technology and society, including changes caused by science and technology, Christian ethical and moral principles, ethics in the marketplace, and societal control of science and technology.

BIS 4713 BIS Development II **Three hours**

A culmination of the capstone sequence in design. Students demonstrate mastery of the database development process by completing the design and construction of the system. Prerequisite: BIS 4503

BST (Broadcasting)

BST 2263 Non-Fiction Film and Video **Three hours**

A survey of the development of the documentary film genre from the late 19th century to the present.

EDC (Education)

EDC 3113 Human Growth and Development **Three hours**

A foundational course dealing with physical, mental, emotional, social, and cultural aspects of individual development from prenatal through adolescence. Emphasis is placed on the Piagetian stages and socio-cultural theory, along with an emphasis on how motor development influences the cognitive, affective, and psychomotor development of the child. Field assignments require the observation of children from early childhood through adolescence with an orientation to cultural diversity.

EDC 3123 Educational Psychology **Three hours**

An emphasis on psychology as it applies to teaching and learning. The course covers motivation, retention, reinforcement, transfer, maturation, socialization, and individual differences relative to cultural and environmental influences. Field assignment required.

EDC 3134 Educational Foundations and Technology **Four hours**

Cultural and historical foundations of American public education, emphasizing its relationship to a diverse society. Design, production, utilization and evaluation of various instructional technologies (according to ISTE) are included in this course. Classroom presentation techniques and professional development are stressed. Field assignment required.

EDC 3144 Exceptional Student for Early Childhood Education **Four hours**

An orientation to the types of exceptionalities in students. An overview of the legal responsibilities and special educational support systems necessary to provide services to these various populations is included. The course also includes instruction on communication skills for teachers, including verbal and non-verbal skills required for the classroom, as well as an introduction to several models of classroom management, along with in-class scenarios for immediate application of models. The models address cultural, linguistic, and other diversity factors present in a typical public school classroom. Field and/or lab experiences required.

EDC 3213 Instructional Methods: 1-4 **Three hours**

An emphasis on the application of effective teaching skills. The course includes experiences with several planning and teaching models appropriate for students of diverse backgrounds and special needs. Social studies methods and materials are incorporated throughout the course. Field and/or lab experience required.

EDC 3222 Fine Arts for Early Childhood Education **Two hours**

An exploration of fine arts for the P-4 classroom. The course includes creating lesson plans, classroom observations, methods for integrating fine arts into the classroom, and role-playing a creative teaching situation.

EDC 3234 C & I for Early Childhood Education **Four hours**

The philosophical and historical foundations of early childhood education. The course focuses on integrated learning, including the study of physical, cognitive, social, spiritual, and emotional needs of young children. Also included are teaching methods, materials, equipment, classroom management and development of curriculum, with emphasis on the preschool and K-1 classroom. Field experience required.

PROFESSIONAL STUDIES: COURSES

EDC 3243 Assessment for Early Childhood Education Three hours

An investigation of the principles of assessment that are of primary importance to educators of diverse populations. The course includes relating objectives to assessment, constructing tests (e.g., language assessment, designing formative and summative assessments, content area achievement, diagnostic), interpreting and using test results (including modification strategies), and utilizing portfolios and other means of authentic assessment.

EDC 4314 C & I: Language Arts for Early Childhood Education

Four hours

A course focusing on language development and its importance to learning and to the components of the language arts program, as well as how these components support learning in all other areas of the school curriculum. Foundations for children's literature and a variety of literary selections are studied (Newbery, Caldecott, Coretta Scott King). Methods and materials for teaching language arts in primary grades are presented, focusing on the four components of a language arts curriculum. A language case study is required. Field and/or lab experience required.

EDC 4334 Math Structures for Early Childhood Education Four hours

A presentation of mathematics in a format that prepares teachers of early childhood mathematics. Emphasis is on the use of manipulations while learning math concepts. Topics include problem-solving, sets and logic, functions, the mathematical meaning and background of arithmetic through real numbers, number theory, probability and statistics, introductory algebra, introductory geometry, geometric constructions, congruence, similarity, measurement, and coordinate geometry.

EDC 4414 C & I: Arithmetic for Early Childhood Education

Four hours

An overview of the methods and materials for teaching arithmetic (based upon NCTM standards) with diverse students in grades P-4. Emphasis is placed on the use of math manipulatives. Field and lab experiences required.

EDC 4424 C & I: Reading for Early Childhood Education Four hours

A presentation of various models of reading instruction and the theories that support the models. A balanced overview of instruction and assessment, covering both theoretical and practical aspects of teaching reading is provided. Included are studies of the stages of reading development, as well as an emphasis on procedures and methods for analyzing and diagnosing reading difficulties, specifically addressing skills and strategies necessary for reading content materials. Candidates submit a comprehensive integrated unit plan. Field and lab experiences required.

EDC 4434 Science for Early Childhood Education Four hours

A study of the physical and biological environment designed to help prospective early childhood teachers to develop a scientific perspective on their surroundings. Various methods of communicating scientific truth and encouraging scientific inquisitiveness are presented and practiced. Field and lab experience required.

EDC 4510 Internship: Early Childhood Education Eleven hours

Interns are assigned to primary school(s) full-time to work under the joint supervision of an experienced classroom teacher and a university faculty member. Prerequisites: senior standing and approval of Division of Education "Gate Three" requirements

EDC 4511 Seminar: Early Childhood Education **One hour**

A discussion of problems and concerns encountered during Internship, designed to bring professional theory and practice into a working perspective. Included are topics such as classroom management, safety, legal and ethical issues affecting teaching, working with parents, portfolio assessment, and cultural diversity. Corequisite: EDC 4510

EGL (English)

EGL 2313 Survey of American Literature **Three hours**

A brief overview of American writers. Emphasis is placed on the reading and discussion of the literature. Students develop strategies for understanding and writing about American literature.

GSC (General Science)

GSC1183 Concepts in Astronomy **Three hours**

An introduction to the basic facts of astronomy, including the history and basic assumptions of astronomy. The course takes the "regions" approach, beginning with an understanding of common phenomenon on earth and moving to the solar system, nearby star systems, the galaxy, and the universe at large. Some discussion of how concepts in modern astronomy relate to notions within the Christian faith is included.

ICS (Intercultural Studies)

ICS 2903 Cross-Cultural Relations **Three hours**

A practical examination of effective intercultural relationships, giving attention to intercultural aspects of leadership skills, team dynamics, conflict resolution, effective communication, and ethnocentricity.

KIN (Kinesiology)

KIN 1013 Personal Health Management **Three hours**

A practical study of the functions of the body in relation to the wellness model, the care of the body and problems of health with application for the individual.

OM (Organizational Management)

OM 1101 Orientation to Adult Learning **One hour**

An introduction to learning style theories with an emphasis on strategies for adult learners' success in higher education.

OM 3113 Introduction to Organizational Management **Three hours**

An introduction to many topics associated with the management of organizations as a field of study. Through readings, discussions, and simulations, students learn foundational concepts in organizational design, group dynamics and management, institutional mission, team dynamics, organizational culture, and other concepts relevant to the study of organizations.

OM 3123 Applied Research in Management **Three hours**

An introduction and orientation to research for practicing managers. Topics include developing research questions, identifying sources of primary and secondary information, identifying efficient search strategies for online databases, understanding and interpreting data, and preparing academic and professional presentations.

OM 3143 Business Communication **Three hours**

Development of professional communication skills, both written and oral, in business. Includes mechanics, techniques, and psychological principles of effective business communications.

OM 3153 Financial Mathematics **Three hours**

A study of financial models used in managerial, production, and financial decision-making. Topics include simple interest, compound interest, annuities, amortization, sinking funds, and bond pricing. Prerequisite: Intermediate Algebra or higher mathematics course

OM 3503 Leadership and Management **Three hours**

An overview of leadership and management. Traditional and non-traditional perspectives of the role of leaders and managers are presented. The importance of leadership and management to the long-term success of organizations is stressed.

OM 3613 Legal Issues in Human Resource Management **Three hours**

An analysis of the policies, procedures, and legal issues relating to recruiting, selecting, training, developing, and compensating employees. Attention is given to Equal Opportunity Employment and the Occupational Safety and Health Administration legislation through a series of cases and simulations.

OM 4113 Applied Statistics for Managers **Three hours**

An introductory study of statistical theory with emphasis on application to managerial problems. Topics include descriptive statistics, data reliability and validity, probability distributions, sampling and sampling theory, estimation and testing, correlation, simple and multiple linear regression, forecasting, Chi-square, and analysis of variance.

OM 4304 Managerial Economics **Four hours**

An examination of the principles of economics utilized by managers and supervisors in all fields. The internationalization of the U.S. economy and possible actions affecting economy in various types of organizations are included.

OM 4403 Integrative Strategies in Marketing **Three hours**

An introduction to basic marketing theory and terminology. Students analyze real-world cases by exploring domestic and international marketing opportunities and problems, develop skills and confidence to identify and evaluate critical marketing data, and develop successful programs to solve problems and capitalize on opportunities.

OM 4433 Financial Management **Three hours**

A study of the basic concepts of finance from the financial manager's point of view, including financial analysis and planning, working capital management, the capital budgeting process, and long-term financing. An investment game is introduced, cases are discussed in depth, and student presentations are made.

OM 4503 Survey of Financial and Managerial Accounting Three hours

A study of accounting principles and reporting techniques used for financial and managerial accounting. Topics include the accounting cycle, internal control, asset and liability valuation, cost-volume-profit analysis, capital and operations budgeting, product costing methods, and management's use of accounting reports and financial statements.

OM 4703 Strategic Management in Organizations Three hours

An integrative study of managerial processes at the strategic level of organizations. Emphasis is on developing a strategic analytical perspective through the use of readings, case studies, guest speakers, or other means. Topics include organizational vision and mission, environment, core competencies, competitive advantage, strategy types, implementation, diversification, and global considerations. Prerequisites: OM 3113, 3123, 3143, 3153, 3503, 3613, 4113, 4304, 4403, 4433, and 4503

OM 4803 Organizational Ethics Three hours

An exploration of the moral dimension of business, including ethical principles in business, the business system, ethics in the marketplace, ethics and the environment, the ethics of consumer production and marketing, the ethics of job discrimination, and the individual in the organization. Cases are discussed and a presentation is made during the final class meeting.

OM 4991 Capstone Project Proposal One hour

An introduction to the Organizational Management Capstone Project. Project options include (but are not limited to) a business plan, a grant or capital campaign proposal, a new charity or ministry, a major project for a company or organization, or a comprehensive training process. The topic is to be integrative in nature and must be approved by the project coordinator. The approved proposal will be implemented during OM 4993. Prerequisites: BBL 3913, OM 3113, 3123, 3143, 3153, 3503, 3613, 4304, 4433, and 4503

OM 4993 Organizational Management Capstone Project Three hours

A substantial applied research/development effort to be completed during the final term of study. Project options include (but are not limited to) a business plan, a grant or capital campaign proposal, a new charity or ministry, a major project for a company or organization, or a comprehensive training process. The topic is to be integrative in nature. Students submit a project document and a process integration paper, as well as deliver an oral presentation related to the project. The project must have been approved in OM 4991. Prerequisites: OM 4703, 4991

PSY (Psychology)

PSY 2903 Psychology of Personal Growth Three hours

A study of the origin and nature of human individual differences, including an investigation of human coping strategies, an exploration of the potential of personality change, and understanding the scientific approach to human adjustment.

GRADUATE STUDIES



UNIVERSITY CALENDAR

Graduate Studies

FALL 2007

M 8/20	Classes Begin	M 8/25
M 8/27	Last Day to Add/Drop 8-Week Course	T 9/2
M 9/3	Labor Day Holiday	M 9/1
W 9/5	Last Day to Add a 16-Week Course	W 9/10
F 9/28	Last Day to Drop a 16-Week Course	F 10/3
M 10/15	Last Day of First 8-Week Courses	M 10/20
W 10/17	Second 8-Week Courses Begin	W 10/22
W 10/24	Last Day to Add/Drop 8-Week Course	W 10/29
W 11/21 — F 11/23	Thanksgiving Holidays	W 11/26 — F 11/28
F 12/14	Last Day of Class	F 12/19
Sa 12/15	Commencement Exercises	Sa 12/20

FALL 2008

SPRING 2008

M 1/7	Classes Begin	M 1/12
M 1/14	Last Day to Add/Drop 8-Week Course	M 1/19
T 1/22	Last Day to Add a 16-Week Course	T 1/27
F 2/15	Last Day to Drop a 16-Week Course	F 2/20
F 2/29	Last Day of First 8-Week Course	F 3/6
M 3/3	Second 8-Week Courses Begin	M 3/9
M 3/10	Last Day to Add/Drop 8-Week Course	M 3/16
M 3/17 — F 3/21	Spring Break	M 3/16 — F 3/20
F 3/21	Good Friday Holiday	F 4/10
F 5/2	Last Day of Class	F 5/8
Sa 5/10	Professional Studies and Graduate Commencement Exercises	Sa 5/16

SPRING 2009

SUMMER 2008

M 5/5	First Term Classes Begin	M 5/11
M 5/12	Last Day Add/Drop a Course	M 5/18
M 5/26	Memorial Day Holiday	M 5/25
F 6/27	End of First Term	F 7/3
M 6/30	Second Term Classes Begin	M 7/6
F 7/4	Independence Day Holiday	
M 7/7	Last Day to Add/Drop a Course	M 7/13
F 8/22	End of Second Term	F 8/21

7/8 Week Summer Terms

SUMMER 2009

GRADUATE STUDIES

Ellis (Dean)

John Brown University's mission is to provide Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives. From its inception, the University has been dedicated to an educational philosophy that integrates intellectual development (Head), moral and spiritual development (Heart), and vocational preparation (Hand).

Today, the University continues the Founder's "Head-Heart-Hand" educational philosophy with a strong academic emphasis and an effort to prepare students to focus their lives toward service through their vocations.

John Brown University currently offers graduate programs leading to the Master of Science (M.S.) degree in Counseling, the Master of Science degree in Leadership and Ethics (M.S.L.E.), the Master of Business Administration (M.B.A.) degree, the Master of Arts (M.A.) degree in Ministry, and the Master of Arts (M.A.) degree in Youth and Family Ministries.

Admission to Graduate Study

Graduate study at John Brown University emphasizes scholarship, research, and professional experience. A candidate seeking admission to Graduate Studies must meet the following requirements:

1. Submit a completed graduate student application form with \$35 non-refundable application fee. Application forms are available online at www.jbu.edu/grad/apply.asp or from the Graduate Admissions Office, John Brown University, Siloam Springs, Arkansas 72761. Telephone: 866-232-4723 or 479-238-8681
2. Hold a bachelor's degree from a regionally accredited college or university, documented by official transcript from the awarding institution.
3. Provide official transcripts from all colleges or universities attended. Transcripts must be mailed by the college or university directly to the Graduate Admissions Office at John Brown University.
4. Submit letters of recommendation from three persons familiar with the applicant's character and scholarship.

5. Submit a 200-word essay describing the applicant's professional plans and reasons for seeking acceptance into the program.
6. Satisfy requirements for admission to one of the following categories:

Regular Status. Admission to regular status requires both

- a) an undergraduate grade point average of 2.7 or higher (4.0 = A) or an overall grade point average of 2.5 but with a 3.0 or higher in the last 60 semester hours earned toward the bachelor's degree, and
- b) fulfillment of entrance exam requirements specified below.

Provisional Status. An applicant who does not meet all the criteria for regular admission status but who has potential for success in a graduate program may be admitted under provisional status. Such an applicant must have an overall grade point average of 2.5 or higher (4.0 = A) or an overall undergraduate grade point average of 2.3, but with a 2.7 or higher for the last 60 semester hours earned toward the undergraduate degree, and the recommendation of the appropriate program director. Appropriate graduate credit earned while in this status will apply toward fulfilling degree requirements. If the applicant satisfactorily completes the first twelve semester hours with at least a 3.0 cumulative grade point average and receives the recommendation of the program director, regular status will be granted; otherwise, the student will be dismissed from the Division of Graduate Studies.

Non-degree Status. An applicant qualified for admission under regular status who does not plan to work toward a degree may be admitted to a non-degree status for selected graduate courses. The applicant may not become a degree candidate under this status. A maximum of six semester hours may be completed under non-degree status.

7. Present acceptable graduate entry tests appropriate for the desired degree:

Business Programs. MSLE applicants must take one of the following: GMAT, GRE, MAT. MBA applicants must take the GMAT.

The GMAT index formula is $[(\text{UGPA} \times 200) + (\text{GMAT score}) + (\text{Years of Experience} \times 50)] > 1100$ (Maximum 3 years experience); a minimum of 1000 is the required GRE score; a score of 383 or higher is required on the MAT.

Counseling Programs. Applicants must have scored 1000 or higher on the GRE within the five years preceding application.

Ministry Program. Applicants are required to take either the MAT or the GRE. A score of 383 or higher is required on the MAT, and 1000 is the minimum GRE score.

8. Fulfill stated prerequisites if entering the MBA Program—15 hours:

Accounting—6 hours

Marketing—3 hours

Business Finance—3 hours

Economics—3 hours

9. Provide additional information or schedule an admission interview as may be requested by the respective Program Director.
10. Be admitted to a degree program by the appropriate Program Director and the Graduate Studies Office.

International Graduate Admissions Requirements

John Brown University admits international students who meet the general admission criteria and have demonstrated proficiency in English.

Applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL) as administered by the Educational Testing Service at the nearest examination center. The minimum score for admission is a total of 550, or 213 on the computer-based test, or 70 on the Internet-based test.

International applicants must provide the following:

1. Completed application form.
2. Check or money order for \$100 (U.S.) non-refundable application fee.
3. A 200-word essay describing the applicant's professional plans and reasons for seeking acceptance into the program.
4. Letters of recommendation from three persons familiar with the applicant's character and scholarship.
5. For regular admission status, applicants are required to take a graduate entry test as specified by the degree program to which the student is applying. (See Item #7 on page 58.)
6. Official transcripts of academic records, with certified translation into English.
7. Immunization record including date of measles/rubella vaccination, if the student plans to be enrolled for 12 or more hours during a semester, and proof of U.S. health insurance.
8. Official documents showing ability to pay college costs, or an Affidavit of Support (United States Citizenship & Immigration Services Form I-134, available through the International Programs Office) completed by a US sponsor.

When all admissions requirements have been met and a deposit equal to the amount of the first semester's tuition (refundable in the event the student does not attend) is paid, the International Programs Office will issue an Immigration Form I-20 which allows the student to apply at the US Embassy for an F-1 student visa.

Mr. William A. Stevenson, III, is the director of the International Programs Office.

Quality Standards for Continuance in a Graduate Program

All graduate students are expected to maintain a minimum cumulative grade point average of 3.0, and a cumulative average of 3.0 is required for graduation. The grade of 'C' is the minimum passing grade for graduate credit; however, no more than nine (9) semester hours of 'C' may be applied toward a master's degree. A graduate-level course in which the student earned a grade of 'C-minus' or lower cannot be applied toward a graduate degree. Counseling students must earn a grade higher than 'C+' in every course required for state licensure.

Academic progress will be monitored each semester by the Registrar and the Graduate Studies Office.

A student admitted under regular status whose cumulative graduate grade-point average is below 3.0 upon completion of the first twelve (12) graduate hours is automatically placed on probationary status. The Program Director and the student will be notified in writing by the Graduate Studies Office. Probation becomes effective at the time that a student's G.P.A. falls below 3.0, not at the time of notification. Students will continue in probationary status until the end of the semester in which the next nine (9) hours of graduate course work is completed. At the end of that period, one of the following actions will be taken:

A student whose cumulative grade point average is 3.0 or higher will be taken off probation.

A student whose cumulative grade point average is still below 3.0 will be dismissed. Students who are dismissed will be informed of this action by the Graduate Studies Office. Dismissed students may be readmitted only upon approval of petition for reinstatement.

A student admitted under provisional status who upon completion of twelve (12) hours of graduate course work has achieved a 3.0 grade point average will be recommended for regular status in the graduate program.

A student admitted under provisional status who upon completion of twelve (12) hours of graduate course work has earned a grade point average below 3.0 will be subject to dismissal.

Grading System

Indication of each student's progress is reported regularly by instructors. The grading scale used as a basis for letter grades is established by the instructor of each course.

Grade Points per Semester Hour (effective Fall 1999)

A	4.0	C+	2.3
A-	3.7	C	2.0
B+	3.3	C-	1.7
B	3.0	D+	1.3
B-	2.7	D	1.0
		F	0.0

Note: A graduate level course in which a grade of 'C-minus' or lower was received cannot be applied toward a graduate degree.

The following are not included in grade point average:

I—Incomplete Work	S—Satisfactory
WP—Withdrew, passing	U—Unsatisfactory
W—Withdrew	NC—No credit earned
WF—Withdrew, failing	

All incomplete ('I') grades must be requested in writing by the student and approved by the Program Director. An 'I' grade must be made up within thirty (30) days of the official grade reporting date.

Catalog Regulations

All students are subject to the provisions of the catalog which was in effect at the time of their initial graduate enrollment at John Brown University, with the exception of items that apply for only a specified period of time, such as charges for tuition. However, a student may petition the Program Director and the Dean of Graduate Studies for permission to change to a later catalog.

Recency of Credit

A student enrolled in a graduate program requiring 40 or fewer hours is allowed a maximum period of four (4) years, measured from the date of matriculation, to complete the degree. A student enrolled in a program requiring 41 or more hours is allowed a maximum of six (6) years from matriculation to degree completion.

Financial Aid

Grants and Scholarships. A limited number of graduate scholarships, assistantships, and fellowships are available each year. Please contact the Graduate Studies Office for information and applications.

Educational Loan Programs. To receive a Financial Assistance Packet, please contact the JBU Financial Aid Office at (877) 528-4636 or (479) 524-7102 or by e-mail (finaid@jbu.edu). To ensure that financial aid eligibility is determined in a timely manner, submit the Free Application for Federal Student Aid on the web at <http://www.FAFSA.ed.gov> at least eight weeks prior to registration.

Four-Payment Plans, Employer Payment Plans, Veterans Administration benefits, and Employer Reimbursement Plans are also available to qualified students.

VISA and MASTERCARD are accepted for payment of tuition and fees.

Refunds

Students who withdraw from the University may be entitled to a partial refund of that term's tuition. If the program follows the traditional 16-week semester format, the percentage of refund is determined by the official date of withdrawal, according to the following schedule:

- 90% refund during the first week of classes
- 80% refund during the second week
- 60% refund during the third week
- 40% refund during the fourth week
- 20% refund during the fifth week
- No refund after the fifth week

When terms do not correspond to the traditional semester, students dropping a course may receive a full tuition refund for the course if the official withdrawal is completed before the second meeting of the course or practicum. There is no refund after the second session. Other fees are non-refundable.

In the event of medical withdrawal prescribed by a physician, special consideration will be given to tuition adjustment.

Commencement

Commencement is held in December and May. Two months prior to the intended completion date, each candidate must file an online Application for Graduation. Notification of dates to complete the Application will come from the Graduate Studies and Professional Studies Office. The

graduation fee of \$35 will be charged to the candidate's account, without regard to commencement participation. Participation in the ceremony incurs an additional charge for regalia. Degree candidates may participate in Commencement only upon completion of all graduation requirements.

Eligibility to participate in commencement is limited to the commencement at the end of the student's final semester in attendance or the commencement at the end of the following semester. Furthermore, participation eligibility is dependent upon compliance with all of the deadlines posted on the John Brown University commencement website.

Independent Study

Independent study courses are those in which students do not meet in a typical classroom setting but study independently under the regular supervision of a graduate faculty member. Such arrangements must be approved in advance by the instructor, the student's advisor, the Program Director, and the Dean of Graduate Studies. A student is limited to three (3) hours of independent study per semester or summer, and a total of six (6) hours per degree program. A non-refundable fee of \$99 per semester hour will be charged to the student. The student will also pay all normal per-credit tuition charges.

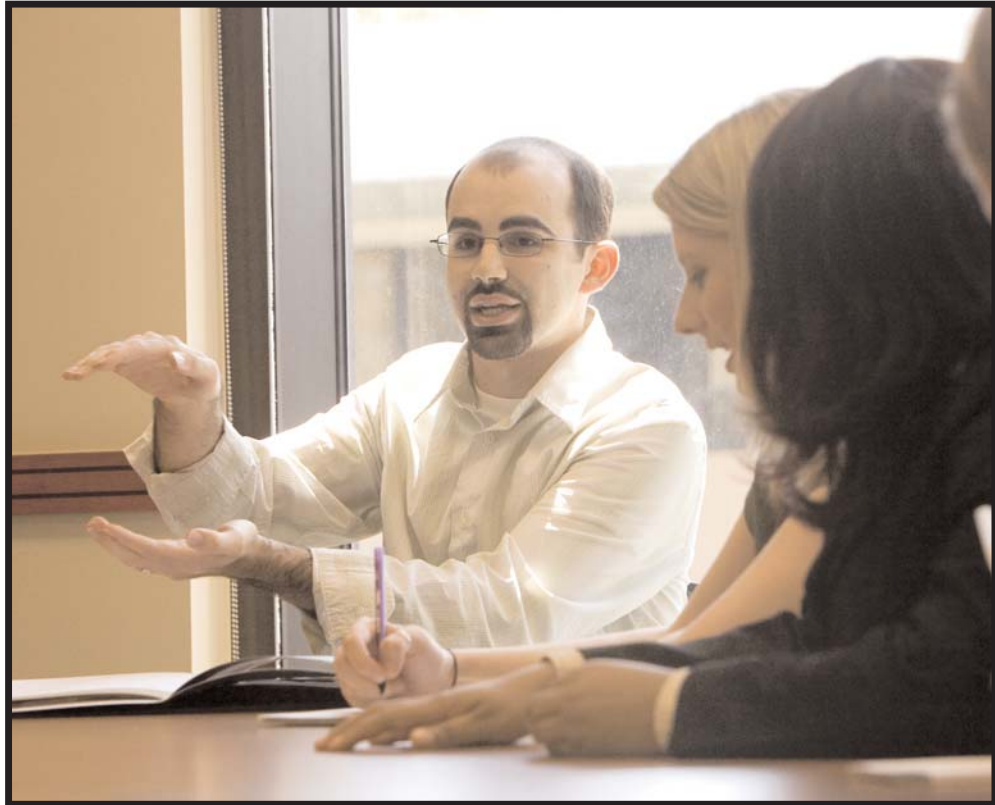
Auditing Graduate Courses

Because of the participatory nature of most graduate classes, students wishing to audit a graduate class must secure the permission of the instructor and the approval of the Program Director. The student must register as an auditing student through the Graduate Studies Office. The name of the student will be entered on the class roll, and the course appears on the student's academic record, but without credit and with a final grade of "S" or "U." Auditing students are subject to limitations on in-class participation and to standards for satisfactory performance established by the instructor. The fee for auditing a graduate class is one-half of the regular tuition.

Transfer Credit

Applicants who have taken graduate courses at other universities may be allowed to transfer some of their previous courses into their JBU graduate program. Students may transfer up to 9 hours of graduate credit or 25% of the degree program, whichever is greater, toward fulfillment of a graduate degree. Transfer of credit must be approved by the Program Director and the Dean of Graduate Studies.

GRADUATE STUDIES
DIVISION OF
BUSINESS



GRADUATE STUDIES
DIVISION OF
BUSINESS

*Balla, Beers, Butts, Copeland, Kennelley, McCullough, Timmons,
Walenciak (program director)*

The programs of the Graduate Division of Business are designed to equip people to lead with excellence. The Master of Science in Leadership and Ethics (M.S.L.E.) program integrates a body of knowledge infused with the core values of Christian faith and character that can be practically applied within organizations and communities in diverse contexts. The Master of Business Administration (M.B.A.) program combines functional training in business with training in leadership, ethics and global business. In every segment of society today, there is a need for leaders with integrity, character, and trustworthiness combined with excellence in professional training. These programs develop and prepare leaders from a broad range of undergraduate majors. All business programs are accredited by the International Assembly for Collegiate Business Education, <http://www.iacbe.org> (913-631-3009).

Master of Business Administration and Master of Science in Leadership and Ethics classes meet one night per week. Each degree program can be completed in two years.

BUSINESS ADMINISTRATION

Requirements for the Master of Business Administration (M.B.A.) degree with emphasis in Leadership and Ethics

Prerequisites

Students entering the M.B.A. program must hold a bachelor's degree and meet these 15 hours of specified business prerequisite courses:

- Accounting I & II—6 hours
- Business Finance—3 hours
- Microeconomics—3 hours
- Marketing—3 hours

Curriculum

1. Business Administration—24 hours
 - BBL 8033 Christian Foundations
 - BUS 7013 Managerial Accounting
 - BUS 7113 Marketing Strategies
 - BUS 7223 Managerial Economics
 - BUS 8003 Advanced Financial Analysis
 - BUS 8013 Applied Research Methods
 - BUS 8993 Strategic Analysis and Design
 - LDR 7113 Foundations of Leadership
2. Emphasis in Leadership and Ethics—12 hours
 - Nine hours from the following:
 - LDR 7223 Mission, Vision, and Values
 - LDR 7343 Corporate Governance and Ethics
 - LDR 7993 Building Teams
 - LDR 8003 Applied Christian Ethics
 - LDR 8113 Leading Change
 - LDR 8333 Global Leadership and Ethics
 - Three hours from the following:
 - BUS 7003 Graduate Milestone
 - BUS 7011/21/31 Corporate Seminars
 - BUS 8263 International Business Practicum

Minimum semester hours36

**Requirements for the Master of Business Administration (M.B.A.)
degree with emphasis in International Business**

Prerequisites

Students entering the M.B.A. program must hold a bachelor's degree and meet these 15 hours of specified business prerequisite courses:

- Accounting I & II—6 hours
- Business Finance—3 hours
- Microeconomics—3 hours
- Marketing—3 hours

Curriculum

1. Business Administration—24 hours
 - BBL 8033 Christian Foundations
 - BUS 7013 Managerial Accounting
 - BUS 7113 Marketing Strategies
 - BUS 7223 Managerial Economics
 - BUS 8003 Advanced Financial Analysis
 - BUS 8013 Applied Research Methods
 - BUS 8993 Strategic Analysis and Design
 - LDR 7113 Foundations of Leadership
 2. Emphasis in International Business—12 hours
 - BUS 8263 International Business Practicum
 - Nine hours from the following:
 - BUS 8113 Global Operations and Supply Chain Management
 - BUS 8243 Cross-Cultural Business Management
 - BUS 8253 Survey of Global Business Practice
 - LDR 8333 Global Leadership and Ethics
- Minimum semester hours36

LEADERSHIP AND ETHICS

**Requirements for the Master of Science in Leadership and Ethics
(M.S.L.E.) degree**

1. Leadership and Ethics—24 hours
 - BBL 8033 Christian Foundations
 - BUS 8013 Applied Research Methods
 - LDR 7113 Foundations of Leadership
 - LDR 7223 Mission, Vision, and Values
 - LDR 7343 Corporate Governance and Ethics
 - LDR 8003 Applied Christian Ethics
 - LDR 8993 Strategic Analysis and DesignThree hours from the following:
 - LDR 7003 Graduate Milestone
 - LDR 7011/21/31 Corporate Seminars
2. Electives—12 hours from the following:
 - LDR 7993 Building Teams
 - LDR 8113 Leading Change
 - LDR 8263 International Business Practicum
 - LDR 8333 Global Leadership and Ethics
 - LDR 8903 Selected Topics

Minimum semester hours36

**Requirements for the Master of Science in Leadership and Ethics
(M.S.L.E.) degree with emphasis in Higher Education**

1. Leadership and Ethics—24 hours
 - BBL 8033 Christian Foundations
 - BUS 8013 Applied Research Methods
 - HED 7113 History & Philosophy of American Higher Education
 - HED 7663 The College Student: Issues, Policies, and Programs
 - HED 7993 Administrative Leadership in Higher Education
 - HED 8223 Educational Program Development and Implementation
 - LDR 7113 Foundations of Leadership
 - LDR 7223 Mission, Vision, and Values

2. Electives—12 hours from the following:

- LDR 7343 Corporate Governance and Ethics
- LDR 7993 Building Teams
- LDR 8003 Applied Christian Ethics
- LDR 8113 Leading Change
- LDR 8263 International Business Practicum
- LDR 8333 Global Leadership and Ethics
- LDR 8903 Selected Topics
- LDR 8993 Strategic Analysis and Design

Minimum semester hours36

SECOND MASTER’S DEGREE IN BUSINESS

A student who has completed either an M.B.A. or an M.S.L.E. at John Brown University can earn the other as a second degree by completing all degree requirements, including a minimum of 18 additional unique hours from the other program. An application for the second degree must be submitted and approved before any of the additional hours are taken. Completion of the M.S.L.E. first does not exempt the student from the the stated prerequisites for an M.B.A.

SPECIALTY EMPHASIS PROGRAMS

Students who already have a master’s degree may earn a 12-hour Specialty Emphasis in International Business, Leadership and Ethics, or Higher Education. Courses for these Emphases may not be available at every JBU site.

Specialty Emphasis in Higher Education Administration

Admission Requirements

1. Admission to Graduate Studies (admission examination waived).
2. A master’s degree from a regionally accredited university.
3. Permission from the Director of Graduate Business Programs.

Course Requirements

12 Hours

- HED 7113 History and Philosophy of American Higher Education
- HED 7663 The College Student: Issues, Policies, and Programs
- HED 7993 Administrative Leadership in Higher Education
- HED 8223 Educational Program Development and Implementation

Specialty Emphasis in International Business

Admission Requirements:

1. Admission to Graduate Studies (admission examination waived).
2. A business related master's degree from a regionally accredited university or completion of all MBA admission requirements and prerequisites. (See p. 58.)
3. Permission from the Director of Graduate Business Programs.

Course Requirements 12 hours

Twelve hours selected from the following:

- LDR 8903 International Business Experience
- LDR 8333 Global Leadership and Ethics
- BUS 8113 Global Operations and Supply Chain Management
- BUS 8243 Cross-Cultural Business Management
- BUS 8253 Survey of Global Business Practice

Specialty Emphasis in Leadership and Ethics

Admission Requirements:

1. Admission to Graduate Studies (admission examination waived).
2. A master's degree from a regionally accredited university.
3. Permission from the Director of Graduate Business Programs.

Course Requirements 12 hours

LDR 7113 Foundations of Leadership

Nine hours selected from the following:

- LDR 7223 Mission, Vision, and Values
- LDR 7343 Corporate Governance and Ethics
- LDR 7993 Building Teams
- LDR 8003 Applied Christian Ethics
- LDR 8113 Leading Change
- LDR 8333 Global Leadership and Ethics
- LDR 8903 Selected Topic (with consent of the Program Director)

GRADUATE STUDIES
DIVISION OF
CHRISTIAN MINISTRY



GRADUATE STUDIES
DIVISION OF
CHRISTIAN MINISTRY

Allen, C. Balzer (Program Director), Blankenship, Brisben, Castleman, Lambert, Lenschow, Vila

The Division of Christian Ministry offers Master of Arts programs in Ministry and in Youth and Family Ministries designed to equip individuals for church and para-church ministries with a focus on the spiritual formation of others. The programs are designed for those already involved in ministry (to maintain their ongoing ministry) as well as for those who have a degree in Bible or theology and desire further graduate studies to enhance their future service.

Specialized tracks are available for students desiring Ministry credentials with an emphasis in Counseling, Leadership and Ethics, Higher Education, or Biblical Community Development. Credits required in the various programs range from 34 to 45 semester hours.

These programs train students to be reflective practitioners by promoting a continual dialogue in biblical studies, theological studies, and formation studies. The dialogue between these crucial areas of study provides the student with both an increased understanding of the role of Biblical and theological content in spiritual formation as well as a theological orientation to pressing ministry concerns.

The focus of the programs on spiritual formation and practical applications provides participants with a learning experience for their professional and personal growth. This learning experience will further allow them to equip and mobilize people to worship, evangelize, and disciple others through the ministries of local churches and para-church organizations.

CHRISTIAN MINISTRY PROGRAMS

Requirements for the Master of Arts (M.A.) degree in Ministry

1. Bible and Theology Core—18 hours
 - BBL 7723 Spiritual Formation in the Gospels
 - BBL 7733 Hermeneutics
 - BBL 7743 Spiritual Formation in Acts and the Epistles
 - BBL 8033 Christian Theology and Foundations
 - BBL 8723 Spiritual Formation in the Old Testament
 - CMN 7013 Biblical and Theological Research Methods
 2. Ministry Core—19 hours
 - CMN 7713 Biblical Foundations of Ministry and Leadership
 - CMN 7793 Christian Communication in a Pluralistic Society
 - CMN 8113 Theory and Practice of Small Group Ministry
 - CMN 8123 Theology and Practice of Worship Ministry
 - CMN 8263 Evangelism and Discipleship
 - CMN 8811 Supervised Ministry
 - FAM 7763 Spiritual Formation and Family Ministry
- Minimum semester hours 37

Requirements for the Master of Arts (M.A.) degree in Ministry with emphasis in Counseling

1. Bible and Theology Core—18 hours
 - BBL 7723 Spiritual Formation in the Gospels
 - BBL 7733 Hermeneutics
 - BBL 7743 Spiritual Formation in Acts & Epistles
 - BBL 8033 Christian Theology and Foundations
 - BBL 8723 Spiritual Formation in the Old Testament
 - CMN 7013 Biblical and Theological Research Methods
 2. Ministry Core—18 hours
 - CMN 7713 Biblical Foundations of Ministry & Leadership
 - CMN 7793 Christian Communication in a Pluralistic Society
 - CMN 8263 Evangelism and Discipleship
 - CMN 8813 Supervised Ministry (Internship)
 - FAM 7763 Spiritual Formation and Family Ministry

One of the following:

 - CMN 8113 Theory and Practice of Small Group Ministry
 - CMN 8123 Theology and Practice of Worship Ministry
 3. Counseling—9 hours
 - CNL 7613 Family of Origin
 - CNL 7633 Principles of Marital Therapy
 - CNL 8613 Brief Therapy
- Minimum semester hours 45

**Requirements for the Master of Arts (M.A.) degree in Ministry
with emphasis in Leadership and Ethics**

1. Bible and Theology Core—18 hours
 - BBL 7723 Spiritual Formation in the Gospels
 - BBL 7733 Hermeneutics
 - BBL 7743 Spiritual Formation in Acts & Epistles
 - BBL 8033 Christian Theology and Foundations
 - BBL 8723 Spiritual Formation in the Old Testament
 - CMN 7013 Biblical and Theological Research Methods
 2. Ministry Core—15 hours
 - CMN 7713 Biblical Foundations of Ministry & Leadership
 - CMN 7793 Christian Communication in a Pluralistic Society
 - CMN 7103 Applied Project
 - CMN 8263 Evangelism and Discipleship

One of the following:

 - CMN 8113 Theory and Practice of Small Group Ministry
 - CMN 8123 Theology and Practice of Worship Ministry
 3. Leadership and Ethics Emphasis—12 hours
 - LDR 7223 Mission, Vision, & Values
 - LDR 7993 Building Teams
 - LDR 8003 Applied Christian Ethics
 - LDR ___3 Approved elective
- Minimum semester hours45

**Requirements for the Master of Arts (M.A.) degree in Ministry
with emphasis in Biblical Community Development**

This program is offered in partnership with the Institute for Biblical Community Development, a mission organization housed on the JBU campus. The program targets Christian leaders and development workers for the purpose of equipping them to better understand holistic ministry and to carry out biblically and theologically grounded community development work in impoverished areas.

1. Bible and Theology Core—15 hours
 - BBL 7723 Spiritual Formation in the Gospels
 - BBL 7743 Spiritual Formation in Acts & Epistles
 - BBL 8033 Christian Theology and Foundations
 - BBL 8723 Spiritual Formation in the Old Testament
 - CMN 7013 Biblical and Theological Research Methods

(continued on next page)

2. Ministry and Leadership—9 hours

One of the following:

CMN 7713 Biblical Foundations of Ministry & Leadership

LDR 7223 Mission, Vision, and Values

One of the following:

CMN 8263 Evangelism and Discipleship

CMN 8113 Theory and Practice of Small Group Ministry

One of the following:

CMN 7333 Building Strong Marriages and Families

CMN 8243 Building Emotionally Healthy Relationships

FAM 7763 Spiritual Formation and Family Ministry

3. Institute for Biblical Community Development

Completion of the IBCD program is recognized as twelve credit hours toward the M.A. degree in Ministry with emphasis in Community Development.

Minimum semester hours36

Requirements for the Master of Arts (M.A.) degree in Ministry with emphasis in Higher Education

1. Bible and Theology Core—15 hours

BBL 7723 Spiritual Formation in the Gospels

BBL 7743 Spiritual Formation in Acts & Epistles

BBL 8033 Christian Theology and Foundations

BBL 8723 Spiritual Formation in the Old Testament

CMN 7013 Biblical and Theological Research Methods

2. Ministry Core—9 hours

CMN 7713 Biblical Foundations of Ministry & Leadership

Two of the following:

CMN 7793 Christian Communication in a Pluralistic Society

CMN 8113 Theory and Practice of Small Group Ministry

CMN 8123 Theology and Practice of Worship Ministry

CMN 8263 Evangelism and Discipleship

3. Higher Education Emphasis—12 hours

HED 7113 History and Philosophy of American Higher Education

HED 7663 The College Student: Issues, Policies, and Programs

HED 7993 Administrative Leadership in Higher Education

HED 8223 Educational Program Development and Implementation

Minimum semester hours36

YOUTH AND FAMILY MINISTRIES PROGRAM

The purpose of this innovative program is to prepare individuals for church and para-church ministries with a focus on the spiritual formation of youth and families. By combining theory and practice this educational experience will enable the learner to equip and mobilize today's youth and family members to worship, evangelize, and disciple others.

The Youth and Family Ministries degree is also available by means of a collaboration between John Brown University and the Kanakuk Institute of Branson, Missouri. Students who have completed the Kanakuk Institute program receive equivalence for 12 hours of credit.

Requirements for the Master of Arts (M.A.) degree in Youth and Family Ministries

1. Bible and Theology Core—10 hours
 - BBL 7723 Spiritual Formation in the Gospels
 - BBL 8033 Christian Theology & Foundations
 - BBL 8723 Spiritual Formation in the Old Testament
 - CMN 7341 Research for Youth & Family Ministries
2. Youth and Family Ministries Core—24 hours
 - CMN 7323 Youth Culture
 - CMN 7333 Building Strong Marriages and Families
 - CMN 7353 Nurturing Spiritual Development in Children
 - CMN 7363 Contemporary Issues in Youth and Family Ministry
 - CMN 8243 Building Emotionally Healthy Relationships
 - CMN 8253 Christian Education with Adolescents
 - CMN 8263 Evangelism and Discipleship
 - CMN 8813 Supervised Ministry (Internship)

Minimum semester hours34

GRADUATE STUDIES
DIVISION OF
COUNSELING



GRADUATE STUDIES
DIVISION OF
COUNSELING

Adams, Carmack (program director), Froman, Lampton, Maines, Oliver, Osmon, Rana, Smalley

(SYMBOL: CNL)

The programs of the Division of Counseling are designed to prepare professionals for counseling and guidance in public and private elementary and secondary schools, community agencies, private agencies, and pastoral settings. Programs are offered in Community Counseling, Marriage and Family Therapy, and School Counseling. The intent of the Division is to offer programs that produce credentialed and licensed Christian men and women who will actively pursue careers in service occupations through which personal lives may be healed and strengthened.

The Division of Counseling has defined its conceptual framework as Competence, Attitudes and character, Relationships, and Essential knowledge (C.A.R.E). The purpose of the C.A.R.E. conceptual framework is to prepare counselors who are competent, committed to Christ-like attitudes and characteristics, effective in the formation of relationships, and informed regarding the essential knowledge bases of the counseling profession.

The Division's assessment system includes graduate studies admission criteria, assessment via a personality inventory, advising with the faculty resulting in a degree plan, program admission decision, pre-practicum interview with the faculty, practicum assessments, and a post-practicum exit interview.

COMMUNITY COUNSELING PROGRAM

The Community Counseling program is for candidates preparing for a profession as a Licensed Professional Counselor (LPC). A minimum of sixty-one semester hours of credit is required in the program, designed to meet national standards of the Council on Accreditation for Counseling Related Programs (CACREP). Candidates who have completed the Community Counseling program will be eligible to “sit” for the National Counselor Examination (NCE) and pursue state licensure as an LPC.

Requirements for the Master of Science (M.S.) degree with emphasis in Community Counseling

1. Counseling Department Requirements—55 hours

- CNL 7013 Statistics and Research
- CNL 7023 Human Development
- CNL 7033 Social and Cultural Foundations
- CNL 7113 Principles of Family Therapy
- CNL 7123 Group Theory
- CNL 7133 Theories and Techniques of Counseling
- CNL 7313 Career Development Information and Vocational Education
- CNL 7613 Family of Origin
- CNL 7633 Principles of Marital Therapy
- CNL 8013 Assessment (or CNL 8043 Relational Assessment)
- CNL 8023 Advanced Psychopathology
- CNL 8033 Christian Foundations in Counseling
- CNL 8133 Advanced Psychopharmacology
- CNL 8433 Professional Development and Ethics
- CNL 8613 Promoting Change Through Brief Therapy
- CNL 8701 Pre-Practicum Lab
- CNL 8753 Practicum I: Community
- CNL 8763 Practicum II: Community

One of the following:

- CNL 8773 Practicum I: Marriage and Family Therapy
- CNL 8873 Internship

2. Electives—6 hours from the following:

- CNL 8093 Selected Topics (as advised)
- CNL ___3 MFT Track Elective
- BBL 7733 Hermeneutics

Minimum semester hours61

MARRIAGE AND FAMILY THERAPY PROGRAM

The sixty-four credit hour Marriage and Family Therapy program has been designed to meet the national standards of the American Association of Marriage and Family Therapists (AAMFT). Upon completion of the program, candidates are eligible to “sit” for the national examinations in MFT and to pursue state licensure.

Requirements for the Master of Science (M.S.) degree with emphasis in Marriage and Family Therapy

Counseling Department Requirements

- CNL 7013 Statistics and Research
- CNL 7023 Human Development
- CNL 7033 Social and Cultural Foundations
- CNL 7113 Principles of Family Therapy
- CNL 7133 Theories and Techniques of Counseling
- CNL 7613 Family of Origin
- CNL 7623 Family Systems
- CNL 7633 Principles of Marital Therapy
- CNL 7643 Family Sexuality
- CNL 8023 Advanced Psychopathology
- CNL 8033 Christian Foundations in Counseling
- CNL 8043 Relationship Assessment
- CNL 8123 Advanced Family Therapy
- CNL 8133 Advanced Psychopharmacology
- CNL 8433 Professional Development and Ethics
- CNL 8613 Promoting Change Through Brief Therapy
- CNL 8701 Pre-Practicum Lab
- CNL 8773 Practicum I: Marriage and Family Therapy
- CNL 8783 Practicum II: Marriage and Family Therapy
- CNL 8873 Internship I: Marriage and Family Therapy
- CNL 8883 Internship II: Marriage and Family Therapy
- CNL 8893 Internship III: Marriage and Family Therapy

Minimum semester hours64

Requirements for the Master of Science (M.S.) degree with dual emphases in Marriage and Family Therapy and Community Counseling

- In addition to the Marriage and Family Therapy curriculum above,
- CNL 7123 Group Theory
 - CNL 7313 Career Development Information and Vocational Education

SCHOOL COUNSELING PROGRAM

The forty-eight credit hour Master's program in School Counseling exceeds the standards for school counselors in the State of Arkansas, and the program has been approved by the Higher Learning Commission of the North Central Association of Colleges and Schools, <http://ncahigherlearningcommission.org> (800-621-7440), and by the Arkansas Department of Education. The program is also fully accredited by the National Council for Accreditation of Teacher Education (NCATE), <http://ncate.org> (202-466-7496).

Students are required to earn acceptable scores on designated Comprehensive Exams following Practicum II and prior to enrollment in Internship.

Requirements for the Master of Science (M.S.) degree with emphasis in School Counseling

1. Counseling Department Requirements—30 hours
 - CNL 7013 Statistics and Research
 - CNL 7023 Human Development
 - CNL 7033 Social and Cultural Foundations
 - CNL 7123 Group Theory
 - CNL 7133 Theories and Techniques of Counseling
 - CNL 7313 Career Development Information and Vocational Education
 - CNL 7613 Family of Origin
 - CNL 8013 Assessment
 - CNL 8023 Advanced Psychopathology
 - CNL 8033 Christian Foundations in Counseling
 2. CNL Electives—6 hours, as advised
 3. Specialty Area—12 hours
 - CNL 8533 Organization and Administration of Pupil Personnel Services
 - CNL 8633 Practicum I
 - CNL 8643 Practicum II
 - CNL 8873 Internship
- Minimum semester hours48

SPECIALTY EMPHASIS PROGRAMS

For students holding Master's degrees from regionally accredited universities but having licensure deficiencies, three Special Emphasis programs are available which enable a student to gain credentialing without having to take the full degree program.

Specialty Emphasis in Community Counseling

Prerequisites

1. Admission to Graduate Studies (GRE requirement waived).
2. A minimum of a Master's Degree in a mental health field from a regionally accredited university.
3. State licensure as one or more of the following: School Counselor, Marriage and Family Therapist, Master Social Worker, Psychologist.
4. Permission of the Graduate Counseling Department Chair.

Course Requirements

36 Semester Hours

CNL 7113	Principles of Family Therapy
CNL 7613	Family of Origin
CNL 7633	Principles of Marital Therapy
CNL 7643	Family Sexuality
CNL 8023	Advanced Psychopathology
CNL 8033	Christian Foundations in Counseling
CNL 8043	Relationship Assessment
CNL 8133	Advanced Psychopharmacology
CNL 8433	Professional Development and Ethics
CNL 8613	Promoting Change Through Brief Therapy
**CNL 8873	Internship I: Community Counseling
**CNL 8883	Internship II: Community Counseling

***Internships can be waived if the student has been under the supervision of an LPC Approved Supervisor during masters or post-masters supervision experience. Waiver is approved through the Department Chair and the Dean of Graduate Studies.*

Specialty Emphasis in Marriage and Family Therapy

Prerequisites

1. Admission to Graduate Studies (GRE requirement waived).
2. A minimum of a Master's Degree in a mental health field from a regionally accredited university.
3. State licensure as one or more of the following: School Counselor, Professional Counselor, Master Social Worker, Psychologist.
4. Permission of the Graduate Counseling Department Chair.

Course Requirements	36 Semester Hours
CNL 7113 Principles of Family Therapy	
CNL 7613 Family of Origin	
CNL 7623 Family Systems	
CNL 7633 Principles of Marital Therapy	
CNL 7643 Family Sexuality	
CNL 8033 Christian Foundations in Counseling	
CNL 8043 Relationship Assessment	
CNL 8123 Advanced Family Therapy	
CNL 8133 Advanced Psychopharmacology	
CNL 8613 Promoting Change Through Brief Therapy	
**CNL 8873 Internship I: Community Counseling	
**CNL 8883 Internship II: Community Counseling	

***Internships can be waived if the student has been under the supervision of an LPC/LMFT Approved Supervisor during masters or post-masters supervision experience. Waiver is approved through the Department Chair and the Dean of Graduate Studies.*

Specialty Emphasis in School Counseling

Prerequisites

1. Admission to Graduate Studies (GRE requirement waived).
2. A minimum of a Master's Degree from a regionally accredited university.
3. A minimum of 3 years of professional teaching experience.
4. Permission of the Graduate Counseling Department Chair.

Course Requirements	36 Semester Hours
CNL 7033 Social and Cultural Foundations of Counseling	
CNL 7123 Group Theory	
CNL 7133 Theories and Techniques of Counseling	
CNL 7313 Career Development Information and Vocational Education	
CNL 7613 Family of Origin	
CNL 8013 Assessment	
CNL 8023 Advanced Psychopathology	
CNL 8033 Christian Foundations	
CNL 8533 Organization and Administration of Pupil Personnel Services	
CNL 8613 Promoting Change through Brief Therapy	
CNL 8633 School Practicum I	
CNL 8873 Internship	

GRADUATE COURSE DESCRIPTIONS

BBL (Biblical Studies)

BBL 7723 Spiritual Formation in the Gospels **Three hours**

A study of how Christ's earthly ministry as reflected in the Gospels demonstrates principles of spiritual growth. Emphasis is on understanding the life and teachings of Christ as He discipled His followers for growth and ministry, and how those principles may be applied in a contemporary context.

BBL 7733 Hermeneutics **Three hours**

Principles of biblical interpretation addressing a variety of approaches and methods. Includes aspects of historical, cultural, grammatical, analytical, topical, and devotional study, as well as the use of important Bible reference and study tools.

BBL 7743 Spiritual Formation in Acts and Epistles **Three hours**

An examination of how the first-century church grew spiritually and numerically as reflected in the New Testament. Included is an evaluation of how the experiences of the early church can be a model of discipleship and ministry for the church in contemporary culture.

BBL 8033 Christian Theology and Foundations **Three hours**

Understanding of Christian values and perspectives by examination of basic elements of the Christian faith. Through the study of the literature and theology of the Christian scriptures, candidates explore relationships among Christian faith, values, and practice.

BBL 8723 Spiritual Formation in the Old Testament **Three hours**

A study of how God effected the spiritual formation of His people in the Old Testament and of how insights gained from other theological themes in the Old Testament can serve as models for discipleship in the present-day Church.

BBL 8903 Selected Topics in Biblical Studies **Three hours**

An intensive study of a selected area of Biblical Studies (e.g., Old Testament, New Testament, Biblical history, doctrines). Prerequisite: consent of instructor

BUS (Business Administration)

BUS 7003 Graduate Milestone **Three Hours**

A capstone experience which allows participants to explore, discover, and affirm their core values and understand how these are manifested in their personal leadership style. The goal is to spur the development of leaders who operate from a foundation of the highest ethical standards as a strategic key to profitability and long-term sustainability. (Same as LDR 7003)

BUS 7011, 7021, 7031 Corporate Seminars **Each course, one hour**

Three one-credit seminars addressing the challenges of business leadership and ethics from industrial, contemporary, and future perspectives. Soderquist Distinguished Fellows and other renowned business leaders serve as adjunct faculty.

BUS 7013 Managerial Accounting **Three hours**

An exploration of the role of accounting analysis in managerial planning and control. Emphasis is given to the development and use of accounting information to support managerial decision-making in facilitating the implementation of business strategies.

BUS 7113 Marketing Strategies **Three hours**

Integrative marketing strategies encompassing consumer behavior and market research, branding and product management, distribution, and promotion.

BUS 7223 Managerial Economics **Three hours**

Economic theories of the firm and of the market with an emphasis on applications to current business issues and global economic development.

BUS 8003 Advanced Financial Analysis **Three hours**

Application of finance and managerial accounting concepts and an understanding of their influence on financial strategies and business decisions.

BUS 8013 Applied Research Methods **Three hours**

An in-depth examination of research methods in the social sciences with an emphasis on business research. The course provides advanced quantitative and qualitative research tools necessary to conduct major business research projects. Topics in research methods include Primary and Secondary Data Analysis, Sampling, Survey Design, and Experimental Designs.

BUS 8113 Global Operations and Supply Chain Management

Three hours

A study of the application of business management in a global environment, with emphasis on the importance of human factors in international operations.

BUS 8243 Cross-Cultural Business Management **Three hours**

A collaborative research course that examines what constitutes “effective” business management across cultures. Students gain preparation for business assignments outside of their native countries.

BUS 8253 Survey of Global Business Practice **Three hours**

A challenging and comprehensive curriculum covering current topical or regional international business issues, combined with an emphasis on unique business and cultural environments.

BUS 8263 International Business Practicum **Three hours**

An approved 10- to 14-day business experience in an international setting. Required of candidates in the International Business Concentration.

BUS 8903 Selected Topics **Three hours**

A course offering students opportunities to study subjects of special interest. May be offered on a group basis in a classroom setting or as independent study under faculty supervision.

BUS 8993 Strategic Analysis and Design **Three hours**
Analysis of internal and external structures and forces of organizations to determine core competencies and strategies. Development of ethical leadership and management processes for increasing quality and innovation.

CMN (Christian Ministry)

CMN 7013 Biblical and Theological Research Methods **Three hours**
A focused study of the tools and methods necessary to conduct biblical and theological research appropriate for parish ministry, as well as academic writing in the field.

CMN 7103 Applied Project **Three hours**
Working individually or in small groups, students utilize their learning from core courses in practical ways to provide solutions to contemporary issues within a Christian ministry setting. Working in conjunction with the supervising faculty member, students design and implement an appropriate learning intervention and evaluate the project's effectiveness.

CMN 7323 Youth Culture **Three hours**
An examination of current factors influencing youth today. Research from and about adolescent development, media, education, and family influence are considered.

CMN 7333 Building Strong Marriages and Families **Three hours**
An examination of God's design for healthy marriages and families, with recognition of the spiraling effects that the condition of marriages has on the larger community. Special emphases include the heart of the relationship, how to cultivate a haven of safety, the importance of taking personal responsibility, the power of forgiveness, and practical ways to deal with relational difficulties. Prerequisite: admission to the M.A. in Youth and Family Ministries program

CMN 7341 Research in Youth and Family Ministry **One hour**
Introduction to the tools for graduate-level research, with an emphasis on remote-access, Web-based resources that relate to practical ministry.

CMN 7353 Nurturing Spiritual Development in Children **Three hours**
A survey of current definitions of children's spirituality, examining biblical and theological foundations of children's spirituality and explaining the current theories on children's spiritual development. Students compare and contrast faith development theory to spiritual development, analyze emerging research focusing on children's spirituality, and explore the key ways to nurture spiritual development in children.

CMN 7363 Contemporary Issues in Youth and Family Ministry **Three hours**
An exploration of issues such as depression, suicide, eating disorders, drug abuse, family communication, and others relevant to the discipling of teens and ministering to them as they deal with adolescent crises. Students are given opportunity to examine and evaluate current research and to develop strategies and skills necessary to be a Christ-like care giver who understands these issues and their remedies for today's youth and families. Prerequisite: admission to the M.A. in Youth and Family Ministries program

CMN 7713 Biblical Foundations of Ministry and Leadership

Three hours

An investigation of the principles of Christian leadership as revealed in Scripture. Emphasis is on comparing and contrasting historical and contemporary theories of leadership in both secular and Christian settings. The study culminates with the student's articulation of a personal theology of ministry.

CMN 7793 Christian Communication in a Pluralistic Society

Three hours

An examination of the theory and practice in various methods of communicating the Christian message. The course equips students to prepare and deliver accurate biblical messages in a variety of media while being aware of the contexts and worldviews of the audience.

CMN 8113 Theory and Practice of Small Group Ministry

Three hours

An examination of the Biblical basis and historical roots of small group ministry, with analysis of the theological dimensions of spiritual formation in the small group context. A variety of models and their implications for ministry are explored, with evaluation of the roles of pastors, staff, group leaders, and participants.

CMN 8123 Theology and Practice of Worship Ministry

Three hours

A study in which students develop a biblical, theological, historical, and practical matrix within which to evaluate practices in worship. A series of sound worship values are developed to inform sound worship planning. The role of corporate worship in Christian formation is examined.

CMN 8243 Building Emotionally Healthy Relationships

Three hours

A look at various aspects of healthy relationships as a foundation for effective ministry, with special attention given to the implications of humans being made in God's image with a mind, will, and emotions. Other emphases include cultivating healthy emotional self-awareness and self-management, dealing with difficult emotions, and effective conflict management. Prerequisite: admission to the M.A. in Youth and Family Ministries program

CMN 8253 Christian Education with Adolescents

Three hours

A study of teaching and learning theories specifically for those working with adolescents in a Christian environment. Includes adolescent cultural exegesis and its application, plus observation and practice of teaching. Prerequisite: admission to the M.A. in Youth and Family Ministries program

CMN 8263 Evangelism and Discipleship

Three hours

An examination of the theory and practice of Christian evangelism and discipleship. Biblical and theological foundations are explored. Strategies, both modern and historical, are studied and evaluated. Students design and implement a particular strategy for use in a specific setting.

CMN 8811, 8812, 8813 Supervised Ministry

One to three hours

Supervised experiences in a range of Christian ministry settings, with opportunity for reflection on integration of theory and practice, evaluation, feedback, and improvement in skills. Grading: 'S' or 'U'.

CMN 8903 Selected Topics in Christian Ministry **Three hours**

An intensive study of a selected area of Christian Ministry (e.g., small groups, Christian education with youth, Christian education with children, outdoor ministry). Prerequisite: consent of instructor

CNL (Counseling)

CNL 7013 Statistics and Research **Three hours**

Basic research approaches to solving applied problems, with emphasis on gaining a broad understanding of the research process. The course provides an introduction to statistics as well as an opportunity to critique research in an area of study.

CNL 7023 Human Development **Three hours**

An overview of theories of physical, cognitive, spiritual, and social/emotional development and processes throughout the life span. Theoretical and practical instruction is designed for application of developmental research and theory to educational and related settings.

CNL 7033 Social and Cultural Foundations **Three hours**

Study of social, cultural, ethnic, and gender issues related to families, schools, and communities. The impact of special issues (e.g., sexism, gender roles, ethnicity, race, differing lifestyles, discrimination, socioeconomic status, and social and multi-cultural trends) on individual family members, the family as a whole, and organizations such as the school and the church are examined.

CNL 7113 Principles of Family Therapy **Three hours**

An overview of the major theories and their therapeutic implications. Focus is on treatment of problems within a systems framework. Students are given a comprehensive survey of the major models of systemic change that includes but is not limited to the following: structural, strategic, Bowenian, Experiential, Solution-Focused, Systemic, and Post-Modern.

CNL 7123 Group Theory **Three hours**

An introduction to group theory and processes in counseling and guidance. Interaction patterns and dynamics within small groups are considered. Focused on the understanding of individual and group behavior, the course involves didactic and experiential learning in group theory and practice. Students participate in a group to develop self-awareness, acceptance, and effective interpersonal skills. Prerequisite: CNL 7133

CNL 7133 Theories and Techniques of Counseling **Three hours**

Overview of major counseling theories and techniques and a review of historical foundations of mental health care. Social, psychological, and philosophical influences and ethical issues associated with the counseling professions are considered.

CNL 7313 Career Development Information and Vocational Education **Three hours**

An examination of career development theories, the research supporting the theories, and the practical application of these ideas in career counseling. Course work includes information about the development of an educational-occupational library, the classification of the world of work, and the use of occupational data in career counseling and development across the lifespan.

CNL 7613 Family of Origin **Three hours**

An explanation of the theoretical bases of family of origin work. Exploration of the student's own family history and family patterns across generations is included. Review of the basic concepts and therapeutic techniques used in family of origin education and counseling.

CNL 7623 Family Systems **Three hours**

A study of the conceptual and philosophical contrast between systems theory and linear psychological theoretical frameworks. General systems theory, cybernetics, constructivism, and a family system framework are explored. The primary focus is the understanding and development of a family systems conceptual framework.

CNL 7633 Principles of Marital Therapy **Three hours**

A study of the major theories and principles of marital therapy, focusing on the systemic and brief models of marital therapy. Assessment techniques, intervention strategies, and treatment planning are examined. Prerequisites: CNL 7113

CNL 7643 Family Sexuality **Three hours**

Examines development of sexuality in the context of the family system including cultural, psychological, biological and spiritual factors. Special attention is paid to the issues of gender, sexual functioning and sexual dysfunction from a family system perspective.

CNL 8013 Assessment **Three hours**

Principles of measurement and assessment. Use of various assessment instruments including achievement, aptitude, intelligence, interests, and personality tests in the processes of counseling and guidance. Supervision in administering, scoring, and interpreting individual evaluation methods.

CNL 8023 Advanced Psychopathology **Three hours**

A study of the diagnosis and treatment of abnormal behavior and personality. The student develops a working knowledge of the diagnostic categories in the DSM-IV and gains an understanding of the application to clinical practice. Emphasizes normal personality and development of positive mental health in schools, community, and families.

CNL 8033 Christian Foundations in Counseling **Three hours**

Understanding of Christian values and perspectives by examination of basic elements of the Christian faith. Through the study of the literature and theology of the Christian scriptures, candidates explore relationships among Christian faith, values, and practice, pertaining to the field of counseling.

CNL 8043 Relationship Assessment **Three hours**

An examination of various relationship assessment instruments and their role in the assessment, diagnosis and treatment of couples and families. Assessment of premarital, marital, parenting, and family systems is considered. Participants are trained in the administration and clinical application of standardized inventories. Students also examine how their theoretical orientation forms their assessment methodology.

CNL 8123 Advanced Family Therapy **Three hours**

Exploration of the latest developments in family therapy with an emphasis on intervention strategies and innovative techniques. Examination and application of common family problems such as depression, parent-child problems, sub-systems dysfunction, and marital dysfunction as applied to treatment strategies and plans. The student is expected to demonstrate advanced knowledge and skills in the practice of family therapy. Prerequisites: CNL 7113 and 7633

CNL 8133 Advanced Psychopharmacology **Three hours**

A basic introduction to psychopharmacology for non-medical counselors. General principles underlying the use of psychoactive medications to treat the major classes of mental illness are covered, with emphasis on practical aspects of pharmacology, including drug selection, dosage, side effects, and toxicity. Basic principles of neuropharmacology are also discussed. The goal is to equip counselors to better understand psychopharmacology and to interact with medical personnel who prescribe psychotherapeutic medications.

CNL 8533 Organization and Administration of Pupil Personnel Services **Three hours**

Theoretical principles as basis for the organization and administration of guidance services in schools, practical application of principles to schools and other organizations, and survey of public and private social agencies with which counselors should be familiar. The referral process and the methods of facilitating interagency cooperation are discussed.

CNL 8433 Professional Development and Ethics **Three hours**

Insights into professional roles and functions. Areas of emphasis include professional socialization and the role of professional organizations, licensure and certification, legal responsibilities and liabilities of clinical practice and research, family law, confidentiality issues, marital and family Code of Ethics, and interprofessional cooperation. The content of the course is specific to the practice of marital and family counseling.

CNL 8613 Promoting Change Through Brief Therapy **Three hours**

A study of time-limited approaches to helping people change in various clinical settings with special emphasis on the Mental Research Institute (MRI), the Solution-Focused and the integrative Solution-Based Brief Therapy models. Content includes a historical and theoretical analysis as well as a review of the research and application to individual, marital, family, and group counseling.

CNL 8633, 8643 School Practicum I, II **Each course, three hours**

Supervised experience with school students, parents, teachers and administrators for the development of skills in individual counseling and group work. Prerequisites for 8633: thirty class hours including CNL 7133 and 7123 and recommendation by the Department of Counseling Faculty. Prerequisite for 8643: CNL 8633

CNL 8701 Pre-Practicum Laboratory **One hour**

An orientation to the requirements of practicum/internships. Students practice basic counseling skills, case management skills, and review the ethical considerations required of practicing counselors. Upon demonstration of a satisfactory working knowledge in each of these areas, the supervising faculty will grant approval for the student to enroll in Practicum. Prerequisites: same as those for Practicum I in the student's chosen track

CNL 8753, 8763 Practicum I, II: Community **Each course, three hours**

A supervised experience for the development of individual counseling and group work skills. Prerequisites for 8753: CNL 7133 and 7123 and recommendation by the Department of Counseling Faculty. Prerequisite for 8763: CNL 8753

CNL 8773, 8783 Practicum I, II: Marriage and Family Therapy

Each course, three hours

Supervised and practical experience in counseling. Prerequisite for 8773: CNL 7613 and 8123 and recommendation by the Department of Counseling Faculty. Prerequisite for 8783: CNL 8433 and 8773

CNL 8873, 8883, 8893 Internship I, II, III **Each course, three hours**

Supervised experience designed to develop competencies necessary for counseling. Prerequisites for 8873: CNL 8763 or 8783, and recommendation by the Department of Counseling Faculty. Prerequisite for 8883: CNL 8873. Prerequisite for 8893: CNL 8883

CNL 8903 Selected Topics in Counseling **Three hours**

An intensive study of a selected area of Counseling designed to meet the particular needs of pre-service and/or in-service counselors or administrators. Prerequisite: consent of instructor

ED (Education)

ED 5563 Second Language Acquisition for Teachers **Three hours**

A study of the major theories in second language acquisition, with emphasis on contrastive principles of first and second language development. Special attention is given to second language acquisition implications in the K-12 classroom setting with diverse cultural and linguistic representation.

ED 5583 Curriculum & Instruction: TESOL **Three hours**

An examination of the characteristics of English language learners, the history and approaches of TESOL, classroom practice, the development of the four components of language, and cultural influences.

ED 5183 Educational Assessment: TESOL **Three hours**

An investigation of the principles of assessment that are of primary importance to educators of second language students. This includes relating objectives to assessment, constructing tests (e.g. language assessment, designing formative and summative assessments, content area achievement, diagnostic), interpreting and using test results (including modification strategies), and utilizing portfolios and other means of authentic assessment.

FAM (Family Studies)

FAM 7763 Spiritual Formation and Family Ministry **Three hours**

Analysis of biblical texts relevant to the establishment of a theology of marriage and family life. Students use the biblical foundation to critique existing models of family ministry and to create their own philosophy of ministry that will help today's families in dealing with change and growth as image-bearers of God in ways that are healthy and appropriate.

FAM 8903 Selected Topics in Family Studies **Three hours**

An intensive study of a selected area of Family Studies (e.g., marriage and family, family communications, family relationships). Prerequisite: consent of instructor

HED (Higher Education)

HED 7113 History and Philosophy of American Higher Education

Three hours

A study of the historical development of American higher education. The course reviews significant changes within the higher education system, focusing on higher educational institutional philosophy, objectives, and functions. This serves to lay the foundation for understanding higher educational programs, issues, and trends. Included as a focus of the course is an overview of the development and issues in Christian higher education.

HED 7663 The College Student: Issues, Policies, and Programs

Three hours

A foundational examination of student characteristics, demographics, beliefs, and cultural patterns in North American higher education. Major theories are reviewed that will assist the educational leader in developing policy and programs to maximize learning in the collegiate environment.

HED 7993 Administrative Leadership in Higher Education

Three hours

Analysis of leadership theories and concepts as they relate to utilizing higher education resources to manage change. The course incorporates current higher education trends and issues as contexts for inquiry and analysis into leadership of the various functional areas of higher education.

HED 8223 Educational Program Development and Implementation

Three hours

Application of learning from core courses in practical ways to provide solutions to real-world problems within an educational setting. Students examine program purposes, outcomes, planning models, transfer of learning models, budget development and evaluation. The culminating project is the development of an educational program related to the student's professional goals. Prerequisites: six hours of HED

HED 8903 Selected Topics

Three hours

A course offering students opportunities to study subjects of special interest. May be offered on a group basis in a classroom setting or as independent study under faculty supervision.

ICS (Intercultural Studies)

ICS 5113 Intercultural Communications

Three hours

A study of the process of interpersonal communication in one's own culture and the principles of effective communication within other cultural contexts. Attention is given to values, ethnocentricity, nonverbal communication, and change.

LDR (Leadership)

LDR 7003 Graduate Milestone

Three Hours

A capstone experience which allows participants to explore, discover, and affirm their core values and understand how these are manifested in their personal leadership style. The goal is to spur the development of leaders who operate from a foundation of the highest ethical standards as a strategic key to profitability and long-term sustainability. (Same as BUS 7003)

LDR 7011, 7021, 7031 Corporate Seminars

Each course, one hour

Three one-credit seminars addressing the challenges of business leadership and ethics from industrial, contemporary, and future perspectives. Soderquist Distinguished Fellows and other world-class leaders serve as adjunct faculty.

LDR 7113 Foundations of Leadership

Three hours

Historical and contemporary leadership theories and concepts with an emphasis on the moral dimensions of leadership and ethics. Competencies and influences of leaders and followers are contrasted, and students gain insights through personal leadership and character assessments.

LDR 7223 Mission, Vision, and Values

Three hours

Study of the critical nature and relationship of mission, vision, and values to individuals and organizations. Identification and development of personal and organizational core purposes and values that direct strategies and define measures of success.

LDR 7333 Social Responsibility and Ethics

Three hours

Criteria and measurement of organizational effectiveness using the decision-making models of (1) an economic cost/benefit analysis and (2) an organizational ethics audit. Applications of these models are used to analyze and identify socially responsible and ethical attitudes and behavior. Discussion includes a legal framework for standards of compliance.

GRADUATE STUDIES COURSES

LDR 7343 Corporate Governance and Ethics **Three hours**

An examination of present-day governance standards, the corporation as an artificial person, the responsibility of directors to govern corporations, the proper role of CEOs and other executives, and how shareholders can influence management decisions. Course topics include the Federal Sentencing Guidelines, as amended, and the Sarbanes-Oxley Act of 2002, as well as other case studies and readings. This intensive study is designed for business leaders, graduate business students, and others interested in governance challenges facing organizations and those who lead them.

LDR 7993 Building Teams **Three hours**

An experiential approach to application of the skills and attitudes necessary for building and leading effective teams. Topics include communication and motivation theories, group formation and behavior, group decision-making processes, conflict management, negotiation, facilitation, and organizational support structures.

LDR 8003 Applied Christian Ethics **Three hours**

A study of how decisions and actions incorporate ethical issues. Individuals, organizations, and societies are influenced in significant ways by the ethical principles they use to make decisions. The course examines, from a Christian perspective, the ethical foundations, responsibilities, and consequences of decisions and practices in our society. Study includes the use of case studies illustrating the application of ethical theory in situations that students will likely encounter in their careers.

LDR 8113 Leading Change **Three hours**

Recognition of social and economic pressures for change. Adaptation of an ethical change process within diverse organizational settings. Forecasting and designing alternative futures for organizations. Expansion of a conceptual framework for lifelong applied learning and the development of strategic change and implementation plan.

LDR 8333 Global Leadership & Ethics **Three hours**

Cross-cultural and global perspectives highlight competitive advantage through diversity. Application of universal standards of leadership and ethics in multiple organizational settings.

LDR 8903 Selected Topics **Three hours**

A course offering students opportunities to study subjects of special interest. May be offered on a group basis in a classroom setting or as independent study under faculty supervision.

LDR 8993 Strategic Analysis and Design **Three hours**

Analysis of internal and external structures and forces of organizations to determine core competencies and strategies. Development of ethical leadership and management processes for increasing quality and innovation.

ORG (Organizational Behavior)

ORG 8711, 8712, 8713 Organizational Practicum

One to three hours

A supervised, applied work experience. Students establish learning objectives relevant to the degree program and document the accomplishment of those objectives under the supervision of graduate faculty. May be repeated for credit.

TRUSTEES

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Mrs. Sharon S. Wasson	Siloam Springs, Arkansas
Mrs. Diane N. Willits	Siloam Springs, Arkansas

UNIVERSITY ADMINISTRATION

TRACY A. BALZER, Director of Christian Formation, 1997.

B.A., Seattle Pacific University

M.A., John Brown University

STEPHEN T. BEERS, Vice President for Student Development, 1998.

B.A., Taylor University

M.S., Wright State University,

Ed.D., Ball State University

ANDRE G. BROQUARD, Associate Dean of Students / Director of
Residence Life, 2002.

B.A., Taylor University

M.A., Regent University

DARLENE P. BUTLER, Central Arkansas Director of Professional Studies,
2005.

B.S., M.S., Ph.D., University of Arkansas

DARRIN COON, Business Manager, 2005.

B.S., M.S., Illinois State University

DON W. CRANDALL, Vice President for Enrollment Management, 1985.

B.A., M.S., Aurora University

A. BETH DAVIS, Director of Institutional Research and Assessment, 1995.

B.S., John Brown University

M.Ed., Clemson University

TIMOTHY J. DINGER, Director of University Counseling Center, 2000.

B.A., Texas Tech University

M.A., Dallas Theological Seminary

Ed.D., Texas Tech University

KIM ELDRIDGE, Director of Financial Aid, 2000.

B.Mus.Ed., John Brown University

PAUL J. ELDRIDGE, Director of Development and Planned Giving, 2003.

B.S.E., John Brown University

M.A., Simon Greenleaf University

J.D., Trinity Law School

ADMINISTRATION

- J. RICHARD ELLIS, Dean of Graduate and Professional Studies, 1993.
B.R.Ed., William Tyndale College
M.Div., Biola University
Ph.D., University of Michigan
- EDWARD E. ERICSON III, Vice President for Academic Affairs, 1994.
B.A., Calvin College
M.A., Ph.D., Indiana University
- MARY ANN GUINN, University Nurse, 1989.
A.A., Cottey College
B.S.R.N., University of Arkansas Medical Center, Little Rock
- PATRICIA R. GUSTAVSON, Vice President for Finance and
Administration, 1980.
B.A., University of Connecticut
M.B.A., University of Arkansas
- MARY E. HABERMAS, Director of the Library, 2001.
B.A., University of South Carolina
M.L.S., University of Oklahoma
- JOHN C. HILL, Northwest Arkansas Director for Graduate and
Professional Studies, 1978.
B.A., John Brown University
M.A., University of Arkansas
- PAUL M. HINES, Registrar, 1999.
B.S.E., M.Ed., Southern Arkansas University
Ed.D., University of Arkansas
- RONALD E. JOHNSON, Director of Walton International Scholarship
Program, 1996.
B.S., Devry Institute
M.S., California Coast University
M.S., John Brown University
- JAMES L. KRALL, Vice President for University Advancement, 1996.
B.A., Taylor University
M.A., Ball State University
Ed.D., University of Tennessee
- REBECCA J. LAMBERT, Director of Academic Assistance and Disability
Services, 2000.
B.S., Ball State University
M.S., University of Arkansas
- RITA A. LAMPHEAR, Director of Technical Support Services, 1980.
B.S.E., Northeastern State University

JOHN BROWN UNIVERSITY

STANLEY A. MCKINNON, Campus Pastor and Associate Dean of Students, 1999.

B.A., Texas Tech University
M.Div., Asbury Theological Seminary
S.T.M., Yale University

APRIL L. MORETON, Director of Foundation and Corporate Relations, 2002.

B.Mus., Texas Christian University
M.A., Dallas Theological Seminary
Ph.D., University of North Texas

PAUL A. NAST, Chief Information Systems Officer, 1999.

B.A., Judson College
M.B.A., University of Phoenix

DAN NOYES, Director of Career Development, Adjunct Instructor of English, 1997.

B.A., Houghton College
M.S., Alfred University

FRANCES L. O'NEAL, Associate Registrar, 1990.

B.S., John Brown University

GARY J. OLIVER, Executive Director of The Center for Relationship Enrichment, 1998.

B.A., Biola University
M.Div., Talbot Theological Seminary
Th.M., Fuller Theological Seminary
M.A., Ph.D., University of Nebraska

STEVE ONNEN, Director of Development Services, 1999.

B.S., John Brown University

RICHARD S. OSTRANDER, Dean of Undergraduate Studies, 1997.

B.A., Moody Bible Institute
B.A., University of Michigan
M.A., Ph.D., University of Notre Dame

STEPHEN R. PASCHOLD, Instructional Services Librarian, 2004.

B.A., M.A., M.L.S., University of British Columbia

THOMAS L. PERRY, Controller, 1996.

B.S., Friends University
M.B.A., John Brown University

ANDREA PHILLIPS, Director of University Communications, 2002.

B.S., Texas Christian University
M.A., Dallas Theological Seminary

ADMINISTRATION

CHARLES W. POLLARD, President, 2004.

B.A., Wheaton College
J.D., Harvard Law School
M.A., Oxford University
Ph.D., University of Virginia

JERRY ROLLENE, Director of Alumni and Parent Relations, 2004.

B.S., John Brown University

REBECCA ROTHFUSS, Director of Student Activities and Leadership
Development, 1994.

B.A., Bartlesville Wesleyan College
M.S., Oklahoma State University

SIMONE I. SCHRODER, Interlibrary Loan Services Librarian, 1988.

B.A., Marycrest College
D.C., Palmer College of Chiropractic
M.L.I.S., University of Oklahoma

WILLIAM A. STEVENSON III, Director of International Programs, 1988.

B.S., M.A., John Brown University

TIFFANY S. TAYLOR, Director of Academic Services, Professional Studies,
2006.

B.S., M.B.A., John Brown University

ERNEST H. WHITMORE, Advising Coordinator, 1985.

B.A., John Brown University
M.Mus., University of North Texas

ANDREW WILSON, Executive Director, Soderquist Center for Leadership
and Ethics, 2002.

GRADUATE AND PROFESSIONAL STUDIES FACULTY

AMY M. ADAMS, Assistant Professor of Counselor Education, 2003.
B.A., Ouachita Baptist University
M.A., Ph.D., University of Louisiana

HOLLY J. ALLEN, Associate Professor of Biblical Studies, 2003.
B.A., Harding University
M.A., University of Iowa
Ph.D., Talbot School of Theology

DONALD P. BALLA, Professor of Accounting, 1985-1992, 1994.
B.Mus., Southern Illinois University, Edwardsville
M.Mus., Florida State University
M.S., The American College
Certified Public Accountant, Illinois
J.D., University of Arkansas

CARY L. BALZER, Assistant Professor of Theology, 1997.
B.A., Seattle Pacific University
M.Div., Asbury Theological Seminary
Ph.D., University of Manchester

PHILLIP M. BEATTY, Associate Professor of Adult Education, 2003.
M.S., Colorado School of Mines
Ed.D., Nova Southeastern University
Professional Engineer

STEPHEN T. BEERS, Assistant Professor of Leadership, 1998.
B.A., Taylor University
M.S., Wright State University
Ed.D., Ball State University

JAMES R. BLANKENSHIP, Assistant Professor of Biblical Studies, 2002.
B.A., Indiana University
J.D., Vanderbilt University School of Law
M.A., Gordon Conwell Theological Seminary
Ph.D., University of Pennsylvania

FACULTY

- DAVID E. BRISBEN, Professor of Christian Ministries, 1992.
B.A., Erskine College
M.Miss., M.C.E., Reformed Theological Seminary
M.Div., Erskine Seminary
Ph.D., Trinity Evangelical Divinity School
- DARLENE P. BUTLER, Associate Professor of Business, 2005.
B.S., M.S., Ph.D., University of Arkansas
- DOYLE M. BUTTS, Professor of Economics and Business, 1971.
B.Mus.Ed., Henderson State University
M.B.A., Ph.D., University of Arkansas
- JOHN V. CARMACK, Associate Professor of Marriage & Family Therapy, 1998.
B.A., University of Arkansas
M.Div., Trinity Evangelical Divinity School
Ph.D., Texas Woman's University
- ROBBIE F. CASTLEMAN, Associate Professor of Bible and Theology, 2001.
B.A., Loyola University
M.A., Florida State University
D.Min., University of Dubuque Theological Seminary
- DAVID A. CATER, Professor of Psychology, 1993.
B.A., Pasadena College
M.A., California State University, Los Angeles
M.A., Ph.D., Fuller Seminary
- JOHN D. COPELAND, Professor of Business and Executive in Residence, 2003.
B.A., University of Texas
J.D., Southern Methodist University
L.L.M., Ed.D., University of Arkansas
- GRACE Y. DAVIS, Assistant Professor of Education and Language Studies, 1998.
B.A., University of the Redlands
M.A., Oral Roberts University
- J. RICHARD ELLIS, Professor of Adult Education, 1993.
B.R.Ed., William Tyndale College
M.Div., Biola University
Ph.D., University of Michigan
- RICHARD L. FROMAN, Professor of Psychology, 1994.
B.A., M.A., California State University, Sacramento
Ph.D., University of Wyoming

JOHN BROWN UNIVERSITY

- GLORIA J. GALE, Professor of Education, 2000.
B.S., M.M.E., Western Michigan University
M.L.S., Central Michigan University
Ph.D., Walden University
- MARY E. HABERMAS, Assistant Professor of Librarianship, 2001.
B.A., University of South Carolina
M.L.S., University of Oklahoma
- KIMBERLY B. HADLEY, Assistant Professor of Business, 2004.
B.S.B.A, M.B.A., University of Arkansas
- JOHN C. HILL, Associate Professor of Adult Education, 1978.
B.A., John Brown University
M.Ed., University of Arkansas
- PAUL M. HINES, Assistant Professor of Counselor Education, 1999.
B.S.E., M.Ed., Southern Arkansas University
Ed.D., University of Arkansas
- MICHAEL D. KENNELLEY, Associate Professor of Business, 2000.
B.A., University of Arkansas
M.B.A., Pittsburg State University
Ph.D., Oklahoma State University
- TIMOTHY W. KIDD, Associate Professor of Christian Ministries and
Outdoor Leadership, 1999.
B.A., Asbury College
M.S., Aurora University
M.Div., Asbury Theological Seminary
Ph.D., Trinity Evangelical Divinity School
- YOUNG-GURL KIM, Professor of Mechanical Engineering, 1990.
B.S., Han-Yang University, Korea
M.S., University of Wyoming
M.A., Ph.D., Princeton University
- DANIEL W. LAMBERT, Professor of Youth Ministries, 2000.
B.S., Fort Wayne Bible College
M.R.E., Cincinnati Bible Seminary
Ed.D., University of Cincinnati
- THOMAS R. LAMBORN, Assistant Professor of Education, 2003.
B.S., Philadelphia Biblical University
M.R.E., Grand Rapids Baptist Seminary
Ed.D., Nova Southeastern University
- CHARLES C. LAMPTON, Assistant Professor of Counselor Education,
2001.
B.A., University of Arkansas
M.A., Ph.D. Texas Tech University

FACULTY

- JOHN LENSCHOW, Instructor of Biblical Studies, 2006.
B.A., Oral Roberts University
Th.M., M.Div., Gordon Conwell Theological Seminary
- CAROLE A. MAINES, Associate Professor of Counselor Education, 1995.
B.S., John Brown University
M.S., University of the Redlands
Ph.D., University of Arkansas
- JOHN B. McCULLOUGH, Professor of Business, 1974.
B.S., B.A., John Brown University
M.S., Oklahoma State University
Certified Public Accountant, Arkansas
- PAT R. O'BRIEN, Assistant Professor of Business, 2004.
B.S., Virginia Polytechnic Institute and State University
M.B.A., Webster University
- GARY J. OLIVER, Professor of Marriage and Family Counseling, 1998.
B.A., Biola University
M.Div., Talbot Theological Seminary
Th.M., Fuller Theological Seminary
M.A., Ph.D., University of Nebraska
- BONITA F. OSMON, Assistant Professor of Family Studies and Counselor Education, 1998.
B.A., Specialist in School Psychology, Louisiana State University
Ph.D., Texas Woman's University
- RYAN L. RANA, Assistant Professor of Counselor Education, 2006.
B.S., Central Missouri State University
M.S., Harding University
Ph.D., University of Louisiana
- GREGORY T. SMALLEY, Assistant Professor of Church Ministries, 2005.
B.S., Grand Canyon University
M.A., Denver Seminary
M.A., Psy.D., Biola University
- WILLIAM A. STEVENSON III, Instructor of Intercultural Studies, 1988.
B.S., M.A., John Brown University
- BRENT C. SWEARINGEN, Assistant Professor of Librarianship, 2006.
B.A., University of Arkansas
M.Ed., DePaul University
M.S., University of Illinois
- TIFFANY S. TAYLOR, Instructor of Adult Education, 2006.
B.S., M.B.A., John Brown University

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ROBERT E. TIMMONS, Assistant Professor of Business, 2004.

B.S., Pittsburg State University
M.B.A., John Brown University

SANDRA S. VAN THIEL, Professor of Education, 1974-1976, 1981.

B.A., Moody Bible Institute
M.Ed., University of Arkansas
Ed.D., Oklahoma State University

DAVID H. VILA, Associate Professor of Religion and Philosophy, 1999.

B.A., Covenant College
M.A., M.Div., Covenant Theological Seminary
Ph.D., St. Louis University

JOE F. WALENCIAK, Professor of Business, 1982.

B.S., John Brown University
M.B.A., Ph.D., University of Arkansas

RAYMOND T. WEST, JR., Associate Professor of Computer Science, 1987.

B.S., New Mexico State University
M.S., Virginia Polytechnic Institute and State University

Note: All faculty and administration listings are as of Spring 2007.

FACULTY EMERITI

- IDA M. ADOLPHSON, Ed.D., Psychology, 1973-1993
- JACK AUGUSTINE, Ed.D., Health Promotion and Human Performance, 1985-1997
- A. LeVON BALZER, Ph.D., Administration, 1994-2004
- ANDREW C. BOWLING, Ph.D., Biblical Studies, 1969-1999
- M. LISA BRANDOM, Ed.D., English, 1984-2006
- JOHN E. BROWN, JR., LL.D., Administration, 1943, 1946-1987
- WILLIAM H. BURNSIDE, Ph.D., History, 1969-1990
- G. ROBERT BURNS, Ed.D., Health and Sport, 1975-2006
- GLENNA BELLE DAVIS, Ed.D., Health Promotion and Human Performance, 1964-1994
- KENT DAVIS, Ph.D., Construction Management, 1969-1975, 1977-2004
- MICHAEL T. FLYNN, M.A., Broadcasting, 1977-1999
- MEL R. FRATZKE, Ph.D., Administration, 1997-2001
- H. GASTON GRIGGS, Ph.D., Biology, 1974-1996
- ROGER G. IDDINGS, Ph.D., Education, 1988-1999
- ROBERT D. JOHNSON, Ph.D., Biblical Studies, 1975-1984
- PAUL G. KIMBALL, M.B.A., Business, 1981-1999
- FRED P. LOLLAR, M.A., Journalism, 1984-1992
- ARNOLD C. MAYER, M.Ed., Communication and Adult Education, 1989-2007
- LEE T. NETHERTON, Ph.D., Chemistry, 1969-2005
- EDWARD L. NICHOLS, Ed.D., English, 1960-1996
- RICHARD L. NISWONGER, Ph.D., History and Biblical Studies, 1964-1969, 1970-1997

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LARRY O'KELLEY, M.A., Sociology, 1967-1994

JAMES V. PEARSON, Ph.D., Engineering, 1959-1962, 1963-2002

N. EDWARD RENFROW, Ed.D., Health and Sport, 1981-2004

LINDA G. ROMIG, Ed.D., Education, 1985-2007

RICHARD L. RUBLE, Ph.D., Th.D., Biblical Studies, Psychology, and
Administration, 1964-1999

LARRY G. SEWARD, Ed.D., Biology, 1970-2007

JOHN E. SHEEHY, M.A., Men's Basketball Coach, 1989-2007

MARION SNIDER, B.S., Administration, 1940-1985

SHIRLEY FORBES THOMAS, Ph.D., English, Honors, and
Administration, 1969-2001

JAMES C. WALTERS, D.Min., Biblical Studies, 1968-2003

GILBERT B. WEAVER, Th.D., Biblical Studies, 1960-1969,
1972-1999

CHARLES D. WILLIS, B.Arch., Building Construction, 1946-1986

HELEN B. WILMOTH, Ed.D., Home Economics, 1967-1985

JOE M. ZIMMERMAN, Ph.D., Music, 1956-1960, 1961-1966,
1967-1969, 1971-1996

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