

The Graduate School Catalog 2011-2013

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This catalog contains policies and guidelines for the purpose of aiding students in planning their educational curriculum and is not to be considered a contractual agreement. Program requirements, course content, and other regulations are subject to change at the discretion of the controlling entities within the university.

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UNIVERSITY CALENDAR

The Graduate School

FALL 2013

M 8/26	Classes Begin
M 9/2	Labor Day Holiday
T 9/24	*Last Day to Drop Fall I Classes
M 10/21	Last Day of Fall 1 Classes
W 10/23	Fall 2 Classes Begin
F 10/25	*Last Day to Drop 16-Week Classes
F 11/22	*Last Day to Drop Fall 2 Classes
W 11/27 - F 11/29	Thanksgiving Holidays
F 12/20	Last Day of Classes
Sa 12/21	Commencement Exercises

FALL 2014

M 8/25
M 9/1
T 9/23
M 10/20
W 10/22
F 10/24
F 11/21
W 11/26 - F 11/28
F 12/19
Sa 12/20

SPRING 2014

M 1/13	Classes Begin
F 2/7	*Last Day to Drop Spring 1 Classes
F 3/7	Last Day of First Spring 1 Classes
M 3/10	Spring 2 Classes Begin
F 3/14	*Last Day to Drop 16-Week Classes
M 3/24 - F 3/28	Spring Break
M 4/11	*Last Day to Drop Spring 2 Classes
F 4/18	Good Friday Holiday
F 5/9	Last Day of Classes
Sa 5/10	Commencement Exercises

SPRING 2015

M 1/12
F 2/6
F 3/6
M 3/9
F 3/13
M 3/23 - F 3/27
F 4/10
F 4/3
F 5/8
Sa 5/9

SUMMER 2014

M 5/12

Classes Begin

M 5/26

Memorial Day Holiday

T 6/10

*Last Day to Drop Summer 1 Classes

F 6/27

Summer 1 Classes End

F 6/27

*Last Day to Drop Traditional Semester Format
Course (14-16 weeks)

F 7/4

Independence Day Holiday

M 7/7

Summer 2 Classes Begin

T 7/29

*Last Day to Drop Summer 2 Classes

F 8/22

Last Day of Classes

SUMMER 2015

M 5/11

M 5/25

T 6/9

F 6/26

F 6/26

**F 7/3

M 7/6

T 7/28

F 8/21

* Last Day to Withdraw from a Class

** National Observance of Independence Day

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 Evangelicals:

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 present ministry of the Holy Spirit by whose indwelling the Christian is enabled to live a godly life.
6. 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.
7. We believe in the spiritual unity of believers in our Lord Jesus Christ.

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 multicultural 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.

UNIVERSITY PROFILE

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 ninety-two 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 45 undergraduate majors. Also available at JBU are academic opportunities for professionals and graduates. The JBU Degree Completion Program was established in 1993 to meet the needs of working adults and allows them to complete their undergraduate degree. The Graduate Studies Program, established in 1995, offers master's degrees in Community Counseling, Marriage and Family Therapy, School Counseling, Business Administration, Leadership and Ethics, Higher Education Leadership, and Curriculum & Instruction.

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.

Within the JBU community there are a variety of opportunities for students to deepen and live out their faith. Chapel services are held three times a week and feature dynamic worship and gifted guest speakers. A wide variety of ministry opportunities are offered to students through the Office of Christian Formation.

Hand

Students also gain valuable professional and personal life-skills that equip them to serve in business, education, industry, 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 92 years, the central direction of that mission has remained the same: "Christ Over All."

UNIVERSITY PROFILE

Accreditation

John Brown University is accredited by the Higher Learning Commission of the [North Central Association](#) of Colleges and Schools (NCA), [ncahlc.org](#), phone (800) 621-7440, and is approved by the [Arkansas State Department of Education](#) (ADE) and accredited by the [Council for the Accreditation of Educator Preparation](#) (CAEP), phone (202) 233-0077, for the preparation of teachers. All undergraduate and graduate Business degree programs at John Brown University are in candidacy for accreditation by the [Accreditation Council for Business Schools and Programs](#) (ACBSP), [acbsp.org](#), phone (913) 339-9356. The United States Department of Justice has approved John Brown University for the education of foreign students.

Council for Christian Colleges & Universities

John Brown University is a charter member of the [Council for Christian Colleges & Universities](#) (CCCU), a resource- and information-sharing association of 111 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, [cccu.org](#), (202) 546-8913, fax (202) 546-8713.

UNIVERSITY PROFILE

Location

Located in one of the fastest growing areas in the nation, John Brown University is an interdenominational Christian university offering 50 major fields of study. JBU faculty and staff work to provide a tremendous number of experiential learning opportunities for students, in and out of the classroom, that develop the head, heart, and hand. John Brown University's main campus is located in Siloam Springs, Arkansas. Educational Centers are located in key metropolitan areas of Arkansas-Fort Smith, Little Rock, and Rogers.

The Student Body

The student body of John Brown University consists of approximately 2,450 students including over 460 graduate students.

UNIVERSITY PROFILE

The Soderquist Center for Leadership and Ethics

The [Soderquist Center for Leadership and Ethics](#) (SCLE) is a premier provider of leadership, organizational, and team development for organizations of all sizes, including several Fortune 500 companies. It is a not-for-profit organization founded in 1998 by Don Soderquist, retired Senior Vice-Chairman and Chief Operating Officer of Wal-Mart Stores, Inc., in affiliation with John Brown University's Division of Business and Graduate Business Studies. Located in Siloam Springs, Arkansas, the Center serves as a global resource for equipping people in the corporate, non-profit, and academic world with the transforming power of ethical leadership. The Center engages leaders through programs such as the Soderquist Leadership Summit for senior executives, the Milestone Program for middle managers, and team building events on our adventure learning ropes courses.

The Soderquist Center for Leadership and Ethics offers a limited number of Soderquist Fellowships each year to students pursuing a graduate business degree. These fellowships include full tuition and an hourly wage for 35 hours of work per week at the Soderquist Center. Applications and resumes must be submitted online or postmarked by February 1. For more information visit soderquist.org.

UNIVERSITY PROFILE

The Center for Relationship Enrichment

CRE Vision Statement

The [Center for Relationship Enrichment](#) (CRE) exists to encourage and enrich relationships through the transforming power of biblically-based principles.

CRE Mission Statement

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

CRE Primary Goals:

1. Provide informational and training events designed to instill Christ-centered principles of healthy relationships, with an emphasis on marriage relationships, in the JBU community and at a local, regional, national, and international level.
2. Consult with Christian colleges and universities to assess existing relationship curricula/ministries/programs, help develop new courses/programs, and equip leaders to facilitate the implementation of those programs, including the design, development, and delivery of a weekend relationship enrichment program for university students who are seriously dating, engaged, or married.
3. Consult with churches to assess existing marriage curricula/ministries/programs, help develop new courses/programs and equip leaders to facilitate the implementation of those programs to help them increase their effectiveness in serving marriages and families.
4. Develop relationship-related assessments for colleges, universities, and churches to help them assess the degree to which what they are doing is making a measurable difference in the emotional, relational, and spiritual lives of those they serve.
5. Develop a comprehensive program for Northwest Arkansas to provide pre-marital education, marriage enrichment, and leadership training in ways that will impact churches, community agencies, and corporations with the goal of impacting the marriages of this community. This will also be designed to serve as a model to other communities.

ADMISSION

Admission Requirements

Graduate study at John Brown University emphasizes scholarship, research, and professional experience. A candidate seeking admission to graduate study must hold a bachelor's degree from a regionally accredited college or university and meet the following requirements:

1. Submit a completed graduate student application form with a \$35 non-refundable application fee. The application includes a 200-word essay regarding the applicant's professional plans and reasons for seeking acceptance into the program. Applications are available online at jbu.edu/grad/admissions.
2. Provide official transcripts from all colleges or universities attended. Transcripts must be mailed by the college or university directly to the appropriate graduate Admissions Office at John Brown University.
3. Submit JBU Recommendation form from three persons who are not related to the applicant but are familiar with the applicant's character and scholarship.
4. Present acceptable graduate entry tests appropriate for the desired degree, as described below.
5. Provide additional information or participate in an admission interview if requested by the Program Director or Dean.

Entrance Exam Requirements

Business Programs. The entrance exam may be waived for applicants with a cumulative undergraduate GPA of 3.0 or higher or hold an earned graduate degree from an accredited institution in a related field. Other applicants must take the [GRE](#), [MAT](#) or [GMAT](#). A score of 300 or higher is required for the Revised GRE (for GRE completed prior to July 2011, a score of 1000), 383 is required for the MAT, or 1100 for an index calculated using the GMAT. The GMAT index also recognizes undergraduate GPA and years of work experience.

Counseling Programs. Applicants must have scored 300 or higher on the Revised GRE (for GRE completed prior to July 2011, a score of 1000 is required). This requirement is waived for those applicants holding an earned graduate degree from an accredited institution in a related field.

Ministry Program. Applicants are required to take either the MAT or the GRE. A score of 383 or higher is required on the MAT, or 300 or higher on the Revised GRE (for GRE completed prior to July 2011, a score of 1000 is required). This requirement is waived for those applicants holding an earned graduate degree from an accredited institution in a related field.

Education Program. Applicants must have scored 300 or higher on the Revised GRE (for GRE completed prior to July 2011, a score of 1000 is required).

Admissions Status

Applications for graduate admission are reviewed by the respective Program Director and the Dean. Students are admitted to graduate study under one of the following statuses:

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 requirement.

Provisional Status. An applicant who does not meet all the criteria for regular admission status but who demonstrates potential for success in a graduate program may be admitted under provisional status. Appropriate graduate credit earned while in this status will apply toward fulfilling degree requirements. If the applicant satisfactorily completes the first 12 semester hours with at least a 2.85 cumulative grade point average and receives the recommendation of the Program Director, regular status will be granted; otherwise, the student will be dismissed.

Non-Degree Status. Individuals wishing to enroll without pursuing a degree and who qualify for admission under regular status should complete a non-degree application. Non-degree students are required to pay for all instruction and other services at the regular rate. The student may not become a degree candidate under this status. Credits earned may count toward a degree only after the student reapplies and is accepted for admission under regular status. The reapplication process must include all relevant transcripts and applicable exam scores.

In most cases, a maximum of six hours may be completed under non-degree status. Permission to take more than six hours is subject to the approval by the respective Program Director and the Dean. Students enrolled in degree programs have priority over non-degree students in class registrations and on wait lists.

International Admission Requirements

John Brown University admits international students who meet the general admission criteria, hold the equivalent of a bachelor's degree from an accredited or recognized university, and have demonstrated proficiency in English.

Applicants from non-English speaking countries must take the [Test of English as a Foreign Language](#) (TOEFL) 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. Submit a completed graduate student [Application](#) along with a \$100 (US) non-refundable international application fee. The application includes a 200-word essay regarding the applicant's professional plans and reasons for seeking acceptance into the program.
2. Provide official transcripts from all colleges or universities attended. Transcripts must be mailed by the college or university directly to the appropriate Admissions Office at John Brown University. Non-English academic records must include certified translation into English.
3. Submit JBU Recommendations from three persons who are not related to the applicant but are familiar with the applicant's character and scholarship.
4. Present acceptable graduate entry tests appropriate for the desired degree.
5. Provide additional information or participate in an admission interview if requested by the Program Director or Dean.
6. Provide immunization records 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.
7. Provide official documents showing ability to pay college costs, or an Affidavit of Support (United States Citizenship and Immigration Services Form I-134, available through the International Programs office) completed by a U.S. sponsor.

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

Mr. William A. Stevenson III is the Director of the International Programs Department.

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 academic program sections of the catalog. The ultimate responsibility for understanding university policies and meeting all degree requirements rests with the student.

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.

Catalog Regulations

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

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, 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 their Academic Advisors, written notices, and campus publications.

Course Credits

The basic unit of course credit is the semester hour.

Enrollment Status

A full-time student is one who is enrolled for six or more semester hours.

Prerequisites and Corequisites

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.

Time Limits

A student enrolled in a graduate program requiring 40 or fewer hours is allowed a maximum period of four years, measured from the date of first enrollment, to complete the degree under the entering curriculum. A student enrolled in a program requiring 41 or more hours is allowed a maximum of six years to complete the degree under the entering curriculum. Students who do not complete their degree requirements within these time limits are subject to the degree requirements in effect at the time of completing the degree.

Recency of Credit

Credit earned ten years or more prior to admission to a student's current graduate program may not be applied toward meeting graduation requirements without special approval by the Program Director and the Dean. This policy applies to transfer credit as well as credit earned at JBU. Students wishing to apply older graduate credit toward a current degree must submit a petition to the respective Program Director for acceptance.

Adding and Dropping Courses

(Change effective Spring 2013)

Students register for graduate courses during the official published registration time periods. Students may not register for courses after the close of the late registration time period. Course registrations and additions completed during the late registration period must have approval from the respective graduate program director and are subject to a late fee.

Semester and half-semester graduate courses dropped by the official "Last Day to Drop a Course" will not appear on the student's permanent record. Non-completion of a course thereafter will result in a letter grade based upon the student's performance relative to the required work for the entire course.

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
W-Withdrawn	U-Unsatisfactory
	NC-No Credit earned

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

date, or the 'I' is converted to an 'F.' Upon completion of the course work, the instructor or Program Director must complete a Change of Grade form.

Graduation

Application for Graduation

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

Graduation Requirements

(Change effective Spring 2013)

All students must complete a program of study that meets the academic policies set by the Graduate School before becoming eligible for graduation. The following graduation requirements apply to all master's degree programs. Note: particular degree programs may have additional requirements. It is the responsibility of the student to determine and meet all academic and graduation requirements for their degree.

In order to graduate, each student must:

1. Satisfactorily complete requirements for the specific graduate program for which the student is enrolled within the time designated in the catalog (refer to Time Limits), following acceptance as a graduate student. In the case of extenuating circumstances, a petition for extension of time will be considered by the Program Director and the Dean.
2. Achieve a cumulative grade point average of 3.0 or higher. Cumulative GPA is based on all graduate courses completed at John Brown University in the respective discipline. If a student's cumulative GPA falls below 3.0, the Academic Advisor will review the student's status and may make appropriate recommendations for continuance in the program or removal from the program.
3. Submit an Application for Graduation.
4. Pay the required \$35 graduation fee.

Participation in 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. The Registrar's Office will

notify students by email of the dates and provide a link to the online application. The graduation fee of \$35 will be charged to the candidate's account without regard to commencement participation.

Degree candidates may participate in commencement only if all graduate degree requirements will be completed no later than the last day of the semester.

Eligibility to participate in commencement is limited to the commencement exercises 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 JBU commencement web site.

Non-Attendance Resulting in Withdrawal

Except in cases of extenuating circumstances, students who do not attend any class for ten consecutive days may be withdrawn from John Brown University for non-attendance. It is the responsibility of the student to contact instructors, advisor, registrar, Business Office, and Financial Aid if extenuating circumstances exist. If the withdrawal occurs before the mid-point of the term, students will receive a grade of "W". Students will have a grade of "F" (failure) recorded if they are withdrawn after the mid-point of the term.

Refunds

Graduate students who withdraw from the university or drop a course may be entitled to a partial refund of that term's tuition and course fees. The percentage of refund is determined by the official date of withdrawal, according to the following schedules:

If the program follows the traditional semester format (14-16 weeks):

100% refund during the first week of the semester
80% refund during the second week of the semester
60% refund during the third week of the semester
40% refund during the fourth week of the semester
20% refund during the fifth week of the semester
No refund after the fifth week of the semester

For short terms or courses (typically 7 and 8 week terms):

100% refund during the first week of the term
80% refund during the second week of the term

40% refund during the third week of the term
No refund after the third week of the term

Note: Spring break will not be counted as a week of the term for refund purposes.

Courses that are presented in different formats, such as international study trips and seminars, are not subject to the above refund schedule. Information regarding refund schedules for these types of courses is available upon request from the respective graduate program office.

Other fees are non-refundable.

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

Independent Study

Independent study courses are those in which students do not meet in a regularly-scheduled course 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 Academic Advisor, the Program Director, and the Dean. A student is limited to three hours of independent study per semester or summer, and a total of six hours per degree program. A non-refundable fee of \$105 per semester hour will be charged to the student. The student will also pay all normal per-credit tuition charges.

Auditing 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. 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 nine hours of graduate credits or 25% of the degree program, whichever is greater, toward fulfillment

of a graduate degree. No grade below a 'B-' may be transferred into a graduate degree program at JBU. Transfer of credit must be approved by the Program Director and the Dean. Grades from transfer credits are not included in the calculation of JBU grade-point averages.

Late Enrollment

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

THE GRADUATE SCHOOL

Additional Master's Degree (after conferral of degree)

When a student desires to begin an additional master's degree at JBU after having one or more master's degrees conferred by JBU, the student must apply through the admissions process as a degree-seeking student.

At the point in time when the first degree is conferred, that degree is frozen. No additional majors, minors, or emphases will be added to the degree, and the GPA for the degree is final. If a second degree is in progress at the time the first degree is conferred, then the student will be allowed to complete the second degree without readmission.

The student will meet the requirements for the degree in the catalog that is current when he/she applies for readmission. The student must complete at least 50% of major hours uniquely for the second degree.

Quality Standards for Continuance in a Graduate Program

(Change effective Spring 2013)

To maintain satisfactory academic standing, graduate students must make satisfactory progress toward their degrees and have a minimum cumulative grade point average of 2.85. A student whose cumulative GPA falls below a 2.85, who is not making satisfactory progress toward the degree or who is failing to demonstrate an ability to succeed in their plan of studies, may be denied permission to register, required to withdraw, or dismissed from the program.

The grade of 'C' is the minimum passing grade for graduate credit; however, no more than nine semester hours of 'C' or '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 a 'C' in every course required for state licensure.

A student admitted under regular status whose cumulative GPA is below 2.85 is automatically placed on probationary status. The Program Director and the student will be notified in writing by the Graduate School. Probation becomes effective at the time that a student's grade point average falls below 2.85, not at the time of notification. Students will continue on probationary status until the end of the semester in which the next nine hours of graduate course work is completed. At the end of that period, one of the following actions will be taken:

- a. a student whose cumulative grade point average is 2.85 or higher will be taken off probation, or
- b. a student whose cumulative grade point average is still below 2.85 will be dismissed. Students who are dismissed will be informed of this action by the Graduate School. Dismissed students may be readmitted only upon approval of petition for reinstatement.

A student admitted under provisional status who upon completion of 12 hours of graduate course work has achieved a 2.85 GPA will be recommended for regular status in the graduate program.

A student admitted under provisional status who upon completion of 12 hours of graduate course work has earned a GPA below 2.85 will be subject to dismissal.

A student on academic probation when last enrolled in the Graduate School who wishes to be readmitted or change degree program must petition the graduate program and the Graduate School. The petition should provide reasons for the poor academic record; explain how conditions that produced this poor performance have changed; and present specific plans for improvement. The respective Program Director and the Dean must approve the petition before a student can enroll in the program.

Appeal Policy

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 Dean. In most cases the student should first request the support of their Academic Advisor or Program Director.

Grade Renewal

A student may repeat any course on their academic record with prior approval of the Program Director 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 higher 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.

Transcripts

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

The first official transcript is issued without charge; a \$2 fee is incurred for each official transcript thereafter. [Transcript requests](#) can be obtained from the JBU web site.

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

Access to Educational Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) 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 content,
- c) duplication of the record at a standard fee, and
- d) a formal hearing, if necessary, to challenge the content of any such record.

Classroom Demeanor

Students are expected to display classroom behavior that is appropriate to a Christian university. An instructor may remove a student from a class if, in the instructor'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.

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 Graduate Student Guide, 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.

STUDENT RESOURCES

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 JBU community. The 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, e-books, microforms, sound recordings, DVD and video recordings, curriculum, computer software, and archival materials. In addition, the library subscribes to more than 12,000 periodical titles that appear in online, paper, microform, or CD-ROM formats. The library also subscribes to 60 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 services to the JBU community. The library facility includes study rooms, meeting rooms, a group research lab, and a computer lab for student use.

In addition to resources in the main library, a number of materials are housed in four library branches. The Music Library, 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 Construction Management Library, in the Balzer Technology Center, houses books and periodicals related to that discipline. The Soderquist Center's Library is located in the Soderquist Business Center and contains materials relevant to business and ethics.

The gateway to the JBU Library is its web site, jbu.edu/library, where information about all library collections and services may be obtained. The library web site 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 web site, instant messaging, or via e-mail to library@jbu.edu.

The JBU library belongs to several networks and consortia. To provide efficient interlibrary loan services, the library is a member of the Online Computer Library Center (OCLC), which gives users borrowing privileges to over 110 million items held in over 12,000 member libraries worldwide. The library belongs to ARKLink, a consortium of 47 academic libraries in Arkansas, which provides free reciprocal borrowing for students at participating libraries.

Special collections in the library include the published materials of the school's founder, John E. Brown, Sr., materials of radio evangelist J. Vernon McGee, the Romig juvenile literature

collection, and the Gary and Carrie Oliver Marriage and Family Resource Room. In addition, the JBU Archives houses an extensive collection of artifacts related to the history of the university.

Computing and Media Resources

John Brown University has many technology resources available for students. All campus buildings and remote sites are interconnected with an Internet infrastructure that allows for authorized access from classrooms, laboratories, offices, residence halls, and remote locations. Wireless networking also extends accessibility in most residential and study areas across the university.

Graduate students have access to additional computing resources at the Fort Smith Center, Central Arkansas Center, and Rogers Center. 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 labs 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. Black and white and color laser printing are available for a small fee.

There is a Media Lab located in the Learning Resource Center for special printing and other media service needs. Technology such as digital cameras, projectors, and other audio/visual technology may be checked out for academic projects. Supplies for lettering, posters, banners, and other needs are available for sale. Large format color printing is also available for a fee.

More complete and current information about technology services may be found on the [Information Technology](#) web site or by contacting the HELP desk at help@jbu.edu.

Office of Academic Assistance

Students may contact the Director of Student Support Services 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 director will help a student engage an individual tutor, but payment is the responsibility of the student.

The [Office of Academic Assistance](#) also administers the [CLEP](#), [DANTES](#), and [MAT](#), and proctors tests for correspondence courses. For general information, fees, or to schedule an appointment, call (479) 524-7471.

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, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments of 2008, John Brown University is committed to providing reasonable accommodations to students who are disabled. Students having documented disabilities may consult JBU's Director of Student Support Services, Jacqueline Wright, who works with students and instructors to arrange appropriate assistance in learning and physical access. The [Office of Disability Services](#) is located on campus, in the Learning Resource Center (LRC), Room 147. You may contact the Director by phone (479) 524-7400, or by e-mail at jwright@jbu.edu.

STUDENT RESOURCES

Student Development Services

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 psycho-emotional groups are available. For an appointment, complete the online form at jbu.edu/campus_life/counseling/form. 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.

Students have the opportunity to develop self-understanding through the resources available at the center. 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 also serves 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. For assistance, call (479) 524-7282.

Health Services

At the [Health Services Office](#) located in the Walker Student Center on the main campus, 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 the Siloam Springs 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 web site ensure immediate communication in case of emergency.

Arkansas law of 2009 requires documentation of two doses of Measles/Mumps/Rubella (MMR) vaccination for all incoming freshmen and foreign-born students. Students enrolled only in online courses, or those born prior to 1957 are exempt from this requirement.

To receive an application for any exemption, contact the Arkansas Department of Health at (501) 661-2169. You can receive the MMR vaccine on campus.

Arkansas Law regarding Act 96 of 1913 requires all incoming students who were born or have lived for longer than six months in countries where Tuberculosis is endemic to show documentation of a TB skin test administered in the U.S. within six months of classes beginning. This can be done on campus.

International Programs Department

The [International Programs Department](#) (IPD) serves the needs of international students including Walton Scholars, MKs, and third culture students. The office also offers assistance with international student orientation, immigration regulations, and international education opportunities. IPD 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 intercultural environment of JBU.

United States Citizenship and Immigration Services. IPD assists students, faculty, and staff in obtaining and maintaining the proper immigration status. Workshops are conducted on immigration, employment, and U.S. tax issues.

Walton International Scholarship Programs. The Walton International Scholarship Program (WISP) awards 60 annual scholarships to students from Central America and Mexico. IPD attentively seeks to ensure growth and long-term success for its WISP scholars.

International Education. IPD administers, in conjunction with the academic division, our Semester in Ireland studies program, and a variety of JBU international summer studies programs. IPD also links students with international and domestic studies opportunities offered through the Council of Christian Colleges & Universities (CCCU). Short-term international mission teams are coordinated by the Office of Christian Formation in partnership with the IPD.

Friendship Family Program. This program connects international students with a host family who will help in the adjustment process and contributes to students' success by providing care and support.

Office of Christian Formation

The [Office of Christian Formation](#) (OCF) exists to lead the JBU community to become more like Christ through discipleship, corporate worship, and outreach. Within OCF are three primary divisions related to JBU students: Chapel, Student Ministries, and Graduate Christian Fellowship. For information, call (479) 524-7213.

Graduate Christian Fellowship

Graduate Christian Fellowship (GCF) provides a variety of opportunities for graduate students to nurture their faith together and develop relationships with one another. The program offers monthly fellowship events including, but not limited to: a bowling night, annual Christmas candlelight dinner, Rogers Center Chapel, homecoming events, hayrides, and so much more! Monthly newsletters and devotionals are sent out to keep graduate students up-to-date on GCF activities and announcements. GCF seeks to invest in the spiritual growth of its graduate students as they continue their education.

Resources for Lifestyle

The [Walton Lifetime Health Complex](#) (WLHC) offers students the most modern of health and fitness facilities for a complete daily workout. Swimming, jogging, racquetball, weights, aerobics, and team sports are just a few of the activities available to help reduce health risks and improve one's quality of living. The WLHC services are available to all students and their families at no charge. For information, call (479) 524-7303.

FINANCIAL PLANNING

Cost of Attendance

Application Fee

Applications for admission to the graduate programs of the university should be accompanied by a \$35 non-refundable application fee.

Charges for 2012-2013

The Graduate School Programs	Per Credit Hour
Tuition for all Graduate Programs	\$495

Additional Fees

Distance Learning Fee	\$66
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Per credit hour for online courses

Graduation Fee	\$35
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Each graduating student is required to pay this fee, without regard to commencement participation. The fee will appear on the student's account at the time the application for graduation has been submitted. In addition, students who participate in commencement will be required to purchase regalia through the bookstore.

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

Late Registration Fee	\$50
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Students who register for classes after the designated registration period are subject to a late fee.

Auto Registration

No Charge

Any vehicle that will be parked on campus in Siloam Springs must have a JBU parking sticker. This sticker is valid for one academic year, fall semester through summer term III. The registration fee is waived for graduate students. For more information, refer to [Campus Safety](#) on the web or call (479) 524-7403.

Course Fees

LDR 7503 Executive Leadership Seminar per course fee of \$300

Student Accounts

Tuition and fees are due prior to the start of each semester. Payment will be the semester's charges less pending financial aid (i.e. scholarships, grants, and loans). A payment plan option is available to students in good financial standing-payment plan fees are \$50 per semester. Payment policy and plan details are available on the Student Accounts & Cashiering Services web page. 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. Paper check, E-check, VISA, MasterCard, Discover, and American Express are accepted.

Students who fail to comply with their current payment schedule are subject to finance charges and termination of enrollment. Official transcripts of academic credits are not released while any balance is owed JBU. The university engages professional collection agencies when collecting 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 PLANNING

Financial Aid

Each year a majority of graduate students attending John Brown University benefit from federal loans. Students enrolled at least half-time and seeking financial aid are required to complete the [Free Application for Federal Student Aid](https://www.fafsa.gov) (FAFSA). For additional information, visit the web at jbu.edu/grad/financial_aid/. To ensure that financial aid eligibility is determined in a timely manner, submit the FAFSA at least eight weeks prior to registration. Only full-time students may receive institutional aid.

Based on information supplied by a student's FAFSA results, 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.

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

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 are 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 their degree plan.

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 is failing to enroll in the credits required for completion of their 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 Assistant Director will notify the student in writing of their financial aid suspension status. The student may submit a written appeal to the Associate Vice President of Enrollment within 30 days of the time that the student is notified of their suspension. Financial aid eligibility appeals will be reviewed by the Financial Aid Office 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 Financial Aid Office 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. Withdrawal: A withdrawal ('W') is counted as an attempted class that was not successfully completed.

2. Incomplete: 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 course: Transfer courses are counted as attempted and completed if the course work is applicable to the student's JBU degree and the grade earned is "C" or better.
5. Non-credit remedial coursework is not applicable at JBU.

A five-payment plan, employer payment plans, and Veterans Administration benefits are also available to qualified students. E-check, paper check, VISA, MasterCard, Discover, and American Express are accepted for payment of tuition and fees.

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 JBU's VA Certifying Official at jmcgarrah@jbu.edu.

ACADEMIC PROGRAMS

Business, Counseling, Ministry, and Education

Curricula

Eight master's degree programs are offered at John Brown University.

Business

Business Administration (MBA)

- Emphasis in Leadership and Ethics
- Emphasis in International Business
- Emphasis in Global Continuous Improvement

Leadership and Ethics (MS)

Higher Education Leadership (MS)

Counseling

Community Counseling (MS)

- Emphasis in Marriage and Family Therapy
- Emphasis in Play Therapy
- Emphasis in School Counseling

Marriage and Family Therapy (MS)

- Emphasis in Community Counseling
- Emphasis in Play Therapy
- Emphasis in School Counseling

School Counseling (MS)

- Emphasis in Community Counseling
- Emphasis in Marriage and Family Therapy
- Emphasis in Play Therapy

Ministry

Christian Ministry (MA)

- Emphasis in Pastoral Counseling
- Emphasis in Leadership and Ethics
- Emphasis in Higher Education

Education

Curriculum and Instruction (M.Ed.)

- Concentration in Teacher as Leader
- Concentration in TESOL
- Concentration in Secondary Initial Licensure

THE GRADUATE SCHOOL PROGRAMS

BUSINESS

Butts, Ericson, Kennelley, Stevenson, Timmons, Verdery, Walenciak (Program Director)

John Brown University's basic mission is to provide Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives. Building upon this foundation, Graduate Business accepts the following as its own unique mission within the university: *To advance the Kingdom by developing leaders of competence, character, and conscience through student-centered educational programs in business.*

In every segment of society today there is a need for such leaders who have relevant skills, high integrity, and strong character. The Graduate Business Programs are designed to equip people to lead with excellence.

The Master of Business Administration (MBA) program combines functional training in essential business skills with training in leadership, ethics, and global business. These programs develop and prepare leaders from a broad range of undergraduate majors. The MBA degree offers options in Leadership and Ethics, International Business, and Global Continuous Improvement.

Master of Science programs integrate 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 Science (MS) in Leadership and Ethics Program combines organizational studies and strategic thinking with training in ethical leadership. The Master of Science (MS) in Higher Education Leadership provides preparation for those who are interested in the field of higher education administration.

Designed with the working professional in mind, classes are available in various formats and generally meet one night per week. Students may choose to study in our online program, at one of our physical locations, or some combination of the two programs. Other options include study trips to Europe, Asia, and Latin America, and various seminars addressing contemporary business issues. Through our partnership with the Soderquist Center for Leadership and Ethics, students have access to executive-level leadership development programs. Graduate Business Programs can normally be completed in two years.

All undergraduate and graduate business degree programs at John Brown University are in candidacy for accreditation by the [Accreditation Council for Business Schools and Programs](http://acbsp.org) (ACBSP), acbsp.org, (913) 339-9356.

BUSINESS ADMINISTRATION PROGRAMS

Organizations—and the people who lead them—shape our future. People who are committed to developing excellent business, management, and leadership skills have the greatest potential to achieve higher levels of success and make a positive, sustainable impact in our communities and upon the world. The purpose of the John Brown University MBA program is to help students develop a portfolio of business and management skills and leadership strengths that will enable them to excel in their areas of calling, enable and empower their colleagues, and be "light and salt" in the world. With JBU's culture of training the head, heart, and hand infused into its programs, JBU MBA graduates are uniquely prepared to offer leadership with character, competence, and conscience.

Through interaction with faculty and practitioners, students of the MBA program learn to analyze diverse business situations, analyze complex problems, and provide strategic leadership to organizations. Students will strengthen their management skills in accounting, marketing, economics, and finance, and they will develop leadership skills in the area of team building, innovation, and organizational change.

As part of the program, students may select an emphasis in Leadership and Ethics or International Business. Wal-Mart associates who complete the Wal-Mart Global Continuous Improvement Program have the unique opportunity to earn an MBA degree with an emphasis in Global Continuous Improvement.

Residence requirement: A minimum of three credit hours must be completed in an on-ground format at John Brown University. This may include graduate business courses, seminars, and international studies programs.

Requirements for the Master of Business Administration (MBA) degree with emphasis in Leadership and Ethics

1. Business Administration Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8013 Research Methods
- BUS 8993 Designing and Executing Strategies
- LDR 7113 Foundations of Leadership
- LDR 8033 Christian Foundations for Organizational Leaders

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 Ethical Decisions in Organizations
LDR 8113 Leading Change
LDR 8243 Emotional Health in Organizations
LDR 8333 Global Leadership and Ethics

Three hours from the following:

BUS 7503 Contemporary Topic Seminar
BUS 8263 International Business Practicum
LDR 7503 Executive Leadership Seminar

Minimum semester hours 36

Requirements for the Master of Business Administration (MBA) degree with emphasis in International Business

1. Business Administration Core Requirements - 24 hours

BUS 7013 Managerial Accounting
BUS 7113 Marketing Strategies
BUS 7223 Managerial Economics
BUS 8003 Managerial Finance
BUS 8013 Research Methods
BUS 8993 Designing and Executing Strategies
LDR 8033 Christian Foundations for Organizational Leaders

Three hours from the following:

LDR 7113 Foundations of Leadership
LDR 7503 Executive Leadership Seminar

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 hours 36

Requirements for the Master of Business Administration (MBA) degree with emphasis in Global Continuous Improvement

This program is offered in partnership with the Office of Global Continuous Improvement of Wal-Mart Stores, Inc. It is open to Wal-Mart associates who have completed Six Sigma "Black Belt" training and certification and completed the final applied project.

1. Business Administration Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8993 Designing and Executing Strategies
- LDR 7113 Foundations of Leadership
- LDR 8033 Christian Foundations for Organizational Leaders

Three hours from the following:

- BUS 8113 Global Operations and Supply Chain Management
- BUS 8263 International Business Practicum
- LDR 8003 Ethical Decisions in Organizations

2. Emphasis in Global Continuous Improvement - 12 hours

- BUS 7414 Continuous Improvement I
- BUS 7424 Continuous Improvement II
- BUS 7434 Applied Continuous Improvement Project

Minimum semester hours 36

LEADERSHIP AND ETHICS PROGRAM

The Master of Science degree in Leadership and Ethics Program (MS) was developed as a response to the strong need for ethical leadership in our world today. This degree provides a broad set of organizational, leadership, and strategic skills that complement technical training and other specialized experience or skill. MS in Leadership and Ethic's students come from a wide range of backgrounds including business, political, religious, and nonprofit. Students gain from a variety of innovative educational experiences, and when they graduate, they will have refined their leadership vision and developed a greater capacity to deal with ethical and

leadership challenges in many organizational settings. Students will have the skills and knowledge to transform their vision into a stronger and truer ethical commitment.

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

1. Leadership and Ethics Core Requirements - 24 hours

- BUS 8013 Research Methods
- BUS 8993 Designing and Executing Strategies
- LDR 7113 Foundations of Leadership
- LDR 7223 Mission, Vision, and Values
- LDR 7343 Corporate Governance and Ethics
- LDR 8003 Ethical Decisions in Organizations
- LDR 8033 Christian Foundations for Organizational Leaders

Three hours from the following:

- BUS 7503 Contemporary Topic Seminar
- LDR 7503 Executive Leadership Seminar

2. Electives - 12 hours from the following:

- BUS 8263 International Business Practicum
- LDR 7993 Building Teams
- LDR 8113 Leading Change
- LDR 8243 Emotional Health in Organizations
- LDR 8333 Global Leadership and Ethics
- LDR 8903 Selected Topics

Minimum semester hours 36

HIGHER EDUCATION LEADERSHIP PROGRAM

The Master of Science degree in Higher Education Leadership (MS) was developed for students who have specific interest in higher education administration. This degree is ideal for those seeking to become upwardly mobile in the field of education or who are looking at the prospect of career change.

Requirements for the Master of Science (M.S.) degree in Higher Education Leadership

1. Leadership and Ethics Core Requirements - 24 hours

- BUS 8013 Research Methods
- 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
- LDR 7113 Foundations of Leadership
- LDR 8033 Christian Foundations for Organizational Leaders

One of the following:

- BUS 7503 Contemporary Topic Seminar
- HED 8263 Higher Education Practicum
- LDR 7503 Executive Leadership Seminar

2. Electives - 12 hours from the following:

- BUS 8993 Designing and Executing Strategies
- LDR 7223 Mission, Vision, and Values
- LDR 7343 Corporate Governance and Ethics
- LDR 7993 Building Teams
- LDR 8003 Ethical Decisions in Organizations
- LDR 8113 Leading Change
- LDR 8243 Emotional Health in Organizations
- LDR 8333 Global Leadership and Ethics

Minimum semester hours 36

SPECIALTY EMPHASIS PROGRAMS

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

Specialty Emphasis in Higher Education

Admission Requirements

1. Admission to the Graduate School (entrance examination waived).
2. A master's degree from a regionally accredited university.
3. Permission from the Program Director.

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 the Graduate School (entrance examination waived).
2. A business related master's degree from a regionally accredited university or completion of all MBA admission requirements.
3. Permission from the Program Director.

Course Requirements - 12 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
BUS 8263 International Business Practicum
LDR 8333 Global Leadership and Ethics

Specialty Emphasis in Leadership and Ethics

Admission Requirements

1. Admission to the Graduate School (entrance examination waived).
2. A master's degree from a regionally accredited university.
3. Permission from the Program Director.

Course Requirements - 12 hours

LDR 7113 Foundations of Leadership

Nine hours from the following:

- LDR 7223 Mission, Vision, and Values
- LDR 7343 Corporate Governance and Ethics
- LDR 7993 Building Teams
- LDR 8003 Ethical Decisions in Organizations
- LDR 8113 Leading Change
- LDR 8243 Emotional Health in Organizations
- LDR 8333 Global Leadership and Ethics
- LDR 8903 Selected Topics (with consent of the Program Director)

Second Master's Degree in Business

A student who has completed either an MBA or an MS 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.

THE GRADUATE SCHOOL PROGRAMS

COUNSELING

Carmack (Program Director), Cornett, Froman, Hall, Lampton, Maines, Ogle, Oliver, Phillips, Robertson, Romig

The programs of Graduate 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 Graduate Counseling 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.

Graduate Counseling has defined its conceptual framework as Competence, Attitudes and Character, Relationships, and Essential knowledge (CARE). The purpose of the CARE 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 assessment system includes the Graduate School admission criteria, advising with the faculty resulting in a degree plan, program admission decision, pre-practicum one-hour lab, pre-practicum interview with the faculty, practicum assessments, and a post-practicum exit checklist.

COMMUNITY COUNSELING PROGRAMS

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 to complete the program. The 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 in Community Counseling

1. Counseling Department Requirements - 55 hours

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 8023 Advanced Psychopathology
 CNL 8033 Christian Foundations in Counseling
 CNL 8133 Advanced Psychopharmacology
 CNL 8433 Professional Development and Ethics
 CNL 8613 Brief Therapy
 CNL 8701 Pre-Practicum Lab
 CNL 8753 Practicum I: Community
 CNL 8763 Practicum II: Community
 CNL 8873 Internship I

One of the following:

CNL 7013 Statistics and Research
 CNL 8313 Applied Research (Program Director recommendation required)

One of the following:

CNL 8013 Assessment
 CNL 8043 Relational Assessment

2. Electives - 6 hours from among the following:

CNL 7623 Family Systems
 CNL 7643 Family Sexuality
 CNL 8143 Child and Adolescent Counseling
 CNL 7353 Introduction to Play Therapy
 CNL 8353 Advanced Techniques in Play Therapy
 CNL 8903 Selected Topics in Counseling (as advised)

Minimum semester hours 61

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

1. Counseling Department Requirements - 52 hours

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 8023 Advanced Psychopathology
 CNL 8033 Christian Foundations in Counseling
 CNL 8133 Advanced Psychopharmacology
 CNL 8433 Professional Development and Ethics
 CNL 8613 Brief Therapy
 CNL 8701 Pre-Practicum Lab
 CNL 8753 Practicum I: Community
 CNL 8763 Practicum II: Community
 CNL 8873 Internship I
 CNL 8883 Internship II

One of the following:

CNL 7013 Statistics and Research
 CNL 8313 Applied Research (Program Director recommendation required)

2. Marriage and Family Therapy Emphasis - 12 hours

CNL 7623 Family Systems
 CNL 7643 Family Sexuality
 CNL 8043 Relationship Assessment
 CNL 8143 Child and Adolescent Counseling

Minimum semester hours 67

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

1. Counseling Department Requirements - 55 hours

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 8023 Advanced Psychopathology
CNL 8033 Christian Foundations in Counseling
CNL 8133 Advanced Psychopharmacology
CNL 8433 Professional Development and Ethics
CNL 8613 Brief Therapy
CNL 8701 Pre-Practicum Lab
CNL 8753 Practicum I: Community
CNL 8763 Practicum II: Community
CNL 8873 Internship I

One of the following:

CNL 7013 Statistics and Research
CNL 8313 Applied Research (Program Director recommendation required)

One of the following:

CNL 8013 Assessment
CNL 8043 Relational Assessment

2. Play Therapy Emphasis - 9 hours

CNL 7353 Introduction to Play Therapy
CNL 8353 Advanced Techniques in Play Therapy
CNL 8913 Selected Topics in Play Therapy

Minimum semester hours 64

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

1. Counseling Department Requirements - 52 hours

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 8023 Advanced Psychopathology
CNL 8033 Christian Foundations in Counseling
CNL 8133 Advanced Psychopharmacology
CNL 8433 Professional Development and Ethics
CNL 8613 Brief Therapy
CNL 8701 Pre-Practicum Lab
CNL 8753 Practicum I: Community
CNL 8763 Practicum II: Community
CNL 8873 Internship I

One of the following:

CNL 7013 Statistics and Research
CNL 8313 Applied Research (Program Director recommendation required)

2. School Counseling Emphasis - 15 hours

CNL 8013 Assessment
CNL 8143 Child and Adolescent Counseling
CNL 8533 School Policies and Issues
CNL 8733 Practicum I: School Counseling
CNL 8743 Practicum II: School Counseling

Minimum semester hours 67

MARRIAGE AND FAMILY THERAPY PROGRAMS

The Marriage and Family Therapy Program is for candidates preparing for a profession as a Licensed Marriage and Family Therapist (MFT). A minimum of sixty-four semester hours of credit is required to complete the Marriage and Family Therapy Program. 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 in Marriage and Family Therapy

1. Counseling Department Requirements - 61 hours

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 8133 Advanced Psychopharmacology
- CNL 8143 Child and Adolescent Counseling
- CNL 8433 Professional Development and Ethics
- CNL 8613 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
- CNL 8883 Internship II

One of the following:

- CNL 7013 Statistics and Research
- CNL 8313 Applied Research (Program Director recommendation required)

2. One elective from among the following - 3 hours

- CNL 7123 Group Theory
- CNL 7313 Career Development Information and Vocational Education
- CNL 7353 Introduction to Play Therapy
- CNL 8353 Advanced Techniques in Play Therapy
- CNL 8903 Selected Topics in Counseling (as advised)

Minimum semester hours 64

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

1. Counseling Department Requirements - 61 hours

- 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 8133 Advanced Psychopharmacology
CNL 8143 Child and Adolescent Counseling
CNL 8433 Professional Development and Ethics
CNL 8613 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
CNL 8883 Internship II

One of the following:

CNL 7013 Statistics and Research
CNL 8313 Applied Research (Program Director recommendation required)

2. Community Counseling Emphasis - 6 hours

CNL 7123 Group Theory
CNL 7313 Career Development Information and Vocational Education

Minimum semester hours 67

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

1. Counseling Department Requirements - 61 hours

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 8133 Advanced Psychopharmacology
CNL 8143 Child and Adolescent Counseling

- CNL 8433 Professional Development and Ethics
- CNL 8613 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
- CNL 8883 Internship II

One of the following:

- CNL 7013 Statistics and Research
- CNL 8313 Applied Research (Program Director recommendation required)

2. Play Therapy Emphasis - 8 hours

- CNL 7353 Introduction to Play Therapy
- CNL 8353 Advanced Techniques in Play Therapy
- CNL 8912 Selected Topics in Play Therapy

Minimum semester hours 69

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

1. Counseling Department Requirements - 61 hours

- 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 8133 Advanced Psychopharmacology
- CNL 8143 Child and Adolescent Counseling
- CNL 8433 Professional Development and Ethics
- CNL 8613 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
- CNL 8883 Internship II

One of the following:

- CNL 7013 Statistics and Research
- CNL 8313 Applied Research (Program Director recommendation required)

2. School Counseling Emphasis - 18 hours

- CNL 7123 Group Theory
- CNL 7313 Career Development Information and Vocational Education
- CNL 8013 Assessment
- CNL 8533 School Policies and Issues
- CNL 8733 Practicum I: School Counseling
- CNL 8743 Practicum II: School Counseling

Minimum semester hours 79

SCHOOL COUNSELING PROGRAMS

The forty-nine credit hour Master's program in School Counseling exceeds the standards for school counselors in the State of Arkansas. The program is fully accredited by the [National Council for Accreditation of Teacher Education](#) (NCATE), ncate.org, phone (202) 466-7496 and by the Arkansas Department of Education.

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

1. Counseling Department Requirements - 37 hours

- 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
- CNL 8143 Child and Adolescent Counseling
- CNL 8533 School Policies and Issues
- CNL 8701 Pre-Practicum Lab

One of the following:

CNL 7013 Statistics and Research
CNL 8313 Applied Research (Program Director recommendation required)

2. Select one of the following electives - 3 hours

CNL 7113 Principles of Family Therapy
CNL 7353 Introduction to Play Therapy
CNL 8133 Advanced Psychopharmacology
CNL 8353 Advanced Techniques in Play Therapy
CNL 8613 Promoting Change Through Brief Therapy
CNL 8903 Selected Topics in Counseling (as advised)

3. Specialty Area - 9 hours

CNL 8733 Practicum I: School Counseling
CNL 8743 Practicum II: School Counseling
CNL 8873 Internship I

Minimum semester hours 49

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

1. Counseling Department Requirements - 37 hours

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
CNL 8143 Child and Adolescent Counseling
CNL 8533 School Policies and Issues
CNL 8701 Pre-Practicum Lab

One of the following:

CNL 7013 Statistics and Research
CNL 8313 Applied Research (Program Director recommendation required)

2. Specialty Area - 9 hours

CNL 8733 Practicum I: School Counseling
CNL 8743 Practicum II: School Counseling
CNL 8873 Internship I

3. Community Counseling Emphasis - 21 hours

CNL 7113 Principles of Family Therapy
CNL 7633 Principles of Marital Therapy
CNL 8133 Advanced Psychopharmacology
CNL 8433 Professional Development and Ethics
CNL 8613 Brief Therapy
CNL 8753 Practicum I: Community Counseling
CNL 8763 Practicum II: Community Counseling

Minimum semester hours 67

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

1. Counseling Department Requirements - 37 hours

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
CNL 8143 Child and Adolescent Counseling
CNL 8533 School Policies and Issues
CNL 8701 Pre-Practicum Lab

One of the following:

CNL 7013 Statistics and Research
CNL 8313 Applied Research (Program Director recommendation required)

2. Specialty Area - 9 hours

CNL 8733 Practicum I: School Counseling
CNL 8743 Practicum II: School Counseling
CNL 8873 Internship I

3. Marriage and Family Therapy Emphasis - 33 hours

- CNL 7113 Principles of Family Therapy
- CNL 7623 Family Systems
- CNL 7633 Principles of Marital Therapy
- CNL 7643 Family Sexuality
- CNL 8043 Relationship Assessment
- CNL 8133 Advanced Psychopharmacology
- CNL 8433 Professional Development and Ethics
- CNL 8613 Brief Therapy
- CNL 8773 Practicum I: Marriage and Family Therapy
- CNL 8783 Practicum II: Marriage and Family Therapy
- CNL 8883 Internship II

Minimum semester hours 79

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

1. Counseling Department Requirements - 37 hours

- 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
- CNL 8143 Child and Adolescent Counseling
- CNL 8533 School Policies and Issues
- CNL 8701 Pre-Practicum Lab

One of the following:

- CNL 7013 Statistics and Research
- CNL 8313 Applied Research (Program Director recommendation required)

2. Specialty Area - 9 hours

- CNL 8733 Practicum I: School Counseling
- CNL 8743 Practicum II: School Counseling
- CNL 8873 Internship I

3. Play Therapy Emphasis - 8 hours

CNL 7353 Introduction to Play Therapy

CNL 8353 Advanced Techniques in Play Therapy

CNL 8912 Selected Topics in Play Therapy

Minimum semester hours 54

THE GRADUATE SCHOOL: COUNSELING

Multiple Emphases

The Graduate Counseling Program recognizes that today's counseling professionals have multifaceted opportunities requiring multiple training specialties. Students seeking multiple track emphases must complete the course requirements of their major degree track and each of the course requirements specific to fulfilling any additional track.

Post-Master's Credit Fulfillment Track

If you hold a master's degree from a regionally accredited university but have licensure deficiencies, the credit fulfillment track will enable you to complete licensure requirements for the State of Arkansas and will be tailored depending on your individual needs. Practicum/Internships are excluded from this option.

Admission requirements:

1. Admission to the Graduate School (GRE requirement waived).
2. A minimum of a master's degree in mental health field from a regionally accredited university.
3. Approval from the Graduate Counseling Program Director and the Dean of the Graduate School.

Once official transcripts are reviewed, your individual deficiency plan will be created by a faculty member of the department.

Post-Master's Emphasis in Play Therapy

The post-masters emphasis in Play Therapy is a nine-hour program that allows you to obtain graduate level specialized training in Play Therapy. This emphasis is designed to meet only the academic requirements that lead to becoming a Registered Play Therapist and does not provide a means for students to meet the clinical and supervision requirements for the RPT. Course requirements follow:

- [CNL 7353](#) Introduction to Play Therapy
- [CNL 8353](#) Advanced Techniques in Play Therapy
- [CNL 8913](#) Selected Topics in Play Therapy

Admission requirements:

1. Admission to the Graduate School (GRE requirement waived).
2. A minimum of a master's degree in a mental health field from a regionally accredited university (3.0 minimum GPA required).
3. A minimum of three references with two being from current professionals in the mental health field.
4. Approval from the Graduate Counseling Program Director and the Dean of the Graduate School.

Certificate in Play Therapy

The 15-hour certificate program in Play Therapy is designed to meet and exceed the National Standards for the Association of Play Therapy (APT) and for the RPT, so that all course work and supervision requirements to obtain the RPT certification will be met once a candidate completes the certificate program. Course requirements follow:

- [CNL 7353](#) Introduction to Play Therapy
- [CNL 8353](#) Advanced Techniques in Play Therapy
- [CNL 8913](#) Selected Topics in Play Therapy
- [CNL 8213](#) Family Play Therapy Techniques
- [CNL 8653](#) Practicum in Play Therapy

Admission requirements:

1. Admission to the Graduate School (GRE requirement waived).

2. A minimum of a master's degree in a mental health field from a regionally accredited university (3.0 minimum GPA required).
3. A minimum of three references with two being from current professionals in the mental health field.
4. Approval from the Graduate Counseling Program Director and the Dean of the Graduate School.

Academic Standards for Post-Master's Programs

Students in a post-master's program are required to meet the same academic standards as those who are pursuing graduate degrees. Post-master's programs are governed by the same policies and procedures regarding probation, dematriculation, readmission, drop/add, refunds, etc.

THE GRADUATE SCHOOL: CHRISTIAN MINISTRY

CHRISTIAN MINISTRY

Maxie Burch (Program Director)

This program is no longer admitting students.

CHRISTIAN MINISTRY PROGRAMS

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

1. Bible and Theology Core - 12 hours

BBL 7723 The Gospels
BBL 7743 Acts and Epistles
BBL 8033 Christian Theology and Foundations
BBL 8723 The Old Testament

Credit for these twelve hours is awarded after successful completion of the Kanakuk Institute.

2. Ministry Core - 12 hours

CMN 7353 Christian Spirituality
CMN 7793 The Christian Message in Contemporary Society
CMN 8243 Building Emotionally Healthy Relationships
CMN 8263 Evangelism and Discipleship

3. Choose one emphasis area from below - 12 hours

Minimum semester hours 36

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

Emphasis Core - 12 hours from the following:

CNL 7023 Human Development
CNL 7033 Social and Cultural Foundations
CNL 7313 Career Development Information and Vocational Education
CNL 7613 Family of Origin
CNL 8033 Christian Foundations in Counseling
CNL 8613 Brief Therapy
CNL 8901, 8902, 8903 Selected Topics-Crisis Counseling

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

Emphasis Core - 12 hours from the following:

LDR 7113 Foundations of Leadership
LDR 7223 Mission, Vision, and Values
LDR 7993 Building Teams
LDR 8003 Ethical Decisions in Organizations
LDR 8113 Leading Change
LDR 8333 Global Leadership and Ethics

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

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

COLLEGE OF EDUCATION:

DEPARTMENT OF GRADUATE EDUCATION

EDUCATION PROGRAMS

Gale (Dean)

John Brown University's College of Education offers a Master of Education degree (M.Ed.) in Curriculum and Instruction with options for both those who desire to become licensed teachers and those who are already licensed teachers. The graduate education degree programs further JBU's mission to prepare teachers who are skilled professionals and reflective decision makers and who exhibit Christlike characteristics in the workplace and at home. Depending on your chosen area of concentration, with a master's degree in education you will be prepared professionally to serve in a variety of teacher roles including, but not limited to:

- Instructional Specialist
- Curriculum Specialist
- Classroom Supporter
- Classroom Teacher
- Learning Facilitator
- School Leader
- Mentor

As a graduate student in the Master of Education program, you will benefit from the distinctive features available through JBU's M.Ed. degree program:

- Christian values-based learning
- Academically and professionally qualified faculty
- Interactive learning environment
- Course designs that include F2F and Hybrid coursework
- Authentic action research opportunities with public school partners
- Evening and summer classes at the Rogers campus

Education Program Options

The M.Ed. degree offers the following concentrations:

- Teacher as Leader** (with IF endorsement)
- TESOL** (with ESL endorsement)
- Secondary Initial Licensure** (7th through 12th grades)

The Graduate School at JBU also offers an [MS in Higher Education Leadership](#) through the College of Business as well as an [MS in School Counseling](#) through the Counseling Department.

The College of Education at John Brown University is approved by the [Arkansas State Department of Education](#) and accredited by the [Council for the Accreditation of Educator Preparation](#).

MASTER OF EDUCATION - TEACHER AS LEADER

The Master of Education in Curriculum and Instruction degree with a concentration in Teacher as Leader who want to be:

- Prepared for leadership roles while continuing as a classroom teacher;
- Challenged to lead other teachers with professional development in their schools;
- Equipped for conducting authentic action research; and
- Qualified to add an endorsement to their teaching license.

According to a recent research project conducted by the Teacher Leader Exploratory Consortium, there is a great need for teachers willing to serve in middle-management roles such as, but not limited to:

- Resource Provider
- Instructional Specialist
- Classroom Supporter
- Learning Facilitator
- Mentor
- School Team Leader
- Data Coach

The Teacher as Leader concentration will help prepare you for these types of roles and is designed to fulfill the educational requirements for the Instructional Facilitator endorsement.

Requirements for the Master of Education (M.Ed.) in Curriculum & Instruction degree with concentration in Teacher as Leader

1. Curriculum and Instruction Core Requirements - 18 hours

- ED 7033 Christian Foundations and Instructional Facilitation
- ED 7233 Human Development
- ED 7353 Human Intellect and the Brain
- ED 7513 Action Research and Data Analysis for School and Classroom Use
- ED 7733 Differentiated Learning
- ED 7933 Organizational Dynamics and Change

2. Teacher as Leader Concentration - 18 hours

- ED 8133 Building Learning Communities
- ED 8173 Instructional Facilitation/Teacher Leadership
- ED 8233 Advanced Curriculum Design
- ED 8473 Technology for School Leaders
- ED 8633 Curriculum Alignment and Assessment
- ED 8813 Action Research Practicum

Minimum Semester hours36

MASTER OF EDUCATION - TESOL (Teaching English to Speakers of Other Languages)

With a growing population of English Language Learners, there is a great need for endorsed TESOL teachers. Therefore, JBU offers the Master of Education in Curriculum and Instruction graduate degree with a concentration in TESOL (Teaching English to Speakers of Other Languages). It is designed for those who desire to not only earn a graduate degree but who also wish to earn an ESL endorsement from the Arkansas Department of Education.

The TESOL concentration is a research-based program that includes reflective practice within the context of the professional learning community. The purpose is to support student learning by helping teachers expand knowledge and focus their skills to meet the learning needs of K-12 English language learners.

Requirements for the Master of Education (M.Ed.) in Curriculum & Instruction degree with concentration in TESOL

1. Curriculum and Instruction Core Requirements - 18 hours

- ED 7033 Christian Foundations and Instructional Facilitation
- ED 7233 Human Development
- ED 7353 Human Intellect and the Brain
- ED 7513 Action Research and Data Analysis for School and Classroom Use
- ED 7733 Differentiated Learning
- ED 7933 Organizational Dynamics and Change

2. TESOL Concentration - 18 hours

- ED 8353 Second Language Acquisition
- ED 8533 Curriculum & Instruction: TESOL
- ED 8553 Educational Assessment: TESOL
- ED 8563 Intercultural Communications
- ED 8623 Literacy and Linguistics
- ED 8813 Action Research Practicum

Minimum Semester hours36

MASTER OF EDUCATION - SECONDARY INITIAL LICENSURE

The Master of Education in Curriculum and Instruction degree with an Initial Licensure concentration is a 36-hour master's program designed for individuals who have a bachelor's degree with a major or substantial courses in or related to Social Studies, Math, or English and who want to teach on the secondary level (7th through 12th grade). Upon completion of the program, students will earn a Master of Education degree and may apply for secondary licensure in Social Studies, Math or English. The program fulfills the educational requirements for an Arkansas secondary licensure.

Requirements for the Master of Education (M.Ed.) in Curriculum & Instruction degree with concentration in Secondary Initial Licensure

1. Curriculum and Instruction Core Requirements - 15 hours

- ED 7033 Christian Foundations and Instructional Facilitation
- ED 7233 Human Development
- ED 7353 Human Intellect and the Brain
- ED 7513 Action Research and Data Analysis for School and Classroom Use
- ED 7733 Differentiated Learning

2. Initial Licensure Concentration - 21 hours

- ED 8423 Pedagogy: Classroom Instruction
- ED 8443 Pedagogy: Management and Assessment
- ED 8643 Literacy: Content Specific
- ED 8653 Literacy: All Areas
- ED 8711 Practicum I
- ED 8721 Practicum II
- ED 8881 Intern Seminar
- ED 8886 Internship

Minimum Semester hours36

GRADUATE 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 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.

GRADUATE COURSE DESCRIPTIONS

BBL (Biblical Studies)

BBL 7723 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 7743 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 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 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 7414 Continuous Improvement I

Four hours

Intensive survey of Lean Six Sigma tools and quality management methods used to identify quality problems and remove errors from manufacturing and operating processes. Leads to green belt certification. Available only to students in the MBA-GCI program.

BUS 7424 Continuous Improvement II

Four hours

Continuation of intensive survey of Lean Six Sigma tools and quality management methods used to identify quality problems and remove errors from manufacturing and operating processes. Leads to black belt certification. Available only to students in the MBA-GCI program. Prerequisite: BUS 7414.

BUS 7434 Applied Continuous Improvement Project

Four hours

Approved project completed by student for the purpose of Lean Six Sigma black belt certification. Project is supervised by a master black belt and by the student's champion. Must be validated by department's finance manager and document improvement. Available only to students in the MBA-GCI program. Prerequisite: BUS 7424.

BUS 7503 Contemporary Topic Seminar

Three hours

This seminar addresses the challenges of business leadership and ethics from various perspectives. Distinguished academicians and practitioners facilitate this innovative learning experience.

BUS 8003 Managerial Finance

Three hours

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

BUS 8013 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 one- to two-week business experience in an international setting. This course will typically include two to three preliminary planning meetings with assignments and some work that is completed following completion of the trip. Additional fees associated with this course.

BUS 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.

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 Designing and Executing Strategies

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 7353 Christian Spirituality

Three hours

A survey of current definitions of Christian spirituality throughout the lifespan, examining biblical and theological foundations and explaining the current theories on spiritual development. Students compare and contrast faith development theory to spiritual development, analyze emerging research, and explore the key ways to nurture spiritual development.

CMN 7793 The Christian Message in Contemporary 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 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.

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 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 mental health 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: Bowenian, Contextual, Experiential, Solution- Focused, Structural, Strategic, and Narrative.

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 7353 Introduction to Play Therapy

Three hours

This course will cover the history, prominent theories, and research support for play therapy, as well as current trends and practices in play therapy. Fundamental play therapy skills will be

covered, with a strong emphasis on child centered play therapy. Implementation of play therapy within a family systems orientation will be a component of the course. Students who successfully complete the course will have sufficient knowledge to begin providing supervised play therapy. Prerequisite: CNL 7133.

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. Course includes the 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 similarities and contrasts 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. Prerequisite: 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 systems 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 is emphasized.

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 and gains an understanding of their 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 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 medications.

CNL 8143 Child and Adolescent Counseling

Three hours

This class will provide an overview of the clinical skills used in the practices of child and adolescent therapy. Clinical assessment and treatment of children and adolescents in socio-cultural context will be the focus for knowledge and skill development in this class. Multiple therapy perspectives will be utilized with the primary theoretical emphasis being a family systems/therapy framework. Major childhood and adolescent disorders will be reviewed and applied to specific case material.

CNL 8213 Family Play Therapy Techniques

Three hours

This advanced level play therapy course focuses on concepts and skills for working with families using play therapy within a family systems framework. The class will also focus on training parents/caretakers to be therapeutic agents in their children's lives through the utilization of child-centered and directive play therapy skills in regularly scheduled structured play sessions with children.

CNL 8313 Applied Research

Three hours

Students in this course will learn advanced level research and statistics as applied in the counseling field. Students should have completed introductory level coursework in statistics and research methods. Students will develop skills that will enable them to design, conduct, and report research. Students will be exposed to the logic underlying the research process, as well as a broad range of design and assessment methods. Throughout the course there will be an emphasis on both conceptual understanding and the development of practical skills. Prerequisites: Upper division undergraduate courses in statistics and research methods in the last five years with minimum grade of 'B' in both courses, or CNL 7103 Statistics and Research.

CNL 8353 Advanced Techniques in Play Therapy

Three hours

This class builds on the fundamentals of child centered approaches to play therapy. The class will also explore various therapeutic approaches such as expressive play therapy techniques, Experiential Play Therapy, Gestalt Play Therapy, Cognitive Behavioral Play Therapy, Sand Tray, family models of play therapy as well as other directive play therapy techniques and the use of therapeutic games. Prerequisite: CNL7353.

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 8533 School Policies and Issues

Three hours

Study of the principles and models that are the basis for the organization and administration of counseling services in schools. Content includes construction of needs assessments, crisis response, community referrals and empirically sound techniques used to provide counseling services to school aged children. Based on the Arkansas model, course will emphasize the importance of outcome based assessments.

CNL 8613 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 8653 Practicum in Play Therapy

Three hours

A supervised clinical experience for the development of play therapy skills.

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 8733, 8743 Practicum I, II: School Counseling

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 8733: CNL 8533, 7133, 7123, 8701, and recommendation by Graduate Counseling faculty. Prerequisite for 8743: CNL 8733.

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 7113, 7123, 7133, 7613, 8023, 8433, 8701, and recommendation by Graduate 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 7113, 7633 (taken sequentially), 7133, 7613, 8023, 8433, 8701, and recommendation by Graduate Counseling faculty. Prerequisite for 8783: CNL 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 8743, 8763 or 8783, and recommendation by Graduate Counseling faculty. Prerequisite for 8883: CNL 8873. Prerequisite for 8893: CNL 8883.

CNL 8901, 8902, 8903 Selected Topics in Counseling

One to 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.

CNL 8911, 8912, 8913 Selected Topics in Play Therapy

One to three hours

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

ED (Education)

ED 7033 Christian Foundations and Instructional Facilitation

Three hours

This course challenges individuals to consider the strong connections between a Christian application of life and instructional facilitation while also considering historical and philosophical foundations of education. Connections between the role of a mentor/facilitator and the role of biblical "shepherding" will be explored and discussed; students will identify the similarities and differences between mentoring/facilitating and shepherding.

ED 7233 Human Development

Three hours

The course will review the developmental characteristics of children from birth through adolescence in five domains: physical, cognitive, social, emotional, and moral. The developmental characteristics will be investigated in many contexts for infants/ preschooler, elementary, middle school, and high school children. Both developmental characteristics and context will be used to understand individual children. Field experience required.

ED 7353 Human Intellect and the Brain

Three hours

This course will focus on a broad understanding of human intelligence and cognition while exploring answers to the following questions: What is human intelligence? Can we know and measure a person's intellectual capabilities? Can intelligence be increased or improved? How does the brain learn? What do teachers do that affect learning?

ED 7411 Courage to Teach

One hour

This one-hour, online seminar is offered in conjunction with ED 8563. The course work builds on a simple premise: good teaching cannot be reduced to technique but is rooted in the identity

and integrity of the teacher. Participants are asked to reflect on their inner self along with reading the text, "Courage to Teach." An additional fee associated with this course. Required for Project EQUIP students only. Corequisite: ED 8563.

ED 7421 Professional Learning Communities

One hour

The course work will be integrated into the course work of ED 8353. The goals of this seminar are:(1)to persuade educators that the most promising strategy for meeting the challenge of helping ALL students learn at high levels is to develop their capacity to function as a professional learning community (PLC), and (2)to offer specific strategies and structures to help them create PLCs in their own schools. Teachers will be asked to practice the components of a PLC by meeting with their colleagues throughout the study of Second Language Acquisition. Specific documentation designed for PLCs will be submitted to the instructors. Required for Project EQUIP students only. Corequisite: ED 8353.

ED 7431 Coaching

One hour

Coaching will be a component of each of the SIOP observations. SIOP coaches (site and project directors, school leaders, and JBU staff) will receive professional training from the Pearson Education Group through Inter-rater Reliability Training. Both teacher participants and SIOP coaches will receive additional training in the Pearson Compass Model. Teachers will be expected to receive a minimum of three SIOP classroom observations. The first observation will establish baseline data. Observations two and three will include the coaching component. Required for Project EQUIP students only. Corequisite: ED 8533.

ED 7513 Action Research and Data Analysis for School and Classroom Use

Three hours

This course will focus on basic knowledge of statistics as applied to the field of education (broadly and content-specific); multiple methods of assessment; using assessment to inform instruction; and being advised by school leaders as they create an action research proposal that could benefit a regional school and move students toward established goals. Field experience required.

ED 7733 Differentiated Learning

Three hours

Differentiated Learning promotes the value of all learners and their unique contributions to the classroom as individuals. This course encompasses teacher preparation for the diverse learners in

their classroom and provides the skills and knowledge necessary to allow for customization of instruction for learners with a range of differences. Learners will develop knowledge about the categories of disabilities under the Individuals with Disabilities Act as well as English Language Learners and gifted learners. Strategies to differentiate instruction, apply modifications and accommodations and incorporate assistive technology will also be emphasized. Field experience required.

ED 7933 Organizational Dynamics and Change

Three hours

An emphasis on theories of organizational behavior and practices of managing and leading people within the context of the school organization. Students will explore the dynamics of schools and school personnel, including the change processes within school systems as well as the organizational culture that guides and defines public education.

ED 8133 Building Learning Communities

Three hours

In response to known needs, the teacher-as-leader must cast a vision and oversee the construction of a strategic plan in an environment that fosters trust among and between all stakeholders. Taking on the role of Instructional Facilitator, students will work collaboratively to analyze data and construct a plan for leading a professional community toward achievement of goals that are aligned with the local institution's school improvement plan. Opportunities and training for planning regular staff meetings and designing professional development geared toward the needs of individual faculty and staff members will be a strong emphasis for this course. Field experience required.

ED 8173 Instructional Facilitation/Teacher Leadership

Three hours

Emphasis on theoretical foundations for Instructional Facilitators (IF); taking on the role of IF while applying knowledge of adult learning theories and practicing strategies for working with faculty to improve in identified areas of need. Application of good questioning skills for diagnosis and for instruction is an important part of this course; students will work together while experiencing/role-playing leadership aspects of an IF, demonstrating their ability to lead in-service teachers to higher levels of competency related to but not limited to the following: content, classroom management, instruction, and assessment. Field experience required.

ED 8233 Advanced Curriculum Design

Three hours

Emphasis on mastery of the curriculum development process, along with knowledge of adult learning theories and the dynamics of collaboration between and among colleagues and community members. This course seeks to fine tune the intuitive and informed practice of a teacher who will be facilitating the professional development of colleagues. Field experience required.

ED 8353 Second Language Acquisition

Three hours

This course will focus on key terminology and theories in the field of second language acquisition considering implications of research for classroom pedagogy and differentiation.

ED 8423 Pedagogy: Classroom Instruction

Three hours

This course will focus on general pedagogies, strategies, and methodologies that work well with all disciplines; students will learn how to create and select appropriate objective and subjective test items. General behavior management and assessment principles will be integrated into the content area; the students will know and use the Danielson Framework when constructing lesson plans and a unit of study. Field experience required. Corequisite: ED 8711.

ED 8443 Pedagogy: Management and Assessment

Three hours

This course will focus on two major professional responsibilities that foster classroom learning: classroom management and assessment. Learners will explore how the assessment system and classroom management system in a classroom work together to create a learning environment marked by high expectations, optimism, responsibility, resilience, and success. Candidates will construct an overall assessment plan and a behavior management plan for their future classroom. Field experience required.

ED 8473 Technology for School Leaders

Three hours

Students will take on the role of an instructional leader with regard to use of technology in the classroom and with classroom management. Emphasis on the most important things leaders need to know and know how to do with regard to use of technology, including application of adult learning theories while demonstrating skills related to use of technology. Field experience required.

ED 8533 Curriculum and Instruction: TESOL

Three hours

The characteristics of English language learners, history, and approaches of TESOL, classroom practice, the development of the four components of language and cultural influences/implications will be presented.

ED 8553 Educational Assessment (TESOL)

Three hours

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

ED 8563 Intercultural Communications

Three hours

A study of the process of interpersonal communications in one's own culture and the principles of effective communication within another cultural context and in the context of teaching and learning. Attention is given to cultural values and beliefs, effects of racism/stereotyping/discrimination, cultural conflicts, communication between home and school, cultural competency, cultural identity, ethnocentricity, and nonverbal communication and how these impact English Language Learners' learning.

ED 8623 Literacy and Linguistics

Three hours

This course is designed to provide students with a critical understanding of instructional delivery which caters to the linguistic/bilingual and literacy/biliteracy needs of English language learners from diverse language backgrounds. Topics will include linguistics, biliteracy, multilingualism, discourse analysis, and computer mediated communication.

ED 8633 Curriculum Alignment and Assessment

Three hours

Application of assessment practices; using assessment for formative and summative purposes; collecting, organizing, and analyzing data for the purpose of program and instructional

improvement; using technology for assessment; implementing assessment plans with integrity and fairness. Systematic alignment of curriculum to intentionally reinforce concepts and also to avoid repetition of learning at the same level; responding to diagnostic tools to align sequence of and concept density of content. Field experience required.

ED 8643 Literacy: Content-Specific

Three hours

Literacy: Content-Specific is a course designed for content teachers (grades 7-12) who will be expected to teach literacy strategies and methods while also teaching content. Learners will write objectives and lesson plans, using the Danielson Framework, Common Core Standards, and the Bloom Taxonomy; they will teach a lesson in a school classroom. Learners will lead a minimum of one class discussion, taking responsibility for content during part of one class session. Field experience required. Corequisite: ED 8721.

ED 8653 Literacy: All Areas

Three hours

Literacy: All Areas is a course designed to prepare and challenge candidates for the responsibility of meeting the literacy needs of all students in the classroom, regardless of the content area represented. Candidates will understand the main elements of literacy and how these elements affect success at any level, any content area. Candidates will be exposed to the influence of phonemic awareness, phonics, vocabulary, fluency, and comprehension on student engagement; learners will examine the Common Core, the Bloom Taxonomy, and some basic assessment techniques for literacy within the sub-contexts of listening, speaking, writing, and reading. Candidates will create lesson plans, with one JBU classroom "teach." Field experience required.

ED 8711 Practicum I

One hour

This course provides an opportunity for the candidate to gain experience in a school setting for a minimum of 15 hours, prior to internship. The candidate will play the role of participant-observer, making focused observations that are intentionally correlated with content learned in ED-8423 and through the post-baccalaureate initial licensure program of study at John Brown University. Field experience required. Corequisite: ED 8423.

ED 8721 Practicum II

One hour

This course provides an opportunity for the candidate to gain experience in a school setting for a minimum of 15 hours, prior to internship. The candidate will play the role of participant-

observer, making focused observations that are intentionally correlated with content learned in ED-8643 and through the post-baccalaureate initial licensure program of study at John Brown University. Field experience required. Corequisite: ED 8643.

ED 8813 Action Research Practicum

Three hours

Students take on the role of teacher-as-researcher while constructing, implementing, analyzing, and writing about an action research project in cooperation with a local educational institution. Field experience required.

ED 8881 Intern Seminar

One hour

Interns meet one hour per week to participate in presentations and discussions focused on issues common to all teachers such as but not limited to: concepts of classroom management, safety, legal, and ethical issues affecting teaching, working with parents, portfolio assessment, current school issues, and cultural diversity. The seminar is also used as a place for groups of interns to meet with their supervisors. Corequisite: ED 8886.

ED 8886 Internship

Six hours

Interns complete a full 15 week semester of internship; two placements (different levels and/or courses), with three weeks of full-time responsibility for each placement. Interns work under the joint supervision of an experienced classroom teacher and a university faculty member. Prerequisites: completion of all program course work; completion of required Gate Portfolio and Gate Interview; evidence of passing the Praxis II Content area of exam related to the intern's licensure discipline. Corequisite: ED 8881.

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. The student is encouraged to take this course toward the end of their plan of study.

HED 8263 Higher Education Practicum

Three hours

An approved one- to two-week higher education experience in an international or cross-cultural setting. This course will typically include several pre- and post-trip class meetings with specific expectations to fulfill both before and after the travel experience. Additional fees associated with this course/trip.

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.

LDR (Leadership)

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 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 7503 Executive Leadership Seminar

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. An additional fee associated with this course.

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 Ethical Decisions in Organizations

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 8033 Christian Foundations for Organizational Leaders

Three hours

An examination of the basic elements of the Christian faith with the purpose of understanding Christian values and perspectives. Through a study of Christian scripture and literature, students explore the Christian world view, faith, practice, values, testimony, lifestyle, and impact on others. The relevance of Christian faith to organizational leadership is emphasized.

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 8243 Emotional Health in Organizations

Three hours

Working together and effecting change require more than technical and intellectual capabilities. Leaders must be able to assess and manage their own emotions as well as the emotions of others and of groups. Students explore areas such as emotional intelligence, adversity, conflict,

peacemaking, and acceptance for the purpose of learning how to lead healthy groups in God-honoring ways. We were created in God's image with a mind, will, and emotions. By combining the intellect (the Head) with healthy emotions and emotional relationships (the Heart), leaders can have a more profound impact on the world.

LDR 8333 Global Leadership and 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.

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Mr. Michael R. Kairis, Secretary	Yorba Linda, California
Mrs. Susan Barrett	Rogers, Arkansas
Mrs. Holly Robason Beitel	Tulsa, Oklahoma
Ms. Sharon J. Bell	Tulsa, Oklahoma
Mr. William J. Berry	Pampa, Texas
Mr. Mark Boatwright	Paradise Valley, Arizona
Mr. John E. Brown III	Siloam Springs, Arkansas
Mr. Roger L. Cross	Highlands Ranch, Colorado
Mr. Rollin Ford	Rogers, Arkansas
Dr. Stephen R. Genheimer	Mustang, Oklahoma
Dr. Wayne Hardy	Tulsa, Oklahoma
Mr. Keith Holmbert	Naperville, Illinois
Mr. Robert W. Jackson Jr.	Austin, Texas
Mr. Michael S. King	Hesston, Kansas
Mr. Alan L. Lee	Oakton, Virginia
Mr. David H. LeVan	St. Charles, Illinois
Mr. Hendrick Lorentz	Guatemala, Central America
Dr. T. Richard Medlock	Tulsa, Oklahoma
Mr. William C. Naramore Sr.	Dallas, Texas
Mr. Nick Petelski	Little Elm, Texas
Mr. Phillip O. Porter	Siloam Springs, Arkansas
Mrs. Lee R. Sale	Dallas, Texas
Mr. Mark C. Simmons	Siloam Springs, Arkansas
Mr. Lavenski Smith	Little Rock, Arkansas
Mrs. Ruth H. Smith	Little Rock, Arkansas
Mr. Marvin G. Spees	Topeka, Kansas
Mr. Donald R. Williams	Wildwood, Missouri
Mrs. Diane N. Willits	Siloam Springs, Arkansas

UNIVERSITY ADMINISTRATION

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

B.A., Taylor University

M.S., Wright State University

Ed.D., Ball State University

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

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

TIMOTHY J. DINGER, Associate Dean and Director, JBU Student Counseling Center, 2001.

B.A. Texas Tech University

M.A. Dallas Theological Seminary

Ed.D. Texas Tech University

J. RICHARD ELLIS, Dean of Graduate Studies, 1993.

B.R.Ed., William Tyndale College

M.Div., Biola University

Ph.D., University of Michigan

GLORIA J. GALE, Associate Dean, College of Education; Graduate Education Program Director;
Professor of Education,

Ph.D., Walden University

M.L.S., Central Michigan University

M.M.E., B.S., Western Michigan University

EDWARD E. ERICSON III, Vice President for Academic Affairs; Dean of the Faculty, 1994.

B.A., Calvin College

M.A., Ph.D., Indiana University

MARY E. HABERMAS, Director of the Library, 2001.

B.A., University of South Carolina

M.L.S., University of Oklahoma

KIMBERLY B. HADLEY, Vice President of Finance and Administration, 2004.

B.S.B.A., M.B.A., University of Arkansas

KATHY HOGAN, Instructional Designer, Office of Distance Learning; Instructor of Adult
Education, 1998.

B.S., M.Ed., University of Arkansas

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, Associate Dean of Academic Services and Registrar, 2000.

B.S., Ball State University

M.S., University of Arkansas

JEFFREY J. LEBERT, Associate Registrar for Graduate and Degree Completion Studies, 2010

B.A., Nazarene Bible College

M.S., John Brown University

WENDY A. MACCOLL, Director, Office of Distance Learning, Assistant Professor of Distance Education, 2011.

B.S., Colorado State University

M.A., University of Colorado

RYAN A. MARTIN, Executive Director, CARE Clinic, Graduate and Professional Studies, 2008.

B.A., Oklahoma Baptist University

M.A., M.A., Ph.D., Southwestern Baptist Theological Seminary

DENISHA K. MCCOLLUM, Instructional Designer, Graduate Business Programs, 2007.

B.A. University of Arkansas

M. Ed. North Central University

MSLE John Brown University

ROBERT B. NORWOOD, Dean of Undergraduate Studies; Director of Assessment, 1998.

B.S., M.S., Ph.D., Stanford University

CHARLES W. POLLARD, President, 2004.

B.A., Wheaton College

J.D., Harvard Law School

M.A., Oxford University

Ph.D., University of Virginia

RODNEY P. REED, University Chaplain, 2008.

B.A., Sioux Falls College

M.Div., Bethel Theological Seminary

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

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

JACQUELINE S. WRIGHT, Director of Student Support Services, 2006.

B.S., M.Ed., Northeastern State University

GRADUATE FACULTY

JAMES R. BLANKENSHIP, Associate 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

MAXIE B. BURCH, Director, Graduate Ministry Program and Link Year Programs; Associate Professor of Biblical Studies, 2011.

B.A., The Citadel

M.Div., Southwestern Baptist Theological Seminary

Ph.D., Baylor University

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, Graduate Counseling Program Director; Professor of Marriage & Family Therapy, 1998.

B.A., University of Arkansas at Little Rock

M.Div., Trinity Evangelical Divinity School

Ph.D., Texas Woman's University

GRACE Y. DAVIS, Associate Professor of Education and Language Studies, 1998.

B.A., University of the Redlands

M.A., Oral Roberts University

J. RICHARD ELLIS, Dean of Graduate Studies; Director of Title III; Professor of Adult Education, 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, Associate Professor of History 1994.

B.A., Calvin College

M.A., Ph.D., Indiana University

RICHARD L. FROMAN, Professor of Psychology, 1994.

B.A., M.A., California State University, Sacramento

Ph.D., University of Wyoming

GLORIA J. GALE, Associate Dean, College of Education, Graduate Education Program Director; Professor of Education, 2000.

B.S., M.M.E., Western Michigan University

M.L.S., Central Michigan University

Ph.D., Walden University

MELISSA E. HALL, Instructor of Family and Human Services, 2011.

B.S. Southwestern Assemblies of God University

M.Ed., University of Oklahoma

MICHAEL D. KENNELLEY, Associate Professor of Business, 2000.

B.A., University of Arkansas

M.B.A., Pittsburg State University

Ph.D., Oklahoma State University

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

C. CAREY LAMPTON, Associate Professor of Graduate Counseling, 2001.

B.A., University of Arkansas

M.A., Ph.D. Texas Tech University

JASON M. LANKER, Assistant Professor of Graduate Youth Ministries, 2007.

B.A., The Master's College

M.A., Ph.D., Talbot School of Theology

WENDY A. MACCOLL, Director, Office of Distance Learning; Assistant Professor of Distance Education, 2011.

B.A., Colorado State University

M.A., M.A., Ph.D., Southwest Baptist Theological Seminary

CAROLE A. MAINES, Professor of Graduate Counseling, 1995.

B.S., John Brown University

M.S., University of the Redlands

Ph.D., University of Arkansas

RYAN A. MARTIN, Executive Director of CARE Clinics; Assistant Professor of Counselor Education, 2008.

B.A., Oklahoma Baptist University

M.A., M.A., Ph.D., Southwest Baptist Theological Seminary

NICK T. OGLE, Assistant Professor of Family and Human Services, 2007.

B.S., John Brown University

M.A., Denver Seminary

Ph.D., Webster University

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

CHARLES A. ROMIG, Professor of Counselor Education, 2008.

B.S., University of Illinois

M.A., Trinity Evangelical Divinity School

Ph.D., Purdue University

WILLIAM A. STEVENSON III, Director of International Programs; Instructor of Intercultural Studies, 1988.

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

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

B.S., Pittsburg State University

M.B.A., John Brown University

DBA, Anderson University

TOM VERDERY, Executive in Residence, The Soderquist Center for Leadership and Ethics, and Professor of Business, 2010.

MBA, The University of Dallas

BBA, Texas Tech University

JOE F. WALENCIAK, Graduate Business Program Director; Professor of Business, 1982.

B.S., John Brown University

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

Note: All faculty and administration listings are as of Fall 2011.

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, P.E.D., Administration, 1997-2001

KENNETH W. FRENCH, P.h.D., Mechanical Engineering, 1971-2009

H. GASTON GRIGGS, Ph.D., Biology, 1974-1996

ROBERT R. GUSTAVSON, Ph.D., Kinesiology, Head Soccer Coach, 1980-2009

R. JAMES HOLLIDAY, Ph.D., Chemistry and Physics, 1970-2008

ROGER G. IDDINGS, Ph.D., Education, 1988-1999

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

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