



**Graduate School**  
**2014-2016**  
**Academic Catalog**

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

# Table of Contents

- [Graduate School Calendar](#)
- University Profile
  - [Mission of the University](#)
  - [Statement of Faith](#)
  - [Educational Philosophy](#)
  - [History](#)
    - [Head, Heart, Hand](#)
  - [Accreditation](#)
  - [Council for Christian Colleges & Universities](#)
  - [Location](#)
  - [Student Body](#)
  - [The Soderquist Center](#)
  - [The Center for Healthy Relationships](#)
- Graduate School Profile
  - [History](#)
  - [Facilities](#)
    - [Educational Centers](#)
    - [CARE Clinics](#)
    - [Play Therapy Institute](#)
  - [Online Options](#)
  - [Faculty](#)
  - [International Practicum](#)
- Admissions
  - [Admission Requirements](#)
  - [Entrance Exam Requirements](#)
  - [Admission Status](#)
  - [International Admission Requirements](#)
  - [Non-Discriminatory Statement](#)
- Academic Policies
  - [Catalog Regulations](#)
  - [Changes in Requirements and Regulations](#)
  - [Course Credits](#)
  - [Enrollment Status](#)
  - [Prerequisites and Corequisites](#)
  - [Time Limits](#)
  - [Recency of Credit](#)
  - [Adding and Dropping Courses](#)
  - [Refund Policy](#)
  - [Attendance Regulations](#)
  - [Academic Integrity](#)
  - [Grading System](#)

- [Independent Study](#)
  - [Auditing Courses](#)
  - [Transfer Credit](#)
  - [Additional Master's Degree](#)
  - [Late Enrollment](#)
  - [Quality Standards for Continuance in the Graduate School](#)
  - [Appeal Policy](#)
  - [Grade Renewal](#)
  - [Graduation](#)
  - [Transcripts](#)
  - [Access to Educational Records \(FERPA\)](#)
- Student Resources
    - [Resources for Learning](#)
      - [John Brown University Library](#)
      - [Technology Resources](#)
    - [Office of Academic Assistance](#)
      - [Services for Students with Disabilities](#)
    - [Student Development Services](#)
      - [Counseling Center](#)
      - [Career Development Center](#)
      - [Office of Christian Formation](#)
      - [Graduate Christian Fellowship](#)
    - [Health Services](#)
    - [International Programs Department](#)
    - [Resources for Lifestyle - Walton Lifetime Health Complex](#)
- Financial Planning
    - [Cost of Attendance and Fees](#)
    - [Valuables](#)
    - [Student Accounts](#)
    - [Financial Aid](#)
    - [Veterans Administration Benefit](#)
- Academic Programs
    - [Donald G. Soderquist College of Business](#)
      - [Business Administration \(M.B.A.\)](#)
        - [Leadership & Ethics Emphasis](#)
        - [International Business Emphasis](#)
        - [Global Continuous Improvement Emphasis](#)
      - [Leadership and Ethics \(M.S.\)](#)
      - [Higher Education Leadership \(M.S.\)](#)
      - [Second Master's Degree in Business](#)
    - [College of Education and Human Services](#)
      - [Counseling](#)
        - [Clinical Mental Health Counseling \(M.S.\)](#)
        - [Marriage & Family Therapy \(M.S.\)](#)

- [School Counseling \(M.S.\)](#)
      - [Graduate Certificate Program in Play Therapy](#)
      - [Post-Master's Credit Fulfillment](#)
    - [Education](#)
      - [Curriculum & Instruction \(M.Ed.\)](#)
        - [Teacher as Leader Concentration](#)
        - [TESOL Concentration](#)
      - [Secondary Education \(M.A.T.\)](#)
  - [Division of Communication and Fine Arts](#)
    - [Visual Arts](#)
      - [Collaborative Design \(M.F.A.\)](#)
- **Course Descriptions**
  - [Course Numbers](#)
  - [Art](#)
  - [Business](#)
  - [Counseling](#)
  - [Education](#)
  - [Higher Education](#)
  - [Leadership](#)
- **Personnel**
  - [Board of Trustees](#)
  - [University Administration](#)
  - [Faculty](#)
  - [Faculty Emeriti](#)

# Graduate Academic Calendar

## FALL 2014

M 8/25	Classes Begin
M 9/1	Labor Day Holiday
T 9/23	Last Day to Drop A-Section Classes
M 10/20	Last Day of A-Section Classes
W 10/22	B-Section Classes Begin
F 10/24	Last Day to Drop 16-Week Classes
F 11/21	Last Day to Drop B-Section Classes
W 11/26 - F 11/28	Thanksgiving Holidays
F 12/19	Last Day of Classes
Sa 12/20	Commencement Exercises

## SPRING 2015

M 1/12	Classes Begin
F 2/6	Last Day to Drop A-Section Classes
F 3/6	Last Day of A-Section Classes
M 3/6	B-Section Classes Begin
F 3/13	Last Day to Drop 16-Week Classes
M 3/23 - F 3/27	Spring Break
F 4/3	Good Friday Holiday
F 4/10	Last Day to Drop B-Section Classes
F 5/8	Last Day of Classes
Sa 5/9	Commencement Exercises

## SUMMER 2015

M 5/11	Classes Begin
M 5/25	Memorial Day Holiday
T 6/5	Last Day to Drop A-Section Classes
F 6/26	A-Section Classes End
F 6/26	Last Day to Drop 14-Week Classes
M 6/29 - F 7/3	Summer Break
M 7/6	B-Section Classes Begin
T 7/31	Last Day to Drop B-Section Classes
F 8/21	Last Day of Classes

## FALL 2015

M 8/24
M 9/7
F 9/25
M 10/19
W 10/21
R 11/5
M 11/23
W 11/25 - F 11/27
F 12/18
Sa 12/19

## SPRING 2016

M 1/11
F 2/5
F 3/4
M 3/7
W 3/16
M 3/21 - F 3/25
F 3/25
F 4/8
F 5/6
Sa 5/7

## SUMMER 2016

M 5/9
M 5/30
T 6/7
F 6/24
W 7/13
M 6/27 - M 7/4
T 7/5
T 8/2
F 8/19

For future academic calendar dates, [click here](#).

# University Profile

## The Mission of the University

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

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

## Statement of Faith

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

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

## Educational Philosophy

The faculty has expressed its purpose as sending forth graduates

### **Whose lives reflect the love of Christ**

Through reverence toward God.

Through consecration to Christ and His Church.

Through knowledge of the Bible and appreciation of its principles.

Through participation in Christian activities with talents, means, and time.

Through tolerance, humility, and helpfulness to others.

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

Through use of mental processes which lead to intelligent decisions.

Through familiarization with sources of information.

Through utilization of knowledge.

Through mastery of means of communication of ideas.

### **Who are able to function effectively in a multicultural world**

Through a heightened awareness of diverse cultural contexts and values.

Through development of skills and attitudes necessary to interact, work, and minister with people of other cultures.

Through understanding the inclusiveness of God's Kingdom and the equality of all people before God.

Through formation of a Christian perspective of the world.

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

Through their willing response to God's unique plan.

Through working in chosen vocations with skill, efficiency, and dedication.

Through a cooperative and understanding attitude toward fellow workers.

### **Who make worthy contributions to their communities**

Through active cooperation with other people toward general community improvement.

Through promoting wholesome entertainment, adequate educational programs, and other phases of community welfare.

Through exercising their political privileges in the spirit of Christ.

Through practicing the high ideals of love and justice toward all people.

# History

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

## Head

The university offers an education based on a liberal arts Core Curriculum and 44 undergraduate majors in traditional format. Also available at JBU are academic opportunities for professionals and graduates. The JBU Degree Completion Program was established in 1993 to meet the needs of working adults and allows them to complete their undergraduate degree. In 1995, JBU began offering graduate classes. The Graduate School offers master's degrees in Business, Counseling, and Education.

## Heart

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

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

## Hand

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

While the scope of JBU's mission has grown over the last 96 years, the central direction of that mission has remained the same: "Christ Over All."

# Accreditation

John Brown University is accredited by the Higher Learning Commission, <http://hlccommission.org>, (800) 621-7440 and is approved by the Arkansas State Department of Education.

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.

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

The United States Department of Justice has approved John Brown University for the education of foreign students.

## Council for Christian Colleges & Universities

John Brown University is a charter member of the Council for Christian Colleges & Universities (CCCU), a resource- and information-sharing association of 118 Christ-centered colleges and universities. Member schools, which must be accredited institutions, are committed to maintaining the highest academic standards within an environment which fosters moral and spiritual development in individuals and communities. Incorporated in 1982, the CCCU includes schools representing more than 30 denominations and offers numerous interchange programs in academics and assessment. Headquarters are located at 321 Eighth Street NE, Washington, DC 20002, [www.cccu.org](http://www.cccu.org), (202) 546-8713.

## Location

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

## The Student Body

The student body of John Brown University consists of approximately 2,220 students including over 500 graduate students.

# Soderquist Center

The Soderquist Center (Center) is a not-for-profit organization founded in 1998 in affiliation with John Brown University's Donald G. Soderquist College of Business. Located in Siloam Springs, Arkansas, the Center serves as a global resource for equipping people in the corporate, non-profit, and academic world with the transforming power of ethical leadership. The Center is named for Don Soderquist, Executive in Residence and former COO and Senior Vice-Chairman of Wal-Mart Stores, Inc.

The Center's energies are focused on equipping through customizable training programs at the individual, team, or organizational level. Customers include corporations, not-for-profit organizations, and emerging leaders in graduate and undergraduate programs. The Center engages leaders through programs such as the Soderquist Leadership Summit for senior executives, the Milestone Leadership Intensive for middle managers, strategic planning and culture building for entire organizations, and team building programs on our adventure learning courses.

The Center offers Soderquist Fellowships to top applicants of John Brown University's Master of Business Administration, Master of Science in Leadership and Ethics, and Master of Fine Arts programs. While working 35 hours per week at the Center, Soderquist Fellows receive full tuition and a stipend for a two-year experience, completing graduate degrees, contributing to the Center's mission, and working alongside veteran business leaders.

Visit <http://www.soderquist.org> to learn more.

# The Center for Healthy Relationships

## Vision Statement

The Center for Healthy Relationships (CHR) exists to encourage and enrich relationships through the transforming power of biblically-based principles.

## Mission Statement

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

## Primary Goals:

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

Visit [Liferelationships.com](http://Liferelationships.com) to learn more.

# Graduate School

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 and divisions 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.). The Department of Graduate Counseling grew to include M.S. programs in Marriage and Family Therapy, School Counseling, and Clinical Mental Health Counseling as well as a Graduate Certificate in Play Therapy. The Graduate School began the Master of Education (M.Ed.) Degree in Curriculum & Instruction in 2012, the Master of Arts in Teaching (M.A.T.) Degree in Secondary Education in 2014, and the Master of Fine Arts (M.F.A.) Degree in Collaborative Design in 2015.

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 brief international study courses in Guatemala (Business, Counseling), China (Business), Brazil (Business), and Ireland (Education, Counseling, Business). International travel experiences have become a hallmark of many JBU graduate programs.

## Facilities

### Educational Centers

Graduate classes are offered in several locations throughout Arkansas, including the main campus in Siloam Springs and at educational centers in Rogers, Fort Smith, and 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.

### CARE Clinics

As a counseling center with offices in Northwest Arkansas, Fort Smith, and Little Rock, JBU's CARE 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 one of the two CARE Clinic facilities located on JBU's main campus. The 2,400 square-foot facility 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.

## **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 include 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.

# **Academic Colleges and Divisions**

## **Business, Counseling, Education, and Fine Arts**

### **Donald G. Soderquist College of Business**

#### **Department of Graduate Business**

Business Administration (M.B.A.)  
    Emphasis in Leadership and Ethics  
    Emphasis in International Business  
    Emphasis in Global Continuous Improvement  
Leadership and Ethics (M.S.)  
Higher Education Leadership (M.S.)

### **College of Education and Human Services**

#### **Department of Graduate Counseling**

Counseling (M.S.)  
Clinical Mental Health Counseling  
Marriage and Family Therapy  
School Counseling  
Graduate Certificate in Play Therapy

#### **Department of Graduate Education**

Education (M.Ed. or M.A.T.)  
Curriculum & Instruction (M.Ed.)  
    Concentration in Teacher as Leader  
    Concentration in TESOL  
Secondary Education (M.A.T.)

### **Division of Communication and Fine Arts**

#### **Department of Visual Arts**

Collaborative Design (M.F.A.)

# Admissions

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

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

## Entrance Exam Requirements

### Business Programs

For regular admission, applicants must achieve an acceptable score on the GRE, MAT, or GMAT. A score of 290 or higher with a minimum verbal score of 145 is required for the GRE (for GRE completed prior to July 2011, score must be 1000); 383 or higher is required for the MAT; and 470 or higher is required on the GMAT. The entrance exam may be waived for applicants with a cumulative undergraduate GPA of 3.0 or higher or who hold an earned graduate degree from an accredited institution.

### Counseling Programs

For regular admission, applicants must score 290 or higher with a minimum verbal score of 145 on the GRE (for GRE completed prior to July 2011, a score of 1000 is required). The entrance exam may be waived for applicants who hold an earned graduate degree from an accredited institution in a related field.

### Teacher Education Program

For regular admission, applicants must score 290 or higher with a minimum verbal score of 145 on the GRE (for GRE completed prior to July 2011, a score of 1000 is required).

## **Higher Education Program**

For regular admission, applicants must achieve an acceptable score on the GRE or MAT. A score of 290 or higher with a minimum verbal score of 145 is required for the GRE (for GRE completed prior to July 2011, score must be 1000); 383 or higher is required for the MAT. The entrance exam may be waived for applicants with a cumulative undergraduate GPA of 3.0 or higher or who hold an earned graduate degree from an accredited institution.

## **MFA in Collaborative Design**

No entrance exam is required.

## **Admission Status**

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

### **Regular Status**

Admission to regular status requires both an undergraduate grade point average of 2.7 or higher (4.0=A) and fulfillment of entrance exam requirement.

### **Provisional Status**

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

### **Non-Degree Status**

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

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

# International Admission Requirements

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

Applicants from non-English speaking countries must take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service at the nearest examination center. The minimum score for admission is a total of 550 or above on the paper-based test or 79 or higher on the Internet-based test.

International applicants must do the following:

1. Submit a completed graduate student application along with a \$100 (US) non-refundable international application fee. The application includes a 200-word essay regarding the applicant's professional plans and reasons for seeking acceptance into the program.
2. Provide official transcripts from all colleges or universities attended. Transcripts must be mailed by the college or university directly to the appropriate Admissions Office at John Brown University. Non-English academic records must include certified translation into English.
3. Submit graduate recommendation forms from three persons who are not related to the applicant but are familiar with the applicant's character and scholarship.
4. Present acceptable graduate entry tests appropriate for the desired degree.
5. Provide immunization records including date of measles/rubella vaccination, if the student plans to be enrolled for 12 or more hours during a semester, and proof of U.S. health insurance.
6. Submit official TOEFL score.
7. Provide official documents showing ability to pay college costs, or an Affidavit of Support (United States Citizenship and Immigration Services Form I-134, available through the International Programs office) completed by a U.S. sponsor.
8. Submit deposit for one year covering the cost of tuition for one year. Deposit is 100% refundable if student does not enroll.
9. Provide additional information or participate in an admission interview if requested by the Program Director or Dean.

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

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

### **Non-discriminatory 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.

# Academic Policies

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

## Catalog Regulations

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

## Changes in Requirements and Regulations

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

## Course Credits

The basic unit of course credit is the semester hour.

## Enrollment Status

A full-time 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.

## Time Limits

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

## **Recency of Credit**

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

## **Adding and Dropping Courses**

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

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

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

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

- 100% refund during the first week of the term
- 80% refund during the second week of the term
- 40% refund during the third week of the term
- No refund after the third week of the term

For non-sequential weekend courses:

- 100% refund during the first week of class, beginning with the start of the first day of class
- 80% refund during the second week following the first day of class

40% refund during 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 7 or more days before the first class meeting  
80% refund if dropped within the 7 days before the first class meeting  
No refund beginning the first day of class or later

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

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

Other fees are non-refundable.

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

## **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" (failure) recorded if they are withdrawn after the mid-point of the term.

## **Classroom Demeanor**

Students are expected to display classroom behavior that is appropriate to a Christian university. An instructor may remove a student from a class if, in the instructor's judgment, the student displays behavior that is uncivil, defiant, or otherwise disruptive to the classroom learning environment. Students dismissed from a class may not return to the class without the permission of the professor.

## **Academic Integrity**

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

## **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**

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

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

The following are not included in grade point average:

I - Incomplete Work	S - Satisfactory
NC - No Credit Earned	U - Unsatisfactory
WP - Withdrew Passing	WF - Withdrew, Failing
W - Withdrew	Earned Grade

### **Incomplete Grade**

All grades of incomplete ('I') 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 end 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. Otherwise, the 'I' is converted to an 'F' when the deadline is passed.

### **Independent Study**

Independent study courses are those in which students do not meet in a regularly-scheduled course but study independently under the regular supervision of a graduate faculty member. Such arrangements must be approved in advance by the instructor, the student's academic advisor, the Program Director, and the Dean. A student is limited to three hours of independent study per semester or summer, and a total of six hours per degree program. A non-refundable fee of \$117 per semester hour will be charged to the student. The student will also pay all normal per-credit tuition charges.

### **Auditing Courses**

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

### **Transfer Credit**

Applicants who have taken graduate courses at other universities may be allowed to transfer some of their previous courses into their JBU graduate program. Students may transfer up to nine hours of graduate credits or 25% of the degree program, whichever is greater, toward fulfillment of a graduate degree. No grade below a 'B-' may be transferred into a graduate degree program at JBU. Transfer of credit must be approved by the Program Director and the Dean. Grades from transfer credits are not included in the calculation of JBU grade-point averages.

### **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.

The student will meet the requirements for the degree in the catalog that is current when they apply for readmission. The student must complete at least 50% 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 the Graduate School**

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

The grade of 'C' is the minimum passing grade for graduate credit; however, no more than nine semester hours of 'C' or 'C+' may be applied toward a master's degree. A graduate-level course in which the student earned a grade of 'C-minus' or lower cannot be applied toward a graduate degree. Counseling students must earn a grade higher than a 'C+' in every course required for state licensure.

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

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

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

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

A student on academic probation when last enrolled in the Graduate School who wishes to be readmitted or change degree program must petition the Program Director and the Graduate School. The petition should provide reasons for the poor academic record; explain how conditions that

produced this poor performance have changed; and present specific plans for improvement. The respective Program Director and the Dean must approve the petition before a student can enroll in the program.

## **Appeal Policy**

Occasionally a student may wish to appeal an academic action such as a grade, a graduation requirement, or a withdrawal penalty. Such appeals should be made in writing to the Dean. In most cases the student should first request the support of their academic advisor or Program Director. 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 Program Director and present a concise, well thought out statement of the problem and the desired resolution.
3. Before officially considering the complaint the Program Director will offer to meet with the student and the accused faculty person. If the student is unwilling to attend such a meeting, the Associate Dean or Program Director is at liberty to dismiss the complaint at that point.
4. The Academic 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 Program Director and the faculty person, the complaint will be heard formally in that meeting. The Program Director 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 Program Director, may invite colleagues and students. The written documentation of the proceedings and outcome of this second meeting is the Program Director's responsibility as well.
7. If the problem is not resolved to the satisfaction of either party, an appeal may be made to the Academic Dean.
8. If the problem is still not resolved, a written appeal may be made to the Vice President for Academic Affairs 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 Program Director and the Registrar, with the understanding that all courses and grades will remain on the permanent record. However, only one taking of the course may contribute hours to the total for graduation, and only the 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**

All students must complete a program of study that meets the academic policies set by the Graduate School before becoming eligible for graduation. The following graduation requirements apply to all master's degree programs.

Note: particular degree programs may have additional requirements. It is the responsibility of the student to determine and meet all academic and graduation requirements for their degree.

In order to graduate, each student must:

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

## **Transcripts**

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

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

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

## **Access to Educational Records**

The Family Educational Rights and Privacy Act of 1974 (FERPA) extends to all former and presently enrolled students at John Brown University the right of access to certain educational records maintained by the institution.

Student rights include:

- a) inspection and review,
- b) explanation or interpretation of content,
- c) duplication of the record at a standard fee, and
- d) a formal hearing, if necessary, to challenge the content of any such record.

# Resources for Learning

## John Brown University Library

The two-story John Brown University library-also known as the Arutunoff Learning Resource Center-is the central location for resources supporting the research needs of the JBU community. The library is an important part of the academic program at JBU and functions as a partner in the teaching/learning process. The main collection consists of over 120,000 items, including books, microforms, and DVDs. In addition, the library subscribes to more than 90,000 periodical titles, nearly all of which are available electronically. The library also subscribes to 80 electronic databases (full-text periodicals, online reference resources, and indexes). The library provides access to 90,000 e-book titles, including 400 online reference books.

The professional library staff provides research and reference services to both individuals and groups, and efficient interlibrary loan services to the JBU community. The library facility includes large and small study rooms, a group research lab, quiet and comfortable spaces for reading, and 32 computers for student use.

In addition to resources in the main library, a number of materials are housed in three library branches. The Music Library, on the lower level of the Cathedral, contains music sound recordings, scores, and appropriate listening equipment. The Career Development Center Library, on the first floor of the Walker Student Center, houses materials related to vocational counseling and graduate school opportunities. The Soderquist Center Library is located in the Soderquist Business Center and contains materials relevant to business and ethics.

The Film Library is housed in the main library and contains films that have been selected based on their recommendation by the Academy of Motion Picture Arts and Sciences, the American Film Institute, or Spiritually significant films.

The gateway to the JBU Library is its web site, [www.jbu.edu/library](http://www.jbu.edu/library), where information about all library collections and services may be obtained. The library web site features an online catalog that can be accessed from any computer with an Internet connection. Students can connect to electronic databases through the campus network and via remote access. Reference questions and interlibrary loan requests can be made using online forms found at the web site, text messaging, or via e-mail at [library@jbu.edu](mailto:library@jbu.edu).

The JBU Library belongs to several networks and consortia. To provide efficient interlibrary loan services, the library is a member of the Online Computer Library Center (OCLC), which gives our users borrowing privileges to over 250 million items held in over 72,000 member libraries worldwide. The library belongs to ARKLink (a consortium of 47 academic libraries in Arkansas) and AMIGOS (a regional resource-sharing network). The library is a charter member of the Christian Librarian Association Network.

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

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

## **Technology Resources**

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

On the Siloam Springs campus, there are computer labs in each academic building for student use. Additionally, the Walker Student Center and the Library have general purpose computer labs and are available days and evenings throughout the week. Both black and white and color printing is available for a small fee.

Graduate students have access to additional computing resources at the Fort Smith Center, Little Rock Center, and Rogers Center. Computers with Internet access and laser printing are available for student use in common study areas. Wireless Internet access is also available.

There is a Media Lab, located in LRC 155 next to the Library, open to students and faculty to work on academic and co-curricular projects. Digital cameras, voice recorders, video cameras, and other audio/visual technology may be checked out by students for no cost. Supplies such as poster board, resume paper, and blank DVDs for projects and classes are available for sale. Special printing services, laminating, binding, and media transfers are also offered.

Students who bring a computer to any of the campuses may connect to the campus network using their provided username and password. Once connected, students can access the Internet, EagleNet, the Library, JBU email, and personal network storage.

The Help Desk is located in the Walker Student Center on the Siloam Springs campus s available for assistance with any questions or issues related to technology use on campus.

# **Office of Academic Assistance & Student Support Services**

Students may contact the Office Academic Assistance for help in further developing their academic skills. This includes such areas as study and note-taking skills, time management, test-taking skills, and other skills that help students succeed academically. Computer programs that help improve reading, writing, and math are available at minimal cost. Study skills videos are available. The Coordinator will help a student engage a tutor, but payment is the responsibility of the student. Contact the Academic Assistance Coordinator at (479) 524-7401.

The Office of Academic Assistance also administers the CLEP, DANTEs, and MAT and proctors tests for correspondence courses. For general information, fees, or to schedule an appointment, contact the Academic Assistance Coordinator.

## **Services for Students with Disabilities**

It is the goal of John Brown University that all enrolled students be given equal opportunity to succeed in their quest for a higher education that is based upon our "Christ Over All" philosophy and that integrates the educational principles of "Head, Heart, and Hand."

In accordance with the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Americans with Disabilities Act Amendments of 2008, John Brown University is committed to providing reasonable accommodations to students who are disabled. Students having documented disabilities are encouraged to contact the Director at (479) 524-7400, email [kireland@jbu.edu](mailto:kireland@jbu.edu), or to stop by the Office of Disability Services located in the Learning Resource Center (LRC), Room 148, on the Siloam Springs campus.

# **Student Development Office**

## **Counseling Center**

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

## **Career Development Center**

The staff at the Career Development Center (CDC) is concerned with providing a comprehensive career development program for the students of John Brown University.

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

The center also serves as a link between college and the world of work through providing regular workshops on job search skills and strategies. The annual Career Fair brings employers and graduate school representatives to campus to increase awareness and provide information related to future career and graduate education. The CDC also provides information about graduate schools, graduate entrance test materials, job vacancy notices, occupational profiles and descriptions, and potential employers. For assistance, call (479) 524-7282.

## **Office of Christian Formation**

The Office of Christian Formation (OCF) strives to lead the JBU community to become more like Christ throughout all aspects of a student's education. For information, call (479) 524-7213.

## **Graduate Christian Fellowship**

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

## **Health Services**

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

Equipment such as crutches, heating pads, and humidifiers can be checked out for short term use. Health education and wellness materials/videos are available for personal use or class preparation.

Educational programs are offered to various JBU student groups. The programs include but are not limited to: CPR/First Aid, weight management, stress management, college wellness, etc.

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

Arkansas law of 2009 requires documentation of two doses of Measles/Mumps/Rubella (MMR) vaccination for all incoming freshmen and foreign-born students. JBU requires transferring students living in campus housing to have two MMRs as well. All other students are required to have documentation of one dose of MMR.

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

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

## **International Programs Department**

The International Programs Department (IPD) serves the needs of international students including Walton Scholars, MKs, and third culture students. The office also offers assistance with international student orientation, immigration regulations, and international education opportunities. IPD sponsors social and cultural activities to promote intercultural awareness and understanding among the entire JBU community.

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

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

**Walton International Scholarship Programs.** The Walton International Scholarship Program (WISP) awards 60 annual scholarships to 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 or division, our Semester in Ireland studies program, and a variety of JBU international summer studies programs. IPD also links students with international and domestic studies opportunities offered through the Council of Christian Colleges & Universities (CCCU). Short-term international mission teams are coordinated by the Office of Christian Formation in partnership with the IPD.

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

### **Resources for Lifestyle**

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

# Cost of Attendance

**Tuition for 2015-2016** **\$548/credit hour**

## General Fees

**Application Fee** **\$35**

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

**Independent Study Fee** **\$117**

**Official Transcript Fee** **\$2**

The first official transcript is issued without charge. A fee is charged for all subsequently issued transcripts.

**Late Registration Fee** **\$50**

Students who register for classes after the designated registration period are subject to a late fee.

**Payment Plan Fee** **\$50**

Students who register for classes after the designated registration period are subject to a late fee.

**Graduation Application Fee** **\$35**

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

**Auto Registration** **No Charge**

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

Graduate students attending classes on JBU's Siloam Springs' campus or visiting there regularly need parking decals. Students may register online and the decal is valid for the full academic year.

If you do not go to the Siloam Springs' campus regularly, but need to visit for any reason between 8:00 am and 5:00 pm on a weekday, you will need to request a temporary parking permit from the

administrative assistant for your program area. They will email you a temporary permit that you will print and display on your dash to avoid citation.

## **Course Fees**

LDR 7503 Executive Leadership Seminar

\$330/course

## **Valuables**

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

## **Student Accounts**

Tuition and fees are due prior to the start of each semester. Payment will be the semester's charges less financial aid (i.e. scholarships, grants, and loans) that is listed as pending or posted on the student's financial account.

Online payments may be transacted through EagleNet by E-check, VISA, Mastercard, Discover, and American Express. Paper checks should be mailed to JBU to the attention of the university Cashier.

Students who have not paid in full at the start of the semester will be enrolled in a payment plan for that semester and 20% of the semester's charges are due at that time. A \$50 payment plan fee is applicable. The university reserves the right to change the fee structure as needed to fund the payment plan program. Students who fail to comply with their payment schedule are subject to finance charges and termination of enrollment. Students who are in arrears on their student financial account will not be allowed to enroll in a new semester. Additionally, official transcripts of academic credits are not released while any balance is owed JBU. The university engages professional collection agencies when collecting delinquent accounts.

For additional information and resources regarding student financial accounts, see the Student Account Services web page on EagleNet. The Graduate Student Accounts Representative may be contacted at [StudentAccounts@jbu.edu](mailto:StudentAccounts@jbu.edu).

# 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 full-time students may receive institutional aid.

Based on information supplied by a student's FAFSA results, the Financial Aid Office will determine each student's financial aid award offer. Consideration for financial assistance will occur only after the student has received a tentative or final acceptance through the Admissions Office. Returning students will be awarded assistance if they are making satisfactory academic progress. To continue to receive financial aid, application for aid must be made each year.

## 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

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

### Quantitative Requirements

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

A transfer student may have earned credits at another school that will count toward his or her degree at JBU. Only transfer credits that apply to the student's degree will count as part of the 150% maximum.

### Qualitative Requirements

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

## **Appeal Process**

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

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

## **Addendum to Satisfactory Academic Progress Policy**

### **Appeal due to mitigating circumstances:**

This section of the satisfactory academic progress policy gives some examples where allowances may be made for mitigating circumstances. These examples are not all-inclusive. The Financial Aid Office may allow other mitigating circumstances on a case-by-case basis depending on the merit of the appeal.

Death in the family or death of a close friend.

Serious illness of a family member.

Medical complications or prolonged illness of the student.

Inability to attend classes because of unexpected lack of transportation.

Serious financial problems requiring excessive hours of employment.

How do the following affect Satisfactory Academic Progress determinations?

Withdrawal: A withdrawal ('W') is counted as an attempted class that was not successfully completed.

Incomplete: An incomplete ('I') is counted as an attempted class that was not successfully completed.

Repeated course: A repeated course is counted as attempted and successfully completed if a passing grade was earned.

Transfer course: Transfer courses are counted as attempted and completed if the course work is applicable to the student's JBU degree and the grade earned is "C" or better.

Non-credit remedial course work is not applicable at JBU.

## **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 JBU's VA Certifying Official at [registrar@jbu.edu](mailto:registrar@jbu.edu).

# Donald G. Soderquist College of Business

Walenciak (Dean)

The Donald G. Soderquist College of Business at John Brown University consists of the Department of Business (Undergraduate), the Department of Business Degree Completion, and the Department of Graduate Business Programs. The Donald G. 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 Donald G. 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 Donald G. 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 Donald G. 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**

McCollum (Program Director), Timmons, Verdery, Waldron, Walenciak

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

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

The Master of Science (M.S.) in Leadership and Ethics Program combines organizational studies and strategic thinking with training in ethical leadership. The Master of Science (M.S.) in Higher Education Leadership provides preparation for those who are interested in the field of higher education administration. These programs integrate a body of knowledge infused with the core values of Christian faith and character that can be practically applied within organizations and communities in diverse contexts.

Designed with the working professional in mind, 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 Asia, Latin America, South America, and various seminars addressing contemporary business issues. Through our partnership with the Soderquist Center, students also have access to an executive-level leadership development programs. A Graduate Business Degree can normally be accomplished in two years.

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

## **Earn a Second Master's Degree in Business**

A student who has completed either an M.B.A. or an M.S. at John Brown University can earn the other as a second degree by completing all degree requirements, including a minimum of 18 additional unique hours from the other program. An application for the second degree must be submitted and approved before any of the additional hours are taken.

## **BUSINESS ADMINISTRATION PROGRAMS**

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

JBU M.B.A. graduates are uniquely prepared to offer leadership with character, competence, and conscience.

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

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

### **Residence Requirement**

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

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

#### 1. Business Administration Core Requirements - 24 hours

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

One of the following:

BUS 7223 Managerial Economics  
BUS 7233 Game Theory

#### 2. Emphasis in Leadership and Ethics - 12-15 hours

One of the following:

BUS 7503 Contemporary Topic Seminar  
BUS 8263 International Business Practicum  
BUS 8266 Comprehensive International Business & Culture Practicum  
LDR 7503 Executive Leadership Seminar

Select three courses from the following:

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

Minimum semester hours .....

36

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

1. Business Administration Core Requirements - 24 hours

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

One of the following:

- BUS 7223 Managerial Economics
- BUS 7233 Game Theory

One of the following:

- LDR 7113 Foundations of Leadership
- LDR 7503 Executive Leadership Seminar

2. Emphasis in International Business - 12 hours

A. Option 1:

- BUS 8263 International Business Practicum

Select three courses from the following:

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

B. Option 2:

BUS 8266 Comprehensive International Business & Culture Practicum

Select two courses from the following:

BUS 8113 Global Operations and Supply Chain Management

BUS 8243 Cross-Cultural Business Management

BUS 8253 Survey of Global Business Practice

LDR 8333 Global Leadership and Ethics

Minimum semester hours .....  
36

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

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

1. Business Administration Core Requirements - 24-27 hours

BUS 7013 Managerial Accounting

BUS 7113 Marketing Strategies

BUS 8003 Managerial Finance

BUS 8993 Designing and Executing Strategies

LDR 7113 Foundations of Leadership

LDR 8033 Christian Foundations for Organizational Leaders

One of the following:

BUS 7223 Managerial Economics

BUS 7233 Game Theory

One of the following:

BUS 8113 Global Operations and Supply Chain Management

BUS 8263 International Business Practicum

BUS 8266 Comprehensive International Business & Culture Practicum

LDR 8003 Ethical Decisions in Organizations

2. Emphasis in Global Continuous Improvement - 12 hours

BUS 7414 Continuous Improvement I

BUS 7424 Continuous Improvement II

BUS 7434 Applied Continuous Improvement Project

## **LEADERSHIP AND ETHICS PROGRAM**

The Master of Science degree (M.S.) in Leadership and Ethics Program was developed in response to the great need for ethical leadership in our world today. This degree provides a broad set of organizational, leadership, and strategic skills that complement technical training and other specialized experience or skill. M.S. in Leadership and Ethics students come from a wide range of backgrounds including business, education, government, religious, and nonprofit. Students gain from a variety of innovative educational experiences, and when they graduate, they will have refined their leadership philosophy and developed a greater capacity to deal with ethical and leadership challenges in diverse organizational settings. Students will have the skills and knowledge to transform their vision into a stronger and truer ethical commitment.

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

1. Leadership and Ethics Core Requirements - 24 hours

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

One of the following:

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

2. Electives - 12 hours from the following:

- BUS 8263 International Business Practicum
- BUS 8266 Comprehensive International Business & Culture Practicum
- LDR 7993 Building Teams
- LDR 8113 Leading Change
- LDR 8243 Emotional Health in Organizations
- LDR 8333 Global Leadership and Ethics
- LDR 8903 Selected Topics

## **HIGHER EDUCATION LEADERSHIP PROGRAM**

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

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

### 1. Leadership and Ethics Core Requirements - 24 hours

- BUS 8013 Research Methods
- HED 7113 History and Philosophy of American Higher Education
- HED 7663 The College Student: Issues, Policies, and Programs
- HED 7993 Administrative Leadership in Higher Education
- HED 8223 Educational Program Development and Implementation
- LDR 7113 Foundations of Leadership
- LDR 8033 Christian Foundations for Organizational Leaders

One of the following:

- BUS 7503 Contemporary Topic Seminar
- HED 8263 Higher Education Practicum
- HED 8903 Selected Topics
- LDR 7503 Executive Leadership Seminar

### 2. Electives - 12 hours from the following:

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

Minimum semester hours ..... 36

## **College of Education and Human Services**

J. Terrell (Dean)

The College of Education and Human Services 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 education, nursing, psychology, kinesiology, family and human services, as well as the graduate departments of counseling and education.

## **DEPARTMENT OF GRADUATE COUNSELING**

Carmack (Program Director), Cornett, Lampton, Ogle, Oliver, Phillips, Romig, D. Terrell, J. Terrell, White, Wingfield

The programs of the Department of Graduate Counseling are designed to prepare professionals for counseling and guidance in public and private elementary and secondary schools, community agencies, private agencies, and pastoral settings. Programs are offered in Clinical Mental Health Counseling, Marriage and Family Therapy, and School Counseling. A post-master's Graduate Certificate Program in Play Therapy is also offered. The intent of the Department of Graduate Counseling is to offer programs that produce credentialed and licensed Christian men and women who will actively pursue careers in service occupations through which personal lives may be healed and strengthened.

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

The assessment system includes the Graduate School admission criteria, advising with the faculty resulting in a degree plan, program admission decision, pre-practicum one-hour lab, pre-practicum interview with the faculty, practicum assessments, and a post-practicum exit checklist.

Students who enter the Pre-Practicum class must complete a state and federal background check as part of the requirements of the lab. The results of the background check will be reviewed during the student's faculty interview; any issues pertaining to the results will be addressed by the division faculty. All students must pass the background check prior to entering practicum/ internship in order to begin seeing clients. The results of the background check will remain in the student's academic file. Students will not be allowed to enroll in practicum until the background check has been approved.

All students must complete the total required client hours in their respective degree in order to exit Internship II. If the total hours are not completed by the end of the semester then the student will be given an "Unsatisfactory" for Internship II during that semester. They must re-enroll in Internship II in subsequent semesters until the total client contact hours are completed in order to exit the Internship and graduate.

The Graduate Counseling Department offers three major degree options: Clinical Mental Health Counseling, Marriage & Family Therapy, and School Counseling. Students can opt to take one or more majors and upon completion, all majors would appear on the student's diploma. Students have the option of adding the Play Therapy emphasis to any of their major degree preferences.

### **MASTER OF SCIENCE - MARRIAGE AND FAMILY THERAPY PROGRAM**

The Marriage and Family Therapy Program is for candidates preparing for a profession as a Licensed Marriage and Family Therapist (MFT). A minimum of sixty-four semester hours of credit is required to complete the Marriage and Family Therapy Program. Upon completion of the program, candidates are eligible to "sit" for the national examinations in MFT and to pursue state licensure.

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

1. Counseling Core Requirements - 22 hours

- CNL 7023 Human Development
- CNL 7033 Social and Cultural Foundations
- CNL 7133 Theories and Techniques of Counseling
- CNL 7613 Family of Origin
- CNL 8033 Christian Foundations in Counseling
- CNL 8073 Diagnosis and Case Management
- CNL 8701 Pre-Practicum Lab

One of the following:

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

2. Marriage and Family Therapy Major Core Requirements – 39 hours

- CNL 7113 Principles of Family Therapy
- CNL 7623 Family Systems
- CNL 7633 Principles of Marital Therapy
- CNL 7643 Family Sexuality
- CNL 8043 Relationship Assessment
- CNL 8133 Advanced Psychopharmacology
- CNL 8143 Child and Adolescent Counseling
- CNL 8433 Professional Development and Ethics
- CNL 8613 Brief Therapy
- CNL 8813 Practicum I
- CNL 8823 Practicum II
- CNL 8873 Internship I
- CNL 8883 Internship II

Minimum semester hours ..... 64

## **SCHOOL COUNSELING PROGRAM**

The forty-nine credit hour Master's program in School Counseling exceeds the standards for school counselors 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.

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

### 1. Counseling Core Requirements - 22 hours

CNL 7023 Human Development  
CNL 7033 Social and Cultural Foundations  
CNL 7133 Theories and Techniques of Counseling  
CNL 7613 Family of Origin  
CNL 8033 Christian Foundations in Counseling  
CNL 8073 Diagnosis and Case Management  
CNL 8701 Pre-Practicum Lab

One of the following:

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

### 2. School Counseling Major Core Requirements – 27 hours

CNL 7123 Group Theory  
CNL 7313 Career Development Information and Vocational Education  
CNL 8013 Assessment  
CNL 8143 Child and Adolescent Counseling  
CNL 8523 Orientation to Counseling in Elementary and Secondary Schools  
CNL 8533 School Policies and Issues  
CNL 8813 Practicum I  
CNL 8823 Practicum II  
CNL 8873 Internship I

Minimum semester hours ..... 49

## **CLINICAL MENTAL HEALTH COUNSELING PROGRAM**

The Clinical Mental Health Counseling Program is for candidates preparing for a profession as a Licensed Professional Counselor (LPC). A minimum of sixty-four semester hours of credit is required to complete the program. The candidates who have completed the Clinical Mental Health Counseling Program will be eligible to "sit" for the National Counselor Examination (NCE) and pursue state licensure as an LPC. This program prepares candidates to test for the National Clinical Mental Health Counselor Exam that is utilized in some states for licensure either as a LCMHC or LPC.

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

## 1. Counseling Department Requirements - 22 hours

- CNL 7023 Human Development
- CNL 7033 Social and Cultural Foundations
- CNL 7133 Theories and Techniques of Counseling
- CNL 7613 Family of Origin
- CNL 8033 Christian Foundations in Counseling
- CNL 8073 Diagnosis and Case Management
- CNL 8701 Pre-Practicum Lab

One of the following:

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

## 2. Electives from CNL – 3 hours

## 3. Clinical Mental Health Counseling Emphasis - 39 hours

- CNL 7113 Principles of Family Therapy
- CNL 7123 Group Theory
- CNL 7313 Career Development Information and Vocational Education
- CNL 7513 Introduction to Clinical Mental Health Counseling
- CNL 8013 Assessment
- CNL 8053 Crisis Counseling
- CNL 8063 Addictions
- CNL 8133 Advanced Psychopharmacology
- CNL 8433 Professional Development and Ethics
- CNL 8813 Practicum I
- CNL 8823 Practicum II
- CNL 8873 Internship I
- CNL 8883 Internship II

Minimum semester hours .....  
64

## **Post-Master's Credit in Counseling; Emphasis or Certificate in Play Therapy**

### **Emphasis in Play Therapy**

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.

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

## **Graduate Certificate in Play Therapy**

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

CNL 7353 Introduction to Play Therapy  
CNL 8913 Selected Topics in Play Therapy  
CNL 8213 Family Play Therapy Techniques  
CNL 8712 Practicum I in Play Therapy  
CNL 8722 Practicum II in Play Therapy  
CNL 8732 Practicum III in Play Therapy

### **Admission requirements:**

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

Contact the Financial Aid Office for financial aid options for this certificate program.

## **Post-Master's Credit Fulfillment Track**

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

### **Admission requirements:**

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

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

## **Academic Standards for Post-Master's Programs**

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

# **DEPARTMENT OF GRADUATE TEACHER EDUCATION**

Matchell (Program Director)

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

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

As a graduate student in the Master of Education (M.Ed.) or Master of Arts in Teaching (M.A.T.) program, you will benefit from these distinctive features:

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

## **Education Programs**

The M.Ed. degree offers the following concentrations:

Teacher as Leader (with IF endorsement)

TESOL (with ESL endorsement)

M.A.T. degree in Secondary Education prepares students for Standard Licensure through the Arkansas Department of Education

The College of Education and Human Services at John Brown University is approved by the Arkansas State Department of Education (ADE), <http://www.arkansased.org>. 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.

The Graduate School at JBU also offers an M.S. in Higher Education Leadership through the Donald G. Soderquist College of Business as well as an M.S. in School Counseling through the Department of Graduate Counseling.

## **CURRICULUM & INSTRUCTION (TEACHER AS LEADER CONCENTRATION)**

The Master of Education in Curriculum & Instruction degree with a concentration in Teacher as Leader is designed for students who want to be:

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

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

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

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

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

#### 1. Curriculum & Instruction Core Requirements - 18 hours

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

2. Teacher as Leader Concentration - 18 hours

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

Minimum Semester hours . . . . . 36

**CURRICULUM & INSTRUCTION (TESOL CONCENTRATION)**

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

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

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

1. Curriculum & Instruction Core Requirements - 18 hours

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

2. TESOL Concentration - 18 hours

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

Minimum Semester hours . . . . . 36

## **SECONDARY EDUCATION**

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

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

#### 1. Curriculum & Instruction Core Requirements - 15 hours

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

#### 2. Secondary Education Licensure - 21 hours

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

Minimum Semester hours ..... 36

## **Division of Communication and Fine Arts**

### **DEPARTMENT OF VISUAL ARTS**

T. Goehner (Director)

The Master of Fine Arts degree (M.F.A.) in Collaborative Design is offered within the JBU Visual Arts Department. It also partners with the JBU Business program to offer courses in Leadership and Ethics.

# Requirements for the Master of Fine Arts degree in Collaborative Design

## 1. Collaborative Design Core - 24 hours

ART 7013 Faith and Practice

ART 7113 Design Thinking Methods

ART 7226 Global Collaboration Strategies

ART 7313 Seminars in Methods-Research, Writing, and Teaching

ART 8216 Internship and Partnership

One of the following:

ART 8013 History of Advertising and Design

ART 8563 Selected Topics

## 2. Leadership and Ethics - 3 hours

LDR 8333 Global Leadership and Ethics

## 3. Projects - 24 hours

ART 7103/06 Self-Designed Projects

## 4. Thesis - 9 hours

ART 8023 Thesis Prep

ART 8126 Thesis Development

Minimum semester hours ..... 60

# Course Numbers & Offerings

## Course Information

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

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

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

Courses numbered 5000 and above are listed in Graduate Studies. A prerequisite course must have been completed with an acceptable passing grade before enrollment in the given course is permitted.

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

# Visual Arts (ART) Courses

## **ART 7013 Faith and Practice**

**Three hours**

Faith and Practice will focus on the relationship between one's faith, visual communication, and how to integrate their faith into their work within visual communication without compromising their values. Students will be required to take this class during their first semester as an MFA student.

## **ART 7103, 7106 Self-Designed Projects**

**Three or six hours**

The self-designed study courses are studio style credit hours. The students will work on self-designed projects focusing on their area of interest within visual communication. Students will build their projects around design thinking and research, creative problem-solving, and collaboration. The studio courses will be evaluated by the faculty as a whole in the first year and by a faculty mentor the remaining year(s). (The self-designed study can be done from distance.)

## **ART 7113 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 problem and challenges. Students will study methods developed by Design Thinking and Design Research companies and learn to integrate those methods into their design arsenal. Prerequisite: ART 7013.

## **ART 7226 Global Collaboration Strategies**

**Six hours**

Global Collaboration and Strategies will focus on developing collaboration skills and the understanding of human-centered design practices at the local, national, and international level. Students will gain better understanding of the need for clear communication, trust, empathy, and relational development within a collaboration mindset. While developing creative problem-solving, collaboration, and design thinking skills, students will learn to understand and develop leadership skills needed with the global arena. The class will help students research and develop international partnerships with non-profits and/or ministries. The partnerships will lead to work the students will be doing for their thesis projects. The course is a two-week time-intensive class offered during the first-year's required summer residency. Prerequisite: ART 7113.

## **ART 7313 Seminars in Methods-Research, Writing, and Teaching**

**Three hours**

This class will be structure as three seminars. The first two focus on research and writing for design thinking and creative problem-solving. The third seminar will focus on the academic environment and good pedagogical practices. Prerequisite: ART 7013.

## **ART 8013 History of Advertising and Design**

**Three hours**

A survey of key movements, trends, people, and innovations in the history of advertising and design. Students view work, read histories, and study concepts from the world of design in hopes of gaining

an appreciative understanding of the foundational artistic images and ideas that have been both a response to and an influence upon the culture at large. This analysis of historical commercial art will solidify students' own creative foundations for success in numerous professional fields-Web design, advertising, industrial, product design, and graphic design.

### **ART 8023 Thesis Prep**

**Three hours**

Thesis Prep is a course designed to give students the opportunity to research and develop their written thesis. This course will help students learn how to effectively research, write critically, develop, and structure their thesis. Prerequisite: ART 7013.

### **ART 8126 Thesis Development**

**Six hours**

The Thesis Development course allows students the time and opportunity to develop their visual thesis (project) which will be displayed in the JBU student art gallery and online. They will be evaluated by the student's advisory committee. Prerequisite: ART 8023.

### **ART 8216 Internship and Partnership**

**Six hours**

Students are required to complete a 160-hour internship. The students may join one of the undergraduate major specific summer studies trips as an Art Director, or they may partner with a global non-profit organization or ministry. Global travel recommended. An additional fee may be associated with this course for travel-related expenses. An additional fee may be associated with this course for travel-related expenses. Prerequisite: ART 7226.

### **ART 8563 Selected Topics**

**Three hours**

Students are required to take a minimum of three hours of electives that will aid them in their specialty or research focus.

## **Business Administration (BUS) Courses**

### **BUS 7013 Managerial Accounting**

**Three hours**

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

### **BUS 7113 Marketing Strategies**

**Three hours**

Integrative marketing strategies encompassing consumer behavior and market research, branding and product management, distribution, and promotion. A prerequisite exists for this class.

### **BUS 7223 Managerial Economics**

**Three hours**

Economic theories of the firm and of the market with an emphasis on applications to current business issues and global economic development. A prerequisite exists for this class.

**BUS 7233 Game Theory****Three hours**

Game Theory is the study of strategic interaction, characterized by situations in which each person's welfare is dependent on everyone else's actions, as well as their own. Normal and extensive form games are analyzed and the Nash and subgame perfect equilibrium concepts are introduced. Applications to oligopolistic competition are emphasized.

**BUS 7414 Continuous Improvement I****Four hours**

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

**BUS 7424 Continuous Improvement II****Four hours**

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

**BUS 7434 Applied Continuous Improvement Project****Four hours**

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

**BUS 7503 Contemporary Topic Seminar****Three hours**

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

**BUS 8003 Managerial Finance****Three hours**

Application of finance and managerial accounting concepts and an understanding of their influence on financial strategies and business decisions. A prerequisite exists for this class.

**BUS 8013 Research Methods****Three hours**

An in-depth examination of research methods in the social sciences with an emphasis on business research. The course provides advanced quantitative and qualitative research tools necessary to conduct major business research projects. Topics in research methods include primary and secondary data analysis, sampling, survey design, and experimental designs.

**BUS 8113 Global Operations and Supply Chain Management****Three hours**

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

**BUS 8243 Cross-Cultural Business Management**

**Three hours**

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

**BUS 8253 Survey of Global Business Practice**

**Three hours**

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

**BUS 8263 International Business Practicum**

**Three hours**

A term-long intensive country-specific study experience with 1-2 weeks outside of the USA. Class sessions prior to and following the travel component of the class will be used for research, preparation, presentations, and assessment. Additional travel-related fees may be associated with this course.

**BUS 8266 Comprehensive International Business & Culture Practicum**

**Six hours**

A semester-long intensive country-specific student experience with 1-2 weeks outside of the United States. Class sessions prior to and following the travel component of the class will be used for research, preparation, presentations, and assessment. Students will complete a team-based consulting project that will be delivered to client companies during the travel portion of the class. Additional travel-related fees may be associated with this course. Prerequisite: instructor consent.

**BUS 8903 Selected Topics**

**Three hours**

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

**BUS 8993 Designing and Executing Strategies**

**Three hours**

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

## **Counseling (CNL) Courses**

**CNL 7013 Statistics and Research**

**Three hours**

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

**CNL 7023 Human Development**

**Three hours**

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

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

**Three hours**

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

### **CNL 7113 Principles of Family Therapy**

**Three hours**

An overview of the major theories and their therapeutic implications. Focus is on treatment of problems within a systems framework. Students are given a comprehensive survey of the major models of family therapy that includes but is not limited to the following: Bowenian, Contextual, Experiential, Solution- Focused, Structural, Strategic, and Narrative.

### **CNL 7123 Group Theory**

**Three hours**

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

### **CNL 7133 Theories and Techniques of Counseling**

**Three hours**

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

### **CNL 7313 Career Development Information and Vocational Education**

**Three hours**

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

### **CNL 7353 Introduction to Play Therapy**

**Three hours**

This course will cover the history, prominent theories, and research support for play therapy, as well as current trends and practices in play therapy. Fundamental play therapy skills will be covered, with a strong emphasis on child-centered play therapy. Implementation of play therapy within a family systems orientation will be a component of the course. Students who successfully complete the course will have sufficient knowledge to begin providing supervised play therapy. Prerequisite: CNL 7133.

### **CNL 7513 Introduction to Clinical Mental Health Counseling**

**Three hours**

This course provides an introduction to the history and foundations of mental health counseling. The roles, functions, and context of practicing in a variety of mental health settings will be explored. An overview of the professional issues and scope of practice for mental health professionals will be examined.

### **CNL 7613 Family of Origin**

**Three hours**

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

### **CNL 7623 Family Systems**

**Three hours**

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

### **CNL 7633 Principles of Marital Therapy**

**Three hours**

A study of the major theories and principles of marital therapy, focusing on the systemic models of marital therapy. Assessment techniques, intervention strategies, and issues common to marital therapy are examined. Prerequisite: CNL 7113.

### **CNL 7643 Family Sexuality**

**Three hours**

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

### **CNL 8013 Assessment**

**Three hours**

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

### **CNL 8033 Christian Foundations in Counseling**

**Three hours**

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

### **CNL 8043 Relationship Assessment**

**Three hours**

An examination of various relationship assessment instruments and their role in the assessment, diagnosis, and treatment of couples and families. Assessment of premarital, marital, parenting, and family systems is considered. Participants are trained in the administration and clinical application of

standardized inventories. Students also examine how their theoretical orientation forms their assessment methodology.

### **CNL 8053 Crisis Counseling**

**Three hours**

This course provides an overview of the theories, history, and practice of crisis counseling. The examination of the credentialing process and principles in Critical Incident Stress Management will be reviewed. Study of the techniques and interventions used in a variety of crisis settings will be a focus on the course.

### **CNL 8063 Addictions**

**Three hours**

This course provides an overview of the essential physiological, psychological, and social effects of drugs, chemical dependency, and other addictive behaviors (e.g. gambling, sexual addiction) taught from a general systems perspective. The etiology and history of addictions are discussed, as well as different theoretical approaches and treatment strategies, including outpatient and residential, individual, group, and family therapy.

### **CNL 8073 Diagnosis and Case Management**

**Three hours**

This course is a study of the diagnosis and treatment of abnormal behavior and personality and the foundations of case management. The student develops a working knowledge of the diagnostic categories of the current DSM and gains an understanding of the application of diagnosis to clinical practice. Students will also examine different models and strategies of case management, with emphasis on basic interviewing and assessment strategies, case conceptualization, and treatment planning for appropriate and effective intervention strategies; and effective documentation.

### **CNL 8133 Advanced Psychopharmacology**

**Three hours**

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

### **CNL 8143 Child and Adolescent Counseling**

**Three hours**

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

### **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 8313 Applied Research**

**Three hours**

Students in this course will learn advanced level research and statistics as applied in the counseling field. Students should have completed introductory level course work in statistics and research methods. Students will develop skills that will enable them to design, conduct, and report applied research. Students will be exposed to the logic underlying the research process, as well as a broad range of research designs. Throughout the course there will be an emphasis on both conceptual understanding and the development of practical skills. Prerequisites: Upper division undergraduate courses in statistics and research methods in the last five years with minimum grade of 'B' in each course, or CNL 7013 Statistics and Research.

### **CNL 8433 Professional Development and Ethics**

**Three hours**

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

### **CNL 8523 Orientation to Counseling in Elementary and Secondary Schools**

**Three hours**

An introduction to the application of counseling in an educational environment; this course is designed for non-educators who are seeking the school counseling emphasis 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 an approved school settings.

### **CNL 8533 School Policies and Issues**

**Three hours**

Study of the principles and models that are the basis for the organization and administration of counseling services in schools. Content includes construction of needs assessments, crisis response, community referrals and empirically sound techniques used to provide counseling services to school aged children. Based on the Arkansas model, course will emphasize the importance of outcome based assessments. Prerequisite: CNL 8523.

### **CNL 8613 Brief Therapy**

**Three hours**

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

### **CNL 8701 Pre-Practicum Laboratory**

**One hour**

An orientation to the requirements of practicum/internships. Students practice basic counseling skills, case management skills, and review the ethical considerations required of practicing counselors. Upon demonstration of a satisfactory working knowledge in each of these areas, the supervising faculty will grant approval for the student to enroll in practicum.

**CNL 8712 Practicum I in Play Therapy**

**Two hours**

A supervised clinical experience for the development of play therapy skills. Prerequisite or corequisite: CNL 7353.

**CNL 8722 Practicum II in Play Therapy**

**Two hours**

A supervised clinical experience for the development of play therapy skills. Prerequisite: CNL 8712.

**CNL 8732 Practicum III in Play Therapy**

**Two hours**

A supervised clinical experience for the development of play therapy skills. Prerequisite: CNL 8722.

**CNL 8813 Practicum I**

**Three hours**

A supervised experience for the development of counseling skills. Recommendation by the Department of faculty and admission into candidacy required.

**CNL 8823 Practicum II**

**Three hours**

A supervised experience for the development of counseling skills and competencies.

**CNL 8873, 8883, 8893 Internship I, II, III**

**Each course, three hours**

Supervised experience designed to develop competencies necessary for counseling. Prerequisites for 8873: CNL 8823 and recommendation by graduate Counseling faculty. Prerequisite for 8883: CNL 8873. Prerequisite for 8893: CNL 8883.

**CNL 8901, 8902, 8903 Selected Topics in Counseling**

**One to three hours**

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

**CNL 8911, 8912, 8913 Selected Topics in Play Therapy**

**One to three hours**

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

## **Teacher Education (ED) Courses**

**ED 7033 Christian Foundations and Instructional Facilitation**

**Three hours**

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

### **ED 7233 Human Development**

**Three hours**

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

### **ED 7353 Human Intellect and the Brain**

**Three hours**

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

### **ED 7411 Courage to Teach**

**One hour**

This one-hour, online seminar is offered in conjunction with Intercultural Communications. The course work builds on a simple premise: good teaching cannot be reduced to technique but is rooted in the identity and integrity of the teacher. Participants are asked to reflect on their inner self along with reading the text, "Courage to Teach". An additional fee associated with this course. Required for Project EQUIP students only. Corequisite: ED 8563.

### **ED 7421 Professional Learning Communities**

**One hour**

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

### **ED 7431 Coaching**

**One hour**

Coaching will be a component of each of the SIOP observations. SIOP coaches (site and project directors, school leaders, and JBU staff) will receive professional training from the Pearson Education Group through Inter-rater Reliability Training. Both teacher participants and SIOP coaches will receive additional training in the Pearson Compass Model. Teachers will be expected to receive a minimum of three SIOP classroom observations. The first observation will establish baseline data.

Observations two and three will include the coaching component. Required for Project EQUIP students only. Corequisite: ED 8533.

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

**Three hours**

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

### **ED 7733 Differentiated Learning**

**Three hours**

Differentiated Learning promotes the value of all learners and their unique contributions to the classroom as individuals. This course encompasses teacher preparation for the diverse learners in their classroom and provides the skills and knowledge necessary to allow for customization of instruction for learners with a range of differences. Learners will develop knowledge about the categories of disabilities under the Individuals with Disabilities Act as well as English Language Learners and gifted learners. Strategies to differentiate instruction, apply modifications and accommodations and incorporate assistive technology will also be emphasized. Field experience required.

### **ED 7933 Organizational Dynamics and Change**

**Three hours**

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

### **ED 8133 Building Learning Communities**

**Three hours**

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

### **ED 8173 Instructional Facilitation/Teacher Leadership**

**Three hours**

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

### **ED 8233 Advanced Curriculum Design**

**Three hours**

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

**ED 8353 Second Language Acquisition**

**Three hours**

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

**ED 8423 Pedagogy: Classroom Instruction**

**Three hours**

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

**ED 8443 Pedagogy: Management and Assessment**

**Three hours**

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

**ED 8473 Technology for School Leaders**

**Three hours**

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

**ED 8533 Curriculum & Instruction: TESOL**

**Three hours**

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

**ED 8553 Educational Assessment (TESOL)**

**Three hours**

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

### **ED 8563 Intercultural Communications**

**Three hours**

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

### **ED 8623 Literacy and Linguistics**

**Three hours**

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

### **ED 8633 Curriculum Alignment and Assessment**

**Three hours**

Application of assessment practices; using assessment for formative and summative purposes; collecting, organizing, and analyzing data for the purpose of program and instructional improvement; using technology for assessment; implementing assessment plans with integrity and fairness. Systematic alignment of curriculum to intentionally reinforce concepts and also to avoid repetition of learning at the same level; responding to diagnostic tools to align sequence of and concept density of content. Field experience required.

### **ED 8643 Literacy: Content-Specific**

**Three hours**

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

### **ED 8653 Literacy: All Areas**

**Three hours**

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

### **ED 8711 Practicum I**

**One hour**

This course provides an opportunity for the candidate to gain experience in a school setting for a minimum of 15 hours, prior to internship. The candidate will play the role of participant-observer, making focused observations that are intentionally correlated with content learned in 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 8813 Action Research Practicum**

**Three hours**

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

### **ED 8881 Intern Seminar**

**One hour**

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

### **ED 8886 Internship**

**Six hours**

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

## **Higher Education (HED) Courses**

### **HED 7113 History and Philosophy of American Higher Education**

**Three hours**

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

**HED 7663 The College Student: Issues, Policies, and Programs****Three hours**

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

**HED 7993 Administrative Leadership in Higher Education****Three hours**

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

**HED 8223 Educational Program Development and Implementation****Three hours**

Application of learning from core courses in practical ways to provide solutions to real-world problems within an educational setting. Students examine program purposes, outcomes, planning models, transfer of learning models, budget development and evaluation. The culminating project is the development of an educational program related to the student's professional goals. The student is encouraged to take this course toward the end of their plan of study.

**HED 8263 Higher Education Practicum****Three hours**

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

**HED 8903 Selected Topics****Three hours**

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

## **Leadership (LDR) Courses**

**LDR 7113 Foundations of Leadership****Three hours**

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

**LDR 7223 Mission, Vision, and Values****Three hours**

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

**LDR 7343 Corporate Governance and Ethics**

**Three hours**

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

### **LDR 7503 Executive Leadership Seminar**

**Three hours**

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

### **LDR 7993 Building Teams**

**Three hours**

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

### **LDR 8003 Ethical Decisions in Organizations**

**Three hours**

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

### **LDR 8033 Christian Foundations for Organizational Leaders**

**Three hours**

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

### **LDR 8113 Leading Change**

**Three hours**

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

### **LDR 8243 Emotional Health in Organizations**

**Three hours**

Working together and effecting change require more than technical and intellectual capabilities. Leaders must be able to assess and manage their own emotions as well as the emotions of others and of groups. Students explore areas such as emotional intelligence, adversity, conflict, peacemaking, and acceptance for the purpose of learning how to lead healthy groups in God-honoring ways. We were created in God's image with a mind, will, and emotions. By combining the intellect (the Head) with healthy emotions and emotional relationships (the Heart), leaders can have a more profound impact on the world.

**LDR 8333 Global Leadership and Ethics**

**Three hours**

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

**LDR 8903 Selected Topics**

**Three hours**

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

# Board of Trustees

July 1, 2014 - June 30, 2015

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

# Administration

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

Ed.D., Ball State University

M.S., Wright State University

B.A., Taylor University

JOHN V. CARMACK, Director of Graduate Counseling Education, 1998.

Ph.D., Texas Woman's University

M.Div., Trinity Evangelical Divinity School

B.A., University of Arkansas, Little Rock

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

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

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

Ed.D. Texas Tech University

M.A. Dallas Theological Seminary

B.A. Texas Tech University

STACEY L. DUKE, Dean, Degree Completion Programs and Coordinator of Online Initiatives, 2016.

D.S.L., Regent University

M.B.A., Bryan College

B.A., Southeastern Louisiana University

J. RICHARD ELLIS, Dean of the Graduate School, 1993.

Ph.D., University of Michigan

M.Div., Biola University

B.R.Ed., William Tyndale College

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

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

B.A., Calvin College

TODD M. GOEHNER, Director of the Graduate Fine Arts Program, 2005.

M.F.A., University of Idaho

B.S., John Brown University

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

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

KATHY HOGAN, Instructional Designer of the Office of Distance Learning, 1998.

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

JAMES L. KRALL, Vice President for University Advancement, 1996.

Ed.D., University of Tennessee

M.A., Ball State University

B.A., Taylor University

REBECCA J. LAMBERT, Dean of Academic Services and Registrar, 2000.

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

B.S., Ball State University

RYAN A. MARTIN, Director of the Fort Smith CARE Clinic, 2008-2012, 2015.

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

B.A., Oklahoma Baptist University

DENISHA K. MCCOLLUM, Director of the Graduate Business Program, 2007.

M.S.L.E., John Brown University

M. Ed., North Central University

B.A., University of Arkansas

CHRISTA M. MEANS, Director of the CARE Clinic, Fort Smith, 2014.

M.S., John Brown University

B.A., University of Arkansas

ROBERT B. NORWOOD, Associate Vice President for Academic Administration; Dean of Undergraduate Studies; Director of Assessment, 1998.

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

GARY J. OLIVER, Executive Director of the Center for Healthy Relationships; 1998.

Ph.D., M.A., University of Nebraska

Th.M., Fuller Theological Seminary

M.Div., Talbot Theological Seminary;

B.A., Biola University

JUSTIN W. PHILLIPS, Executive Director of the CARE Clinics, 2011.

M.S., John Brown University

B.S., Williams Baptist College

CALVIN E. PISTON, Dean of Institutional Effectiveness, 1982.

Ph.D., University of Arkansas

M.A., B.A., University of California, Davis

CHARLES W. POLLARD, President, 2004.

Ph.D., University of Virginia

M.A., Oxford University

J.D., Harvard Law School

B.A., Wheaton College

RODNEY P. REED, University Chaplain, 2008.

Ph.D., University of Bristol, England

M.Div., Bethel Theological Seminary

B.A., Sioux Falls College

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

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

TIFFANY S. TAYLOR, Associate Registrar of Graduate and Degree Completion Programs, 2006-2010, 2014.

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

C. JEFFERY TERRELL, Dean of the College of Education and Human Services, 2014

Ph.D., M.S., University of Southern Mississippi

M.Div., New Orleans Baptist Theological Seminary

B.A., Samford University

THOMAS VERDERY, Executive in Residence, The Soderquist Center, 2010.

M.B.A., The University of Dallas

B.A., Texas Tech University

JOE F. WALENCIAK, Dean of the Donald G. Soderquist College of Business, 1982.

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

B.S., John Brown University

BARRY J. WINGFIELD, Director of the CARE Clinic, Little Rock, 2014.

Ph.D., University of Louisiana

M.S., Texas A&M University

B.A., Harding University

# Faculty

JOHN V. CARMACK, Professor of Marriage & Family Therapy, 1998.

Ph.D., Texas Woman's University

M.Div., Trinity Evangelical Divinity School

B.A., University of Arkansas at Little Rock

NICHOLAS A. CORNETT, Assistant Professor of Counseling, 2012.

Ph.D., University of North Texas

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

TODD M. GOEHNER, Associate Professor of Visual Arts, 2005.

M.F.A., University of Idaho

B.S., John Brown University

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

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

B.A., University of Arkansas

RYAN A. MARTIN, Assistant Professor of Graduate Counseling, 2008-2012, 2015.

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

B.A., Oklahoma Baptist University

GINA M. MAYHEW, Assistant Professor of Education, 2013.

M.A., Grand Canyon University

B.S.E., John Brown University

DENISHA K. MCCOLLUM, Assistant Professor of Business, 2007.

M. Ed. North Central University

M.S.L.E. John Brown University

B.A. University of Arkansas

CHRISTA M. MEANS, Instructor of Counselor Education, 2014.

M.S., John Brown University

B.A., University of Arkansas

GARY J. OLIVER, Professor of Psychology and Practical Theology, 1998.

Th.M., Fuller Theological Seminary

Ph.D., M.A., University of Nebraska

M.Div., Talbot Theological Seminary

B.A., Biola University

JUSTIN W. PHILLIPS, Instructor of Marriage and Family Therapy, 2011.

M.S., John Brown University

B.S., Williams Baptist College

CHARLES A. ROMIG, Professor of Marriage and Family Therapy, 2008.

Ph.D., Purdue University

M.A., Trinity Evangelical Divinity School

B.S., University of Illinois

DeANNE J. TERRELL, Professor of Counseling Psychology, 2014.

Ph.D., University of Southern Mississippi

M.S., Georgia State University

B.A., Samford University

C. JEFFERY TERRELL, Professor of Counseling Psychology, 2014.

Ph.D., M.S., University of Southern Mississippi

M.Div., New Orleans Baptist Theological Seminary

B.A., Samford University

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

D.B.A., Anderson University

M.B.A., John Brown University

B.S., Pittsburg State University

THOMAS VERDERY, Professor of Business, 2010.

M.B.A., The University of Dallas

B.B.A, Texas Tech University

RANDALL E. WALDRON, Professor of Economics and International Business, 2012.

Ph.D., Vanderbilt University

B.A., Northwestern University

JOE F. WALENCIAK, Distinguished Professor of Business, 1982.

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

B.S., John Brown University

ABBEY G. WHITE, Assistant Professor of Counseling Psychology, 2014.

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

B.S., Indiana University

BARRY J. WINGFIELD, Associate Professor of Marriage and Family Therapy, 2014.

Ph.D., University of Louisiana

M.S., Texas A&M University

B.A., Harding University

Note: All faculty and administration listings are as of Spring 2015.

# Faculty Emeriti

IDA M. ADOLPHSON, Ed.D., Psychology, 1973 - 1993

JACK AUGUSTINE, Ed.D., Health Promotion and Human Performance, 1985 - 1997

DONALD P. BALLA, M.S., J.D., Accounting, 1985 - 2014

A. LeVON BALZER, Ph.D., Administration, 1994 - 2004

LINDA L. BECKMAN, D.Mus.A., Music, 1996 - 2011

ANDREW C. BOWLING, Ph.D., Biblical Studies, 1969 - 1999

M. LISA BRANDOM, Ed.D., English, 1984 - 2006

HARRIET J. BRICKER, M. Ed., Education, 2008 - 2013

WILLIAM H. BURNSIDE, Ph.D., History, 1969 - 1990

G. ROBERT BURNS, Ed.D., Health and Sport, 1975 - 2006

DOYLE M. BUTTS, Ph.D., Economics, 1971 - 2012

DAVID A. CATER, Ph.D., Psychology, 1993 - 2012

GLENNA BELLE DAVIS, Ed.D., Health Promotion and Human Performance, 1964 - 1994

KENT DAVIS, Ph.D., Construction Management, 1969 - 1975, 1977 - 2004

MICHAEL T. FLYNN, M.A., Broadcasting, 1977 - 1999

MEL R. FRATZKE, P.E.D., Administration, 1997 - 2001

KENNETH W. FRENCH, Ph.D., Mechanical Engineering, 1971 - 2009

GARY M. GUINN, Ph.D., English, 1977 - 2012

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

MARY E. HABERMAS, M.L.S., Library, 1994 - 2015

JOHN C. HILL, M.A., Adult Education and Administration, 1978 - 2012

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

MICHAEL D. KENNELLEY, Ph.D., Business, 2000 - 2015

PAUL G. KIMBALL, M.B.A., Business, 1981 - 1999

EDWARD C. KLOTZ III, D. Miss., Intercultural Studies, 1996 - 2014

THOMAS R. LAMBORN, Ed.D., Education, 2003 - 2015

FRED P. LOLLAR, M.A., Journalism, 1984 - 1992

CAROLE A. MAINES, Ph.D., Counselor Education, 1995 - 2012

ARNOLD C. MAYER, M.Ed., Communication and Adult Education, 1989 - 2007

LEE T. NETHERTON, Ph.D., Chemistry, 1969 - 2005

RICHARD L. NISWONGER, Ph.D., History and Biblical Studies, 1964 - 1969, 1970 - 1997  
PAT R. O'BRIEN, Ph.D., Business, 2004 - 2014  
LARRY O'KELLEY, M.A., Sociology, 1967 - 1994  
JAMES V. PEARSON, Ph.D., Engineering, 1959 - 1962, 1963 - 2002  
N. EDWARD RENFROW, Ed.D., Health and Sport, 1981 - 2004  
LINDA G. ROMIG, Ed.D., Education, 1985 - 2007  
RICHARD L. RUBLE, Ph.D., Th.D., Biblical Studies, Psychology, and Administration, 1964-1999  
LEO SETIAN, Ph.D., Electrical Engineering, 1970 - 2012  
LARRY G. SEWARD, Ed.D. Biology, 1970 - 2007  
JOHN E. SHEEHY, M.A., Men's Basketball Coach, 1989 - 2007  
DON W. SIEMENS, Ph.D., Mathematics, 1984 - 2012  
MARION SNIDER, B.S., Administration, 1940 - 1985  
SHIRLEY FORBES THOMAS, Ph.D., English, Honors, and Administration, 1969 - 2001  
SANDRA S. VAN THIEL, Ph.D., Education, 1974-1976, 1981 - 2013  
JAMES C. WALTERS, D.Min., Biblical Studies, 1968 - 2003  
K. GARY WARNER, M.S., Journalism, 1993 - 2010  
GILBERT B. WEAVER, Th.D., Biblical Studies, 1960 - 1969, 1972 - 1999  
CHARLES D. WILLIS, B.Arch., Building Construction, 1946 - 1986  
HELEN B. WILMOTH, Ed.D., Home Economics, 1967 - 1985  
JACQUELINE S. WRIGHT, M.Ed., Administration, 2006 - 2014  
JOE M. ZIMMERMAN, Ph.D., Music, 1956-1960, 1961 - 1966, 1967 - 1969, 1971 - 1996

*Last update: May 2015*