



Graduate School
2017-2018
ACADEMIC CATALOG

Published by John Brown University
Siloam Springs, Arkansas
Spring 2017

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
 - Statement of Faith
 - Educational Philosophy
 - History:
 - Head, Heart, and Hand
 - Accreditation
 - Council for Christian Colleges & Universities
 - Locations and Student Body
 - Soderquist Leadership
 - The Center for Healthy Relationships
- Graduate School Profile
 - History
 - Facilities
 - Educational Centers
 - CARE Clinics
 - Play Therapy Institute
 - Online Options
 - Faculty
 - International Practicums
- Admission
 - Admission Requirements
 - Entrance Exam Requirements
 - Admission Status
 - International Admission Requirements
 - Non-Discriminatory Statement
- Financial Planning
 - Cost of Attendance and Fees
 - Valuables
 - Student Accounts
 - Financial Aid
 - Veterans Administration Benefits
- Academic Policies
 - Catalog Regulations
 - Changes in Requirements and Regulations
 - Course Credits
 - Enrollment Status

- Prerequisites and Corequisites
 - Graduate Credit toward Undergraduate Degree
 - Time Limits
 - Recency of Credit
 - Adding and Dropping Courses
 - Refund Policy
 - Attendance Regulations
 - Academic Integrity
 - Grading System
 - Independent Study
 - Auditing Courses
 - Transfer of Credit
 - Additional Master's Degree
 - Late Enrollment
 - Quality Standards for Continuance in the Graduate School
 - Academic Suspension
 - Appeal Policy
 - Grade Renewal
 - Graduation
 - Transcripts
 - Access to Educational Records (FERPA)
- **Student Resources**
 - Resources for Learning
 - John Brown University Library
 - Information Technology Services
 - Office of Academic Assistance
 - Services for Students with Disabilities
 - Student Development Office
 - Counseling Center
 - Career Development Center
 - Office of Christian Formation
 - Graduate Christian Fellowship
 - Health Services
 - International Programs Department
 - Resources for Lifestyle - Walton Lifetime Health Complex
- **Program Requirements**

Soderquist College of Business

Department of Graduate Business

Business Administration (M.B.A.)

International Business Concentration

Market Research and Consumer Insights Concentration

Organizational Behavior

Leadership and Ethics (M.S.)

College of Education and Human Services

Department of Graduate Counseling

Clinical Mental Health Counseling (M.S.)

Marriage & Family Therapy (M.S.)

Graduate Certificate Program in Play Therapy

Post-Master's Credit Fulfillment

Department of Graduate Higher Education

Higher Education (M.A.)

Department of Graduate Teacher Education

Educational Leadership (M.Ed.)

School Counseling (M.S.)

Special Education (M.Ed.)

Teaching (M.A.T.)

Division of Communication and Fine Arts

Department of Graduate Visual Arts

Collaborative Design (M.F.A.)

Division of Engineering and Construction Management

Department of Cybersecurity

Cybersecurity (M.S.)

- **Course Descriptions**

Course Numbers

Art (ART)

Business (BUS)

Counseling (CNL)

Cybersecurity (CYB)

Education (ED)

Higher Education (HED)

- **Personnel**

Board of Trustees

Faculty & Administration

Faculty Emeriti

For information concerning the Traditional Undergraduate Programs or the JBU Online Undergraduate Program, please refer to the respective 2017-2018 Undergraduate or Online Undergraduate catalog.

GRADUATE SCHOOL ACADEMIC CALENDAR

FALL 2016

M 8/22	Classes Begin
M 9/5	Labor Day Holiday
F 9/23	Last Day to Drop A-Section Classes
M 10/17	Last Day of A-Section Classes
W 10/19	B-Section Classes Begin
F 10/28	Last Day to Drop 16-Week Classes
M 11/21	Last Day to Drop B-Section Classes
W 11/23 - F 11/25	Thanksgiving Holidays
F 12/16	Last Day of Classes
Sa 12/17	Commencement Exercises

FALL 2017

M 8/21
M 9/4
M 9/25
F 10/13
M 10/16
F 10/27
F 11/17
M 11/20 - F 11/24
F 12/15
Sa 12/16

SPRING 2017

M 1/9	Classes Begin
R 2/9	Last Day to Drop A-Section Classes
F 3/3	Last Day of A-Section Classes
M 3/6	B-Section Classes Begin
W 3/15	Last Day to Drop 16-Week Classes
M 3/20 - F 3/24	Spring Break
	Good Friday Holiday
R 4/13	Last Day to Drop B-Section Classes
F 4/14	Good Friday Holiday
F 5/5	Last Day of Classes
Sa 5/6	Commencement Exercises

SPRING 2018

M 1/8
R 2/8
F 3/2
M 3/5
W 3/14
M 3/19 - F 3/23
F 3/30
F 4/13
F 5/4
Sa 5/5

SUMMER 2017

M 5/8	Classes Begin
M 5/29	Memorial Day Holiday
T 6/6	Last Day to Drop A-Section Classes
F 6/23	A-Section Classes End
M 6/26	B-Section Classes Begin
W 7/12	Last Day to Drop 14-Week Classes
M 7/3 - F 7/7	Summer Break
M 7/31	Last Day to Drop B-Section Classes
F 8/18	Last Day of Classes

SUMMER 2018

M 5/7
M 5/28
T 6/5
F 6/22
M 6/25
F 7/11
M 7/2 - F 7/6
M 7/30
F 8/17

The Mission of the University

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

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

Statement of Faith

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

1. We believe the Bible to be the inspired, the only infallible, authoritative word of God.
2. We believe that there is one God, eternally existent in three persons: Father, Son and Holy Spirit.
3. We believe in the deity of our Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His vicarious and atoning death through His shed blood, in His bodily resurrection, in His ascension to the right hand of the Father, and in His personal return in power and glory.
4. We believe that for the salvation of lost and sinful 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 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-eight year history by the leadership of the founder, his son, John Brown Jr., his grandson, John Brown III, and Presidents George Ford, Lee Balzer, and now Charles Pollard.

Head

The university offers an education based on a liberal arts core curriculum and 44 undergraduate majors. Also available at JBU are academic opportunities for professionals and graduates. The Degree Completion Program (now known as JBU Online Undergraduate) 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, Cybersecurity, Fine Arts, and Teacher 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, 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 98 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, <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.

All business degree programs of the 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 of the liberal arts and sciences. Member schools, which must be accredited four-year institutions, are committed to maintaining the highest academic standards within an environment which fosters moral and spiritual development in individuals and communities. Incorporated in 1982, the CCCU includes schools representing more than 30 denominations and offers numerous interchange programs in academics and assessment. Headquarters are at 329 Eighth Street NE, Washington, DC 20002, <http://www.cccu.org>, (202) 546-8913, fax (202) 546-8713.

Locations

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.

Student Body

John Brown University's student body consists of approximately 1,300 in traditional programs, about 300 students participating in the JBU Online Undergraduate Program for adult learners, and more than 650 enrollees in the Graduate School programs.

SODERQUIST LEADERSHIP

Soderquist Leadership has impacted people by delivering values-focused leadership training and development since 1998. Customizable leadership training programs are offered at the individual, team, and organizational level for corporate and nonprofit groups. Through programs such as the Leadership Circle for Suppliers, Senior Team Alignment, Strategic Planning, culture building and our flagship, Milestone Leadership Intensive, we successfully help leaders and their organizations accelerate performance to get further, faster.

Undergraduate and graduate students at John Brown University benefit as well from participating in targeted leadership development programs offered through Soderquist Leadership.

Our two-year Soderquist Fellowship program is available 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. These students work full-time for Soderquist Leadership, receiving full tuition and a stipend for a two-year experience while completing their graduate degrees. In their roles they contribute directly to our mission, gaining valuable experience working alongside veteran business leaders.

Our goal as an organization is to continue building leaders worth following. We are striving to develop leaders who have clarity in values and purpose, who recognize the importance of results as well as the people who achieve them. It is these who leaders create great places to work and impact their communities.

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

THE CENTER FOR HEALTHY RELATIONSHIPS

The CHR vision is a world where everyone is equipped for a lifetime of healthy relationships.

The CHR mission is to provide individuals, couples, families and organizations with practical and innovative resources that encourage and empower the growth of healthy relationships in personal and professional settings.

The CHR goals include:

1. Design, develop and deliver “whole person” resources that encourage emotional, relational and spiritual growth and maturity in a person’s mind, will and emotions—whole men and women with a growth-focused perspective living in abundance and reflecting the reality of God’s power and presence in their lives.
2. Provide informational and training events designed to instill Christ-centered principles of healthy relationships across the life-cycle and social economic spectrum in ways that strengthen marriages and families, churches, schools, and corporations.
3. Provide innovative resources that promote healthy personal and professional relationships by increasing Emotional and Relational Intelligence (ERQ™), teaching healthy communication and conflict management skills, locally, regionally, nationally, and internationally.
4. Partner with community agencies through the CHR RelationshipsMatter Project to provide relationship programs and resources for underserved populations (generational poverty, lower-income, prisoners and parolees) and other special-needs groups.
5. Through the CHR ChurchStrong program actively support pastors, church, and parachurch leaders in assessing, through the CHR Church Relationship Assessment, the emotional, relational and spiritual state of a congregation, identify growth opportunities, provide education and enrichment to increase the effectiveness of existing marriage and other relationship ministries, and to equip leaders to facilitate the implementation of new and existing ministries.
6. Partner with institutions of higher education to help colleges and universities identify, through the CHR Student Relationships Assessment, the degree to which their efforts are making a measurable difference in the emotional, relational and spiritual lives of their students, and help them design ways to more effectively meet those needs.
7. Expand our ongoing efforts to increase the awareness of the personal and corporate value of healthy relationships, and help Northwest Arkansas become a place that is known for healthy marriages and strong families.

Visit Liferelationships.com to learn more.

The Graduate School

Ellis (dean)

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 2012, the Master of Arts in Teaching (M.A.T.) degree in 2014, the Master of Fine Arts (M.F.A.) degree in Collaborative Design in 2015, a Master of Arts (M.A.) degree in Higher Education in 2016, and a Master of Science (M.S.) degree in Cybersecurity in 2017.

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

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 the Tucker Hill Play Therapy Wing of the CARE Clinic located on JBU's main campus. The 2,400 square-foot Tucker Hill Play Therapy Wing includes therapy suites specifically designed to deliver play therapy services. The suites include sandtray rooms, family-sized play therapy suites and a parental consultation suite. The Play Therapy Institute has been designated as an approved provider of play therapy education by the Association for Play Therapy (APT Approved Provider number 13-350).

Online Options

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

Faculty

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

International Practicums

Graduate students may earn graduate credit through study abroad opportunities offered by JBU. Travel locations 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 & DIVISIONS

Graduate School programs in Business, Counseling, Cybersecurity, Higher Education, Teacher Education, and Visual Arts

Soderquist College of Business

Department of Graduate Business

Business Administration (M.B.A.)

Concentration in International Business

Concentration in Market Research and Consumer Insights

Concentration in Organizational Behavior

Leadership and Ethics (M.S.)

College of Education and Human Services

Department of Graduate Counseling

Clinical Mental Health Counseling (M.S.)

Marriage and Family Therapy (M.S.)

Graduate Certificate in Play Therapy

Department of Graduate Higher Education

Higher Education (M.A.)

Department of Graduate Teacher Education

Educational Leadership (M.Ed.)

School Counseling (M.S.)

Special Education (M.Ed.)

Teaching (M.A.T.)

Division of Communication and Fine Arts

Department of Graduate Visual Arts

Collaborative Design (M.F.A.)

Division of Engineering and Construction Management

Department of Cybersecurity

Cybersecurity (M.S.)

ADMISSION

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 www.jbu.edu/grad/admissions.
2. Provide an official transcript from the college awarding the undergraduate degree. Provide official transcripts of graduate course work completed and/or degrees earned at any other institution, if applicable. Transcripts must be mailed by the college or university directly to the 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. Students applying for M.Ed. programs must hold a valid teaching license.
6. Students applying for the M.F.A. in Collaborative Design must also submit a digital portfolio and a resume or curriculum vitae.
7. Provide additional information or participate in an admission interview if requested by the department head 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; 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 an earned GPA of 3.0 or higher for their undergraduate degree 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. The entrance exam may be waived for applicants who hold an earned graduate degree from an accredited institution in a related field.

Cybersecurity Program

No entrance exam is required.

Teacher Education Programs

For regular admission, applicants must score 290 or higher with a minimum verbal score of 145 on the GRE. For admission to the MAT program, applicants can either meet the following GRE scores: Verbal score of 142 or higher; Quantitative score of 142 or higher; and Writing score of 3.5 or higher or meet the Arkansas Department of Higher Education cut scores for the [Praxis Core assessment](#).

Higher Education Program

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; 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 an earned GPA of 3.0 or higher for their undergraduate degree or who hold an earned graduate degree from an accredited institution.

Collaborative Design Program

No entrance exam is required.

Admission Status

Applications for graduate admission are reviewed by the respective department head 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 3.0 cumulative grade point average and receives the recommendation of the department head, 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 department head and the Dean. Students enrolled in degree programs have priority over non-degree students in class registrations and on waitlists.

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 80 or higher on the web-based exam.

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 an official transcript from the college awarding the undergraduate degree. Provide official transcripts of graduate course work completed and/or degrees earned at any other institution, if applicable. Transcripts must be mailed by the college or university directly to the graduate 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. Must receive 550 or above for paper-based test or 79 or higher on the internet-based test.

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 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 department head or Dean.

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

Nondiscriminatory Statement

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

COST OF ATTENDANCE

Tuition for 2017-2018 Graduate School Programs

Business, Counseling (including School Counseling), and Visual Arts	\$560/credit hour
Cybersecurity	\$600/credit hour
Teacher Education and Higher Education	\$460/credit hour

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 **\$125/credit hour**

Official Transcript Fee **\$5**

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

Late Registration Fee **\$50**

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

Payment Plan Enrollment Fee **\$5/unit**

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. Students may register [online](#) and the registration fee is waived for graduate students. Those graduate students attending classes on JBU's Siloam Springs' campus or visiting there regularly will need parking decals.

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.

For more information, refer to [Campus Safety](#) on the web, email campussafety@jbu.edu, or call (479) 524-7403.

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

Students have two payment options. The first option is to pay in full (net of pending financial aid) five days prior to the start of the term. The second option is to self-enroll in a payment plan before the term begins. Plan payments are due on the 5th of each month to pay in full by the last month in your term. A \$5 enrollment fee applies. If a student sets up automatic payments, the enrollment fee is waived. Payment plan balances will accrue interest at 5% annual percentage rate. The university reserves the right to change the fee structure as needed to fund the payment plan program. Certain non-traditional terms are not eligible for payment plans.

Paper check, E-check, VISA, MasterCard, Discover, and American Express are accepted.

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

The Student Accounts Representative may be contacted at studentaccounts@jbu.edu.

FINANCIAL PLANNING

Financial Aid

Each year a majority of graduate students attending John Brown University benefit from federal loans. Students enrolled at least half-time and seeking financial aid are required to complete the Free Application for Federal Student Aid (FAFSA) at www.fafsa.gov. For additional information, visit the web at jbu.edu/grad/financial_aid/. To ensure that financial aid eligibility is determined in a timely manner, submit the FAFSA at least eight weeks prior to registration. Only eligible US citizens or non-citizens pursuing master's degrees or certificates are eligible for aid.

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

Financial Aid Policy

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

Satisfactory Academic Progress

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

1. The GPA Standard (Qualitative)

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

2. The Pace of Progress Standard (Quantitative)

- Students must pass a minimum of 67% of the credits attempted during their academic career.
 - In accordance with Federal Student Aid requirements, the Financial Aid Office allows the student the opportunity to receive federal aid for only one retake of a class. A repeated course is counted as attempted and successfully completed if a passing grade is earned.
- Undergraduate students cannot attempt more than 150% of the credits required for completion of the student's degree.

- In the case of a transfer student who may have earned credits at another institution, only the credits that apply to the student's degree will be considered as part of the 150% degree maximum.

Appeal Process

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

While the Associate Vice President may allow for other mitigating circumstances depending on the merit of the appeal, some examples where the university makes allowances for mitigating circumstances include:

- a) Death in the family or death of a close friend
- b) Serious illness of a family member
- c) Medical complications or prolonged illness of the student
- d) Inability to attend classes due to unexpected lack of transportation
- e) Serious financial problems requiring excessive hours of employment

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

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

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

Additional SAP Considerations

- *Incompletes:* An incomplete ('I') is counted as an attempted class that was not successfully completed.
- Per traditional undergraduate academic policy, an incomplete grade must be made up within 30 days after the official grade reporting date. After the 30 days, the incomplete grade will be changed to the grade of 'F' and can only be changed upon approval of the instructor and the

Dean of Undergraduate Studies. In extenuating circumstances, the instructor may request an extension date from the Associate Dean of Academic Services.

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

Graduate/Online Undergraduate:

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

In the second method, the professor includes a complete attendance record for the class with the submission of final grades. The administration then distributes this information via email/fax to each of the campus offices affected, including the Financial Aid Office. For online undergraduate students, the administration is the JBU center that oversees the student's campus (JBU Rogers Center for the Rogers campus; JBU Fort Smith Center for the Fort Smith Campus; JBU Little Rock for the Little Rock

campus). For graduate students, the administration is either the administrative assistant in the Office of the Graduate School or the administrative assistant in the respective Division of the Graduate School.

Veterans Administration Benefits

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

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 department head and the Dean for permission to change to a later catalog.

Changes in Requirements and Regulations

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

Graduate Credit toward Undergraduate Degree

John Brown University undergraduate students may receive permission to substitute JBU graduate courses for required or elective courses in an undergraduate degree program and then subsequently count those same courses as fulfilling graduate requirements in a related graduate program that the

institution offers. Undergraduate students requesting to take graduate courses must have junior or senior standing, possess a cumulative undergraduate grade point average (CGPA) of 3.0 or higher, and receive permission from the respective graduate department head. Applicability of specific graduate courses toward undergraduate degree requirements is determined by the respective undergraduate department head. A maximum of 12 graduate hours may apply toward both an undergraduate degree and a graduate degree.

Time Limits

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

Recency of Credit

Credit earned ten years or more prior to admission to a student's current graduate program may not be applied toward meeting graduation requirements without special approval by the department head 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 department head 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 department head and are subject to a late fee.

Semester and half-semester graduate courses dropped within the 100% refund period will not appear on the student's permanent record. Students who drop a course after the 100% refund period and by the "Last Day to Drop a Course" will receive a 'W' on their 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 before the end of the first week of the semester

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

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

100% refund before the end of the first week of the term
80% refund before the end of the second week of the term
40% refund before the end of the third week of the term
No refund after the third week of the term

For non-sequential weekend courses:

100% refund before the end of the first week of class, beginning with the start of the first day of class
80% refund before the end of the second week following the first day of class
40% refund before the end of the third week following the first day of class
No refund after the third week of class

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

For 1-4 day seminar courses:

100% refund if dropped seven or more days before the first class meeting
80% refund if dropped within the seven days before the first class meeting
No refund beginning the first day of class or later

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

Other fees are non-refundable.

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

Attendance Regulations

General Policy

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

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

Non-Attendance Resulting in Withdrawal

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

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

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

The following are not included in grade point average:

I-Incomplete Work	S-Satisfactory	NC-No Credit Earned
W-Withdrawn	U-Unsatisfactory	

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 advisor, the department head, 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 \$125 per semester hour will be charged to the student. The student will also pay all normal per-credit tuition charges.

Auditing Courses

Because of the participatory nature of most graduate classes, students wishing to audit a graduate class must secure the permission of the instructor and the approval of the department head. The student must register as an auditing student. The name of the student will be entered on the class roll, and the course appears on the student's academic record, but without credit and with a final grade of 'AU' 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 of Credit

Applicants who have taken graduate courses at other universities may be allowed to transfer some of their previous courses into their JBU graduate program. Students may transfer up to 25% of the degree program toward fulfillment of a graduate degree. No grade below a 'B-' may be transferred into a

graduate degree program at JBU. Transfer of credit must be approved by the department head 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 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 3.0. A student whose cumulative GPA falls below a 3.0, who is not making satisfactory progress toward the degree or who is failing to demonstrate an ability to succeed in their plan of studies, may be denied permission to register, required to withdraw, or dismissed from the program.

The grade of 'C' is the minimum passing grade for graduate credit; however, the maximum number of credit hours of 'C' or 'C+' that may be applied toward a master's degree is nine semester hours or 25% of the hours required for a degree, whichever is less. A graduate-level course in which the student earned a grade of 'C-' or lower cannot be applied toward a graduate degree. 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 3.0 is automatically placed on probationary status. The department head 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 3.0, 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 3.0 or higher will be taken off probation, or
- b) a student whose cumulative grade point average is still below 3.0 will be dismissed. Students who are dismissed will be informed of this action by the Graduate 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 3.0 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 3.0 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 department head 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 department head and the Dean must approve the petition before a student can enroll in the program.

Academic Suspension

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

Appeal Policy

Occasionally a student may wish to appeal an academic action such as a grade, a graduation requirement, or a withdrawal penalty. Such appeals should be made in writing to the Dean. In most cases the student should first request the support of their advisor or department head. If the complaint is about a faculty member, the following process should be followed.

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

1. Any student with a complaint about a faculty person should discuss the complaint first with that faculty person.
2. If talking with the faculty person does not bring resolution, or if there is reluctance to approach the faculty person, the student should meet with the appropriate department head and present a concise, well thought out statement of the problem and the desired resolution.
3. Before officially considering the complaint the department head will offer to meet with the student and the accused faculty person. If the student is unwilling to attend such a meeting, the Dean or department head is at liberty to dismiss the complaint at that point.
4. The Dean, or any other administrator, faculty, or staff person, when approached by a student with a complaint against a faculty person, must advise the student to follow the procedure listed above.

5. If the student consents to a meeting with the department head and the faculty person, the complaint will be heard formally in that meeting. The department head will be responsible for documenting the proceedings and outcome of the meeting in writing and for keeping that documentation on file.
6. The accused faculty person or the aggrieved student may request a second meeting within seven days to which both the faculty person and the student, within limits set by the department head, may invite colleagues and students. The written documentation of the proceedings and outcome of this second meeting is the department head's responsibility as well.
7. If the problem is not resolved to the satisfaction of either party, an appeal may be made to the 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 department head 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

Graduation Requirements

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

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

In order to graduate, each student must:

1. Satisfactorily complete requirements for the specific graduate program for which the student is enrolled within the time designated in the catalog (refer to Time Limits), following acceptance as a graduate student. In the case of extenuating circumstances, a petition for extension of time will be considered by the department head 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 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 submission of a written request to the Registrar's Office, provided the student has made satisfactory arrangements with the Business and Financial Aid Offices with respect to financial obligations. Transcripts are not released unless the student grants permission through a signed statement.

The first official transcript is issued without charge; a \$5 charge is incurred for each official transcript thereafter. [Transcript requests](#) can be found on 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 42,000 periodical titles, nearly all of which are available electronically. The library also subscribes to 130 electronic databases (full-text periodicals, online reference resources, and indexes). The library provides access to 230,000 e-book titles, including 850 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 classroom, presentation practice equipment and spaces, quiet and comfortable spaces for reading, and 46 computers for student use. The Writing Center and ITS Help Desk are also located in the JBU Library.

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 Leadership 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/, 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 online or via e-mail at 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.

Library Hours (*may vary*)

Monday – Thursday	7:30am - Midnight
Friday	7:30am - 5:00 pm
Saturday	11:00am - 6:00pm
Sunday	3:00pm - Midnight

Library Contacts

Circulation	479.524.7202
Research Assistance	479.524.7153
Interlibrary Loan	479.524.7276
Instructional Services	479.524.7355
Email	library@jbu.edu

LIBRARY WEB SITE: <http://www.jbu.edu/library/>

LIBRARY CARD: Use your JBU student ID card. You may also borrow materials from 27 academic libraries in Arkansas using a free ARKLink card. Contact Beckie Peden (x7202 or bpeden@jbu.edu) for details.

FIND ARTICLES: A wide variety of academic journal databases, ebook collections, and other materials are available online through the library web site. Go to <http://www.jbu.edu/library>, click on “Online Resources” and then select a resource to search from the relevant subject area. If off-campus, when prompted enter your JBU **username** and **password**.

Online resources include:

ABI/INFORM Complete (full-text business journals)

Business Source Elite (full-text business journals)

eBooks on EBSCOhost (scholarly e-books)

ERIC (comprehensive education literature index)

Gale Academic OneFile (full-text journals in all disciplines)

IBISWorld (market research and analysis of U.S. industries)

LexisNexis Academic (business, news, and legal information)

MarketResearch.com (data and analysis of industries, markets, and products)

ProQuest Central (full-text journals in all disciplines)

ProQuest Education Journals (full-text education journals and publications)

ProQuest Psychology Journals (full-text psychology journals)

PsycINFO (comprehensive behavioral science and mental health literature index)

WorldCat (worldwide book catalog)

FIND BOOKS: Use the online catalog located at the library homepage: www.jbu.edu/library.

CHECKOUT PERIOD: 21 days for books. Renewal period is 21 days. May be renewed twice if there is no hold on the book; renewable by phone or email: library@jbu.edu. A student may have up to 20 books checked out at any time. **Document delivery:** we can email articles or mail books to you from our library; you are responsible for return postage on books.

INTERLIBRARY LOANS: Items not available through the library may be obtained from other libraries through our interlibrary loan service. Request items not available in the library in person or by mail, phone, or email (simones@jbu.edu) or use the ILLiad form on the library web site (login required). Most books arrive within 1–2 weeks and articles within days. Articles will typically be delivered to you electronically. Books can be mailed to you; you are responsible for return postage.

RESEARCH QUESTIONS: Research and other library questions may be asked at the library reference desk, phoned in (x7153), emailed (library@jbu.edu) or texted: 479-310-JBU1 (5281).

STYLE GUIDES: Go to “Research Help” at the library home page; select “Cite Your Sources.

STUDY ROOMS: Individual or group rooms are available on demand, or can be reserved; call x7202.

FINES/FEES: \$.25 per day per book. You will be billed for replacement of missing item(s), plus \$10 processing fee per item.

Information Technology Services

John Brown University has many technology resources available for students. All campus buildings and remote sites are interconnected with a network 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 general classroom laboratories equipped with computers and instructional technology for hands-on instruction, and these are available for general computer use when class is not in session. The Library has general purpose, collaborative computing resources 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 on the main campus in the Learning Resource Center (LRC) for special printing and other media service needs. Digital cameras, projectors, and other audio/visual technology may be checked out for academic projects. Supplies for lettering, posters, banners, and other needs are available for sale. Large format color printing is also available for a fee. 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.

Policies regarding the privacy of electronic information and appropriate computer use at John Brown University may be referenced in the Information Technology Services *Acceptable Use Policy*. This, and additional information about technology services, may be found through the web via the EagleNet portal or by contacting the ITS Help Desk at 479-524-7256, or email help@jbu.edu.

Office of Academic Assistance

Students may contact the Academic Assistance Coordinator for assistance in further developing their academic skills. This includes such areas as study skills, note-taking skills, time management, test-taking skills, and other skills that help students succeed academically. Study skills videos that help improve reading, writing, and math are available. The Coordinator will help a student engage an individual tutor, if one is available, but payment is the responsibility of the student.

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

Student Support Services

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) 524-7401, email jheathcote@jbu.edu, or stop by the Office of Disability Services located in the Learning Resource Center, 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 while at JBU. Individual and group therapy, couple counseling, and psycho-educational groups are available to students free of charge. Counseling sessions are confidential, and appointments are scheduled with discretion and respect for the needs and desires of students.

To schedule an appointment or inquire about fees, please call (479) 524-7251 or visit our web site http://www.jbu.edu/campus_life/counseling/.

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 main campus, a registered Nurse is available weekdays for screening acute illnesses and injuries, as well as offering advice for everyday health problems. The nurse works closely with area doctors whose offices are within walking distance of the Siloam Springs campus. Equipment such as crutches and humidifiers can be checked out for short term use.

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

Arkansas law of 2009 requires graduate students to provide documentation of one dose of Measles/ Mumps/ Rubella (MMR) vaccination. Students enrolled only in online courses, or those born prior to 1957 are exempt from this requirement. To receive an application for any exemption, contact the Arkansas Department of Health at (501) 661-2169. You can receive the MMR vaccine on campus.

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

International Programs Department

The International Programs Department ([IPD](#)) serves the needs of international students including Walton scholars, MK's and third culture students. The office also offers assistance with international student orientation, immigration regulations, and international education opportunities. IPD sponsors social and cultural activities to promote Intercultural awareness and understanding among the entire JBU community.

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

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

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

International Education. IPD administers, in conjunction with the academic college 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.

SODERQUIST COLLEGE OF BUSINESS

Walenciak (dean)

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

Vision of the Soderquist College of Business

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

Mission of the Soderquist College of Business

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

Core Values of the Soderquist College of Business

Christian Faith:

We are committed to John Brown University Articles of Faith.

Relationships:

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

Teaching and Learning:

We are passionate about excellence in teaching and lifelong learning.

Global Focus:

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

Intellectual Curiosity:

We value an active investigative pursuit of knowledge.

Gratitude:

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

DEPARTMENT OF GRADUATE BUSINESS

Gatlin, Heinrich, Ladner (department head), McCollum, Timmons, Togami, 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 can be taken on its own or paired with a concentration in International Business, Market Research and Consumer Insights, or Organizational Behavior.

The Master of Science (M.S.) in Leadership and Ethics Program combines organizational studies and strategic thinking with training in ethical leadership. The program integrates a body of knowledge infused with the core values of Christian faith and character that can be practically applied within organizations and communities in diverse contexts. The M.S. in Leadership and Ethics Program can be accomplished in just under two years.

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, and South America. Through our partnership with Soderquist Leadership, students also have access to an executive-level leadership development program.

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

BUSINESS ADMINISTRATION PROGRAMS

(SYMBOL: BUS)

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. programs learn to analyze diverse business situations, complex problems, and provide strategic leadership to organizations. Students will strengthen their management skills in accounting, marketing, economics, and finance, and

they will develop leadership skills in the areas of team building, innovation, organizational change, process improvement, project management, and overall organizational effectiveness.

As part of the program, students may select to obtain an M.B.A. with no additional concentration or a concentration in International Business, Market Research and Consumer Insights, or Organizational Behavior.

Requirements for the Master of Business Administration (M.B.A.) degree

1. MBA Core Requirements - 24 hours
 - BUS 7013 Managerial Accounting
 - BUS 7033 Organizational Management and Leadership
 - BUS 7113 Marketing Strategies
 - BUS 7213 Global Leadership and Ethics
 - BUS 7223 Managerial Economics
 - BUS 8003 Managerial Finance
 - BUS 8013 Research Methods
 - BUS 8033 Christian Foundations

2. Additional Requirements - 9 hours
 - BUS 8023 Project Management
 - BUS 8983 M.B.A. Capstone
 - One of the following:
 - BUS 7023 Process & Innovation
 - BUS 7443 Leading Organizational Transformation
 - BUS 7453 Personality and Emotional Health in Organizations
 - BUS 7513 Operations and Management Consulting
 - BUS 8263 International Business Practicum

Minimum semester hours 33

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

1. MBA Core Requirements - 24 hours
 - BUS 7013 Managerial Accounting
 - BUS 7033 Organizational Management and Leadership
 - BUS 7113 Marketing Strategies
 - BUS 7213 Global Leadership and Ethics
 - BUS 7223 Managerial Economics
 - BUS 8003 Managerial Finance
 - BUS 8013 Research Methods
 - BUS 8033 Christian Foundations

2. Concentration in International Business - 15 hours

- BUS 8023 Project Management
- BUS 8253 Survey of Global Business Practices and Foundations
- BUS 8263 International Business Practicum
- Select two from the following:
 - BUS 7023 Process and Innovation
 - BUS 7513 Operations and Management Consulting
 - BUS 8113 Global Supply Chain Management
 - BUS 8343 Strategies for Emerging Markets
 - BUS 8353 International Stakeholder Management

Minimum semester hours 39

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

1. MBA Core Requirements - 24 hours
 - BUS 7013 Managerial Accounting
 - BUS 7033 Organizational Management and Leadership
 - BUS 7113 Marketing Strategies
 - BUS 7213 Global Leadership and Ethics
 - BUS 7223 Managerial Economics
 - BUS 8003 Managerial Finance
 - BUS 8013 Research Methods
 - BUS 8033 Christian Foundations

2. Concentration in Market Research and Consumer Insights - 15 hours
 - BUS 8133 Decision Modeling and Predictive Analysis
 - BUS 8213 Market Research
 - BUS 8983 M.B.A. Capstone
 - Select two from the following:
 - BUS 7023 Process and Innovation
 - BUS 7453 Personality and Emotional Health in Organizations
 - BUS 7513 Operations and Management Consulting
 - BUS 8263 International Business Practicum
 - BUS 8273 Consumer Behavior
 - BUS 8283 Digital Marketing Analytics
 - BUS 8293 Business Intelligence and Visualization

Minimum semester hours 39

Requirements for the Master of Business Administration (M.B.A.) degree with concentration in Organizational Behavior

1. MBA Core Requirements - 24 hours
 - BUS 7013 Managerial Accounting
 - BUS 7033 Organizational Management and Leadership
 - BUS 7113 Marketing Strategies

- BUS 7213 Global Leadership and Ethics
- BUS 7223 Managerial Economics
- BUS 8003 Managerial Finance
- BUS 8013 Research Methods
- BUS 8033 Christian Foundations

2. Concentration in Organizational Behavior - 15 hours

- BUS 8513 Survey of Organizational Behavior
- BUS 8523 Human Capital Analytics
- BUS 8983 M.B.A. Capstone
- Select two from the following:
 - BUS 7023 Process and Innovation
 - BUS 7443 Leading Organizational Transformation
 - BUS 7453 Personality and Emotional Health in Organizations
 - BUS 7513 Operations and Management Consulting
 - BUS 8263 International Business Practicum
 - BUS 8313 Organizational Effectiveness I
 - BUS 8323 Organizational Effectiveness II

Minimum semester hours 39

LEADERSHIP AND ETHICS PROGRAM

(SYMBOL: BUS)

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 Ethic's 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 7033 Organizational Management and Leadership
- BUS 7213 Global Leadership and Ethics
- BUS 7753 Financial Acumen
- BUS 8013 Research Methods
- BUS 8033 Christian Foundations
- BUS 8313 Organizational Effectiveness I
- BUS 8323 Organizational Effectiveness II
- One of the following:
 - BUS 8883 M.S.L.E. Capstone
 - BUS 8893 Graduate Business Seminar

2. Select three from the following - 9 hours

BUS 7023 Process and Innovation

BUS 7113 Marketing Strategies

BUS 7443 Leading Organizational Transformation

BUS 7453 Personality and Emotional Health in Organizations

BUS 7513 Operations and Management Consulting

BUS 8263 International Business Practicum

BUS 8353 International Stakeholder Management

Minimum semester hours 33

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.

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 family and human services, kinesiology, nursing, psychology, and teacher education, as well as the graduate departments of counseling, higher education, and teacher education.

Mission Statement

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

DEPARTMENT OF GRADUATE COUNSELING

Cornett, Froman, Hastings, Hull (department head), Lampton, Oliver, R. Martin, Morgan, Phillips, Romig, Satterlee, D. Terrell, J. Terrell, White, Wingfield

(SYMBOL: CNL)

The programs of the Department of Graduate Counseling are designed to prepare professionals for counseling in community agencies, private agencies, hospitals, private practice, and ministry settings. Programs are offered in Clinical Mental Health Counseling and Marriage and Family Therapy. The department also offers a post-master's Graduate Certificate in Play Therapy. The Department of Graduate Counseling prepares men and women to become licensed therapy professionals by equipping them with the knowledge, attitudes, and skills that promote Christ-likeness and clinical expertise.

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

The faculty in the Graduate Counseling Program created a system of five “gates” for formally evaluating students, with formative feedback offered at several of the gates. Aggregated data for each gate is used to evaluate program strengths and areas of improvement.

Formal assessments occur at the following five gates:

Gate 1: Admission

Gate 2: Completion of 12 hours of course work (dispositions assessment)

Gate 3: During pre-practicum and prior to entry into practicum 1 (dispositions assessment and basic interviewing skills assessment)

Gate 4: Completion of practicum II and prior to entry into internship (dispositions assessment; assessment of counseling microskills for all students; assessment of basic marriage and family therapy skills for those in the marriage and family therapy degree)

Gate 5: Final semester of the program prior to graduation (dispositions assessment; assessment of counseling microskills for all students; assessment of basic marriage and family therapy skills for those in the marriage and family therapy degree; exit examination)

The Graduate Counseling Program has a formal Remediation and Dismissal Policy for students who demonstrate a notable area of concern with regards to a disposition or sufficient skill deficiencies that would interfere with effective counseling. The policy is located in the Graduate School Student Guide.

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.

As part of the program review process, the Graduate Counseling Program is required to assess students' acquisition of foundational knowledge for the profession. Graduating students will be required to complete exit exams appropriate to their degree. Aggregated scores from the exams provide program faculty with vital information for identifying which content areas students are learning well and where program improvements can be made. The data will be useful for improving the learning process for all students by providing information that will strengthen the Graduate Counseling Programs.

Several points should be noted:

1. Students do not pass or fail the exit examinations. Completing the examination is a program review requirement, not a personal assessment. Individual results will not impact student grades or graduation.
2. Results are not placed on transcripts, placed in student files, or reported to any licensing board. Personal results will be available to students, if desired.
3. The exam is free of cost to students (financially) but will require a few hours of student time to complete.

4. Students do not need to prepare for the exam.
5. Students benefit by getting a free practice test that prepares them for the national exam. If desired, students will obtain their total score, as well as scores for each domain covered on the national exam. Results can serve as a guide for preparing for the national exam.
6. The exams selected are similar to the national examinations required for licensure, covering all content area from the national exams with questions structured in a way similar to questions on the national exams.
7. Examinations will be administered at the Rogers Center, the Fort Smith Center, and the Little Rock Center around the 10th week of the semester (fall and spring) and the 5th week of summer II.
8. Graduating students will receive instructions for completing the examinations from the Counseling Department when they apply for graduation.
9. Students in the community counseling and clinical mental health counseling programs will complete the Counselor Preparation Comprehensive Examination (CPCE). Students in the school counseling programs will complete the Praxis II Professional School Counselor Exam. Students in the marriage and family therapy program will complete the MFT practice exam available from the Association of Marriage and Family Therapy Regulatory Boards (AMFTRB). Students with dual majors will complete both exams.

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 Department of Graduate Counseling offers major degree options in Clinical Mental Health Counseling and Marriage & Family Therapy. Students can opt to take one or both majors and upon completion, all majors will appear on the student’s diploma. Students have the option of adding the Play Therapy emphasis and the School Counseling major to their degree plan.

MASTER OF SCIENCE - 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. Completion of a minimum of 500 direct client contact hours is required for this major as part of the practicum and internship experience.

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. Students are required to complete the Counselor Preparation Comprehensive Exam (CPCE) prior to exiting the program.

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 (department head 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

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. Completion of a minimum of 500 direct client contact hours, in which 250 hours must be completed in systematic/ relational hours, is required for this major as part of the practicum and internship experience.

Upon completion of the program, candidates are eligible to "sit" for the national examinations in MFT and to pursue state licensure. Students are required to complete the MFT National Practice Exam prior to exiting the program.

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 (department head 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

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 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
CNL 8913 Selected Topics in Play Therapy

Admission requirements:

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

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

DEPARTMENT OF GRADUATE HIGHER EDUCATION

(SYMBOL: HED)

Ellis (department head)

The Master of Arts degree (M.A.) in Higher Education is a graduate program focused on the many facets of American colleges and universities, the history and purpose of higher education in society, current trends and dynamics in higher education, and the role of educational leaders within these institutions. This degree is ideal for individuals seeking to develop a deep understanding of the field of higher education.

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

Student Learning Outcomes

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

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

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

1. Higher Education Core Requirements - 21 hours
 - HED 7113 History and Philosophy of American Higher Education
 - HED 7213 Understanding and Applying Research in Higher Education
 - HED 7663 The College Student: Issues, Policies, and Programs
 - HED 7993 Administrative Leadership in Higher Education
 - HED 8003 Planning and Financial Management of Colleges and Universities
 - HED 8033 Christian Foundations in Higher Education
 - HED 8443 Law and Higher Education
2. Leadership Requirement – 3 hours

BUS 7033 Organizational Management and Leadership

3. Cognate Requirement - 3 hours from the following:

BUS 7443 Leading Organizational Transformation

CNL 7313 Career Development Information and Vocational Education

HED 8263 Higher Education Practicum

HED 8903 Selected Topics

Other course as approved by the department head

4. Capstone - 3 hours

HED 8913 Higher Education Project

Minimum semester hours 30

DEPARTMENT OF GRADUATE TEACHER EDUCATION

(SYMBOL: ED)

Cunningham, Matchell (department head), Trombley, Winslett

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

Graduates will be prepared professionally to serve in a variety of teaching roles including, but not limited to:

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

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

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

Education Programs

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

The M.Ed degree in Educational Leadership program prepares effective educational leaders who are visionary, use data to drive decisions, value collaboration, are good communicators, and maintain high ethical standards.

The M.Ed degree in Special Education K-12 prepares licensed teachers to differentiate curriculum to meet the needs of all students, but especially those with special learning needs. The program also prepares students for the paperwork, and legal/ethical issues involved in working with special needs students.

The M.S. degree in School Counseling prepares students to become licensed school counselors through the Arkansas Department of Education.

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

Transition points occur:

1. After the completion of 6 hours in the program.
2. After the completion of 18 hours in the program.
3. Prior to enrolling for internship

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

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

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.

MASTER OF ARTS IN TEACHING PROGRAM

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

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

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

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

1. Curriculum & Instruction Core Requirements - 15 hours

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

2. Education Major Requirements - 21 hours

- ED 8423 Pedagogy: Classroom Instruction
- ED 8443 Pedagogy: Management and Assessment
- ED 8643 Literacy: Content Specific
- ED 8711 Practicum I
- ED 8721 Practicum II
- ED 8881 Intern Seminar
- ED 8886 Internship
- One of the following:
 - ED 8453 Literacy: Reading Pedagogy (4-8 Licensure Candidates)
 - ED 8653 Literacy: All Areas (4-12, 7-12, and K-12 Licensure Candidates)

Minimum Semester hours 36

MASTER OF EDUCATION - EDUCATIONAL LEADERSHIP PROGRAM

The JBU Master of Education degree in Educational Leadership is a 33 hour program that leads to an Arkansas building-level administrator’s license. Included in the 33 hour master’s program is a 24 hour building-level administrative licensure only program. All courses are taught in an online format that includes both synchronous and asynchronous meeting times.

This program will provide a solid foundation for licensed educators wanting to become transformational building-level administrators. Using a data-based approach to problem solving, the emphasis will be on developing partnerships with students, faculty, families and the community to support student achievement. Our goal is to develop individuals who are able to address the complex challenges facing today’s schools.

Focus of the JBU M.Ed. Educational Leadership program is the development of effective educational leaders who:

- are visionary.
- use data to drive decision making.
- value collaboration.
- are good communicators.
- maintain high ethical standards.

Students must hold a current teaching license and have a minimum of three years of classroom teaching experience to be admitted to the program. Besides course work, students will be required to pass the Praxis Test for School Leaders Assessment for licensure, and present an online portfolio for review at the conclusion of the program.

Requirements for the Master of Education (M.Ed.) degree in Educational Leadership

- ED 7033 Christian Foundations in Education
- ED 7433 School Law and Ethical Issues
- ED 7513 Action Research and Data Analysis for School and Classroom Use
- ED 7523 Parent and Community Relations
- ED 7933 Organizational Dynamics and Change
- ED 8123 Educational Leadership
- ED 8133 Building Learning Communities
- ED 8143 School Finance
- ED 8243 Supervision and Evaluation
- ED 8633 Curriculum Alignment and Assessment
- ED 8731 Educational Leadership K-6 Internship
- ED 8741 Educational Leadership 7-12 Internship
- ED 8751 Educational Leadership Practicum

Note: An Online Portfolio Presentation and the Praxis Test for School Leaders Licensure Assessment #6011 are needed to fulfill the program requirements.

Minimum Semester hours 33

Building-Level Administrative Licensure Option – 24 hours

- ED 7433 School Law and Ethical Issues
- ED 7523 Parent and Community Relations
- ED 7933 Organizational Dynamics and Change
- ED 8123 Educational Leadership
- ED 8143 School Finance
- ED 8243 Supervision and Evaluation
- ED 8633 Curriculum Alignment and Assessment
- ED 8731 Educational Leadership K-6 Internship

ED 8741 Educational Leadership 7-12 Internship
ED 8751 Educational Leadership Practicum

Note: An Online Portfolio Presentation and the Praxis Test for School Leaders Licensure Assessment #6011 are needed to fulfill this option.

MASTER OF EDUCATION – SPECIAL EDUCATION PROGRAM

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

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

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

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

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

Minimum Semester hours 35

Special Education K-12 Licensure Option – 23 hours

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

ED 8363 Characteristics of Students with Exceptionalities
ED 8382 Special Education Practicum K-12

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

SPECIAL EDUCATION RESOURCE K-6, 7-12 ENDORSEMENT

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

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

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

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

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

MASTER OF SCIENCE - SCHOOL COUNSELING PROGRAM

(SYMBOL: CNL)

The forty-nine credit hour Master's program in School Counseling exceeds the standards for school counselors in the State of Arkansas. Completion of a minimum of 275 direct client contact hours is required for this major as part of the practicum and internship experience.

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

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 (department head 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 8873 Internship I
- CNL 8883 Internship II

Minimum semester hours 49

DIVISION OF COMMUNICATION AND FINE ARTS

DEPARTMENT OF GRADUATE VISUAL ARTS

(SYMBOL: ART)

Goehner (department head)

The MFA in Collaborative Design prepares people with the necessary insight, skills and understanding to help organizations integrate design thinking and visual communication effectively. Non-profit organizations integrate design thinking and visual communication effectively. Non-profit organizations, ministries and NGOs as well as corporations of all kinds need well-trained, ethical design thinkers and creative problem-solvers to help them move forward and to set them apart. The MFA in Collaborative Design aims to position creative, well-trained, visual communicators in decision-making positions within organizations where they can influence positive business and visual strategy practices.

Unlike a studio art MFA, the MFA in Collaborative Design focuses on the integration of all visual communication and design thinking methods, steeped heavily in design research and practice, collaborating with non-profits and ministries while focusing on global strategies and service learning. The department invites students from a variety of undergraduate programs and professional backgrounds.

Requirements for the Master of Fine Arts (M.F.A.) degree in Collaborative Design

1. Collaborative Design Core - 27 hours
 - ART 7013 Faith and Practice
 - ART 7023 Design Research
 - ART 7113 Design Thinking Methods
 - ART 7226 Global Collaboration Strategies
 - ART 7313 Seminars in Methods-Research, Writing, and Teaching
 - ART 8216 Internship and Partnership
 - ART 8563 Selected Topics
2. Leadership and Ethics - 3 hours
 - BUS 7213 Global Leadership and Ethics
3. Projects - 21 hours
 - ART 7103 Self-Designed Projects
4. Thesis - 9 hours
 - ART 8023 Thesis Prep
 - ART 8126 Thesis Development

Minimum semester hours 60

DIVISION OF ENGINEERING AND CONSTRUCTION MANAGEMENT

Bland (chair)

DEPARTMENT OF GRADUATE CYBERSECURITY

(SYMBOL: CYB)

Helms (department head)

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

Student Learning Outcomes

Students who complete the M.S in Cybersecurity will be able to:

1. Demonstrate technical configuration skills and secure infrastructure design knowledge relevant to cybersecurity necessary for professional growth and success in global and culturally-diverse contexts.
2. Conceptualize, create, analyze, and evaluate organizational security policies and laws to limit, mitigate, and respond to security risks created by technology.
3. Anticipate, identify, and resolve moral, and ethical dilemmas through their understanding and application of the Christian worldview.

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

1. Cybersecurity Core Requirements - 18 hours
CYB 7103 Cybersecurity Foundations
CYB 7113 Legal Issues and Ethics
CYB 7213 Network Security
CYB 7233 Information Technology Risk Management
CYB 8113 Security Policies and Privacy
CYB 8213 Secure Infrastructure Operations
2. Elective Requirements – 9 hours
CYB 7133 Digital Forensics
CYB 8233 Ethical Hacking and Incident Response
CYB 8313 Secure Software Design
3. Capstone - 3 hours
CYB 8983 Capstone Project

Minimum semester hours 30

Course Numbers and Offerings

Understanding the Course Numbering System and Pre- and Co-requisites

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

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

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

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

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

Visual Arts (ART) Courses

ART 5100 Graduate Curricular Practical Training

No credit

Alternative work/study, internship, cooperative education, or other type of internship or practicum offered by a sponsoring employer through cooperative agreements with the university.

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 7023 Design Research

Three hours

The course will focus on the research method specifically needed to understand and solve human-centered design problems. Students will learn different research techniques, how to interpret the research, and then how to utilize the research to solve complex problems. The understanding of design research is necessary to be successful at design thinking and collaborative design.

ART 7103 Self-Designed Projects

Three 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 problems and challenges. Students will study methods developed by Design Thinking and Design Research companies and learn to integrate those methods into their design arsenal. Prerequisites: ART 7013 and ART 7023.

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 7103.

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

This 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 5100 Graduate Curricular Practical Training

No credit

Alternative work/study, internship, cooperative education, or other type of internship or practicum offered by a sponsoring employer through cooperative agreements with the university.

BUS 7013 Managerial Accounting

Three hours

An applied examination of the development and use of accounting information for managerial planning and control, providing insight for strategies designed to maximize organizational performance. Prerequisite: undergraduate accounting course or equivalent.

BUS 7023 Process & Innovation

Three hours

Students will learn the foundational principles of process improvement. In addition, they will study innovation processes, Six Sigma, TQM and IDEO methodologies. A broad overview of tools and practices will be reviewed throughout the course within an ethical framework.

BUS 7033 Organizational Management and Leadership

Three hours

A review of leadership and management theory and practice with emphasis on moral and ethical considerations. Leader competency and management practice are compared and contrasted and students practice effective applications of each to achieve personal and organizational goals. Mission, vision, and values as significant strategic planning and execution mechanisms are explored in relationship to both the organization and the individual. Students must take this course or BUS 7213 as their first course in any Graduate Business Program.

BUS 7113 Marketing Strategies

Three hours

A study of integrative marketing strategies encompassing consumer behavior and market research, branding and product management, distribution, and promotion. Prerequisite: undergraduate marketing course or equivalent.

BUS 7213 Global Leadership and Ethics

Three hours

An exploration of how cross-cultural and global perspectives highlight competitive advantage through diversity. Application of universal standards of leadership and ethics in multiple organizational settings. Students must take this course or BUS 7033 as their first course in any Graduate Business Program.

BUS 7223 Managerial Economics

Three hours

A study of economic theories of the firm and of the market with an emphasis on applications to current business issues, global economic development, and shareholder influence. Prerequisite: undergraduate economics course or equivalent.

BUS 7233 Game Theory

Three hours

An exploration of strategic interaction characterized by situations in which each person's welfare is dependent on everyone else's actions as well as their own. Prerequisite: undergraduate economics course or equivalent.

BUS 7443 Leading Organizational Transformation

Three hours

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

BUS 7453 Personality and Emotional Health in Organizations

Three hours

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

BUS 7513 Operations & Management Consulting

Three hours

A thorough examination of influencing skills, active listening, facilitation, contracting, and negotiation.

BUS 7753 Financial Acumen

Three hours

An applied examination of financial metrics designed to foster understanding as an integral part of an organization's overall performance strategy.

BUS 8003 Managerial Finance

Three hours

An applied examination of financial concepts as a process of acquiring, analyzing, synthesizing, and disseminating relevant insights to facilitate strategies that maximize organizational performance and stakeholder value. Prerequisite: undergraduate finance course or equivalent.

BUS 8013 Research Methods

Three hours

An examination of research methods in the social sciences with an emphasis on business research. The course provides quantitative and qualitative research tools and approaches for business research projects. Prerequisite: undergraduate research or statistics course, or equivalent.

BUS 8023 Project Management

Three hours

A comprehensive study of the role of the project manager and the initiating, planning, executing, and monitoring of organizational projects within the context of business globalization.

BUS 8033 Christian Foundations of Business

Three hours

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

BUS 8113 Global Supply Chain Management

Three hours

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

BUS 8133 Decision Modeling & Predictive Analysis

Three hours

A thorough development of the consumer decision process and its application to marketing strategy decisions.

BUS 8213 Market Research

Three hours

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

BUS 8253 Survey of Global Business Practice & Foundations

Three hours

A survey of relevant international topics and an analysis of how firms succeed in a global context.

BUS 8263 International Business Practicum

Three hours

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

BUS 8273 Consumer Behavior

Three hours

An in-depth study of information processing and choice behavior as a function of psychological and environmental factors impacting consumer decision making.

BUS 8283 Digital Marketing Analytics

Three hours

An examination of the creation, collection, and tracking of metrics and their application to the development of a digital marketing strategy.

BUS 8293 Business Intelligence & Visualization

Three hours

An exploration of the processes, methodologies, infrastructure, and current practices used to transform complex business data into useful information and support business decision making.

BUS 8313 Organizational Effectiveness I

Three hours

An introductory exploration of theories, principles, and best practices, and skills necessary for organizational analysis and design. MSLE students who enroll in BUS 8313 must enroll in BUS 8323 the following term.

BUS 8323 Organizational Effectiveness II

Three hours

An extension of concepts covered in Organizational Effectiveness I with a strong focus on application, change management skills, and building and aligning high-performing teams. To be taken immediately following BUS 8313. Prerequisite: BUS 8313.

BUS 8343 Strategies for Emerging Markets

Three hours

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

BUS 8353 International Stakeholder Management**Three hours**

An application of stakeholder analysis from a global perspective addressing various worldviews to achieve business goals.

BUS 8513 Survey of Organizational Behavior**Three hours**

A study of motivation, leadership, reinforcement, learning, recruiting, selection, and job design.

BUS 8523 Human Capital Analytics**Three hours**

The analysis and application of human-based metrics on organizational improvement.

BUS 8883 MSLE Capstone**Three hours**

A final integrative experience demonstrating depth of learning and application of program content. May include an approved internship, applied project, or research initiative. Students must present their completed work. This course must be taken in the last six hours of a student's course of study.

BUS 8893 Graduate Business Seminar**Three hours**

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

BUS 8983 MBA Capstone**Three hours**

A final integrative experience demonstrating depth of learning and application of program content. May include an approved internship, applied project, or research initiative. Students must present their completed work. This course must be taken in the last six hours of a student's course of study.

Counseling (CNL) Courses**CNL 5100 Graduate Curricular Practical Training****No credit**

Alternative work/study, internship, cooperative education, or other type of internship or practicum offered by a sponsoring employer through cooperative agreements with the university.

CNL 7013 Statistics and Research**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, socio-economic 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 inter-professional 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 for 8913: CNL 7353.

Cybersecurity (CYB) Courses

CYB 7103 Cybersecurity Foundations

Three hours

The course will provide students with an overview of various cybersecurity concepts. We begin by exploring the history, terminology, and need for security, then navigate through ethical, legal and professional issues. We introduce numerous security technologies and their importance. The overview ends

with discussions on planning, risk management, and implementing information security. An additional fee associated with this course.

CYB 7113 Legal Issues and Ethics

Three hours

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

CYB 7133 Digital Forensics

Three hours

This course covers the fundamentals of digital forensics covering both theoretical and practical foundations of commonly used techniques and methods. Evidence collection, recovery, extraction, and data hiding are essential topics of the course. The discussion also covers processes and procedures required to comply with legal standards of evidence as well as the legal and ethical implications of forensic methods. An additional fee associated with this course. Prerequisite: CYB 7103.

CYB 7213 Network Security

Three hours

This course explores numerous network technologies. We review network fundamentals and topologies before looking into threats, vulnerabilities, cyber crimes, and information assurance. After covering disasters, access controls, and authentication, the course includes cryptography, firewalls, intrusion detection and prevention systems, wireless and mobile networks, anti-virus/anti-malware, and other topics. The hands-on focus will give students a substantial knowledge of network security technologies as a result. An additional fee associated with this course.

CYB 7233 Information Technology Risk Management

Three hours

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

CYB 8113 Security Policies and Privacy

Three hours

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

CYB 8213 Secure Infrastructure Operations

Three hours

This course will focus on the various security technologies used in proactively managing network infrastructures. Topics will include multi-layered defense, security information and event management, traffic analysis, system life-cycle, and distributed management among others. The distinctly hands-on focus will give students a meaningful understanding of all network security operations as a result. An additional fee associated with this course. Prerequisite: CYB 7213.

CYB 8233 Ethical Hacking and Incident Response

Three hours

This hands-on course delves into the offensive side of security by examining tools and techniques of hackers and professionals alike to identify system weaknesses. Additionally, it will cover responding to incidents, social engineering, and physical security. An additional fee associated with this course. Prerequisite: CYB 7103.

CYB 8313 Secure Software Design

Three hours

This course will equip the students with the knowledge and skills necessary to develop and operate dependable and secure software systems. It covers topics including emerging threats, development and implementation, application review and testing, vulnerability mapping, web application threats, secure data management, and secure software development frameworks. Prerequisite: CYB 7103.

CYB 8983 Capstone Project

Three hours

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

Education (ED) Courses

ED 5100 Graduate Curricular Practical Training

No credit

Alternative work/study, internship, cooperative education, or other type of internship or practicum offered by a sponsoring employer through cooperative agreements with the university.

ED 7033 Christian Foundations in Education

Three hours

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

ED 7233 Human Development

Three hours

The course will review the developmental characteristics of children from birth through adolescence in five domains: physical, cognitive, social, emotional, and moral. The developmental characteristics will be investigated in many contexts for infants/ preschooler, elementary, middle school, and high school children. Both developmental characteristics and context will be used to understand individual children. 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 7433 School Law and Ethical Issues

Three hours

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

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

Three hours

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

ED 7523 Parent and Community Relations

Three hours

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

ED 7613 SpEd 101 Academy

Three hours

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

ED 7623 Special Education Behavior Management/Assessment

Three hours

This course will focus on developing an understanding of students with behavioral issues and how to apply appropriate behavior intervention systems based on evidence collections used to identify, understand and work with children that have challenging behaviors. Topics in this course will include: understanding the behaviors, the difference between symptoms and problems, redirection to appropriate behaviors, individual and whole classroom interventions, behavior management strategies, social skills development, and cultural competency. Additionally, this course will focus on available assessments that can support the data

collection necessary to identify cognitive and behavioral issues and monitor interventions to support an Individual Education Plan (IEP). Both special education and regular classroom teachers will benefit from the behavior management and assessment tools provided by this course.

ED 7633 Special Education Instructional Strategies

Three hours

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

ED 7643 Foundations of Special Education

Three hours

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

ED 7733 Differentiated Learning

Three hours

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

ED 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 8123 Educational Leadership

Three hours

This course is designed to prepare individuals with the skills to become transformational leaders with a focus on shaping the school culture by facilitating the development of a shared school mission, vision, values, and goals. The goal is to develop individual who are able to address the complex multidimensional challenges facing school administrators.

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 8143 School Finance

Three hours

This course will provide participants with an understanding of how financial and budgetary issues can support and influence academics within a school setting. The focus of the course is on how to support the school's mission, vision, and values as a budgeting manager through a collaborative decision-making process. Participants will also be provided with an understanding of equity issues and fiscal consequences associated with planning a school budget.

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 8243 Supervision and Evaluation

Three hours

This course is designed to support the administrator's supervisory role as it relates to teacher evaluation and improvement of classroom instruction. Charlotte Danielson's Enhancing Professional Practice, the Arkansas Teacher Excellence and Support System (TESS), and the Arkansas Leader Excellence and Development System (LEADS) will be used as the basis for instruction. The focus will be on the development of professional practice through the use of goal setting, professional growth plans, and professional coaching models.

ED 8323 Teaching Literacy in the SPED Classroom

Three hours

This course will examine effective methods for teaching reading to students with exceptionalities. The history and structure of the English language will be covered as well as techniques in teaching encoding and decoding. The course will also examine the importance of word study in the development of reading skills

and how the use of multi-sensory techniques can increase reading success rates for students with exceptionalities. Field experience required.

ED 8343 Programming for Students with Exceptionalities

Three hours

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

ED 8363 Characteristics of Students with Exceptionalities

Three hours

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

ED 8382 Special Education Practicum K-12

Two hours

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

ED 8423 Pedagogy: Classroom Instruction

Three hours

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

ED 8443 Pedagogy: Management and Assessment

Three hours

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

ED 8453 Literacy: Reading Pedagogy

Three hours

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

ED 8473 Technology for School Leaders

Three hours

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

ED 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 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 and any content area. Candidates will be exposed to the influence of phonemic awareness, phonics, vocabulary, fluency, and comprehension on student engagement; learners will examine the Common Core, the Bloom Taxonomy, and some basic assessment techniques for literacy within the sub-contexts of listening, speaking, writing, and reading. Candidates will create lesson plans, with one JBU classroom "teach." Field experience required.

ED 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 8731 Educational Leadership K-6 Internship

One hour

This course is one of three one-hour courses designed to give building-level administrative candidates the opportunity to practice the skills that they have acquired throughout the Educational Leadership program under the guidance of a practicing building-level administrator. The goal is to develop individuals who are able to address the complex multidimensional challenges facing school administrators.

ED 8741 Educational Leadership 7-12 Internship

One hour

This course is one of three one-hour courses designed to give building-level administrative candidates the opportunity to practice the skills that they have acquired throughout the Educational Leadership program under the guidance of a practicing building-level administrator. The goal is to develop individuals who are able to address the complex multidimensional challenges facing school administrators.

ED 8751 Educational Leadership Practicum

One hour

This course is one of three one-hour courses designed to give building-level administrative candidates the opportunity to practice the skills that they have acquired throughout the Educational Leadership program under the guidance of a practicing building-level administrator. The goal is to develop individuals who are able to address the complex multidimensional challenges facing school administrators.

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. An additional fee associated with this course. Prerequisites: completion of all program course work; completion of required Gate Portfolio and Gate Interview; evidence of passing the Praxis II Content area of exam related to the intern's licensure discipline. Corequisite: ED 8881.

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 7213 Understanding and Applying Research in Higher Education

Three hours

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

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

Three hours

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

HED 7993 Administrative Leadership in Higher Education

Three hours

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

HED 8003 Planning and Financial Management of Colleges and Universities**Three hours**

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

HED 8033 Christian Foundations in Higher Education**Three hours**

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

HED 8263 Higher Education Practicum**Three hours**

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

HED 8443 Law and Higher Education**Three hours**

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

HED 8903 Selected Topics**Three hours**

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

HED 8913 Higher Education Project**Three hours**

A robust culminating project or thesis in which the student demonstrates learned skills and competencies of the graduate program. Individual project must be approved by advisor or instructor. Prerequisite: HED 7213 and instructor consent.

BOARD OF TRUSTEES

July 1, 2017 - June 30, 2018

Mrs. Susan Barrett
Chairman of the Board
Rogers, AR

Mr. Mark C. Simmons
Vice Chairman of the Board
Siloam Springs, AR

Mrs. Lee R. Sale '68
Secretary of the Board
Dallas, TX

Mrs. Holly Robason Beitel '91
Broken Arrow, OK

Ms. Sharon J. Bell
Tulsa, OK

Mr. Marc Boatwright
Charlotte, NC 28202

Mr. John E. Brown III '71
Siloam Springs, AR

Mr. James (Jim) Congdon
Topeka, KS

Mr. Rollin L. Ford
Rogers, AR 72712

Dr. Stephen R. Genheimer (Steve) '76
Mustang, OK

Dr. Wayne Hardy
Tulsa, OK 74133

Mr. Lawson Hembree, IV
Fort Smith, AR 72908

Mr. Keith E. Holmberg '77
Travelers Rest, SC

Mr. Michael R. Kairis (Mike) '86
Yorba Linda, CA

Mr. Michael S. King '81
Hesston, KS

Mr. Alan L. Lee '90
Oakton, VA

Mr. David H. LeVan (Dave) '87
Bentonville, AR

Mr. Alfonso Mendez '88
San Isidro, Heredia Costa Rica

Mr. William C. Naramore, Sr. (Bill) '70
Dallas, TX

Mr. Doug Neufeld
Inman, KS

Mr. Phillip O. Porter
Siloam Springs, AR

Mr. W. Mike Ross
Yukon, OK

Mrs. April Smith
Tulsa, OK

Mr. Lavenski (Vence) R. Smith
Little Rock, AR

Mrs. Ruth H. Smith
Little Rock, AR

Mr. Marvin G. Spees '80
Topeka, KS

Mr. John P. Spent '04
Little Rock, AR

Mr. Wendell Stratton
Stuttgart, AR

Mrs. Diane N. Willits '78
Siloam Springs, AR

FACULTY & ADMINISTRATION

KYLE AGEE, Instructor of Visual Arts, 2015.

B.S., John Brown University

JEREMY L. ALLEN, Assistant Professor of Music, 2017.

D.M.A., Cleveland Institute of Music

M.Mus., University of Kentucky

B.S., John Brown University

DAVID R. ANDRUS, Professor of Visual Arts, 1983.

M.F.A., Syracuse University

B.S., John Brown University

JOEL R. ARMSTRONG, Associate Professor of Visual Arts, 2003.

M.F.A., Colorado State University

B.F.A., Texas Tech University

AMINTA S. ARRINGTON, Assistant Professor of Intercultural Studies, 2014.

Ph.D., Biola University

M.A., Johns Hopkins University

B.A., Wheaton College

CARY L. BALZER, Professor of Biblical Studies, 1998.

Ph.D., University of Manchester

M.Div., Asbury Theological Seminary

B.A., Seattle Pacific University

TRACY A. BALZER, Assistant Professor of Christian Formation, 1998.

M.A., John Brown University

B.A., Seattle Pacific University

JANE E. BEERS, Associate Professor of Biology, 2005.

M.Ed., Northwestern State University

B.A., Taylor University

STEPHEN T. BEERS, Vice President for Student Development; Associate Professor of Higher Education, 1998.

Ed.D., Ball State University

M.S., Wright State University

B.A., Taylor University

DANIEL R. BENNETT, Assistant Professor of Political Science, 2016.

Ph.D., Southern Illinois University

B.A., George Fox University

BRENTON D. BENWARE, Head Men's Soccer Coach; Instructor of Kinesiology, 2017.

M.A., Liberty University

B.S., Oklahoma Wesleyan University

JASON A. BESCHTA, Men's Basketball Coach; Instructor of Kinesiology, 2014.

M.S. Baylor University

B.S., Bryan College

LARRY N. BLAND, Professor of Electrical Engineering, 2002.

Ph.D., Ohio State University

M.S., Southern Methodist University

B.S., John Brown University

JAMES R. BLANKENSHIP, Associate Professor of Biblical Studies, 2002.

Ph.D., University of Pennsylvania

J.D., Vanderbilt University School of Law

M.A., Gordon Conwell Theological Seminary

B.A., Indiana University

FRANK BLUME, Professor of Mathematics, 1995.

Ph.D., University of North Carolina

B.A.C.H., M.S., Technical University of Berlin

TODD BOWDEN, Associate Professor of Kinesiology, 1997.

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

A.T.C., National Athletic Trainers Association

DAVID E. BRISBEN, Professor of Christian Ministries, 1992.
Ph.D., Trinity Evangelical Divinity School
M.Div., Erskine Seminary
M.Miss., M.C.E., Reformed Theological Seminary
B.A., Erskine College

ANDRE' BROQUARD, Dean of Students; Director of Residence Life; Assistant Professor of Higher Education, 2002.
Ed.D., University of Arkansas
M.A., Regent University
B.A., Taylor University

JAMES E. BRUCE, Associate Professor of Philosophy, 2008.
Ph.D., M.A., Baylor University
M.A., B.A., New College, University of Oxford
A.B., Dartmouth College

MAXIE B. BURCH, Professor of Biblical Studies, 2011.
Ph.D., Baylor University
M.Div., Southwestern Baptist Theological Seminary
B.A., The Citadel

JAMES P. CALDWELL, Professor of Construction Management, 1985.
Registered Land Surveyor, Arkansas
Certified Professional Constructor
M.S., Purdue University
B.S., John Brown University

KENNETH D. CARVER, Head Women's Volleyball Coach, Instructor of Kinesiology, 2017.
B.A., Malone University

LOU Y. CHA, Assistant Professor of Christian Ministry and Formation, 2016.
Ph.D., Southern Baptist Theological Seminary
M.Div., Bethel Seminary
B.S.N., Alverno College
B.A., Lakeland College

LORI CHALMERS, Chief Executive Officer, Milestone Leadership; Assistant Professor of Organizational Leadership, 2013.

M.S., Pittsburg State University

B.B.L., Ozark Christian College

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

Ph.D., University of North Texas

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

DON W. CRANDALL, Vice President for Enrollment Management; Assistant Professor of Organizational Leadership, 1985.

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

CURTIS J. CUNNINGHAM, Assistant Professor of Teacher Education, 2015.

Ph.D., University of Arkansas

M.Ed., Drury University

B.S., Southwest Baptist University

ROBYN D. DAUGHERTY, Director of Athletics; Instructor of Interdisciplinary Studies, 1999.

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

KATHRYN M. DEWEY, Instructor of Music, 2017.

M.Mus., University of Arkansas

B.A., John Brown University

LIESL M. DROMI, Instructor of Music, 2014.

M.M., Belmont University

B.A., John Brown University

STACEY L. DUKE, Dean of the Online Undergraduate Program and Strategic Initiatives; Assistant Professor of Business, 2016.

D.S.L., Regent University

M.B.A., Bryan College

B.A., Southeastern Louisiana University

JENNIFER R. EDWARDS, Assistant Professor of Worship Arts, 2009.

M.A., Denver Seminary

B.S., John Brown University

JILL F. ELLENBARGER, Assistant Professor of Chemistry, 2016.
Ph.D., Texas A&M University
B.S., Union University

RICHARD ELLIS, Dean of the Graduate School and Professor of Higher Education, 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 and Dean of the Faculty; Professor of History, 1994.
Ph.D., M.A., Indiana University
B.A., Calvin College

VON ESHNAUR, Instructor of Kinesiology, 2002.
M.A., Concordia University
B.S.E., University of Arkansas

EVA M. FAST, Assistant Professor of Business, 2011.
M.B.A., B.S., John Brown University

RICHARD K. FAUST, Instructor of Construction Management, 2009.
M.E.T., M.S., Pittsburg State University
B.S., Minnesota State University

MICHAEL FRANCIS, Assistant Professor of Biblical Studies, 2016.
Ph.D., University of Notre Dame
M.Div., Westminster Theological Seminary
M.Phil., M.A., B.A., University of Cambridge

RICHARD L. FROMAN, Professor of Psychology, 1994.
Ph.D., University of Wyoming
M.A., B.A., California State University, Sacramento

JOEL FUNK, Associate Professor of Biology, 2009.
Ph.D., M.S., Kansas State University
B.A., Tabor College

BRADLEY GAMBILL, Associate Professor of English, 2005.

Ph.D., Oklahoma State University

M.F.A., University of Iowa

M.A., New Mexico State University

JANET L. GARDNER, Assistant Professor of Nursing Education, 2017.

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

BRAD GATLIN, Associate Professor of Business, 2016.

D.B.A., Anderson University

M.B.A., B.S., Bryan College

TIMOTHY P. GILMOUR, Assistant Professor of Engineering, 2012.

Ph.D., Pennsylvania State University

B.S., Cedarville University

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

M.F.A., University of Idaho

B.S., John Brown University

HELEN H. GREGOR, Assistant Professor of Communication, 2017.

M.S., Columbia University

B.A., Wake Forest University

BRIAN T. GREUEL, Professor of Biology, 1997.

Ph.D., Washington University

M.S., Ohio State University

B.S., Wheaton College

DEREK GWINN, Assistant Professor of Family Studies, 2012.

Ph.D., M.A., University of Minnesota, St. Paul

B.S., B.A., University of Kentucky, Lexington

KIMBERLY B. HADLEY, Vice President for Finance and Administration; Assistant Professor of Business, 2004.

D.B.A., Anderson University

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

KENNETH D. HAHN, Professor of Physics, 2014.
Ph.D., M.S., B.S., Texas A&M University
M.A.B.S., Dallas Theological Seminary

MELISSA E. HALL, Associate Professor of Family and Human Services, 2011.
Ph.D., University of Arkansas
M.Ed., University of Oklahoma
B.S., Southwestern Assemblies of God University

TESSA M. HASTINGS, Assistant Professor of Graduate Counseling, 2017.
M.S., Southwest Missouri State University
B.S., Evangel College

SAMUEL J. HEINRICH, Associate Professor of Business, 2014.
D.B.A., George Fox University
M.B.A., University of Colorado
B.S., John Brown University

STEVEN E. HELMS, Assistant Professor of Cybersecurity, 2017.
B.B.A., Texas A&M University

SHERYL L. HILL, Associate Professor of Nursing Education, 2016.
D.N.P., M.S., University of Minnesota
B.S.N., Boise State University

AMANDA E. HIMES, Assistant Professor of English, 2006.
Ph.D., Texas A&M University
M.A., Baylor University
B.A., East Texas Baptist University

JONATHAN B. HIMES, Professor of English, 2003.
Ph.D., M.A., Texas A&M University
B.A., Harding University

KATHY HOGAN, Instructor of Adult Education, 1998.
M.Ed., B.S., University of Arkansas

NEAL HOLLAND, Professor of Visual Arts, 1998.
M.F.A., National University
M.A., Southwestern Baptist Theological Seminary
B.A., Ouachita Baptist University

CHRISTOPHER E. HULL, Associate Professor of Graduate Counseling, 2017.
Ph.D., Regent University
M.A., Reformed Theological Seminary
B.A., Dordt College

IVAN D. IGLESIAS, Associate Professor of Spanish, 2009.
Ph.D., M.A., University of Arkansas
B.A., Universidad del Atlantico, Columbia

KYLE J. IRELAND, Director of Student Support Services, Instructor of Academic Services 2015.
M.A., B.A., Olivet Nazarene University

PRESTON L. JONES, Professor of History, 2003.
Ph.D., University of Ottawa
M.A., Sonoma State University
B.A., California State University

PATRICIA A. KIRK, Professor of English; Writer in Residence, 1998.
M.F.A., University of Arkansas
Third year Certificate in Mandarin Chinese, University of Hong Kong
M.A., Tulane University
B.A., University of California

JAMES L. KRALL, Vice President for University Advancement; Assistant Professor of Organizational Leadership, 1996.
Ed.D., University of Tennessee
M.A., Ball State University
B.A., Taylor University

RYAN A. LADNER, Associate Professor of Marketing, 2015.
D.B.A., George Fox University
M.A., Liberty University
M.B.A., Mississippi College
B.S.B.A., University of Southern Mississippi

REBECCA J. LAMBERT, Dean of Academic Services and Registrar; Assistant Professor of Higher Education, 2000.
Ed.D., M.S., University of Arkansas
B.S., Ball State University

CAREY LAMPTON, Professor of Counseling Psychology, 2001.
Ph.D., M.A., Texas Tech University
B.A., University of Arkansas

JASON M. LANKER, Associate Professor of Youth Ministries, 2007.
Ph.D., M.A., Biola University
B.A., The Master's College

JOHN D. LENSCHOW, Director of Irish Studies Program; Instructor of Biblical Studies, 2006-2008, 2017.
M.Th., M.Div., Gordon-Conwell Theological Seminary
B.A., Oral Roberts University

KEVIN H. MACFARLAN, Professor of Mechanical Engineering, 1993.
Ph.D., University of Arkansas
M.S., B.S., Virginia Polytechnic Institute and State University

TRACI R. MANOS, Instructor of English, 2017.
M.F.A., University of Arkansas
B.A., John Brown University

BOB C. MARTIN, Professor of Visual Arts, 2008.
M.F.A., University of Arkansas
B.A., Northeastern State University

RYAN A. MARTIN, Director of Rogers and Fort Smith CARE Clinics; Assistant Professor of Graduate Counseling, 2008-2012, 2015.

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

B.A., Oklahoma Baptist University

CONSTANCE D. MATCHELL, Professor of Teacher Education, 2015

Ed.D., Harding University

M.Ed., University of Arkansas

B.S.E., John Brown University

RACHEL E. MAXSON, Instructor of Librarianship, 2015.

M.L.I.S., San Jose State University

M.Div., Yale University

B.A., Wheaton College

KRISTIN McCLOUD, Assistant Professor of Nursing Education, 2017.

M.S.N., University of Arkansas

B.S.N., Arkansas Tech 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

MELISSA L. MICHAEL, Assistant Professor of Math Education, 2014.

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

AMANDA K. MOORE, Lecturer, College of Business, 2006 – 2014, 2016.

Ed.D., University of Arkansas

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

ROBERT H. MOORE, Associate Professor of History, 2007.

Ph.D., Emory University

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

MARTHA L. MORGAN, Associate Professor of Family and Human Services, 2015.
Ph.D., Texas Tech University
M.S., Oklahoma State University
M.Ed., B.B.A., University of Central Oklahoma

KIMBERLY S. MURIE, Assistant Professor of Teacher Education, 2015.
Ph.D., M.A., B.S., University of Arkansas

SUSAN Q. NEWTON, Associate Professor of Chemistry, 2005.
Ph.D., University of Arkansas
B.S., John Brown University

ROBERT B. NORWOOD, Associate Vice President for Academic Administration; Dean of Undergraduate Studies; Director of Assessment; Professor of Electrical Engineering, 1998.
Ph.D., M.S., B.S., Stanford University

ELLEN M. ODELL, Director of the Nursing Program; Associate Professor of Nursing Education, 2014.
D.N.P., Case Western Reserve University
M.S.N., George Mason University
B.S.N., University of Missouri-St. Louis
A.D.N., McLennan Community College

GARY J. OLIVER, Executive Director of The Center for Healthy Relationships; Professor of Psychology and Practical Theology, 1998.
Ph.D., M.A., University of Nebraska
Th.M., Fuller Theological Seminary
M.Div., Talbot Theological Seminary;
B.A., Biola University

CHARLES C. PASTOOR, Associate Professor of English, 2001.
Ph.D., M.A., Baylor University
B.A., Calvin College

KATHLEEN M. PAULSEN, Women's Soccer Coach; Instructor of Kinesiology, 2013.
M.S., B.A., University of Arkansas

CHARLES E. PEER, Professor of Visual Arts, 1987.

M.F.A., University of Arkansas

B.A., Hendrix College

BONNIE R. PHILLIPS, Assistant Professor of Graduate Counseling, 2015.

Ph.D., University of Louisiana

M.S., B.A., Harding University

CALVIN E. PISTON, Dean of Institutional Effectiveness; Professor of Mathematics, 1982.

Ph.D., University of Arkansas

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

PETER F. POHLE, Associate Professor of Visual Arts, 2001-2005, 2006.

M.F.A., Syracuse University

B.A. Equivalent, Berlin

CHARLES W. POLLARD, President; Associate Professor of English, 2004.

Ph.D., University of Virginia

M.A., Oxford University

J.D., Harvard Law School

B.A., Wheaton College

TRISHA D. POSEY, Director of the Honors Scholars Program; Associate Professor of History, 2007.

Ph.D., University of Maryland

M.Phil., University of Kent at Canterbury

B.A., Grand Canyon University

RODNEY P. REED, University Chaplain; Associate Professor of Biblical Studies, 2008.

Ph.D., University of Bristol, England

M.Div., Bethel Theological Seminary

B.A., Sioux Falls College

GERALD L. REIMER, Associate Professor of Accounting, 2017.

M.B.A., Washburn University

B.S., John Brown University

GREGORY S. ROBINSON, Associate Professor of Outdoor Leadership Ministries, 2014.
Ph.D., The Union Institute & University
M.S., B.A., John Brown University

JUAN CARLOS RODRIGUEZ, Instructor of Mechanical Engineering, 2016.
M.S.L.E., B.S.E., John Brown University
M.S.M.E., University of Tulsa

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

REBECCA J. ROTHFUSS, Director of the Leader Scholars Institute; Assistant Professor of Business, 1994.
Ph.D., Dallas Baptist University
M.S., Oklahoma State University
B.A., Bartlesville Wesleyan

MICHELLE SATTERLEE, Assistant Professor of Psychology, 2017.
D. Psych., M.A., George Fox University
M.A., B.A., MidAmerica Nazarene University

ANDREW A. SCHAUSS, Assistant Men's Basketball Coach; Instructor of Kinesiology, 2017.
B.S., Bethel College

SIMONE I. SCHRODER, Assistant Professor of Librarianship, 1988.
M.L.I.S., University of Oklahoma
D.C., Palmer College of Chiropractic
B.A., Marycrest College

KEVIN E. SIMPSON, Professor of Psychology, 2012.
Ph.D., University of Denver
M.S., University of North Texas
B.S., John Brown University

MARQUITA S. SMITH, Associate Professor of Journalism, 2010.

Ed.D., University of Arkansas

M.A., University of Maryland

B.S., University of Tennessee

STEVEN P. SNEDIKER, Assistant Professor of Visual Arts, Cinema, 2009.

M.F.A., National University

B.S., John Brown University

JEFFREY D. SODERQUIST, Women's Basketball Coach; Instructor of Interdisciplinary Studies, 1998.

B.S., John Brown University

TED JUNSEOK SONG, Assistant Professor of Engineering, 2012.

Ph.D., M.S., The University of Texas at Austin

B.S., Hanyang University, Seoul, Korea

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

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

JACOB H. STRATMAN, Associate Professor of English, 2007.

Ph.D., Marquette University

M.A., Missouri State University

B.A., William Jewell College

BRENT C. SWEARINGEN, Director of the Library and Associate Professor of Librarianship, 2006.

M.S., University of Illinois

M.Ed., DePaul University

B.A., University of Arkansas

CARLA B. SWEARINGEN, Dean of Faculty Development; Professor of Chemistry, 2005.

Ph.D., Loyola University

B.A., Hendrix College

C. JEFFREY TERRELL, Dean of the College of Education and Human Services, Professor of Counseling Psychology, 2014.

Ph.D., M.S., University of Southern Mississippi
M.Div., New Orleans Baptist Theological Seminary
B.A., Samford University

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

Ph.D., University of Southern Mississippi
M.S., Georgia State University
B.A., Samford University

MARK A. TERRILL, Associate Professor of Construction Management, 2010.

M.S., University of Texas
M.A., M. Min, Tennessee Temple University
B.S., New Mexico Institute of Mining & Technology

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

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

KAI TOGAMI, Professor of International Business, 2015.

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

ADRIA L. TROMBLEY, Assistant Professor of Teacher Education, 2016.

M.Ed., John Brown University
B.S., Missouri Southern State University

FRANCIS E. UMESIRI, Associate Professor of Chemistry, 2011.

Ph.D., University of Toledo
M.S., Central Michigan University
B.S., University of Lagos, Nigeria

GREGORY A. VARNER, Assistant Professor of Mathematics, 2012.

Ph.D., University of Missouri
M.S., University of Arkansas
B.A., Hendrix College

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

Ph.D., St. Louis University

M.Div., M.A., Covenant Theological Seminary

B.A., Covenant College

TIMOTHY S. WAKEFIELD, Professor of Biology, 2000.

Ph.D., Auburn University

M.A., University of Missouri

B.S., Union University

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

Ph.D., Vanderbilt University

B.A., Northwestern University

JOE F. WALENCIAK, Dean of the Soderquist College of Business; Distinguished Professor of Business, 1982.

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

B.S., John Brown University

QIAN WANG, Assistant Professor of Biology, 2017.

Ph.D., Texas A&M University

M.S., B.E., Lanzhou University of Technology, China

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

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

B.S., Indiana University

PAUL H. WHITLEY, Associate Professor of Music, 2011.

Mus., Northwestern University

M.M., New England Conservatory

B.M., Wheaton College

JESSICA H. WILSON, Associate Professor of Creative Writing, 2013.

Ph.D., Baylor University

M.E., University of Dallas

B.A., Pepperdine University

BARRY J. WINGFIELD, Director of Little Rock CARE Clinic; Associate Professor of Marriage and Family Therapy, 2014.

Ph.D., University of Louisiana

M.S., Texas A&M University

B.A., Harding University

JUDY K. WINSLETT, Assistant Professor of School Counseling, 2016.

Ed.D., Ed.S., Harding University

M.S., John Brown University

B.A., Northeastern State University

TERESA R. WUBBENA, Professor of Music, 1976.

M.A., B.Mus.Ed., Sam Houston State University.

JIN XU, Assistant Professor of Engineering, 2013.

Ph.D., Iowa State University

Ph.D., B.S., Nanjing University of Aeronautics and Astronautics, China

Effective July 1, 2017

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
JOHN V. CARMACK, Ph.D., Marriage and Family Therapy, 1998 - 2017
ROBBIE F. CASTLEMAN, D.Min., Biblical Studies, 2001-2016
DAVID A.CATER, Ph.D., Psychology, 1993 - 2012
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
DAVID E. JOHNSON, Ph.D., Psychology, 1980 - 2017
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
JOHN B. McCULLOUGH, M.S., Business, 1974 - 2015
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
WARREN B. ROBY, Ph.D., Language Studies, 2000 - 2017
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
PAUL B. SMITH, M.Mus., Music, 1987 - 2017
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
RAYMOND T. WEST, JR., M.S., Computer Science and Administration, 1987-2016
JACQUELINE S. WRIGHT, M.Ed., Administration, 2006 – 2014
JAN HELMUT WUBBENA, D.Mus.A., Music, 1977 - 2017
JOE M. ZIMMERMAN, Ph.D., Music, 1956-1960, 1961 - 1966, 1967 - 1969, 1971 - 1996

Effective July 1, 2017