



# Graduate Catalog 2020-2021

## **Welcome from the President**

Welcome to John Brown University. We are glad that you have chosen to join the JBU community.

John Brown University is committed to offering first-rate academic programs in a supportive Christian community. It is our desire that you will flourish during your time with us by coming to understand God, His world, and His design for your life.

John Brown University is first and foremost a teaching institution, and our faculty, staff and administrators are dedicated to helping students learn. They are excellent scholars and professionals as well as caring people committed to mentoring and advising students. You should take the initiative to get to know them because these relationships may well be life-changing.


This catalog should answer most, if not all, of your questions. It outlines the policies and standards that should guide your educational program here at JBU.

May God bless and keep you during your time here at John Brown University.

God-speed,  
Dr. Chip Pollard

## Catalog Guide

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.

	Use this icon to easily print sections of the catalog or save pages to a PDF file to save for future use
<a href="#">Apply Now</a>	Use this icon to apply now

For information concerning the Traditional Undergraduate or Online Programs, please refer to the respective 2020-2021 Traditional Undergraduate or Online catalogs.

## Non-Discriminatory 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.

## Academic Calendar

### Important Dates for all JBU Students

#### FALL 2020

Su 8/16 - T 8/18	TUG International Student Orientation
W 8/19	TUG New Student Move-In
W 8/19	TUG New Student Registration
TH 8/20 - Su 8/23	TUG New Student Orientation
M 8/24	TUG, OU, Grad Classes Begin
F 9/4	TUG Last Day to Add Courses
M 9/7	Labor Day Holiday
F 9/11	OU Last Day to Drop Fall A Courses*
F 9/11	OU Midterm Grades Due
F 9/18	Grad Last Day to Drop Fall A Courses*
F 10/9	TUG Midterm Grades Due
M 10/12 - T 10/13	TUG Fall Break
F 10/16	TUG Last Day to Drop Courses
F 10/16	Grad Last Day to Drop 16-week Courses*
F 10/16	OU Last Day of Fall A Courses
F 10/16	Grad Last Day of Fall A Courses
M 10/19	OU First Day of Fall B Courses
M 10/19	Grad First Day of Fall B Courses
F 11/6	OU Last Day to Drop Fall B Courses*
F 11/13	Grad Last Day to Drop Fall B Courses*
M 11/23 - F 11/27	Thanksgiving Holiday
M 12/14 - R 12/17	TUG Final Exams
F 12/18	OU and Grad Last Day of Classes
Sa 12/19	Commencement

\* TUG students taking Online Undergraduate or Graduate classes must follow these drop dates.

#### SPRING 2021

F 1/8	TUG New Student Move-In
Sa 1/9	TUG New Student Orientation
Sa 1/9	TUG New Student Registration
M 1/11	TUG, OU, Grad Classes Begin
M 1/18	Martin Luther King, Jr. Day Holiday
F 1/22	TUG Last Day to Add Courses

F 1/29	OU Midterm Grades Due
F 1/29	OU Last Day to Drop Spring A Courses*
F 2/5	Grad Last Day to Drop Spring A Courses*
F 2/26	TUG Midterm Grades Due
F 3/5	TUG Last Day to Drop Courses
F 3/5	Grad Last Day to Drop 16-week Courses*
F 3/5	OU Last Day of Spring A Courses
F 3/5	Grad Last Day of Spring A Courses
M 3/8	OU First Day of Spring B Courses
M 3/8	Grad First Day of Spring B Courses
T 3/9	TUG Academic Advisement Day
M 3/22 - F 3/26	Spring Break
F 4/2	Good Friday Holiday
F 4/2	OU Last Day to Drop Spring B Courses*
F 4/9	Grad Last Day to Drop Spring B Courses*
M 5/3 - R 5/6	TUG Final Exams
F 5/7	OU and Grad Last Day of Classes
Sa 5/8	Commencement

\* *TUG students taking Online Undergraduate or Graduate classes must follow these dr*

## **SUMMER 2021**

M 5/10	OU and Grad Summer Classes Begin
F 5/28	OU Last Day to Drop Summer A Courses*
M 5/31	Memorial Day Holiday
F 6/4	Grad Last Day to Drop Summer A Courses*
F 6/25	OU and Grad Last Day of Summer A Courses
M 6/28	OU and Grad First Day of Summer B Courses
F 7/2	Grad Last Day to Drop 14-week Courses*
M 7/5 - F 7/9	Summer Break
F 7/23	OU Last Day to Drop Summer B Courses*
F 7/30	Grad Last Day to Drop Summer B Courses*
F 8/20	OU and Grad Last Day of Summer B Courses

\* *TUG students taking Online Undergraduate or Graduate classes must follow these dr*

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# Academic Calendar

Important Dates for all JBU Students

## FALL 2020

T 8/11 - W 8/12	TUG International Student Orientation & Registration
T 8/11 - W 8/12	TUG New Student Move-In
T 8/11 - W 8/12	TUG New Student Registration
Th 8/13 - Sa 8/15	TUG New Student Orientation
M 8/17	TUG Classes Begin
M 8/24	OU and Grad Classes Begin
F 8/28	TUG Last Day to Add On-Ground Courses
M 9/7	OU and Grad Labor Day Holiday
F 9/11	OU Last Day to Drop Fall A Courses*
F 9/11	OU Midterm Grades Due
F 9/18	Grad Last Day to Drop Fall A Courses*
F10/2	TUG Midterm Grades Due
F 10/9	TUG Last Day to Drop On-Ground Courses
F 10/16	Grad Last Day to Drop 16-week Courses*
F 10/16	OU Last Day of Fall A Courses
F 10/16	Grad Last Day of Fall A Courses
M 10/19	OU First Day of Fall B Courses
M 10/19	Grad First Day of Fall B Courses
F 11/6	OU Last Day to Drop Fall B Courses*
F 11/13	Grad Last Day to Drop Fall B Courses*
Sa 11/21	TUG Commencement
M 11/23 - F 11/27	OU and Grad Thanksgiving Holiday
T 11/24	TUG Last Day of Courses
W 11/25 - F 11/27	TUG Thanksgiving Holiday
T 12/1 - F 12/4	TUG Final Exams and Final Projects
Sa 12/5	OU and Grad Commencement
F 12/18	OU and Grad Last Day of Classes

\* *TUG students taking Online Undergraduate or Graduate classes must follow these drop dates.*

## SPRING 2021

M 1/4 - F 1/29	TUG Winter Session
M 1/11	OU and Grad Spring Classes Begin
F 1/29	OU Spring A Midterm Grades Due



F 1/29	OU Last Day to Drop Spring A Courses*
M 2/1	TUG First Day of Spring Classes
F 2/5	Grad Last Day to Drop Spring A Courses*
F 2/12	TUG Last Day to Add Courses
F 3/5	Grad Last Day to Drop 16-week Courses*
F 3/5	OU Last Day of Spring A Courses
F 3/5	Grad Last Day of Spring A Courses
M 3/8	OU First Day of Spring B Courses
M 3/8	Grad First Day of Spring B Courses
T 3/19	TUG Midterm Grades Due
M 3/22 - F 3/26	OU and Grad (only) Spring Break
F 3/26	TUG Last Day to Drop Courses
Th 4/1 - F 4/2	TUG (only) Easter Break
F 4/2	OU Last Day to Drop Spring B Courses*
F 4/9	Grad Last Day to Drop Spring B Courses*
F 5/7	OU and Grad Last Day of Classes
F 5/14	TUG Last Day of Classes
M 5/17 – Th 5/20	TUG Final Exams
Sa 5/22	Commencement (tentative)

\* TUG students taking Online Undergraduate or Graduate classes must follow these drop dates.

### **SUMMER 2021**

M 5/10	OU and Grad Summer Classes Begin
M 5/24	TUG Summer Classes Begin
F 5/28	TUG Last Day to Drop Summer Courses
F 5/28	OU Last Day to Drop Summer A Courses*
M 5/31	Memorial Day Holiday
F 6/4	Grad Last Day to Drop Summer A Courses*
F 6/18	TUG Last Day of Summer Courses
F 6/25	OU and Grad Last Day of Summer A Courses
M 6/28	OU and Grad First Day of Summer B Courses
F 7/2	Grad Last Day to Drop 14-week Courses*
M 7/5 - F 7/9	Summer Break
F 7/23	OU Last Day to Drop Summer B Courses*
F 7/30	Grad Last Day to Drop Summer B Courses*
F 8/20	OU and Grad Last Day of Summer B Courses

\* TUG students taking Online Undergraduate or Graduate classes must follow these drop dates.

## 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.***

<a href="#"><u>Statement of Faith</u></a>	<a href="#"><u>Accreditations &amp; Affiliations</u></a>	<a href="#"><u>Council for Christian Colleges and Universities</u></a>
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### **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.

<a href="#"><u>Locations &amp; Map</u></a>	<a href="#"><u>Faculty &amp; Administration</u></a>
<a href="#"><u>JBU Facts &amp; Figures</u></a>	<a href="#"><u>Board of Trustees</u></a>
<a href="#"><u>Northwest Arkansas</u></a>	<a href="#"><u>Faculty Emeriti</u></a>

*These are links to their respective JBU web pages in the catalog*

# **Graduate School Overview**

Norwood (associate vice president for academic administration)

The Graduate School comprises the students, faculty, staff, programs, policies, and facilities affiliated with master's level education at John Brown University. The Graduate School works with JBU's academic colleges to support graduate degree and certificate programs in a variety of disciplines.

## **History**

In 1995, John Brown University began offering graduate courses leading to the Master of Science (M.S.) in Counseling. Graduate degrees in business were first offered in 1999 with the creation of the M.S. in Leadership and Ethics and later the Master of Business Administration (M.B.A.). Today the Graduate School offers M.A., M.A.T., M.B.A., M.Ed., and M.S. degrees in Business, Counseling, Cybersecurity, Design Thinking and Innovation, Education Studies, Higher Education, Leadership, Outdoor Program Management, School Counseling, Special Education, and Teaching.

International study opportunities for graduate students began in 2005 with a ten-day Graduate Business experience in Belfast, Northern Ireland. In the years since, students in the Graduate School have participated in focused international study courses in Guatemala, China, Brazil, South Africa, the United Kingdom, and Ireland. International travel experiences have become a hallmark of many JBU graduate programs.

## **Educational Centers**

Graduate classes are offered in several locations throughout Arkansas: the main campus in Siloam Springs, the Rogers Center, and the Counseling Education Center@Little Rock. The centers are designed for adult students and are outfitted with seminar style classrooms, computers with Internet access, and the latest in technical equipment.

## **Community Counseling Clinics**

As a counseling center with offices in Siloam Springs and Little Rock, JBU's Community Counseling Clinics are an integral part of the Department of Graduate Counseling programs. The clinics provide a valuable service to the community by offering affordable counseling to anyone in the community. The counselors include both licensed counselors and graduate students working to fulfill their internship requirements in the final stage of their counseling degree program.

## **Play Therapy Institute**

The Play Therapy Institute is housed in the Tucker Hill Play Therapy Wing of the Community Counseling Clinic located on JBU's main campus. The 2,400 square-foot Tucker Hill Play Therapy Wing includes therapy suites specifically designed to deliver play therapy services. The suites include sandtray rooms, family-sized play therapy suites and a parental consultation suite. The Play Therapy Institute has been designated as an

approved provider of play therapy education by the Association for Play Therapy (APT Approved Provider number 13-350).

## **Online Options**

Many graduate classes are offered online. All requirements for online courses may be accomplished using Internet-based interactions, which allow students to learn in their preferred location and environment.

## **Faculty**

Graduate faculty includes both full-time faculty and adjunct professors, all of whom have relevant experience in the fields they teach.

## **International Practicums**

Graduate students may earn graduate credit through study abroad opportunities offered by JBU. Travel locations have included places such as Central and South America, China, and Ireland where students are immersed in the culture. The practicums consist of pre- and post-trip classes and course work, the travel experience and, in some cases, project development.

# Admission to The Graduate School

**Become an expert in your field with a relevant, hands-on master's program from Arkansas' #1 university!**

We know you want to be an expert professional confident in your ability to tackle new challenges or take a different direction in your career. In order to do that, you need a trusted master's program built on the idea that learning happens in real life, not just the classroom.

That's why we've designed our graduate programs to not only teach you the relevant theories and knowledge you need to be successful, but to provide opportunities for you practice those skills through application to your life and work.

[APPLY NOW](#)

[CONTACT US](#)

## **Graduate Admissions:**

<https://www.jbu.edu/grad/admissions/>

## **Admissions Requirements for International Students:**

<https://www.jbu.edu/grad/admissions/international/>

## **The Graduate School Home Page**

<https://www.jbu.edu/grad/>

## **The Graduate Student Guide**

<https://www.jbu.edu/grad/about/student-guide/>

## **Nondiscriminatory Statement**

*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.*

# Tuition & Cost of Attendance

## 2020-2021 Graduate School Tuition:

Refer to this site for specific information: <https://www.jbu.edu/grad/financial-aid/tuition/#tuition>

Business	\$600/ct
Counseling and School Counseling	\$560/ct
Cybersecurity	\$600/ct
Teaching, Special Education and Higher Education	\$460/ct

## Additional Financial Information

Applications for admission to the university should be accompanied by a \$25 non-refundable application fee.

Cost of Attendance	<a href="#"><u>Tuition</u></a>
Student Accounts	<a href="#"><u>Student Account Services</u></a>
Financial Aid & Scholarships	<a href="#"><u>Financial Aid Assistance</u></a>
Veterans Administration Benefits	<a href="#"><u>Veterans Services</u></a>

# Financial Planning

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 (FAFSA) at [www.fafsa.gov](http://www.fafsa.gov). For additional information, visit the web at [jbu.edu/grad/financial\\_aid/](http://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 eligible US citizens or non-citizens pursuing master's degrees or certificates are eligible for 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.

## Financial Aid Policy

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

In order to be eligible to apply for financial assistance, a student must meet the qualitative and quantitative SAP standards.

### 1. The GPA Standard (Qualitative)

- Undergraduate students must achieve and maintain a cumulative grade point average of at least a 2.0 ('C' average) or must have an academic standing consistent with JBU's requirements for graduation.
- Graduate students must achieve and maintain a cumulative grade point average of at least a 3.0 to continue in the JBU Graduate Program and be eligible to receive aid.

### 2. The Pace of Progress Standard (Quantitative)

- Students must pass a minimum of 67% of the credits attempted during their academic career.
  - In accordance with Federal Student Aid requirements, the Financial Aid Office allows the student the opportunity to receive federal aid for only one retake of a class. A repeated course is counted as attempted and successfully completed if a passing grade is earned.



- Undergraduate students cannot attempt more than 150% of the credits required for completion of the student's degree.
  - In the case of a transfer student who may have earned credits at another institution, only the credits that apply to the student's degree will be considered as part of the 150% degree maximum.

## **Appeal Process**

If a student does not successfully meet the satisfactory academic progress standards, the Financial Aid Office will notify the students in writing of his or her suspension of financial aid. The Financial Aid office will email students with this notification and the email will additionally contain the institutional policy regarding appeals procedures. The student may submit a written appeal to the director of financial aid within 30 calendar days of the notification of their financial aid status suspension. Submission of an appeal does not guarantee that probationary status will be granted to a student who does not meet SAP requirements. The director of financial aid will review appeals on a case-by-case basis and upon completion of the appeal review, the student will be notified by the Financial Aid Office of the decision.

While the director of financial aid may allow for other mitigating circumstances depending on the merit of the appeal, some examples where the university makes allowances for mitigating circumstances include:

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 due to unexpected lack of transportation
5. Serious financial problems requiring excessive hours of employment

Upon successful appeal, a student is allowed a probation period of one year to meet the SAP requirements in which the student will continue to receive assistance. If a student does not meet SAP requirements upon completion of their probation period, they are ineligible to receive financial aid under the Title IV, HEA program requirements.

Additionally, if a student has extenuating circumstances that require an extension of time to complete a degree, the student may submit a written appeal to the Financial Aid Committee for review of the Pace of Progress Standard.

An appeal for financial aid eligibility is a separate process from the appeal process for academic suspension conducted through the Office of the Registrar. A successful appeal with the Office of the Registrar after academic suspension does not necessarily reinstate a student's financial aid.

## **Additional SAP Considerations**

- *Incompletes*: An incomplete ('I') is counted as an attempted class that was not successfully completed.
- Per traditional undergraduate academic policy, an incomplete grade must be made up within 30 days after the official grade reporting date. After the 30 days, the incomplete grade will be changed to the grade of 'F' and can only be changed upon approval of the instructor and the associate vice president for academic administration. In extenuating circumstances, the instructor may request an extension date from the associate vice president for academic administration.
- *Withdrawals*: a withdrawal ('W') is counted as an attempted class that was not successfully completed.
- For semester-based JBU Online Undergraduate students, a withdrawal is counted as an attempted class that was not successfully completed. However, for term-based JBU Online Undergraduate students, a withdrawal received during the add/drop period does not factor into the SAP calculation; withdrawal after the add/drop period immediately incur an 'F' and count as an attempted class that was not successfully completed.
- *Not-for-credit remedial course work and audited courses* are not counted in SAP calculations.
- *Transfer hours*: Transfer hours that apply to a student's degree count as hours attempted and completed, but they are not considered in the calculation of cumulative GPA.
- *Students pursuing a second degree*: Students pursuing a second degree are not eligible for the Pell Grant. Students are only eligible for loans up to 150% of the hours required to obtain their degree. Students who have completed a degree, but who have not enrolled in a new degree program are not eligible for financial aid.
- *Determining official or unofficial withdrawal*: JBU has several procedures in place for determining whether or not a student officially withdrew for students who received all 'F' or 'I' grades in a term.
  - Undergraduate: Professors and advisors initially monitor students for absences, though they are not required to take attendance. If a lengthy absence is observed by either the professor, advisor, or other faculty or staff members, the student is reported to the Office of the Registrar. The registrar then notifies the student with a letter indicating that the student will be officially withdrawn unless they begin to consistently attend classes. If a student does not respond to the registrar's contact, the student is removed from classes and is officially withdrawn. At this time, the Financial Aid Office is notified by the registrar of the student's official withdrawal.

When a graduate or undergraduate student fails to attend classes and fails to notify proper administrators that they wish to withdraw, the university utilizes one of two methods to address these situations. First, the professor notifies the administration that a student failed to attend or, in the case of an online class, failed to submit assignments. After the administration appropriately reviews the situation to confirm that the student will not continue in the class, the administration sends a withdrawal form to each of the campus offices affected, including the Financial Aid Office. For graduate students, the administration is either the administrative assistant in the Office of the Graduate School or the administrative assistant in the respective Department of the Graduate School. For undergraduate students, professors should submit an Ally Alert.

## 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 VA benefits. Information regarding this program may be obtained from the VA Certifying Official at [jmcgarrah@jbu.edu](mailto:jmcgarrah@jbu.edu), in the Registrar's Office.

### VA Pending Payment Compliance Addendum

In accordance with Title 38 US Code 3679(c), this educational institution adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post-9/11 G.I. Bill® (Ch.33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from VA. This educational institution will not:

- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the VA Certification of Eligibility (COE) by the first day of class;
- Provide a written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

Contact Veteran Services at [veteranservices@jbu.edu](mailto:veteranservices@jbu.edu) for additional information.

# Academic Colleges

## Soderquist College of Business

Ladner (dean)

The Soderquist College of Business at John Brown University consists of the Department of Business (Undergraduate and Online Undergraduate) and the Department of Graduate Business programs. The Soderquist College of Business has adopted the following vision, mission, and core values, which have been embraced by each Department within the College.

### **Vision of the Soderquist College of Business**

*To be nationally recognized as a leader in Christian higher education in business through the accomplishments of our students, our contributions to the academy and industry, and our impact on the world.*

### **Mission of the Soderquist College of Business**

*We provide challenging, practical business education from a Christian perspective, equipping students to succeed in their lifework and impact their world.*

### **Core Values of the Soderquist College of Business**

#### **Christian Faith:**

*We are committed to John Brown University Articles of Faith.*

#### **Relationships:**

*We value our relationship with God which guides collaboration, respect, and trust among all.*

#### **Teaching and Learning:**

*We are passionate about excellence in teaching and lifelong learning.*

#### **Global Focus:**

*We value global perspectives and experiences that stretch our understanding of business and provide opportunities to impact the world.*

#### **Intellectual Curiosity:**

*We value an active, investigative pursuit of knowledge.*

#### **Gratitude:**

*We promote a culture of being thankful to God and each other.*

## **Department of Graduate Business**

Gatlin, Heinrich, Jackson (department chair), Ladner, McCollum, Pierce, Reimer, Togami, Vytlačil, Waldron, Walenciak

(SYMBOLS: BUS, HCA, OPM)

In every segment of society today there is a need for leaders who have relevant skills, high integrity, and strong character. With several degree options to choose from, including both M.B.A. and M.S. degrees, the Graduate Business programs are designed to equip people to lead with excellence.

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 graduate business programs 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 graduates are uniquely prepared to offer leadership with character, competence, and conscience.

Through interaction with faculty and practitioners, students learn to analyze diverse business situations, solve 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 areas of team building, innovation, organizational change, process improvement, project management, and overall organizational effectiveness.

As part of the graduate program, students may elect to obtain an M.B.A. with no additional concentration (general) or a concentration in Cybersecurity, Design Thinking and Innovation, Healthcare Administration, International Business, Leadership, or Market Research and Consumer Insights. The MS options include Design Thinking and Innovation, Leadership, and Outdoor Program Management. The M.B.A. program is offered in two tracks for each of the concentrations: a 36-hour track and a 45-hour track. The 36-hour track is for those who have an undergraduate degree or minor in business or a related field with appropriate coursework in management/marketing, accounting, finance, economics and statistics; the 45-hour track is for students who do not have the appropriate undergraduate coursework.

All of the M.S. programs are 30 hours and share the same 18 hour core requirements.

Designed with the working professional in mind, graduate business classes are available in various formats. Students may choose to study online, at one of our physical locations, or in some combination of the two. Most courses are eight weeks in duration. Other program enhancements include studies trips to China and Guatemala. Through our partnership with Milestone Leadership, students also have access to an executive-level leadership development program.

All undergraduate and graduate business degree programs of the Soderquist College of Business are accredited by or are candidates for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), <http://acbsp.org>, (913) 339-9356.

### **Business Administration with Cybersecurity Concentration**

The M.B.A. Program combines functional training in essential business skills with training in leadership, ethics, and global business. The M.B.A. degree can be taken on its own or paired with a concentration in Design Thinking and Innovation, Healthcare Administration, International Business, Leadership, or Market Research and Consumer Insights. These programs develop and prepare leaders from a broad range of undergraduate majors.

### **Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Cybersecurity (36 hours)**

MBA Core Requirements - 21 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business

Cybersecurity Concentration - 15 hours

- CYB 7103 Cybersecurity Foundations
- CYB 7113 Legal Issues and Ethics
- CYB 7233 Information Technology Risk Management
- CYB 8113 Security Policies and Privacy
- CYB 8913 Advanced Topics in Cybersecurity

Minimum Semester Hours - 36

### **Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Cybersecurity (45 hours)**

Foundational Course Requirements - 9 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 6013 Foundations of Quantitative Methods
- BUS 6023 Foundations of Economic Theory

#### MBA Core Requirements - 21 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business

#### Cybersecurity Concentration - 15 hours

- CYB 7103 Cybersecurity Foundations
- CYB 7113 Legal Issues and Ethics
- CYB 7233 Information Technology Risk Management
- CYB 8113 Security Policies and Privacy
- CYB 8913 Advanced Topics in Cybersecurity

#### Minimum Semester Hours - 45

### **Business Administration with Design Thinking and Innovation Concentration**

The M.B.A. Program combines functional training in essential business skills with training in leadership, ethics, and global business. The M.B.A. degree can be taken on its own or paired with a concentration in Cybersecurity, Healthcare Administration, International Business, Leadership, or Market Research and Consumer Insights. These programs develop and prepare leaders from a broad range of undergraduate majors.

### **Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Design Thinking and Innovation (36 hours)**

#### MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

#### Design Thinking and Innovation Concentration - 12 hours

## DTI Core

- BUS 7253 Design Thinking Methods
- BUS 7353 Creativity in Business

Selected Topics - Student must take three selected topics courses each worth one hour of credit. Exact topics to be determined.

- BUS 7601 Selected Topics in Innovation

## Seminar

One of the following:

- BUS 8263 International Business Practicum
- BUS 8893 Graduate Business Seminar

Minimum Semester Hours - 36

## **Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Design Thinking and Innovation (45 hours)**

Foundational Course Requirements - 9 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 6013 Foundations of Quantitative Methods
- BUS 6023 Foundations of Economic Theory

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Design Thinking & Innovation Concentration - 12 hours

## DTI Core

- BUS 7253 Design Thinking Methods
- BUS 7353 Creativity in Business



Selected Topics - Student must take three selected topics courses each worth one hour of credit. Exact topics to be determined.

- BUS 7601 Selected Topics in Innovation

Seminar

One of the following:

- BUS 8263 International Business Practicum
- BUS 8893 Graduate Business Seminar

Minimum Semester Hours - 45

### **Business Administration with Healthcare Administration Concentration**

The M.B.A. Program combines functional training in essential business skills with training in leadership, ethics, and global business. The M.B.A. degree can be taken on its own or paired with a concentration in Cybersecurity, Design Thinking and Innovation, International Business, Leadership, or Market Research and Consumer Insights. These programs develop and prepare leaders from a broad range of undergraduate majors.

### **Requirements for the Masters in Business Administration (M.B.A.) degree with concentration in Healthcare Administration (36 hours)**

MBA Core Requirements - 18 hours

- BUS 7223 Managerial Economics
- BUS 7113 Marketing Strategies
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Healthcare Administration Concentration - 18 hours

- HCA 7013 Financial Management of Healthcare Organizations
- HCA 7253 Healthcare Law & Ethics
- HCA 7503 Healthcare Operations & Patient Care Management
- HCA 8513 Healthcare Analytics
- HCA 8623 Seminar in Healthcare Administration
- HCA 8993 Strategic Management in Healthcare Organizations

Minimum total semester hours - 36

## **Requirements for the Masters in Business Administration (M.B.A.) degree with concentration in Healthcare Administration (45 hours)**

Foundational Course Requirements - 9 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 6013 Foundations of Quantitative Methods
- BUS 6023 Foundations of Economic Theory

MBA Core Requirements - 18 hours

- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Healthcare Administration Concentration - 18 hours

- HCA 7013 Financial Management of Healthcare Organizations
- HCA 7253 Healthcare Law & Ethics
- HCA 7503 Healthcare Operations & Patient Care Management
- HCA 8513 Healthcare Analytics
- HCA 8623 Seminar in Healthcare Administration
- HCA 8993 Strategic Management in Healthcare Organizations

Minimum Semester Hours - 45

## **Business Administration with International Business Concentration**

The M.B.A. Program combines functional training in essential business skills with training in leadership, ethics, and global business. The M.B.A. degree can be taken on its own or paired with a concentration in Cybersecurity, Design Thinking and Innovation, Healthcare Administration, Leadership, or Market Research and Consumer Insights. These programs develop and prepare leaders from a broad range of undergraduate majors.

## **Requirements for the Master of Business Administration (M.B.A.) degree with concentration in International Business (36 hours)**

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership

- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Concentration in International Business - 12 hours

- BUS 7213 Global Leadership and Ethics
- BUS 8113 Global Supply Chain Management
- BUS 8263 International Business Practicum
- BUS 8343 Strategies for Emerging Markets

Minimum Semester Hours - 36

**Requirements for the Master of Business Administration (M.B.A.) degree with concentration in International Business (45 hours)**

Foundational Course Requirements - 9 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 6013 Foundations of Quantitative Methods
- BUS 6023 Foundations of Economic Theory

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Concentration in International Business - 12 hours

- BUS 7213 Global Leadership and Ethics
- BUS 8113 Global Supply Chain Management
- BUS 8263 International Business Practicum
- BUS 8343 Strategies for Emerging Markets

Minimum Semester Hours - 45

## **Business Administration with Leadership Concentration**

The M.B.A. Program combines functional training in essential business skills with training in leadership, ethics, and global business. The M.B.A. degree can be taken on its own or paired with a concentration in Cybersecurity, Design Thinking and Innovation, Healthcare Administration, International Business, or Market Research and Consumer Insights. These programs develop and prepare leaders from a broad range of undergraduate majors.

### **Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Leadership (36 hours)**

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7223 Managerial Economics
- BUS 7113 Marketing Strategies
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Leadership Concentration - 12 hours

Leadership Core

- BUS 7443 Leading Organizational Transformation
- BUS 8443 Ethical Decision Making in Organizations

Selected Topics - Student must take three selected topics courses each worth one hour of credit. Exact topics to be determined.

- BUS 7501 Selected Topics in Leadership

Seminar

One of the following:

- BUS 8263 International Business Practicum
- BUS 8893 Graduate Business Seminar

Minimum Semester Hours - 36

### **Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Leadership (45 hours)**

#### Foundational Course Requirements - 9 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 6013 Foundations of Quantitative Methods
- BUS 6023 Foundations of Economic Theory

#### MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

#### Leadership Concentration - 12 hours

##### Leadership Core

- BUS 7443 Leading Organizational Transformation
- BUS 8443 Ethical Decision Making in Organizations

Selected Topics - Student must take three selected topics courses each worth one hour of credit. Exact topics to be determined.

- BUS 7501 Selected Topics in Leadership

##### Seminar

One of the following:

- BUS 8263 International Business Practicum
- BUS 8893 Graduate Business Seminar

#### Minimum Semester Hours - 45

### **Business Administration with Market Research and Consumer Insights Concentration**

The M.B.A. Program combines functional training in essential business skills with training in leadership, ethics, and global business. The M.B.A. degree can be taken on its own or paired with a concentration in Cybersecurity, Design Thinking and Innovation, Healthcare Administration, International Business, or Leadership. These programs develop and prepare leaders from a broad range of undergraduate majors.

**Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Market Research and Consumer Insights (36 hours)**

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Concentration in Market Research and Consumer Insights - 12 hours

- BUS 8213 Quantitative Marketing Research
- BUS 8283 Marketing Analytics
- BUS 8373 Consumer Insights & Decision Making
- BUS 8413 Qualitative Marketing Research

Minimum Semester Hours - 36

**Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Market Research and Consumer Insights (45 hours)**

Foundational Course Requirements - 9 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 6013 Foundations of Quantitative Methods
- BUS 6023 Foundations of Economic Theory

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Concentration in Market Research and Consumer Insights - 12 hours

- BUS 8213 Quantitative Marketing Research
- BUS 8283 Marketing Analytics
- BUS 8373 Consumer Insights & Decision Making
- BUS 8413 Qualitative Marketing Research

Minimum Semester Hours - 45

### **Business Administration**

The M.B.A. Program combines functional training in essential business skills with training in leadership, ethics, and global business. The M.B.A. degree can be taken on its own or paired with a concentration in Cybersecurity, Design Thinking and Innovation, Healthcare Administration, International Business, Leadership, or Market Research and Consumer Insights. These programs develop and prepare leaders from a broad range of undergraduate majors.

### **Requirements for the Master of Business Administration (M.B.A.) degree (36 hours)**

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Additional Requirements - 12 hours

Choose four courses (12 credits) from BUS 7000 or BUS 8000 level coursework.

Minimum Semester Hours - 36

### **Requirements for the Master of Business Administration (M.B.A.) degree (45 hours)**

Foundational Course Requirements - 9 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 6013 Foundations of Quantitative Methods
- BUS 6023 Foundations of Economic Theory

MBA Core Requirements - 24 hours

- BUS 7013 Managerial Accounting
- BUS 7033 Organizational Management and Leadership
- BUS 7113 Marketing Strategies
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8033 Christian Foundations of Business
- BUS 8043 Quantitative Methods for Business
- BUS 8793 Designing & Executing Strategies

Additional Requirements - 12 hours

Choose four courses (12 credits) from BUS 7000 or BUS 8000 level coursework.

Minimum Semester Hours - 45

### **Design Thinking and Innovation, M.S.**

Design thinking is the study of customer needs and how to eliminate inefficiencies. Businesses need design thinking and innovation because it bridges the gap between the intent of the organization and the actual use and experience of the customer, creating closer equilibrium. Students in the Design Thinking and Innovation program will acquire the tools and knowledge needed to develop innovative products, services, communications, and a business model with an organizational impact. By learning techniques, gaining experience and developing real projects using design thinking methodologies, students will be able to implement new and creative solutions to positively impact the world around them.

### **Requirements for the Master of Science (M.S.) degree in Design Thinking and Innovation**

MS Core Requirements - 18 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 7033 Organizational Management and Leadership
- BUS 7443 Leading Organizational Transformation
- BUS 7453 Personality and Emotional Health in Organizations
- BUS 8033 Christian Foundations of Business
- BUS 8793 Designing & Executing Strategies

Design Thinking & Innovation Concentration - 12 hours

DTI Core

- BUS 7253 Design Thinking Methods
- BUS 7353 Creativity in Business



Selected Topics - Student must take three selected topics courses each worth one hour of credit. Exact topics to be determined.

- BUS 7601 Selected Topics in Innovation

Seminar

One of the following:

- BUS 8263 International Business Practicum
- BUS 8893 Graduate Business Seminar

Minimum Semester Hours - 30

### **Leadership, M.S.**

The M.S. in Leadership Program is for individuals who want to become experts in management and communication processes in public or private organizations. The program focuses on essential skills and knowledge with a balance of practical and theoretical training. Students learn competencies that enable them to understand the tools necessary to inspire, develop, and motivate individuals and teams in support of strategic organizational growth. These skills include developing emotional intelligence, learning how to motivate others, and building consensus.

With more of a focus on people than business, this degree will develop and equip students to lead with excellence using biblically-based models. Students will gain an understanding of how organizations work, how to provide leadership to a company, and how to implement ethical business practices. What students learn will set them apart as leaders with integrity, character, trustworthiness, and excellence in professional training.

### **Requirements for the Master of Science (M.S.) degree in Leadership**

MS Core Requirements - 18 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 7033 Organizational Management and Leadership
- BUS 7443 Leading Organizational Transformation
- BUS 7453 Personality and Emotional Health in Organizations
- BUS 8033 Christian Foundations of Business
- BUS 8793 Designing & Executing Strategies

Leadership Concentration – 12 hours

Leadership Core

- BUS 7213 Global Leadership and Ethics

- BUS 8443 Ethical Decision Making in Organizations

Selected Topics - Student must take three selected topics courses each worth one hour of credit. Exact topics to be determined.

- BUS 7501 Selected Topics in Leadership

Seminar

One of the following:

- BUS 8263 International Business Practicum
- BUS 8893 Graduate Business Seminar

Minimum Semester Hours - 30

### **Outdoor Program Management, M.S.**

Given the increasing complexity in the outdoor industry as camps are consolidating into larger organizations, outdoor pursuits are being used to enhance education, corporate training, and therapeutic treatment. The M.S. in Outdoor Program Management degree prepares students who desire to move toward executive director or site manager roles within the outdoor industry.

### **Requirements for the Master of Science (M.S.) degree in Outdoor Program Management**

MS Core Requirements - 18 hours

- BUS 6003 Foundations of Accounting & Finance
- BUS 7033 Organizational Management and Leadership
- BUS 7443 Leading Organizational Transformation
- BUS 7453 Personality and Emotional Health in Organizations
- BUS 8033 Christian Foundations of Business
- BUS 8793 Designing & Executing Strategies

Outdoor Program Management Core - 12 hours

- BUS 7043 Community Development and Dynamics
- BUS 7313 Outdoor Program Management
- BUS 8143 Development & Formation in an Outdoor, Experiential Context
- BUS 8153 Emerging Models in Outdoor & Experiential Based Programs

Minimum Semester Hours – 30

# **College of Education and Social & Behavioral Human Services Sciences**

Ellis (dean)

The College of Education and Human Services Social and Behavioral Sciences encompasses disciplines related to serving and working with individuals, couples, families, groups, and communities. Prospective students desire vocations where they can work with people in various ways, serving the Kingdom by serving others. Disciplines of the college include the undergraduate departments of Family and Human Services, Kinesiology, Nursing, Psychology, and Teacher Education, as well as the graduate departments of Counseling, Higher Education, and Teacher Education.

## **Mission Statement**

The mission of the College of Education and Human Services Social and Behavioral Sciences is to equip servant leaders to pursue scientific understanding and service in the helping fields in response to the great commandments of loving God and loving people.

## **Department of Graduate Counseling**

Burton, Cornett, Cowell, Dinger, C. Hall, Hull (department chair), Lampton, Phillips, Reddick, and Satterlee

(SYMBOL: CNL)

## **Mission**

The Department of Graduate Counseling provides Christ-centered counselor training that promotes personal development, academic excellence, and clinical competency.

## **Purpose**

The Department of Graduate Counseling prepares program graduates for professional counseling practice in community mental health agencies, inpatient and outpatient hospital settings, residential treatment programs, private and non-profit practices, human and social services, marriage and family counseling ministries, school-based mental health programs, and wilderness/adventure settings.

## **Professional Licensure**

The Department of Graduate Counseling programs are designed to meet educational requirements for professional licensure (Licensed Professional Counselor and Licensed Marriage and Family Therapist) in the state of Arkansas. All students must understand from the beginning of their training, however, that becoming informed about, applying for, and obtaining a professional license or certificate outside of the state of Arkansas is solely the responsibility of the student with the assistance of faculty and staff.

## **Assessment**

The Department of Graduate Counseling formally assesses student knowledge (academic), skills (competency), and dispositions (personal development) as part of a process designed to provide formative feedback to students and summative feedback used to evaluate the counseling programs. The assessment process is part of on-going quality improvement efforts designed to meet the accreditation requirements set by the Higher Learning Commission mandating that all university degree-programs measure student learning outcomes.

### **Gatekeeping the Counseling Profession**

Based on the American Counseling Association Code of Ethics (section F.6.b) the Department of Graduate Counseling has a system of five "gates" where students are formally evaluated and given formative feedback on their performance as counselors-in-training. Aggregate data for each gate is used to evaluate program strengths and areas of improvement.

Formal gatekeeping assessments occur at the following five gates:

1. Admissions
2. Completion of 12 credit hours of graduate counseling course work
3. Prior to entry into Practicum
4. Prior to entry into Internship
5. Final semester of the program prior to graduation

The Department of Graduate Counseling has formal Professional Development and Gatekeeping policies (including dismissal policy) for students who demonstrate a notable area of concern, deficiency, or impairment that may interfere with the duties associated with delivery of counseling services. All program policies can be found in the Graduate School Catalog or Department of Graduate Counseling Handbook.

### **Background Check**

A background check is NOT required for admissions in to the Department of Graduate Counseling program. However, students in the graduate counseling program will have to pass a background check prior to being eligible for clinical work in Practicum/Internship or obtaining professional licensure. Each state has formally adopted a list of criminal offenses, which substantially relate to the practice of behavioral health counseling and pose a reasonable threat to the public or others working in the same occupation. Each state's licensing board is authorized to deny the application of any person with a conviction of any of these offenses. See "Licensing restrictions based on criminal records" (Arkansas Senate Bill 451; 17-2-102)

### **Comprehensive Exam**

As part of the program review process, the Department of Graduate Counseling is required to assess students' acquisition of foundational knowledge for the profession. Students will be required to pass the Counselor Preparation Comprehensive Examination (CPCE) based on criteria adopted by the Department of Graduate Counseling in order to be eligible for graduation from the counseling program. For more information on the CPCE please contact the Department of Graduate Counseling office.

## **Clinical Hours**

All graduate counseling students will be required to complete a specified number of supervised clinical hours working with real clients in order to be eligible for graduation from the counseling program. Students who do not meet the requisite number of required hours in a clinical course may need to re-take that course until clinical hour totals are satisfied.

## **Counseling, M.S.**

The Master of Science degree program in Counseling provides academic, clinical, and dispositional training related to professional counseling. This program prepares students for professional counseling careers in a variety of diverse settings including community mental health agencies, hospitals, private practices, churches/ministries, human and social service agencies, college/student counseling centers, and addiction/substance abuse treatment centers. Graduates of this program are eligible to pursue licensure as Licensed Professional Counselors (LPC) or Licensed Mental Health Counselors (LMHC) in most states. Specifically, this degree was designed to meet the educational requirements for licensure (LPC) in the state of Arkansas. The M.S. in Counseling can be paired with emphases in specialized therapies, including Marriage & Family Therapy, Play Therapy, and Adventure Therapy.

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

Counseling Core Requirements - 42 hours

- CNL 7013 Statistics and Research in Counseling
- CNL 7033 Social and Cultural Foundations in Counseling
- CNL 7043 Human Growth & Lifespan Development
- CNL 7133 Counseling Theories
- CNL 7323 Career Counseling
- CNL 7523 Introduction to Counseling & Professional Development
- CNL 7533 Foundations of Marriage, Couples, and Family Counseling
- CNL 8053 Crisis and Trauma Counseling
- CNL 8073 Psychopathology & Diagnosis
- CNL 8083 Testing, Assessment, & Appraisal in Counseling
- CNL 8132 Psychopharmacology in Counseling
- CNL 8153 Addictions Counseling
- CNL 8221 Technology Assisted Counseling
- CNL 8253 Spiritual & Religious Values in Counseling
- CNL 8433 Professional Ethics & Legal Issues in Counseling

Clinical Requirements - 15 hours

- CNL 7123 Group Counseling
- CNL 7413 Counseling Skills
- CNL 8813 Practicum

- CNL 8873 Internship 1
- CNL 8883 Internship 2

Elective option - 3 hours

One of the following:

- CNL 7353 Introduction to Play Therapy
- CNL 8443 Advanced Marriage & Couples Therapy
- CNL 8453 Advanced Family Therapy
- OPM 7823 Principles and Practices of Experiential Education in Adventure Therapy

Minimum Semester Hours - 60

### **Adventure Therapy Emphasis**

The Emphasis in Adventure Therapy (AT) can be added to the M.S. in Counseling degree and provides specialized training in wilderness and outdoor adventure counseling. Graduates of the M.S. in Counseling degree with an AT Emphasis are eligible to pursue professional careers as recreational therapists, camp/residential counselors, and adventure therapists in a variety of exciting therapeutic settings.

Required Courses - 12 hours

- BUS 8143 Development & Formation in an Outdoor, Experiential Context
- OPM 7823 Principles and Practices of Experiential Education in Adventure Therapy
- OPM 7833 Outdoor Living Skills for Adventure Therapy
- OPM 7843 Therapeutic Interventions in Adventure and Wilderness Settings

### **Marriage & Family Therapy Emphasis**

The Emphasis in Marriage & Family Therapy (MFT) can be added to the M.S. in Counseling degree and provides specialized training in counseling couples and families. Graduates of the M.S. in Counseling degree with an MFT Emphasis are eligible to pursue licensure as Licensed Marriage and Family Therapists (LMFT) in most states. Specifically, this emphasis combined with the Counseling degree was designed to meet the educational requirements for licensure (LMFT) in the state of Arkansas.

Required Courses - 12 hours

- CNL 8443 Advanced Marriage & Couples Therapy
- CNL 8453 Advanced Family Therapy
- CNL 8943 MFT Field Experience 1
- CNL 8953 MFT Field Experience 2

## **Play Therapy Emphasis**

Each of these courses meets part of the educational requirements to become a Registered Play Therapist according to the standards set by the Association for Play Therapy.

Required Courses - 9 hours

- CNL 7353 Introduction to Play Therapy
- CNL 8213 Family Play Therapy
- CNL 8913 Selected Topics in Play Therapy

## **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 department chair.

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

### Academic Standards for Post-Master's Program

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.

## **Department of Graduate Higher Education**

Ellis (department chair)

(SYMBOL: HED)

The Master of Arts degree (M.A.) in Higher Education is a graduate program focused on the many facets of American colleges and universities, the history and purpose of higher education in society, current trends and dynamics in higher education, and the role of educational leaders within these

institutions. This degree is ideal for individuals seeking to develop a deep understanding of the field of higher education.

The M.A. in Higher Education degree prepares graduates for a variety of higher education careers, including residence life, student development, admissions, financial aid, career development services, intercollegiate athletics, ministry programs, student leadership, student support services, and other areas of university administration.

## **Higher Education, M.A.**

### **Student Learning Outcomes**

Students who complete the M.A. in Higher Education will be able to:

1. Apply their understanding of the relationship of higher education to the development of college students of various ages and demographics.
2. Evaluate current trends and forces impacting higher education in the United States in light of history and social context.
3. Describe the internal and public governance dynamics of colleges and universities.
4. Apply legal and ethical principles to decision-making within higher education settings.
5. Evaluate and apply research related to the study of higher education.
6. Implement responses to problems or opportunities facing higher education institutions.

### **Requirements for the Master of Arts (M.A.) degree in Higher Education**

Higher Education Core Requirements - 21 hours

- HED 7113 History and Philosophy of American Higher Education
- HED 7213 Understanding and Applying Research in Higher Education
- HED 7663 The College Student: Issues, Policies, and Programs
- HED 7993 Administrative Leadership in Higher Education
- HED 8003 Planning and Financial Management of Colleges and Universities
- HED 8033 Christian Foundations in Higher Education
- HED 8443 Law and Higher Education

Leadership Requirement - 3 hours

- BUS 7033 Organizational Management and Leadership

Cognate Requirement - 3 hours

One of the following

- BUS 7443 Leading Organizational Transformation
- HED 8263 Higher Education Practicum



- HED 8903 Selected Topics
- Other course as approved by the department chair

Capstone - 3 hours

- HED 8913 Higher Education Project

Minimum Semester Hours - 30

## **Department of Graduate Teacher Education**

Collins, Cunningham (, ? department chair), Herndon, Murie, and Winslett

John Brown University's Department of Graduate Teacher Education offers master's degrees for those who desire to become licensed teachers, school administrators, or counselors in public and private elementary and secondary schools. The department offers programs in Curriculum & Instruction, Educational Leadership, Special Education (K-12), School Counseling, and Teaching.

- Instructional Specialist
- Curriculum Specialist
- Classroom Supporter
- Classroom Teacher
- Instructional Facilitator
- School Leader
- Building-Level Administrator
- Mentor Teacher

Students in the Master of Education (M.Ed.), the Master of Arts in Teaching (M.A.T.), or the Master of Science (M.S.) programs benefit from these distinctive features:

- Christian values-based learning
- Academically and professionally qualified faculty
- Interactive learning environment
- Online synchronous and asynchronous course designs that include F2F opportunities
- Authentic action research opportunities with public school partners

### **Education Programs**

The M.Ed. and M.A.T programs prepare candidates to improve student performance by analyzing classroom and standardized assessment data to select and implement a differentiated curriculum that meets the needs of today's diverse learners. Students will also develop leadership skills to support and facilitate the development of curriculum and instruction in their schools.

The M.Ed degree in Special Education K-12 prepares licensed teachers to differentiate curriculum to meet the needs of all students, but especially those with special learning needs. The program also

prepares students for the paperwork, and legal/ethical issues involved in working with special needs students. Students must demonstrate science of reading proficiency for licensure.

The M.Ed. degree in School Counseling prepares students to become licensed school counselors through the Arkansas Department of Education Division of Elementary and Secondary Education. Students must demonstrate science of reading awareness for licensure.

The M.A.T. degree in Secondary Education prepares students for Standard Licensure through the Arkansas Department of Education. The M.A.T. program includes three two transition points. At each transition point, students meet with a faculty advisor to monitor progress in the program, and to discuss dispositional and professional growth goals.

Transition points occur:

1. After the completion of 6 hours in the program.
- 2.1. After the completion of 18 hours in the program.
- 3.2. Prior to enrolling for internship

The M.A.T. degree in Teaching is a 36-hour master's program designed for individuals who have a bachelor's degree, can demonstrate content knowledge, and who want to teach. Upon completion of the program, students will earn a Master of Arts in Teaching degree and may apply for licensure through the Arkansas Department of Education Division of Elementary and Secondary Education. The JBU M.A.T. Program provides preparation for the following Arkansas teaching licensure areas:

- Grades 4-8: Math, English, Social Studies or Science (You must select two content areas)
- Grades 4-12: Computer Science
- Grades K-12: Instrumental Music, Vocal Music, Art, Drama/Speech, Physical Education/ Health, or Foreign Languages
- Grades 7-12: English, Math Social Studies, Biology, Chemistry, Physics, Physical Science, Physics/Mathematics, Drama, or Speech,
- Career Education Grades 7-12: Business Technology, Agriculture Science & Tech, Family and Consumer Science, or Industrial Technology

The Graduate School at JBU also offers an M.A. in Higher Education through the Department of Graduate Higher Education.

As required by the Arkansas Department of Education for licensure, all programs include significant practicum, field experience, and internship hours in the schools. Before working in a school, students without a teaching license must complete a background check. The results of the background check will be reviewed during the student's transition conference, and any issues pertaining to the results will be addressed by the department faculty. All non-licensed students must also pass a state and federal background check, and a child maltreatment check prior to entering internship during the first semester in the program. The results of the background check will remain in the student's academic file. Students will not be allowed to enroll in an internship course participate in field experience until their background checks have cleared.

The College of Education and Human Services Social and Behavioral Sciences at John Brown University is approved by the Arkansas State Department of Education (ADE), <http://www.arkansased.org/>. The John Brown University Educator Preparation Program is accredited by the Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org>, (202) 223-0077.

The education programs offered at John Brown University are approved by Arkansas Division of Elementary and Secondary Education (DESE), <http://www.arkansased.org/>. Successful completion of an education program at John Brown University prepares the student for certification in the state of Arkansas.

The education preparation programs are accredited by the National Council for Accreditation of Teacher Education (NCATE). On July 1, 2013 NCATE consolidated with the Teacher Education Accreditation Council (TEAC) and formed the Council for Accreditation of Educator Preparation (CAEP) as the new accrediting body for educator preparation <http://caepnet.org>, (202) 223-0077.

Education Studies, M.A.

The Masters of Arts in Education Studies is designed for individuals whose goal is to work with students outside of the K-12 public school system, in educational positions that do not require state licensure. Educational positions not requiring state licensure might include, home school, private schools, charter schools, youth organizations, etc.

This program is for educators who plan to pursue careers outside of the public school system. Graduates of this program are not qualified for state licensure/certification.

Students who complete the M.A. in Education Studies will be able to:

1. Demonstrate an understanding of the complex needs of today's learners.
2. Develop and deliver engaging and coherent instruction while addressing the needs of a variety of learners.
3. Apply knowledge of classroom management to successfully manage groups of students.
4. Apply the concept of legal and ethical decision-making when working in a setting with students.
5. Develop curriculum that meets the needs of a variety of learners.

### **Requirements for the Master of Arts (M.A.) degree in Education Studies**

Education Core Requirements - 15 hours

- ED 7033 Christian Foundations in Education
- 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

Education Studies Major Requirements - 7 hours

- ED 8423 Pedagogy: Classroom Instruction
- ED 8443 Pedagogy: Management and Assessment
- ED 8711 Practicum I

Elective Focus - 9 hours

Elective courses will be determined in conjunction with advisor. Possible focus areas include Special Education, Higher Education, Education Leadership, Classical Education, , or School Counseling.

Capstone - 3 hours

- ED 8513 Education Project

Minimum total semester hours - 34

### **Teaching, M.A.T.**

The Master of Arts in Teaching degree is a 36-hour master's program designed for individuals who have a bachelor's degree, can demonstrate content knowledge, and who want to teach. Upon completion of the program, students will earn a Master of Arts in Teaching degree and may apply for licensure through the Arkansas Department of Education. The M.A.T. provides preparation for the following Arkansas teaching licensure areas:

- Grades 4-8: Math, English, Social Studies or Science (You must select two content areas)
- Grades 4-12: Computer Science
- Grades K-12: Instrumental Music, Vocal Music, Art, Drama/Speech, Physical Education/ Health, or Foreign Languages
- Grades 7-12: English, Math Social Studies, Biology, Chemistry, Physics, Physical Science, Physics/Mathematics, Drama, or Speech
- Career Education Grades 7-12: Business Technology, Agriculture Science & Tech, Family and Consumer Science, or Industrial Technology

Successful completion of John Brown University's Master of Arts in Teaching prepares the student for licensure in the state of Arkansas. While the teacher education program at John Brown University fulfills Arkansas teacher licensure requirements, John Brown University does not guarantee nor can it confirm that programs that fulfill Arkansas teacher licensure requirements will satisfy the criteria of professional licensure boards in other states. Students interested in obtaining a teaching license in a state other than Arkansas, need to contact the appropriate licensing agency in the state where they expect to teach before beginning a course of study. The majority of states automatically grant initial licensure to graduates of CAEP accredited Education programs. In addition, most states will grant initial licensure to individuals licensed in the state of Arkansas.

### **Requirements for the Master of Arts (M.A.T.) in Teaching degree**

## Curriculum & Instruction Core Requirements - 15 hours

- ED 7033 Christian Foundations in Education
- 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

## Education Major Requirements - 21 hours

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

One of the following:

- ED 8453 Literacy: Reading Pedagogy (4-8 Licensure Candidates)
- ED 8653 Literacy: All Areas (4-12, 7-12, and K-12 Licensure Candidates)

Minimum Semester Hours – 36

## **School Counseling, M.Ed.**

The forty-eight credit hour Master's program in School Counseling exceeds the standards for school counselors in the State of Arkansas. Completion of a minimum of 290 direct client contact hours is required for this major as part of the practicum and internship experience.

Students are required to complete the Praxis II Professional School Counselor Exam prior to exiting the program.

Completion of this degree and passing the required state assessments leads to an initial Arkansas teaching license in the area of School Counseling.

School Counseling students are eligible to also add a Play Therapy Emphasis.

## **Requirements for the Master of Education (M.Ed.) degree in School Counseling**

Education Requirements - 33 hours

- ED 7033 Christian Foundations in Education
- ED 7233 Human Development

- ED 7513 Action Research and Data Analysis for School and Classroom Use
- ED 7623 Special Education Behavior Management/Assessment
- ED 8333 Orientation to Counseling in Elementary & Secondary Schools
- ED 8373 Ethics and School Policies
- ED 8423 Pedagogy: Classroom Instruction
- ED 8763 School Counseling Practicum
- ED 8863 School Counseling Internship I
- ED 8873 School Counseling Internship II
- ED 8843 Child and Adolescent Counseling

Counseling Requirements - 15 hours

- CNL 7033 Social and Cultural Foundations in Counseling
- CNL 7123 Group Counseling
- CNL 7133 Counseling Theories
- CNL 7323 Career Counseling
- CNL 7413 Counseling Skills

Minimum Semester Hours - 48

### **Optional Play Therapy Emphasis**

A Play Therapy Emphasis may be added to the M.Ed. in School Counseling program.

- CNL 7353 Introduction to Play Therapy
- CNL 8213 Family Play Therapy
- CNL 8913 Selected Topics in Play Therapy

Minimum Semester Hours with Play Therapy Emphasis - 57 Hours

### **Special Education, M.Ed.**

The JBU Master of Education degree in Special Education is a master's degree program designed for the post-baccalaureate candidate that will prepare students for an Arkansas Special Education K-12 endorsement. Individuals possessing a baccalaureate degree and holding a current teaching license are eligible to make application to enter the program. The 35 credit hour program includes a 23 hour licensure only option.

In addition to all course work, students must pass the Praxis Test for Special Education: Core Knowledge and Applications #5354 to be eligible for Special Education K-12 licensure through the Arkansas Department of Education.

### **Requirements for the Master of Education (M.Ed.) degree in Special Education**

Course Requirements – 35 hours

- ED 7033 Christian Foundations in Education
- ED 7433 School Law and Ethical Issues
- ED 7513 Action Research and Data Analysis for School and Classroom Use
- ED 7523 Parent and Community Relations
- ED 7623 Special Education Behavior Management/Assessment
- ED 7633 Special Education Instructional Strategies
- ED 7643 Foundations of Special Education
- ED 8133 Building Learning Communities
- ED 8323 Teaching Literacy in the SPED Classroom
- ED 8343 Programming for Students with Exceptionalities
- ED 8363 Characteristics of Students with Exceptionalities
- ED 8382 Special Education Practicum K-12

Note: *The Praxis Test for Special Education: Core Knowledge and Applications #5354 is needed to fulfill the program requirements.*

Minimum Semester Hours - 35

Special Education K-12 Licensure Option - 23 hours

- ED 7433 School Law and Ethical Issues
- ED 7623 Special Education Behavior Management/Assessment
- ED 7633 Special Education Instructional Strategies
- ED 7643 Foundations of Special Education
- ED 8323 Teaching Literacy in the SPED Classroom
- ED 8343 Programming for Students with Exceptionalities
- ED 8363 Characteristics of Students with Exceptionalities
- ED 8382 Special Education Practicum K-12

Note: *The Praxis Test for Special Education: Core Knowledge and Applications #5354 is needed to fulfill the program requirements.*

### **Special Education Resource K-6, 7-12 Endorsement**

The Special Education Resource K-6, 7-12 Endorsement program is a 12 hour program designed for individuals currently holding a standard Arkansas K-6 or 4-8 license, or a standard 7-12 license in a content area of English Language Arts, Mathematics, or Science. This program of study prepares teachers to work with special education students in resource or co-taught classrooms.

Upon completion of the program and passing the Special Education Praxis Exam individuals can add a Special Education Resource K-6 or 7-12 endorsement to their license.

### **Requirements for the Special Education Resource K-6, 7-12 Endorsement**

Course Requirements

- ED 7613 SpEd 101 Academy
- ED 7623 Special Education Behavior Management/Assessment
- ED 7633 Special Education Instructional Strategies
- ED 7643 Foundations of Special Education

Note: Successful completion of an approved special education foundations course in an undergraduate program could substitute for ED 7643 with advisor approval.

### **School Counseling License Endorsement**

Candidates for the School Counseling Licensure only program must hold a master's degree or higher in a license content area or a master's degree or higher in a different area of counseling, and a current teaching license. The program will provide a licensure endorsement addition to an existing Arkansas teaching license. To add this endorsement to a license from another state, candidates must check with the licensure office for the rules and requirements governing licensure in the state where they seek licensure.

#### Required Courses - 33 hours

- CNL 7123 Group Counseling
- CNL 7133 Counseling Theories
- CNL 7323 Career Counseling
- CNL 7413 Counseling Skills
- ED 7623 Special Education Behavior Management/Assessment
- ED 8333 Orientation to Counseling in Elementary & Secondary Schools
- ED 8373 Ethics and School Policies
- ED 8763 School Counseling Practicum
- ED 8843 Child and Adolescent Counseling
- ED 8863 School Counseling Internship I
- ED 8873 School Counseling Internship II



# **College of STEM and Health Professions**

Hahn (dean)

## **Department of Graduate Cybersecurity**

Song (department chair)

(SYMBOL: CYB)

### **Cybersecurity, M.S.**

The M.S. in Cybersecurity program equips students to meet the growing demand for cybersecurity experts across all industries. The program is designed for working professionals seeking to develop an understanding of digital threats, laws, compliance, and securing the assets that guard private information.

### **Requirements for the Master of Science (M.S.) degree in Cybersecurity**

Cybersecurity Core Requirements - 24 hours

- CYB 7103 Cybersecurity Foundations
- CYB 7113 Legal Issues and Ethics
- CYB 7213 Network Security
- CYB 7233 Information Technology Risk Management
- CYB 8113 Security Policies and Privacy
- CYB 8233 Ethical Hacking
- CYB 8913 Advanced Topics in Cybersecurity
- CYB 8983 Cybersecurity Capstone

Cybersecurity Elective Options - 6 hours

- CYB 7133 Digital Forensics
- CYB 7243 Web Application Security
- CYB 7311 Block Chain Fundamentals
- CYB 8313 Secure Software Programming
- CYB 8411 Malware Analysis
- CYB 8421 Secure Software Design

Minimum Semester Hours - 30

## Course Descriptions

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.

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.

### **BUS 5100 Graduate Curricular Practical Training**

**No credit** Alternative work/study, internship, cooperative education, or other type of internship or practicum offered by a sponsoring employer through cooperative agreements with the university.

### **BUS 6003 Foundations of Accounting & Finance**

**Three hours** A discussion of concepts and tools used in financial decision making including the time value of money, an understanding of the financial market and financial statement creation and analysis.

### **BUS 6013 Foundations of Quantitative Methods**

**Three hours** The application of statistical methods to solve business and organizational problems with an emphasis on basic data analysis and decision processes.

### **BUS 6023 Foundations of Economic Theory**

**Three hours** A discussion of microeconomic and macroeconomic theory. Topics include supply and demand analysis, overall market structures, the theory of the firm, the role of profits and incentives, price levels, inflation, unemployment, economic growth, and the business cycle.

### **BUS 7013 Managerial Accounting**

**Three hours** An applied examination of the development and use of accounting information for managerial planning and control, providing insight for strategies designed to maximize organizational performance.

Prerequisite: BUS 6003, or undergraduate accounting course; or enrolled in 36 hour program

### **BUS 7033 Organizational Management and Leadership**

**Three hours** A review of leadership and management theory and practice with emphasis on moral and ethical considerations. Leader competency and management practice are compared and contrasted and students practice effective applications of each to achieve personal and organizational goals. Mission, vision, and values as significant strategic planning and execution mechanisms are explored in relationship to both the organization and the individual.

### **BUS 7043 Community Development and Dynamics**

**Three hours** A study of the principles and dynamics of community development. Particular attention will be paid to the unique characteristics of temporary communities who live in close proximity for specified amounts of time and the leadership necessary to foster health and effectiveness in such communities.

### **BUS 7113 Marketing Strategies**

**Three hours** A study of integrative marketing strategies encompassing consumer behavior and market research, branding and product management, distribution, and promotion.

### **BUS 7213 Global Leadership and Ethics**

**Three hours** An exploration of how cross-cultural and global perspectives highlight competitive advantage through diversity. Application of universal standards of leadership and ethics in multiple organizational settings.

### **BUS 7223 Managerial Economics**

**Three hours** A study of economic theories of the firm and of the market with an emphasis on applications to current business issues, global economic development, and shareholder influence.

Prerequisite: BUS 6023, undergraduate economics course or equivalent; or enrolled in 36 hour program

### **BUS 7253 Design Thinking Methods**

**Three hours** Through the study of Design Thinking Methods, students will cultivate creative thinking, innovation, and problem-solving skills. Students will research and collaborate on complicated human-centered design problems to develop the skills needed to begin the process of solving complex problems and challenges. Students will study methods developed by Design Thinking and Design Research companies and learn to integrate those methods into their design arsenal.

### **BUS 7313 Outdoor Program Management**

**Three hours** An applied investigation of the processes for operating and maintaining outdoor programming including equipment selection, equipment maintenance, trip logistics and leadership, marketing, skill training, instructor progressions, and program and personnel evaluation.

### **BUS 7353 Creativity in Business**

**Three hours** This course will provide an understanding of how the power of creativity can promote innovation within an organization.

### **BUS 7443 Leading Organizational Transformation**

**Three hours** A study of when and where transformation models are most effective. Involves the process of assessing organizational readiness for change and forecasting and designing alternative futures.

### **BUS 7453 Personality and Emotional Health in Organizations**

**Three hours** An exploration of emotional intelligence and the development of relationships among various hierarchical work levels. Includes a study of the impact of cultural differences on organizational settings and a review of tools and models related to this process.

### **BUS 7501 Selected Topics in Leadership**

**One hour** A course offering students opportunities to study subjects of special interest in leadership. May be repeated for credit when content differs.

### **BUS 7601 Selected Topics in Innovation**

**One hour** A course offering students opportunities to study subjects of special interest in innovation. May be repeated for credit when content differs.

### **BUS 8003 Managerial Finance**

**Three hours** An applied examination of financial concepts as a process of acquiring, analyzing, synthesizing, and disseminating relevant insights to facilitate strategies that maximize organizational performance and stakeholder value.

Prerequisite: BUS 6003, undergraduate finance course or equivalent; or enrolled in 36 hour program

### **BUS 8033 Christian Foundations of Business**

**Three hours** An examination of the basic elements of the Christian faith with the purpose of understanding Christian worldview, faith, practice, values, testimony, lifestyle, and the application of those in business and organizational settings.

### **BUS 8043 Quantitative Methods for Business**

**Three hours** The application of quantitative modeling to decision making methods in business.

Prerequisite: BUS 6013, undergraduate quantitative methods course or equivalent; or enrolled in 36 hour program

### **BUS 8113 Global Supply Chain Management**

**Three hours** A study of the application of business management in a global environment and the human resource implications on international operations.

### **BUS 8143 Development & Formation in an Outdoor, Experiential Context**

**Three hours** An exploration of the processes for formation and development of youth and adults utilizing outdoor and experiential based contexts. Specific focus will be given to learning that derives from embodied participation in intentional learning environments.

### **BUS 8153 Emerging Models in Outdoor & Experiential Based Programs**

**Three hours** An examination of program models emerging in the field of outdoor and experience based programming including gap years, college programs, college-camp partnerships, multi-site camp designs and traveling camp programs. Attention will also be given to appropriate program design in the context of emerging program formats.

### **BUS 8213 Quantitative Marketing Research**

**Three hours** The application of research methods to make informed decisions about complex marketing problems.

Prerequisite: BUS 6013, undergraduate statistics course or equivalent; or enrolled in 36 hour program

### **BUS 8263 International Business Practicum**

**Three hours** An 8-week location-specific study experience with a one- to two-week travel component. Class sessions prior to and following the travel component of the class will be used for research, preparation, presentations, and assessment.

### **BUS 8283 Marketing Analytics**

**Three hours** An examination of the creating, collecting, analyzing, measuring, and presenting marketing information and its impact on firm performance.

### **BUS 8343 Strategies for Emerging Markets**

**Three hours** A study of strategy development by multinational enterprises as it applies to complex business environments in developing countries.

### **BUS 8373 Consumer Insights & Decision Making**

**Three hours** An in-depth study of use of insights to transform business data related to consumer decision making into useful information to support business decision making.

### **BUS 8413 Qualitative Marketing Research**

**Three hours** The application of qualitative research methods to explore complex marketing problems.

### **BUS 8443 Ethical Decision Making in Organizations**

**Three hours** A study in how decision and actions incorporate perspectives. This course examines, from a Christian perspective, the ethical foundations, responsibilities, and consequences of decisions and practices in our organizational life and in society as a whole.

### **BUS 8793 Designing & Executing Strategies**

**Three hours** The analysis of internal and external structures and forces of organization to determine core competencies and strategies.

Must be taken in the last 12 hours of the program.

### **BUS 8893 Graduate Business Seminar**

**Three hours** An intensive development experience which allows participants to explore, discover, and affirm practices which enable individuals to address personal and organizational challenges. This course must be taken in the last twelve hours of a student's course of study.

### **CNL 5100 Graduate Curricular Practical Training**

**No credit** Alternative work/study, internship, cooperative education, or other type of internship or practicum offered by a sponsoring employer through cooperative agreements with the university.

### **CNL 7013 Statistics and Research in Counseling**

**Three hours** The study of statistics and basic research approaches related to solving applied research questions in the field of counseling and psychology. The course examines and critiques research studies seminal to understanding human behavior and evidence-based counseling approaches.

### **CNL 7033 Social and Cultural Foundations in Counseling**

**Three hours** The study of social, cultural, ethnic, racial, spiritual, and gender issues in counseling. The course examines the impact of special issues (e.g., cultural differences, sexism, gender roles, ethnicity, race, discrimination, socioeconomic status, and social and multi-cultural trends) on individuals, couples, families, and communities.

### **CNL 7043 Human Growth & Lifespan Development**

**Three hours** The study of cultural, biological, psychological, spiritual, and social/emotional theories of lifespan development. The course examines and applies developmental research and theory to mental health counseling and family therapy, including the impact of gender, sexual, and spiritual development on psychosocial functioning.

### **CNL 7123 Group Counseling**

**Three hours** The study and application of group counseling theories, processes, dynamics, and techniques. The course promotes trainee self-awareness, counselor identity, and skill competency development related to effectively facilitating therapeutic group experiences.

Prerequisite: CNL 7413

### **CNL 7133 Counseling Theories**

**Three hours** The study of major counseling and psychological theories and their associated philosophical influences. The course examines the therapeutic implications of these theories across diverse mental health settings and contexts.

### **CNL 7323 Career Counseling**

**Three hours** The study and application of career development theories and techniques across diverse settings. The course examines the unique vocational and mental health needs related to child, adolescent, and adult learners, with particular attention on assessing and treating these issues in college and school-based counseling contexts.

### **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 7413 Counseling Skills**

**Three hours** The study and application of foundational counseling skills and techniques. The course promotes trainee self-awareness, counselor identity, and skill competency development related to effectively facilitating helping relationships.

### **CNL 7523 Introduction to Counseling & Professional Development**

**Three hours** The study of the counseling profession and counselor identity development. The course examines the diverse roles, functions, and contexts counselors serve while preparing trainees for academic, clinical, and dispositional effectiveness through counselor identity development activities.

### **CNL 7533 Foundations of Marriage, Couples, and Family Counseling**

**Three hours** The study of major theories and principles of marital, couples, and family counseling. The course introduces and examines the therapeutic implications of working with clients and systems across diverse marital, couple, and family contexts.

### **CNL 8053 Crisis and Trauma Counseling**

**Three hours** The study of crisis and trauma counseling theory and practice. The course examines relevant and evidenced-based counseling approaches to assessing, triaging, and treating crises and traumas with individuals, couples, families, and communities.

### **CNL 8073 Psychopathology & Diagnosis**

**Three hours** The study of diagnostic and treatment criteria for mental disorders, abnormal behavior, and personality issues. The course examines the major categories of mental disorders as delineated in the DSM with particular attention on diagnostic case conceptualization, treatment planning, intervention selection, and clinical documentation.

### **CNL 8083 Testing, Assessment, & Appraisal in Counseling**

**Three hours** The study of psychometric measurement, evaluation, assessment, and appraisal of issues related to mental health counseling and marriage, couples, and family therapy. The course examines diverse formal and informal assessments focused on achievement, aptitude, intelligence, interests, personality, relationships, premarital/marriage, and familial or organizational functioning.

### **CNL 8132 Psychopharmacology in Counseling**

**Two hours** The study of neurological and physiological functioning and psychopharmacological treatment of mental disorders. The course examines psychotropic approaches to managing psychological, emotional, and behavioral issues and the correlation between medicinal management and counseling treatment.

Prerequisite: CNL 8073



### **8133 Psychopharmacology in Counseling**

**Three hours** The study of neurological and physiological functioning and psychopharmacological treatment of mental disorders. The course examines psychotropic approaches to managing psychological, emotional, and behavioral issues and the correlation between medicinal management and counseling treatment.

Prerequisite: CNL 8073

### **CNL 8153 Addictions Counseling**

**Three hours** The study of physiological, psychological, and social effects of substance use, chemical dependency, and addictive behaviors. The course examines the etiology, diagnosis, and treatment of addictions and comorbid mental health issues from various theoretical perspectives with particular attention on examining evidence-based treatment strategies.

### **CNL 8213 Family Play Therapy**

**Three hours** This advanced play therapy course focuses on concepts and skills for working with children and their families using an integration of play therapy and family systems approaches. The class will also focus on learning how to train parents/caregivers to be therapeutic agents in their children's lives through the utilization of filial therapy. Other play-based approaches aimed at improving parent-child relationships will also be reviewed. Students will also learn play-based activities that can be used for assessing and improving family relationships in conjoint family therapy sessions.

Prerequisite: CNL 7353

### **CNL 8221 Technology Assisted Counseling**

**One hour** The study of telemental health counseling and related competencies, ethical and legal standards, and best practices. This course examines varied technologies needed for effective telemental health delivery including HIPAA compliance, client screening, and emergency management planning.

### **CNL 8253 Spiritual & Religious Values in Counseling**

**Three hours** The study of spiritual and religious values and their impact on psychosocial functioning and counseling treatment. The course examines worldview development and tenets of spirituality and religiosity applied to counseling ethics, theories, and treatment approaches.

### **CNL 8433 Professional Ethics & Legal Issues in Counseling**

**Three hours** The study of relevant and current ethical and legal codes or standards related to the practice of mental health counseling and marriage, couples, and family therapy. The course examines ethical decision making models, professional roles and functions, state licensure and certification requirements, and counseling liabilities and obligations as determined by the counseling profession.

### **CNL 8443 Advanced Marriage & Couples Therapy**

**Three hours** The study and application of premarital, marital, and couples therapy models, assessments, techniques, and intervention strategies. This course builds upon an introductory overview of marriage and family therapy by promoting the integration of marital/couples theory, models/approaches, and advanced marital/couples skills in practice.

Prerequisite: CNL 7533

### **CNL 8453 Advanced Family Therapy**

**Three hours** The study and application of family therapy models, assessments, techniques, and intervention strategies. This course builds upon an introductory overview of marriage and family therapy by promoting the integration of family systems theory, family of origin education, and advanced family therapy skills in practice.

Prerequisite: CNL 7533

### **CNL 8813 Practicum**

**Three hours** A minimum 100 hour entry-level supervised clinical experience designed for the development and application of introductory-level counseling skills, case management and treatment when working with diverse populations.

Prerequisites: CNL 7123, CNL 7133, CNL 7523, CNL 7533, CNL 8073, CNL 8253, CNL 8433

### **CNL 8873 Internship 1**

**Three hours** A minimum 300 hour supervised clinical experience designed for the development of counseling competencies and dispositional traits necessary for ethical and professional practice.

Prerequisites: CNL 8813

### **CNL 8883 Internship 2**

**Three hours** A minimum 300 hour supervised clinical experience designed for the development of counseling competencies and professional counselor identity.

Prerequisite: CNL 8873

### **CNL 8901 Selected Topics in Counseling**

**One hour** 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 8902 Selected Topics in Counseling**

**Two 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 8903 Selected Topics in Counseling**

**Three hours** An intensive study of a selected area of counseling designed to meet the particular needs of pre-service and/or in-service counselors or administrators.

Prerequisite: consent of instructor

### **CNL 8911 Selected Topics in Play Therapy**

**One hour** 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.

### **CNL 8912 Selected Topics in Play Therapy**

**Two 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.

### **CNL 8913 Selected Topics in Play Therapy**

**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: CNL 7353

### **CNL 8943 MFT Field Experience 1**

**Three hours** A minimum 300 hour supervised clinical experience designed for the development of competencies in the specialty area of marriage and family therapy.

Prerequisites: CNL 8443, CNL 8453, CNL 8883

### **CNL 8953 MFT Field Experience 2**

**Three hours** A minimum 300 hour supervised clinical experience designed for the development of competencies in the specialty area of marriage and family therapy.

Prerequisite: CNL 8943

### **CNL 8963 MFT Field Experience Extension**

**Three hours** A supervised clinical experience designed to extend the development of competencies in the specialty area of marriage and family therapy.

### **CNL 8983 Internship Extension**

**Three hours** A supervised clinical experience designed to support the completion of counseling competencies and professional development.

### **CYB 7103 Cybersecurity Foundations**

**Three hours** The course will provide students with an overview of various cybersecurity concepts. We begin by exploring the history, terminology, and need for security, then navigate through ethical, legal and professional issues. We introduce numerous security technologies and their importance. The overview ends with discussions on planning, risk management, and implementing information security.

### **CYB 7113 Legal Issues and Ethics**

**Three hours** This course explores ongoing ethical dilemmas created by technology and the concepts of governance and how it applies to information systems. Discussions deal with topics centered on ethics, regulations, laws, and the importance of compliance to minimize risk.

### **CYB 7133 Digital Forensics**

**Three hours** This course covers the fundamentals of digital forensics covering both theoretical and practical foundations of commonly used techniques and methods. Evidence collection, recovery, extraction, and data hiding are essential topics of the course. The discussion also covers processes and procedures required to comply with legal standards of evidence as well as the legal and ethical implications of forensic methods.

Prerequisite: CYB 7103

### **CYB 7213 Network Security**

**Three hours** This course explores numerous network technologies. We review network fundamentals and topologies before looking into threats, vulnerabilities, cyber crimes, and information assurance.

After covering disasters, access controls, and authentication, the course includes cryptography, firewalls, intrusion detection and prevention systems, wireless and mobile networks, anti-virus/anti-malware, and other topics. The hands-on focus will give students a substantial knowledge of network security technologies as a result.

### **CYB 7233 Information Technology Risk Management**

**Three hours** This course examines the risks organizations face and how proper planning can reduce those risks. Discussions include threats, vulnerabilities, compliance, security controls, and assets. The course culminates by discussing risk mitigation plans such as business impact analysis, business continuity plans, disaster recovery plans, and incident response.

### **CYB 7243 Web Application Security**

**Three hours** The number of web applications is growing at an exponential rate and security professionals must be able to evaluate, test, and report on weaknesses in these applications. This course focuses on web applications using various tools and techniques with the goal of identifying security flaws and reporting them so businesses can make notable improvements in their applications that reduce business risk and improve the security posture.

Prerequisite: CYB 7103

### **CYB 7311 Block Chain Fundamentals**

**One hour** Block chain is the underlying technology that drives cryptocurrency. It's potential uses are vast and being explored by many industries. This course takes students on a deep dive into block chain and investigates how it works, the peer to peer networking supporting it, and its cryptographic backbone. Students will build and test a basic block chains, implement smart contracts, and investigate node election and block validation processes. Students must have basic programming skills and a working knowledge of network protocols.

Prerequisite: CYB 7103

### **CYB 8113 Security Policies and Privacy**

**Three hours** This course introduces and reinforces the importance of information security policy for all organizations. Topics will include governance, business drivers, types of policies and frameworks, data classification, implementing and maintaining IT security policies. Discussions surrounding privacy and ethics will play an important role in shaping views on policy and their creation.

### **CYB 8233 Ethical Hacking**

**Three hours** This hands-on course delves into the offensive side of security by examining tools and techniques of hackers and professionals alike to identify system weaknesses. Students will become part

of the Red Team and learn how to find weaknesses, exploit them, and pivot their way deep into networks.

Prerequisite: CYB 7103

### **CYB 8313 Secure Software Programming**

**Three hours** This course will equip the students with the knowledge and skills necessary to develop and operate dependable and secure software systems. It covers topics including emerging threats, development and implementation, application review and testing, vulnerability mapping, web application threats, secure data management, and secure software development frameworks. This course is designed for programmers, development team leads, and technical managers.

Prerequisite: CYB 7103

### **CYB 8411 Malware Analysis**

**One hour** Malicious software is on the rise and its use by hackers has no end in sight. Security professionals are called on to analyze the latest threats that are found on their networks. Malware analysis introduces and teaches students the latest tools and techniques necessary to decode the mysteries behind the latest hacks and strengthen the defenses against them.

Prerequisite: CYB 7103

### **CYB 8421 Secure Software Design**

**One hour** As applications become the backbone of business it is important to understand the risks associated with developing in-house software to meet business needs. This course takes a managerial view to understand software development processes and how to build processes that reinforce proper coding, testing, and delivery techniques.

Prerequisite: CYB 7103

### **CYB 8913 Advanced Topics in Cybersecurity**

**Three hours** This course will investigate a variety of topics that are important to understand but are not easily categorized. Topics may include the Internet of Things (IoT), onion routing, SecOps, blockchain, threat modeling, software defined networks, and others as technology evolves. Students will be expected to research the latest threats, technologies, and trends while exchanging ideas with other students.

Prerequisite: CYB 7103

### **CYB 8983 Cybersecurity Capstone**

**Three hours** The pinnacle course of the program culminates with a project that integrates all aspects of the program. Students will be required to design policy, model a secure infrastructure, and demonstrate an implementation of technology that complies with both policy and network design for a fictitious company. It will encompass the entirety of the program and ensure students succeed in the workplace. To be taken in final semester and advisor approval required.

### **ED 5100 Graduate Curricular Practical Training**

**No credit** Alternative work/study, internship, cooperative education, or other type of internship or practicum offered by a sponsoring employer through cooperative agreements with the university.

### **ED 7033 Christian Foundations in Education**

**Three hours** This course challenges individuals to consider the strong connections between a Christian application of life and the field of education. While considering the historical and philosophical foundations of education and current education issues, connections between the role of a teacher/administrator and the role of biblical "shepherding" will be explored and discussed.

### **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.

### **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 7433 School Law and Ethical Issues**

**Three hours** This course will provide an analysis of the legal and ethical problems facing school administrators. Case studies will provide material for discussion about current issues that face schools across the nation. Legal issues surrounding special education and ethical decision-making will be a focus throughout this course.

### **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.

### **ED 7523 Parent and Community Relations**

**Three hours** How schools and communities relate to one another determines the overall success of an educational program. This course is designed to prepare school administrators to develop the communication and outreach strategies needed to create effective partnerships between the school, families, and the community. Relationship-building strategies will be addressed along with strategies for managing stressful situations. The focus of this course is to view students, teachers, staff, families, and the community as partners in the education process. Field experience required.

### **ED 7613 SpEd 101 Academy**

**Three hours** This course will provide knowledge and practical support for teachers initiating work teaching in the field of Special Education. Various types of exceptionalities in children will be examined including those with pervasive cognitive delays, specific learning disabilities, physical impairments, emotional disturbances, and other health impairments. Also discussed within this course are the legal responsibilities, support systems, and instructional strategies necessary to provide effective instruction for special education learners, including an understanding of Response to Intervention (RTI) and the Individual Education Plan (IEP) process and accommodation plans. The focus will be on the resource room environment and inclusive classroom (co-teaching). Candidates will be equipped to respond to the breadth of needs of children with exceptionalities within the public school system.

### **ED 7623 Special Education Behavior Management/Assessment**

**Three hours** This course will focus on developing an understanding of students with behavioral issues and how to apply appropriate behavior intervention systems based on evidence collections used to identify, understand and work with children that have challenging behaviors. Topics in this course will include: understanding the behaviors, the difference between symptoms and problems, redirection to appropriate behaviors, individual and whole classroom interventions, behavior management strategies, social skills development, and cultural competency. Additionally, this course will focus on available assessments that can support the data collection necessary to identify cognitive and behavioral issues and monitor interventions to support an Individual Education Plan (IEP). Both special education and regular classroom teachers will benefit from the behavior management and assessment tools provided by this course.

### **ED 7633 Special Education Instructional Strategies**

**Three hours** This course will examine research-based instructional strategies that promote student achievement and how these strategies can be used to specifically support academic growth for students with exceptionalities. The course will also examine the importance of word study to the development of reading skills, and how the use of multi-sensory techniques can increase reading success rates for students with exceptionalities.



### **ED 7643 Foundations of Special Education**

**Three hours** Examination of the types of exceptionalities in children including those with pervasive cognitive delays, specific learning disabilities, physical impairments, emotional disturbances, and other health impairments. This course covers the legal responsibilities, support systems, and instructional strategies necessary to provide effective instruction for learners in Special Education, including understanding of the Individual Education Plan (IEP) process, as well as awareness of students with Section 504 accommodation plans. This includes the self-contained environment, and inclusive classroom (co-teaching). Designed to equip candidates to respond to the breadth of learners in Special Education needs within the public school system. 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 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 8323 Teaching Literacy in the SPED Classroom**

**Three hours** This course will examine effective methods for teaching reading to students with exceptionalities. The history and structure of the English language will be covered as well as techniques in teaching encoding and decoding. The course will also examine the importance of word study in the development of reading skills and how the use of multi-sensory techniques can increase reading success rates for students with exceptionalities. Field experience required.

### **ED 8333 Orientation to Counseling in Elementary & Secondary Schools**

**Three hours** An introduction to the application of counseling in an educational environment; this course is designed to familiarize the student with the following content areas: educational terminology, educational process, educational leadership, testing in culture, and structure. It will expose the student to a variety of educational experiences through observational hours in approved school settings.

### **ED 8343 Programming for Students with Exceptionalities**

**Three hours** This course will examine the need to develop and adapt curriculum for individual learners in the general and special education classroom. Individualized Education Programming (IEP) development will be reviewed and discussed at length with clinical experience required. Adaptations in the form of modifications and accommodation will be reviewed. The importance of universal design instruction for all students and response to intervention best practices will be reviewed and discussed. Field experience required.

### **ED 8363 Characteristics of Students with Exceptionalities**

**Three hours** This course will examine the different disabilities under the Individuals with Disabilities Education Improvement Act (IDEA 2004). Characteristics of each disability will be explored through reading assignments, online videos, and classroom observations. In addition, this course will look at how to structure classroom learning and the physical environment in order for students with exceptionalities to learn and succeed in the school setting.

### **ED 8373 Ethics and School Policies**

**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. Students will receive a variety of educational experiences through

observation hours in approved school settings.

Prerequisite: ED 8333

### **ED 8382 Special Education Practicum K-12**

**Two hours** This course is a two-hour course designed to give M.Ed. Special Education candidates the opportunity to practice the skills that they have acquired throughout the program under the guidance of a licensed special education teacher. The goal is to develop individuals who are able to address the complex multidimensional challenges facing special education teachers. Field experience required.

### **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 for School Counseling (MED): ED 8763; Corequisite for Teaching (MAT): 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 8453 Literacy: Reading Pedagogy**

**Three hours** This course provides a balanced overview of literacy theories, instruction, strategies, intervention, and assessment and is designed to encompass both the theoretical and practical aspects of learning how to teach reading, language arts, and writing with an emphasis on guided reading and the Arkansas State Standards for kindergarten-sixth grade.

### **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 8513 Education Project**

**Three hours** A robust culminating project or thesis where the student demonstrates competencies and skills learned from the graduate program. Project should align with the student's career goals and must be approved by either the student's advisor or the course instructor.

Prerequisite: ED 7513

### **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 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 and 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 8701 School Counseling Pre-Practicum Lab**

**One hour** An orientation to the requirements of practicum/internships. Students practice basic counseling 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.

### **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 Pedagogy: Classroom Instruction 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 Literacy: Content Specific and through the post-baccalaureate initial licensure program of study at John Brown University. Field experience required.

Corequisite: ED 8643

### **ED 8763 School Counseling Practicum**

**Three hours** A supervised experience for the development of school counseling skills. Recommendations by the department and admission into candidacy required.

Prerequisites: CNL 7123, ED 8373, and ED 8701

### **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 8843 Child and Adolescent Counseling**

**Three hours** This class prepares counselors to address the specific needs of children and adolescents in both individual and group settings. Emphasis placed on appropriate developmental, cultural, and common emotional issues and behaviors for children and youth at-risk.

### **ED 8863 School Counseling Internship I**

**Three hours** Supervised experience designed to develop competencies necessary for school guidance counseling.

Prerequisites: ED 8763 and recommendation by Graduate Education faculty

## **ED 8873 School Counseling Internship II**

**Three hours** Supervised experience designed to develop competencies necessary for school guidance counseling.

Prerequisites: ED 8863 and completion of 425 of the 750 total Practicum and Internship hours.

## **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. An additional fee associated with this course.

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

## **HCA 7013 Financial Management of Healthcare Organizations**

**Three hours** An applied examination of the accounting, financial, and managerial aspects of financial management within the healthcare industry with a specific focus on using accounting information to make financial decisions that reduce risk and create economic value. Topics include financial analysis and management; methods and techniques for evaluating costs and cost-effectiveness of health and medical interventions; and an examination of third-party payer systems including managed care.

## **HCA 7253 Healthcare Law & Ethics**

**Three hours** An overview of healthcare laws and regulations, how they are enacted, and what their impact is on providers, payers and patients. The course also examines ethical issues specific to the healthcare industry including malpractice, negligence, fraud and abuse, rationing, uninsured treatment, the role of government, and patient consent and rights.

### **HCA 7503 Healthcare Operations & Patient Care Management**

**Three hours** A review of how to effectively design, manage, measure, and improve processes that deliver excellent healthcare to patients in both inpatient and outpatient settings.

### **HCA 8513 Healthcare Analytics**

**Three hours** An introduction to basic economic concepts related to healthcare, the language used to analyze market structure, conduct and performance in healthcare, and the use of business intelligence and decision sciences in the healthcare industry. Students will gain hands-on experience with statistical analysis and linear programming as a way to gain insight into system performance.

### **HCA 8623 Seminar in Healthcare Administration**

**Three hours** An intensive course that focuses on current health care issues.

### **HCA 8993 Strategic Management in Healthcare Organizations**

**Three hours** An analysis of the strategic thinking skills needed to create a sustainable competitive advantage in the Healthcare industry.

### **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 7213 Understanding and Applying Research in Higher Education**

**Three hours** An introduction to research design and methodology relevant to research in the field of higher education within the contexts of both academic research and applied research.

### **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 8003 Planning and Financial Management of Colleges and Universities**

**Three hours** An examination of the planning and financial management practices internal to colleges and universities, with a primary focus on non-profit private institutions. Provides a working knowledge of budget development, financial management, and fiduciary control in higher education institutions.

### **HED 8033 Christian Foundations in Higher Education**

**Three hours** An investigation of the foundational elements of Christian faith, values, and perspectives and their relationship to principles of higher education and the role of the academic administrator.

### **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.

### **HED 8443 Law and Higher Education**

**Three hours** An examination of basic legal theories and their application in higher education and to the various constituencies within colleges and universities, such as students, faculty, administrators, staff, and governing boards. Constitutional mandates of due process and equal protection, nondiscrimination in employment and educational programs, privacy and openness, academic freedom, and contractual obligations are among the topics addressed.

### **HED 8903 Selected Topics**

**Three hours** A study of specialized topic or area of focus within or related to the field of higher education. May be repeated for credit. Prerequisites (if any) are dependent upon the topic as determined by the instructor.

### **HED 8913 Higher Education Project**

**Three hours** A robust culminating project or thesis in which the student demonstrates learned skills and competencies of the graduate program. Individual project must be approved by advisor or instructor.

Prerequisites: HED 7213 and instructor consent

### **OPM 7823 Principles and Practices of Experiential Education in Adventure Therapy**

**Three hours** Theories and principles of leadership and experiential education (e.g. transfer of learning, sequencing of activities, debriefing/processing, providing appropriate feedback, framing experiences with special attention to therapeutic approaches) are applied to program development and implementation for outdoor ministry settings, with special consideration for how therapists can foster a



helping environment through structured, shared experience. Opportunities to develop, lead and evaluate adventure education experiences are incorporated.

### **OPM 7833 Outdoor Living Skills for Adventure Therapy**

**Three hours** Introduction to basic living skills in wilderness environments. This course has a high level of hands-on activity, including a backpacking trip focused on skills such as Leave No Trace principles, appropriate clothing, water purification, stoves, fire building, navigation, meal planning and preparation, and trip planning. Additionally, graduate students will explore the uses of wilderness travel and connection to nature as a means to design and lead therapeutic interventions. Field trip required. This course is a qualifying course for trip leaders who work with JBU's Outdoor Adventure Center.

### **OPM 7843 Therapeutic Interventions in Adventure and Wilderness Settings**

**Three hours** A field based integration of using therapeutic interventions and practices which can be applied when using adventure activities. The course will explore techniques, metaphors and reflection practices which bring therapy to wilderness and adventure settings.

## **Academic Policies**

### **Governing Policies for Satisfying Academic Progress**

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.

### **Students Subject to the Catalog Provisions**

#### **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 charges for tuition, etc., which apply only for a specified period of time. enrollment at John Brown University, with the exception of items that apply for only a specified period of time, such as tuition charges. Approval by the department chair is required if a student wishes 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 advisors, written notices, and campus publications.

#### **Course Credits**

The basic unit of course credit is the semester hour.

#### **Enrollment Status**

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

#### **Prerequisites and Corequisites**

Students are not permitted to enroll in 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.

## **Availability of Courses**

Accompanying the description of each course is an indication of the semester in which the course is to be offered. This data is subject to occasional modification. Accordingly, the university reserves the right to withdraw, with reasonable notice, any course offering for a particular semester.

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## **Graduate Credit toward Undergraduate Degree**

John Brown University undergraduate students may receive permission to substitute JBU graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the institution offers. Graduate courses must have been taken at JBU. A maximum of 12 graduate hours may apply toward both an undergraduate degree and a graduate degree. For more details, see the Traditional Undergraduate or Online Undergraduate catalog.

## **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 department chair and the associate vice president for academic administration. 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 department chair for acceptance.

## **Adding and Dropping Courses**

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 completed during the late registration period are subject to a late fee.

Courses dropped by the approved procedure before the end of the first week of classes will not appear on the permanent record.

Courses dropped after the first week but before the end of the 8<sup>th</sup> week for semester courses, or the 4<sup>th</sup> week for half-semester courses, will receive a grade of 'W'.

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.

See the official academic calendar for specific drop deadlines at <https://www.jbu.edu/catalog/grad/current/calendar/>.

### **Refund Policy**

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 before the end of the first week of the semester
- 80% refund before the end of the second week of the semester
- 60% refund before the end of the third week of the semester
- 40% refund before the end of the fourth week of the semester
- 20% refund before the end of 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 before the end of the first week of the term
- 80% refund before the end of the second week of the term
- 40% refund before the end of the third week of the term
- No refund after the third week of the term

#### **For non-sequential weekend courses:**

100% refund before the end of the first week of class, beginning with the start of the first day of class

80% refund before the end of the second week following the first day of class

40% refund before the end of the third week following the first day of class

No refund after the third week of class

For example, for classes that meet Fridays and Saturdays, the first week of class begins the day of the course and ends Thursday of the following week. The second week begins the Friday after the first class meeting and ends Thursday of the next week, even if no further class meetings have occurred.

### **For 1-4 day seminar courses:**

100% refund if dropped seven or more days before the first class meet

80% refund if dropped within the seven days before the first class meet

No refund beginning the first day of class or later

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.

## **Attendance Regulations**

### **General Policy**

A student must be registered for a class and on the official roster in order to attend. This includes students who are attending under audit status. Attendance at and participation in all class sessions, except for times when students are absent for reasons beyond their control, is regarded as essential. Class activities are planned for the benefit of all students.

A student who misses **50% or more** of scheduled contact time for any course will not receive credit for that course. The instructor, at their discretion, may impose a penalty for any absence and/or require compensatory work for some absences. Substantial tardiness, as well as missing an entire class session, may be charged against the 50% limit.

### **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, Student Accounts Services, 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' recorded if they are withdrawn after the mid-point of the term.

### **Professional Demeanor**

Students are expected to display online behavior that is appropriate to a professional program at a Christian university. Online postings and emails require polite behavior; evidenced in font, word use, and grammar that is indicative of college level, professional communication. A professor may remove any postings that are uncivil, defiant, or otherwise disruptive to the learning environment.

### **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. Violations and their definitions are as follows:

- **Plagiarism:** Submitting as part or all of one's own work material that is copied or paraphrased from another source, including online sources, without the proper acknowledgment of that source. Examples include: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.
- **Cheating:** Using unauthorized material or study aids for assistance on examinations or other academic work. Examples include: looking at a peer's exam, altering a graded exam, using notes without permission, etc.
- **Fabrication:** Submitting altered or contrived information in any academic assignment. Examples include: falsifying data, text material, or sources.
- **Facilitating academic dishonesty:** Helping another student violate this policy. Examples include: allowing one's work to be copied, working together on an assignment where collaboration is not allowed, doing work for another student.

However, the primary responsibility for knowledge of and compliance with this policy rests with the student.

### **Faculty Action Regarding Violations of Academic Integrity**

All violations of the academic integrity policy will be reported to the associate vice president for academic administration, who will maintain a file on student offenses.

First offense: In the first case of dishonesty, the faculty member will normally give the student a zero for the assignment or test on which the student has been dishonest. Faculty members are free to impose more severe penalties if such penalties are announced in the course syllabus.

Second offense: A second violation of the integrity policy in the same course or in any other course will result in an "F" in the course.

Third offense: Any further violations of the integrity policy may result in suspension or dismissal from the university.

### **Appeal**

A student who can provide specific reasons that he/she has been unjustly accused may appeal to the associate vice president for academic administration by sending an email including a well-written appeal letter with specific facts and any documentation available.

### **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 (in effect as of Fall 1999) are determined as follows:**

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-' 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    NC-No Credit Earned  
W-Withdrawn        U-Unsatisfactory

### **Incomplete Grades**

In extenuating circumstances, students may request to receive an incomplete ('I') grade for a particular course before the last day of class. Students should submit a written request by email to their instructor, including any and all supporting documentation.

All grades of incomplete must be approved by the instructor. An 'I' grade must be made up within a time frame established by the instructor but no more than 30 days after the last day of the term.

Upon completion of the course work, the instructor will notify the Registrar's Office to replace the 'I' grade with the earned grade. If the student does not complete the work by this deadline, the instructor will assign a grade based on work received, or the grade will convert to 'F' automatically.

If warranted, the instructor may request an extension date for the incomplete grade from the associate vice president for academic administration.

### **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 advisor, the department chair, and the college 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 \$135 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 department chair. 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 'AU' for satisfactory completion or 'U' for unsatisfactory completion. 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 of 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 25% of the degree program 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 department chair and the associate vice president for academic administration. Grades from transfer credits are not included in the calculation of JBU grade-point averages.

### **Additional Master's Degree (after conferral of degree)**

A student desiring to begin an additional master's degree at JBU after having one or more master's degrees conferred by JBU 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.

Students will meet the requirements for the degree in the catalog that is current when they apply for readmission. Students must complete at least 75% of major hours uniquely for the second degree.



## **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.

## **Quality Standards for Continuance in Graduate Programs**

To maintain satisfactory academic standing, graduate students must make satisfactory progress toward their degrees and have a minimum cumulative grade point average of 3.0. A student whose cumulative GPA falls below a 3.0, 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 (except for Graduate Counseling students; see below\*); however, the maximum number of credit hours of 'C' or 'C+' that may be applied toward a master's degree is nine semester hours or 25% of the hours required for a degree, whichever is less. A graduate-level course in which the student earned a grade of 'C-' or lower cannot be applied toward a graduate degree.

\*The grade of "B-" is the minimum passing grade for graduate credit in Graduate Counseling degree program courses; courses in which the student earned a grade of "C+" or lower cannot be applied toward a Graduate Counseling degree and must be repeated.

An enrolled student whose cumulative GPA (CGPA) falls below 3.0 is automatically placed on probationary status. The department chair and the student will be notified in writing by the Registrar's Office. Probation becomes effective at the time that a student's grade point average falls below 3.0, not at the time of notification. Students whose cumulative GPA is still below 3.0 after being on probation for two successive semesters, or a student with less than a 1.5 term GPA, will be suspended unless a petition for re-enrollment is approved by the Graduate Scholastic Appeals Committee. Students whose CGPA is 3.0 or higher will be taken off probation.

A student on academic probation when last enrolled in a graduate program who wishes to be readmitted or change a degree program must petition the Graduate Scholastic Appeals Committee. 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.

## **Academic Suspension**

A graduate student who earns a term grade point average below 1.5 for an individual semester will be placed on suspension at the end of that semester. The student will be required to petition to the Registrar's Office. The petition will be reviewed by the Registrar's Office and the appropriate graduate school program department chair in order to enroll in courses. The suspension is imposed regardless of the student's cumulative grade point average.

A graduate student who earns a term grade point average below 1.5 for an individual semester will be placed on suspension at the end of that semester. The student will be required to petition to the graduate

dean and department head in order to enroll in courses. The suspension is imposed regardless of the student's cumulative grade point average.

### **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 college dean. In most cases the student should first request the support of their advisor or department chair. If the complaint is about a faculty member, the following process should be followed.

This process applies to alleged violations of student's rights such as unequal treatment, violation of grading procedures as stated in the course syllabus, disagreements over assigned course grade, disagreements over accommodations given, or other academic matters.

1. Any student with a complaint about a faculty person should discuss the complaint first with that faculty person.
2. If talking with the faculty person does not bring resolution, or if there is reluctance to approach the faculty person, the student should meet with the appropriate department chair and present a concise, well thought out statement of the problem and the desired resolution.
3. Before officially considering the complaint, the department chair will offer to meet with the student and the accused faculty person. If the student is unwilling to attend such a meeting, the college dean or department chair is at liberty to dismiss the complaint at that point.
4. The college dean, or any other administrator, faculty, or staff person, when approached by a student with a complaint against a faculty person, must advise the student to follow the procedure listed above.
5. If the student consents to a meeting with the department chair and the faculty person, the complaint will be heard formally in that meeting. The department chair will be responsible for documenting the proceedings and outcome of the meeting in writing and for keeping that documentation on file.
6. The accused faculty person or the aggrieved student may request a second meeting within seven days to which both the faculty person and the student, within limits set by the department chair, may invite colleagues and students. The written documentation of the proceedings and outcome of this second meeting is the department chair's responsibility as well.
7. If the problem is not resolved to the satisfaction of either party, an appeal may be made to the college dean.
8. If the problem is still not resolved, a written appeal may be made to the associate vice president for academic administration who is empowered to make the final decision and communicate the decision in writing to those involved.
9. Any of the above written documentation may be included in the accused faculty member's file only after that person has reviewed the document.

### **Grade Renewal**

A student may repeat any course on their academic record with prior approval of the department chair 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 highest 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.

## **Graduation Requirements**

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 department chair and the associate vice president for academic administration.
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 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 application fee.

## **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.

## **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. A graduation application 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.

### **Transcript Request**

An official transcript of a student's academic record may be obtained by submitting a request through the National Student Clearinghouse (NSC) at <https://tsorder.studentclearinghouse.org/school/ficecode/00110000>. The request will be processed provided the student has made satisfactory arrangements with the Business and Financial Aid Offices with respect to financial obligations. Payment is made at the time you submit your transcript request through the NSC website above.

### **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:

1. inspection and review,
2. explanation or interpretation of content,
3. duplication of the record at a standard fee, and
4. a formal hearing, if necessary, to challenge the content of any such record.

# Services & Resources

## Office of Academic Assistance & Student Support Services

Students may contact the academic assistance coordinator 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. Study skills videos that help improve reading, writing, and math are available. The coordinator will help a student engage an individual tutor, if one is available, but payment is the responsibility of the student.

The Office of Academic Assistance on the Siloam Springs campus administers the CLEP and proctors tests for correspondence courses. DANTES and MAT testing are administered at the Rogers Center. For general information, fees, or to schedule an appointment at the Siloam Springs campus, call (479) 524-7471. The Rogers Center can be reached at (479) 631-4665.

## 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 ADDA, John Brown University is committed to providing reasonable accommodations to students who are disabled. The director of student support services works with students and instructors to arrange appropriate assistance in learning and physical access. Students having documented disabilities are encouraged to contact Jarrod Heathcote, Director, by email to [jheathcote@jbu.edu](mailto:jheathcote@jbu.edu), or by phone at (479) 524-7401.

## International Programs Department

The International Programs Department (IPD) serves the needs of international students including Walton scholars, MK's 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 undergraduate 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 college, 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.

## **Learning Resources**

[John Brown University Library - the Arutunoff Learning Resource Center](#)

[Information Technology Services](#)