

JOHN BROWN UNIVERSITY

GRADUATE AND
PROFESSIONAL STUDIES

2009-2011

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

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UNIVERSITY PROFILE

The Mission of the University

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

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

Statement of Faith

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

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

Educational Philosophy

The faculty has expressed its purpose as sending forth graduates

Whose lives reflect the love of Christ

Through reverence toward God.

Through consecration to Christ and His Church.

Through knowledge of the Bible and appreciation of its principles.

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

Through tolerance, humility, and helpfulness to others.

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

Through use of mental processes which lead to intelligent decisions.

Through familiarization with sources of information.

Through utilization of knowledge.

Through mastery of means of communication of ideas.

Who are able to function effectively in a multicultural world

Through a heightened awareness of diverse cultural contexts and values.

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

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

Through formation of a Christian perspective of the world.

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

Through their willing response to God's unique plan.

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

Through a cooperative and understanding attitude toward fellow workers.

Who make worthy contributions to their communities

Through active cooperation with other people toward general community improvement.

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

Through exercising their political privileges in the spirit of Christ.

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

History

John Brown University's rich history began with an enthusiastic author, educator, radio broadcaster, and evangelist, John E. Brown, who recognized the need for an academic institution that would prepare young people to serve Christ. In 1919, with a goal of educating the "Head, Heart, and Hand," John Brown laid the foundation for the institution that would later be called John Brown University. The vision of JBU has been carried through its ninety 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 46 undergraduate majors in traditional format. Also available at JBU are academic opportunities for professionals and graduates. The JBU Professional Studies Programs were established in 1993 to meet the needs of working adults and allow them to complete their undergraduate degree. The Graduate Studies Programs, established in 1995, offers master's degrees in School Counseling, Community Counseling, Marriage and Family Therapy, Business Administration, International Community Development Leadership, Leadership and Ethics, and Ministry.

Heart

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

Hand

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

While the scope of JBU's mission has grown over the last 90 years, the central direction of that mission has remained the same: "Christ Over All."

Location

Located in one of the fastest growing areas in the nation, John Brown University is an interdenominational Christian university offering 50 major fields of study. JBU faculty and staff work to provide a tremendous number of experiential learning opportunities for students, in and out of the classroom, that develops the head, heart, and hand. John Brown University's main campus is located in Siloam Springs, Arkansas. Educational Centers for Graduate and Professional Studies are located in key metropolitan areas of Arkansas—Fort Smith, Little Rock, and Northwest Arkansas (Rogers). Classes are also offered at other convenient locations in the state, including Harrison, Hot Springs, and at the Sam Walton Development Complex.

Accreditation

John Brown University is accredited by the Higher Learning Commission of the North Central Association (NCA) of Colleges and Schools, <http://ncahigherlearningcommission.org>, phone (800) 621-7440, and is approved by the Arkansas State Department of Education and accredited by the National Council for the Accreditation of Teacher Education (NCATE), <http://ncate.org>, phone (202) 466-7496, for the preparation of teachers. All bachelor's and master's degree programs of the Division of Business are accredited by the International Assembly for Collegiate Business Education (IACBE), <http://www.iacbe.org>, phone (913) 631-3009. 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 (CCCCU), a resource- and information-sharing association of 111 Christ-centered colleges and universities of the liberal arts and sciences. Member schools, which must be accredited four-year institutions, are committed to maintaining the highest academic standards within an environment which fosters moral and spiritual development in individuals and communities. Incorporated in 1982, the CCCCU 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, phone (202) 546-8913, fax (202) 546-8713.

The Student Body

Approximately 800 adult learners participate in the Graduate and Professional Studies programs, including 500 Professional Studies students and nearly 300 pursuing master's degrees. In addition, nearly 1300 undergraduates are enrolled in John Brown University's traditional programs.

The Soderquist Center for Leadership and Ethics

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

The Center's energies are focused on equipping through customizable training programs. Customers include companies and corporations, not-for-profit organizations, and emerging leaders in graduate and undergraduate programs. The Center engages leaders through programs such as the Ethical Leadership Summit for senior executives, the Milestone Program for middle managers, and team building programs on our adventure learning courses.

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

The Center for Relationship Enrichment

CRE Vision Statement

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

CRE Mission Statement

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

CRE Primary Goals

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

Resources for Learning

John Brown University Library

The two-story John Brown University library—also known as the Arutunoff Learning Resource Center—is the central location for library resources supporting the research needs of the JBU community. The library is an important part of the academic program at JBU and functions as a partner in the teaching/learning process. The main collection consists of over 120,000 items, including books, e-books, microforms, sound recordings, DVD and video recordings, curriculum media, computer software, and archival materials. In addition, the library subscribes to more than 6,000 periodical titles that appear in online, paper, microform, or CD-ROM formats. The library also subscribes to 60 electronic databases (full-text periodicals, online reference resources, indexes, and abstracts). The professional library staff provides research and reference services to both individuals and groups, and efficient interlibrary loan services to the JBU community. The library facility includes study rooms, meeting rooms, a group research lab, and a computer lab for student use.

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

The gateway to the JBU library is its web site, www.jbu.edu/library, where information about all library collections and services may be obtained. The library web site features an online catalog that can be accessed from any computer with an Internet connection. Students can connect to electronic databases through the campus network and via remote access. Reference questions and interlibrary loan requests can be made using online forms found at the web site, instant messaging, 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 users borrowing privileges to over 110 million items held in over 12,000 member libraries worldwide. The library belongs to ARKLink (a consortium of 47 academic libraries in Arkansas) and AMIGOS (a regional resource-sharing network). The library is a charter member of the Christian Librarian Association Network.

Special collections in the library include the published materials of the school's founder, John E. Brown, Sr., materials of radio evangelist J. Vernon McGee, the Romig juvenile literature collection, and the Gary and Carrie Oliver Marriage and Family Resource Room. In addition, the JBU Archives houses an extensive collection of artifacts related to the history of the university.

Computing and Media Resources

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

Graduate and Professional Studies 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 coverage for portable computing devices is available as well.

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

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

More complete and current information about technology services may be found through the web via the EagleNET home page at <http://eagle.jbu.edu> or for assistance, contact the HELP desk at help@jbu.edu.

Office of Academic Assistance

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

The Office of Academic Assistance also administers the CLEP, DANTEs, and MAT, and proctors tests for correspondence courses. For general information, fees, or to schedule an appointment, call the office at (479) 238-7471.

Services for Students with Disabilities

It is the goal of John Brown University that all enrolled students be given equal opportunity to succeed in their quest for a higher education that is based upon our "Christ Over All" philosophy and that integrates the educational principles of "Head, Heart, and Hand." In accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, John Brown University is committed to providing reasonable accommodations to students who are disabled. Students having documented disabilities may consult JBU's Director of Student Support Services, Jacqueline Wright, who works with students and instructors to arrange appropriate assistance in learning and physical access. The Office of Disability Services is located on campus, in the Learning Resource

Center, Room 147. You may contact Jacqueline by phone (479) 238-8770, or by e-mail at JWright@jbu.edu.

Student Development Services

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

The "Student Expectation Statement" serves as catalyst for growth in many areas of life: spiritual, emotional, relational, and physical development. During the college experience, decisions are made which enhance career and service opportunities for a lifetime. There are people and resources at John Brown University that can be of real help. For assistance, call (479) 524-7252.

Counseling Center

The college experience often entails emotional as well as intellectual challenges. Developing meaningful relationships, changes in one's family, stress, anxiety, and depression are just a few of the issues facing students. The professional staff in the Counseling Center is available to facilitate students' growth during these times of uncertainty, questioning, and struggle. Individual and group therapy, couple counseling, and psychoeducational groups are available to students free of charge. Counseling sessions are confidential, and appointments are scheduled with discretion and respect for the needs and desires of students. For assistance, call (479) 238-8760.

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 to explore career alternatives.

The center will serve as a link between college and the world of work through providing regular workshops on job search skills and strategies. The annual Career Fair brings employers and graduate school representatives to campus to increase awareness and provide information related to future career and graduate education. The CDC also provides

information about graduate schools, graduate entrance test materials, job vacancy notices, occupational profiles and descriptions, and potential employers. For assistance, call the office at (479) 524-7282.

Health Services

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

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

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

Arkansas law regarding Act 141 of 1987 requires documentation of two doses of Measles/Mumps/Rubella vaccination for all students. This includes full and part time, residential or commuter, auditors, concurrent high school students, graduate and undergraduate students. This new standard is effective fall 2009. 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 for no charge.

Arkansas law regarding Act 96 of 1913 requires all incoming students who were born or have lived for longer than six months in countries where Tuberculosis is endemic to show documentation of a TB skin test administered in the U.S. within six months of classes beginning. This can be done on campus for \$5. Visit www.jbu.edu/life/studev/health/ for more information.

International Programs Department

The International Programs Department (IPD) serves the needs of international students including Walton Scholars and MKs. 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 multicultural 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.

John Brown University International Study Programs. In conjunction with the academic division, the IPD administers a variety of JBU study abroad programs, such as Irish Studies, Visual Arts Studies, and others.

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

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

Office of Christian Formation

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

Resources for Lifestyle

The Walton Lifetime Health Complex (WLHC) offers students the most modern of health and fitness facilities for a complete daily work out. 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.

EDUCATIONAL PROGRAMS

Professional Studies

Departments of Organizational Management and Education. (Pages 31-55)

Graduate Studies

Divisions of Business, Christian Ministry, and Counseling. (Pages 57-105)

Curricula

Two Professional Studies programs and six Master's Degree programs are offered at John Brown University.

Professional Studies Degree Programs

Organizational Management	B.S.	41
Early Childhood Education	B.S.E.	44

Master's Degree Programs

Business Administration	M.B.A.	72
Emphasis in Leadership and Ethics	M.B.A.	72
Emphasis in International Business	M.B.A.	73
Emphasis in Global Continuous Improvement	M.B.A.	74
Community Counseling	M.S.	88
International Community Dev. Leadership (MS-ICDL)	M.S.	75
Leadership and Ethics (MSLE/MS-LE)	M.S.	76
Leadership and Higher Education (MS-LHE)	M.S.	76
Marriage and Family Therapy	M.S.	89
Ministry	M.A.	81
School Counseling	M.S.	90

Reserve Officer Training Corps

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

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

U.S. AIR FORCE ROTC

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

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

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

Financial assistance is also available through multiple scholarship programs to qualified students enrolled in ROTC courses. Air Force ROTC offers four-, three-, and two-year scholarships to eligible students selected by a board. Scholarship recipients receive a monthly tax-free allowance ranging from \$300 to \$450, payment of all tuition expenses, textbook payment, and payment of certain other fees. Additional information and applications for this assistance may be obtained on the web at <http://afrotc.uark.com>. Engineering and nursing students are highly encouraged to apply.

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

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

Descriptions of U.S. Air Force ROTC (ARO) courses may be viewed in the JBU Undergraduate catalog (refer to page 207) or online at www.jbu.edu/academics/catalog.

U.S. ARMY ROTC

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

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

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

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

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

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

A unique financial assistance program is available to all Army ROTC sophomore (MSII), junior (MSIII), and senior (MSIV) students through the Simultaneous Membership Program (SMP). This program allows these students to be enrolled in Army ROTC while simultaneously serving with a Reserve or National Guard unit. Financial benefits of this program presently provide approximately \$600 to \$1,100 per month to SMP students. In addition, Army ROTC SMP students will also receive Federal Tuition Assistance (FTA) which will pay 100% of tuition up to \$4,500 per year. Eligible Army National Guard students may also receive additional financial assistance through the Guard Tuition Assistance Program (GTAP).

All students who successfully complete the Advanced Course in either ROTC program and receive a degree may be accepted for a Regular or Reserve Commission in the United States Air Force or in one of the 16 branches of the Army.

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

Descriptions of Army ROTC (MSC) courses may be viewed in the JBU Undergraduate catalog (refer to page 287) or www.jbu.edu/academics/catalog.

ROTC Contact Information

John Brown University students interested in ROTC should contact the Office of Academic Affairs. Information about the programs available at the University of Arkansas can be found at www.uafarmyrotc.com or <http://afrotc.uark.edu>.

FINANCIAL PLANNING

Cost of Attendance

Application Fee

Applications for admission to the Professional Studies Programs of the university should be accompanied by a \$25 non-refundable application fee. An enrollment deposit of \$100 is due upon acceptance.

The application fee is \$35 for admission to Graduate Studies Programs.

Charges for 2010-2011

Professional Studies Degree Programs	<u>Per Credit Hour</u>
Organizational Management Program	\$ 360
Books and Materials*	61
Early Childhood Education Program	360
Books and Materials*	66
Elective Course	250
Distance Learning Online Course	50
Credit for Prior Learning (per request)	100

* No books and materials fee for OM Capstone, EDC Internship, or the BIS or HCA Portfolios

Graduate Studies Degree Programs

Tuition for all Graduate Programs	\$ 470
Distance Learning Online Course	50

Wal-Mart associates enrolled in an OM, MBA, or MSLE program, at any location, receive a 10% tuition discount.

Additional Fees

Graduation Fee \$35

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

Official Transcripts \$2

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

Late Registration Fee \$50

Graduate and Professional Studies students who register for classes after the designated registration period are subject to a late fee.

Auto Registration \$25

Any vehicle that will be parked on the main campus in Siloam Springs must have a JBU parking sticker. This sticker is valid for one academic year, fall semester through summer Term III. Motorcycle registration fee is \$15. For information, refer to www.jbu.edu/life/safety.

Payment of Student Accounts

Tuition and fees are due and payable as a lump sum prior to the start of each semester or term. Payment will be the semester's charges less financial aid (i.e. scholarships, grants, and loans). A payment plan option is available to students in good financial standing; details are available from the Business office. Payment plan information is sent to each student prior to the start of each semester or term. A \$35 fee is applicable for students on the payment plan option, and the university reserves the right to change the fee structure as needed to fund the payment plan program. For assistance, call the office at (479) 524-7398.

Valuables

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

Financial Aid

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

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

Merit scholarships are available to students based on academics and leadership. Descriptions of eligibility criteria and availability of assistance can be found in the financial aid brochure.

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

Financial Aid Policy

The board of trustees has adopted the following policy with regard to awards of financial aid:

1. Financial aid programs funded by the institution itself are intended to supplement the various federal, state, and private donor financial aid programs administered by the institution.
2. Such institutional aid (to include academic and leadership scholarships) will not be used to increase the total of financial aid available to the student from all sources, exclusive of any work-study or loan arrangement, beyond
 - a. in the case of a boarding student, the total cost of room, board, and tuition for the academic year, or
 - b. in the case of a day student, the cost of tuition for the academic year.
3. Generally, students shall not be awarded financial aid in excess of their determined financial need.
4. Any commitment of institutional financial aid shall be expressly conditioned upon determination by the financial aid officer of the student's prior eligibility for other federal, state, and private donor financial aid, exclusive of any work-study or loan arrangement.
5. Federal regulation requires that a student must be making satisfactory academic progress regardless of whether they previously received Title IV aid.

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

Satisfactory Academic Progress

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

Quantitative Requirements

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

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

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

Qualitative Requirements

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

Appeal Process

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

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

Addendum to Satisfactory Academic Progress Policy

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

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

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

How do the following affect Satisfactory Academic Progress determinations?

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

Maximum Time Limits for Financial Aid Eligibility

Institutional Aid

Bachelor Degree Programs	Four Years
Master's Degree Programs	Two Years

Federal and State Financial Aid Programs

The federal government sponsors student assistance programs to those who have demonstrated financial need. Through the Federal Pell Grant Program, students may receive as much as \$5,350 per year, based on authorization from Congress. Many students also are able to take advantage of the Federal Perkins Program and secure long-term, low interest (5%) loans for educational expenses.

Students may also be eligible for assistance from other sources, such as the Federal Supplemental Educational Opportunity Grant Program (SEOG), the Federal Work-Study Program, and Federal Stafford Student Loans. Students may qualify for a low interest Federal Stafford Student Loan (subsidized or unsubsidized) to help cover both direct and indirect costs of education. Award amounts are based on financial need. Contact the Financial Aid office at (479) 524-7151 for more details.

Veterans Administration Benefits

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

Air Force and Army ROTC Scholarships

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

ACADEMIC POLICIES

Student Responsibility Statement

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

Nondiscriminatory Policy

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

Students Subject to the Catalog Provisions

All students are subject to the provisions of the catalog which was in effect at the time of their first enrollment at John Brown University, with the exception of charges for tuition, etc., which apply only for a specified period of time.

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 the advisers, written notices, and campus publications.

Course Credits

The basic unit of course credit is the semester hour.

Full-Time Student

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

Prerequisites

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

Late 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 (refer to page 22).

Transcripts

An official transcript of a student's academic record may be obtained by submitting a written request to the Registrar's office, provided the student has made satisfactory arrangements with the 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 \$2 fee is incurred for each transcript thereafter. Transcript request forms can be obtained from the web site at www.jbu.edu/academics/registrar.

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 Education Records

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

Classroom Demeanor

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

Academic Integrity

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

Minimum Total Semester Hours

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

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

Grade Renewal

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

Fresh Start Policy

The student who re-enrolls in the university after an absence of seven or more years and successfully completes a full-time semester may request the Academic Dean for a "Fresh Start." If the request is approved, the JBU

grade point average used as basis for good academic standing, financial aid eligibility, and minimum JBU grade point average for graduation will exclude all credits earned prior to the absence. In effect, the Fresh Start treats early JBU work as transfer work. Of all courses earned in the first period of attendance, only those with grades of 'A,' 'B,' 'C,' or 'S' may be counted toward the degree.

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 Exercises

Degree candidates may participate in commencement exercises only upon completion of all degree requirements no later than the last day of the semester. Any course work in progress at other institutions must be completed during terms ending no later than one week following JBU commencement.

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

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

Appeal Procedure

Occasionally a student may wish to appeal an academic action such as a grade, a graduation requirement, or a withdrawal penalty. Such appeals should be made in writing to the Dean of Graduate and Professional Studies. In most cases the student should first request the support of their major advisor or division chair.

DIVISION OF
PROFESSIONAL STUDIES



DIVISION OF PROFESSIONAL STUDIES

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

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

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

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

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

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

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

Fort Smith Center, 1401 South Waldron Road, Suite 104, Fort Smith,
AR 72903, 479-646-0082 or 888-528-4723 FSCenter@jbu.edu

Little Rock Center, 5107 Warden Road, Suite 4, North Little Rock, AR
72116, 501-771-9000 or 877-528-4723 LRCenter@jbu.edu

Rogers Center, 2807 Ajax Avenue, Suite 200, Rogers, AR 72758,
800-528-4723 RCenter@jbu.edu

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

Academic Policies

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

Admission Requirements — Organizational Management major

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

Application Process. Applicants to the OM Program must submit:

1. Application for Admission accompanied by \$25 application fee
2. Official copies of transcripts from all colleges attended

All materials should be sent to the appropriate JBU center.

Admission Requirements — Education major

Applicants desiring to major in Education (EDC) must be at least 23 years of age and have 60 hours of transferable credit, as determined by John Brown University, with a cumulative grade point average of 2.5 or better on the 4.0 scale. Applicants must also submit recommendations from two people, have at least two years of formal or informal work experience and provide evidence of having experience with children. To be accepted into the Education major, students must provide acceptable federal and state background checks, successfully complete the Praxis I exam series, and successfully complete the Praxis II Elementary Education: Content Knowledge exam.

Application Process. Applicants to the EDC Program must submit:

1. Application for Admission accompanied by a \$25 application fee
2. Official copies of transcripts from all colleges attended
3. References from two people (non-relatives)
4. Complete background check
5. Complete and pass Praxis I and II

All materials should be sent to the appropriate JBU center.

Attendance Requirements

Because of the intensive nature of the curriculum and the participatory structure of course work in these programs, it is imperative that students attend every night of class. If absence is unavoidable, students should inform the instructor; makeup assignments and consequences of such absences are determined by the instructor.

In the Organizational Management program, missing two sessions of a five-week course, or three sessions of a six- or seven-week course, excused or unexcused, will result in a grade of 'W' or 'F.'

In the Early Childhood Education program, missing more than one session of a five-session course, excused or unexcused. will result in a grade of 'F' Missing more than two sessions of a six- or seven-session course will result in a grade of 'F.'

Auditing Courses

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

Book Refund Policy

Students in most professional studies courses pay a course fee which includes the cost of textbooks. If a student drops a course during the full-tuition refund period, the student may be eligible for a refund of the course fee upon return of the books to the appropriate JBU center. If all of the books for the course are returned in unmarked conditional (no names, no marks, no damages, still in wrapping) the JBU Business office will issue a refund of the student's books and materials fee for that course.

Credit for Non-Collegiate Sponsored Learning

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

Credit by Examination. Students may earn credit through selected nationally recognized standardized tests. Such tests include the College Level Examination Program (CLEP), the DANTES Subject Standardized Tests (DSSTs) and certain other tests approved by the American Council on Education. A maximum of 30 credit hours may be earned by examination. DANTES exams are not accepted in the EDC Program.

Credit for Prior Learning (CPL). The university recognizes that collegiate-level learning may occur outside the college/university classroom and has

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

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

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

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

In the life-learning essay, the student is to demonstrate how the outcomes of the experiential learning are similar to those of a particular course, or are appropriate to be considered as a topic within a particular subject area. Completed materials are submitted to the Coordinator of Prior Learning Assessment who then forwards them to a faculty evaluator in the appropriate discipline.

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

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

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

Dropping Courses

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

If the student withdraws after the beginning of the first class but prior to the third meeting, the student will receive a 'W' for the course. After this time, the student will not be eligible for a grade of 'W'; the student will receive the grade earned. Withdrawal from the university or dropping a course may have implications for student financial aid or veterans' benefits. Tuition will be refunded to the student and a grade of 'W' or 'F' will be posted based on the following schedule:

Drop Notification/Refunds	<u>Amount of Refund</u>	<u>Grade Earned</u>
Prior to first session of a course	100% refund	No grade
After 1st but before 2nd session	75% refund	W
After 2nd but before 3rd session	50% refund	W

Grading System

Indication of each student's progress is reported regularly by instructors. Grades are issued following each term. The grading scale used as a basis for letter grades is established by the instructor of each course. Grade points per semester hour are determined as follows:

Grade Points per Semester Hour	(effective Fall 1999)
A Superior Accomplishment	4.0
A-	3.7
B+	3.3
B Commendable Accomplishment	3.0
B-	2.7
C+	2.3
C Satisfactory Accomplishment	2.0
C-	1.7
D+	1.3
D Minimal Accomplishment	1.0
F Failure	0.0

The following are not included in grade point average:

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

Grade Point Average

To receive an OM degree, the grade point average of all degree work must be at least 2.0, and in the major at least 2.25. The EDC Program requires a cumulative grade point average of at least 2.5, with at least 2.5 in professional education, the teaching field, and any other state-required courses.

Incomplete Grades

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

Maximum Experiential Credits

The maximum total credit allowed for vocal and instrumental ensembles toward the requirements of a bachelor's degree is four hours for professional studies students.

Requirements for Additional Bachelor's Degrees

For two bachelor's degrees, a minimum of 154 semester hours must be completed incorporating all requirements for both degrees. A maximum of 36 credits by exam may be included. All other stipulations of the residence requirements apply to the second as well as to the first degree.

Residence Requirements

Fulfillment of the residence requirements for a Professional Studies bachelor's degree from John Brown University consists of completion by means of courses taken in residence of at least 39 hours of credit presented in fulfillment of degree requirements.

Re-Enrolling in Courses

If a student drops, withdraws, or fails a course, the student will need to contact the appropriate JBU center to determine when the course is offered again and how to re-enroll in the course. The cost for repeated courses (those for which the student received a 'W' or 'F') is full tuition.

Scholastic Probation and Required Achievement for Continued Enrollment

1. A student with a cumulative grade point average (CGPA) less than 2.0 will be placed on probation the following term.
2. The maximum enrollment per term for any student on scholastic probation is 15 term hours. Students should understand that such limited enrollment may lengthen the time required to meet graduation requirements.
3. A student whose CGPA is still below 2.0 after being on probation for two successive terms, or a student with less than a 1.0 term GPA will be suspended unless a petition for re-enrollment is approved by the program director and the associate registrar.
4. A student may enroll after one term of academic suspension if a petition is approved by the program director and the associate registrar.
5. A student who is permitted to re-enroll after academic suspension may continue to re-enroll if satisfactory progress is being made toward a 2.0 CGPA as determined by the associate registrar.
6. A student on scholastic probation may remain eligible for some types of financial aid, if standards for Satisfactory Academic Progress are met.

Transfer of Credit

Credit which has been earned at another institution will be reviewed by both the registrar and the appropriate division faculty, and the applicability to courses in the chosen degree program will be determined. Each course accepted for transfer must have a minimum grade of 'C'. All work completed at previous institutions will be posted as 'CR' on the student's JBU transcript. Thus, only JBU course work will apply toward the student's grade point average. Credits from institutions which are not regionally accredited may be accepted on a case by case basis.

Currently enrolled students planning to take course work at other institutions must receive prior written approval of the major advisor and the associate registrar. Official course descriptions of proposed work may be required.

Transfer of Credit into the Major

Some students may previously have completed courses which are deemed equivalent to certain Organizational Management courses. Applicability of credit is determined by the Registrar's office, who may establish a maximum number of outside credits to be transferred, depending upon the type of curriculum and the awarding institution. All courses in the Education major must be completed through John Brown University. In

accordance with university policy, all students must successfully complete 39 semester hours of John Brown University course work, 32 of which must be in the major. Elective courses or other JBU courses may be necessary.

Withdrawing from the Program

Students wishing to withdraw from a Professional Studies Program must contact the appropriate JBU center.

Scholastic Awards

Recognition of Superior Achievement

Full-time students attaining certain standards of scholastic achievement are placed on the President's or Dean's List of Distinguished Students at the end of each term. To qualify for the Dean's list, the student must have at least 3.4 on a minimum of 12 semester hours, and at least 3.8 for the President's list. A designation indicating this achievement will be added to the student's transcript for each applicable term.

Degree Honors

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

Cum Laude—Grade point average at least 3.6

Magna Cum Laude—Grade point average at least 3.8

Summa Cum Laude—Grade point average at least 3.9

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

Professional Studies Chaplain

The Professional Studies Chaplain serves JBU's adult learner population through pastoral presence and prayer. The Chaplain gives periodic devotional presentations in class, writes a monthly electronic newsletter, and receives and prays for any prayer requests given on behalf of the students. In these and a variety of other ways, the Chaplain supports the mission of John Brown University, fostering the spiritual growth of its adult degree completion students, giving emotional support and assistance when needed.

DEPARTMENT OF ORGANIZATIONAL MANAGEMENT
(SYMBOL: OM)

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

1. General Education—36 hours

- English Composition: *6 hours
- Humanities or Fine Arts: **9 hours
- Natural Science: 3 hours
- Natural Science or Mathematics: 3 hours
- Social or Behavioral Science: **9 hours
- Health or Physical Education: 3 hours
- Biblical Studies: 3 hours

*English Composition requirement must be met prior to Term Two

**Maximum 8 hours in one discipline

2. Courses specified by this Department—48 hours

- OM 1101 Orientation to Adult Learning
- OM 3113 Introduction to Organizational Management
- OM 3123 Applied Research in Management
- OM 3143 Business Communication
- OM 3613 Legal Issues in Human Resource Management
- OM 3503 Leadership and Management
- OM 3153 Financial Mathematics
- OM 4304 Managerial Economics
- BBL 3913 Principles from the Life of Christ
- OM 4503 Survey of Financial and Managerial Accounting
- OM 4433 Financial Management
- OM 4991 Capstone Project Proposal
- OM 4113 Applied Statistics for Managers
- OM 4403 Integrative Strategies in Marketing
- OM 4703 Strategic Management in Organizations
- OM 4803 Organizational Ethics
- OM 4993 Organizational Management Capstone Project

3. Additional approved college credit—40 hours

Minimum total semester hours124

Requirements for the Bachelor of Science (B.S.) degree with major in Organizational Management and emphasis in Business Information Systems

- 1. General Education—36 hours
 - English Composition: *6 hours
 - Humanities or Fine Arts: **9 hours
 - Natural Science: 3 hours
 - Mathematics: 3 hours of College Algebra
 - Social or Behavioral Science: **9 hours
 - Health or Physical Education: 3 hours
 - Biblical Studies: 3 hours

*English Composition requirement must be met prior to Term Two

**Maximum 8 hours in one discipline
 - 2. Courses specified by this Department—38 hours
 - OM 1101 Orientation to Adult Learning
 - OM 3113 Introduction to Organizational Management
 - OM 3123 Applied Research in Management
 - OM 3143 Business Communication
 - OM 3153 Financial Mathematics
 - OM 3503 Leadership and Management
 - OM 4304 Managerial Economics
 - BBL 3913 Principles from the Life of Christ
 - OM 4503 Survey of Financial and Managerial Accounting
 - OM 4433 Financial Management
 - OM 4113 Applied Statistics for Managers
 - OM 4403 Integrative Strategies in Marketing
 - OM 4803 Organizational Ethics
 - 3. Business Information Systems emphasis—16 hours
 - BIS 3313 Database Systems
 - BIS 4333 BIS Project Management
 - BIS 4423 Systems Analysis and Design
 - BIS 4513 Business Programming
 - BIS 4981 Business Information Systems Capstone Project Proposal
 - BIS 4983 Business Information Systems Capstone Project
 - 4. Additional approved college credit—34 hours
- Minimum total semester hours124

Requirements for the Bachelor of Science (B.S.) degree with major in Organizational Management and emphasis in Healthcare Administration

1. General Education—36 hours
 - English Composition: *6 hours
 - Humanities or Fine Arts: **9 hours
 - Natural Science: 3 hours
 - Natural Science or Mathematics: 3 hours
 - Social or Behavioral Science: **9 hours
 - Health or Physical Education: 3 hours
 - Biblical Studies: 3 hours

*English Composition requirement must be met prior to Term Two

**Maximum 8 hours in one discipline
 2. Courses specified by this Department—38 hours
 - OM 1101 Orientation to Adult Learning
 - OM 3113 Introduction to Organizational Management
 - OM 3123 Applied Research in Management
 - OM 3143 Business Communication
 - OM 3153 Financial Mathematics
 - OM 3503 Leadership and Management
 - OM 4304 Managerial Economics
 - BBL 3913 Principles from the Life of Christ
 - OM 4503 Survey of Financial and Managerial Accounting
 - OM 4433 Financial Management
 - OM 4113 Applied Statistics for Managers
 - OM 4403 Integrative Strategies in Marketing
 - OM 4803 Organizational Ethics
 3. Healthcare Administration emphasis—16 hours
 - HCA 3103 Healthcare Information Systems
 - HCA 3113 Public Health and Community Relations
 - HCA 4503 Healthcare Accounting and Financial Control Systems
 - HCA 4703 Healthcare Operations, Performance, and Governance
 - HCA 4981 Healthcare Administration Capstone Project Proposal
 - HCA 4983 Healthcare Administration Capstone Project
 4. Additional approved college credit—34 hours
- Minimum total semester hours124

DEPARTMENT OF EDUCATION

(SYMBOL: EDC)

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

1. General Education—35 hours

English Composition: *6 hours

Humanities or Fine Arts: 5 hours

Natural Science: **3 hours

Natural Science or Mathematics: **6 hours

Social or Behavioral Science: ***9 hours

Health or Physical Education: 3 hours

Biblical Studies: 3 hours

* English Composition requirement must be met prior to Term Two

** Maximum 8 hours in one discipline

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

2. Courses specified by this Department—61 hours

EDC 3002 Professional Preparation

EDC 3113 Human Growth and Development

EDC 3123 Educational Psychology

EDC 3134 Educational Foundations and Technology

EDC 3144 Exceptional Student for Early Childhood Education

EDC 3214 Instructional Methods: 1-4

EDC 3234 Curriculum and Instruction for Early Childhood
Education

EDC 3243 Assessment for Early Childhood Education

EDC 3222 Fine Arts for Early Childhood Education

EDC 4314 Curriculum and Instruction: Language Arts for Early
Childhood Education

BBL 3923 Biblical Ethics for Teachers

EDC 4334 Math Structures for Early Childhood Education

EDC 4413 Curriculum and Instruction: Arithmetic for Early
Childhood Education (includes lab)

EDC 4423 Curriculum and Instruction: Reading for Early
Childhood Education (includes lab)

EDC 4433 Curriculum and Instruction: Science for Early
Childhood Education (includes lab)

Internship and Seminar (8-12 weeks)

EDC 4510 Internship: Early Childhood Education

EDC 4511 Seminar: Early Childhood Education

3. Additional approved college credit—30 hours

Minimum total semester hours126

In order to graduate, students in the Education major must have a 2.5 CGPA and have a grade of "C/2.0" or higher in each course in the major as well as for Arkansas History, Geography, and American Government. They must also gain approval of a professional portfolio which includes evidence of taking Praxis exams that are required for Arkansas licensure.

COURSE DESCRIPTIONS

Course Numbers

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

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

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

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

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

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

PROFESSIONAL STUDIES PROGRAM COURSES

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

BBL (Bible)

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

This is an introductory level course designed to give students an exposure to and appreciation of the Bible's contents, background, purpose, and relevance.

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

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

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

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

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

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

BBL 3923 Biblical Ethics for Teachers **Three hours**

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

BIS (Business Information Systems)

BIS 3313 Database Systems **Three hours**

A comprehensive overview of database systems including relational and object oriented databases. This course introduces the concepts and implementation of the relational database system, including SQL methodology and Entity-Relationship (E-R) models. Students apply their understanding of the database development process by planning, designing, and constructing a physical system using database software to implement the logical design. Offered in online format.

BIS 4333 BIS Project Management **Three hours**

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

BIS 4423 Systems Analysis and Design **Three hours**

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

BIS 4513 Business Programming **Three hours**

A study of algorithm development, programming, computer concepts and the design and application of data and file structures. The goal is to develop an understanding of the logical and physical structures of both programs and data. Advanced topics in the use of Visual.NET programming, design, and data structures are presented. Offered in online format.

BIS 4981 Business Information Systems Capstone Project Proposal

One hour

An introduction to the Organizational Management Capstone Project for Business Information Systems emphasis students. Project options include (but are not limited to) a business plan, a grant or capital campaign proposal, a new charity or ministry, a major project for a company or organization, or a comprehensive training process. The topic is to be integrative in nature, must be approved by the instructor, and be related to the business information systems field. The approved proposal will be implemented during BIS 4983.

BIS 4983 Business Information Systems Capstone Project

Three hours

A substantial applied research/development effort to be completed during the final term of study and must be related to an approved Business Information Systems field. Project options include (but are not limited to) a business plan, a grant or capital campaign proposal, a new charity or ministry, a major project for a company or organization, or a comprehensive training process. The topic is to be integrative in nature. Students submit a project document and a process integration paper, as well as deliver an oral presentation related to the project. The project must have been approved in BIS 4981. Prerequisites: BIS 3313, 4333, 4423, 4513, and 4981.

COM (Communication)

COM 2263 Non-Fiction Film and Video

Three hours

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

EDC (Education)

EDC 3002 Professional Preparation

Two hours

A course preparing students for successful navigation through the EDC program. Course content includes but is not limited to the following training modules: Learning Management System; Gate-Portfolio System; Entry Assessments; Online Component; Curriculum Alignment (How the courses work together); Course Guides; Field Experience Preparation; APA; Professional and Personal Strategic Program Management Within EDC; and Pathwise Evaluation System. Prerequisite: Phase I.

EDC 3113 Human Growth and Development

Three hours

A foundational course dealing with physical, mental, emotional, social, and cultural aspects of individual development from prenatal through adolescence. Emphasis is placed on the Piagetian stages and socio-cultural theory, along with an emphasis on how motor development influences the cognitive, affective, and psychomotor development of the child. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field assignments require the observation of children from early childhood through adolescence with an orientation to cultural diversity.

EDC 3123 Educational Psychology

Three hours

An emphasis on psychology as it applies to teaching and learning. The course covers motivation, retention, reinforcement, transfer, maturation, socialization, and individual differences relative to cultural and environmental influences. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field assignment required.

EDC 3134 Educational Foundations and Technology

Four hours

Cultural and historical foundations of American public education, emphasizing its relationship to a diverse society. Design, production, utilization, and evaluation of various instructional technologies (according to ISTE) are included in this course. Classroom presentation techniques and professional development are stressed. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field assignment required.

EDC 3144 Exceptional Student for Early Childhood Education

Four hours

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

EDC 3214 Instructional Methods: 1-4

Four hours

An emphasis on the application of effective teaching skills. The course includes experiences with several planning and teaching models appropriate for students of diverse backgrounds and special needs. Social studies methods and materials are incorporated throughout the course. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field and/or lab experience required.

EDC 3222 Fine Arts for Early Childhood Education

Two hours

An exploration of fine arts for the P-4 classroom. The course includes creating lesson plans, classroom observations, methods for integrating fine arts into the classroom, and role-playing a creative teaching situation. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week.

EDC 3234 Curriculum and Instruction for Early Childhood Education

Four hours

The philosophical and historical foundations of early childhood education. The course focuses on integrated learning, including the study of physical, cognitive, social, spiritual, and emotional needs of young children. Also included are teaching methods, materials, equipment, classroom management and development of curriculum, with emphasis on the preschool and K-1 classroom. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field experience required.

EDC 3243 Assessment for Early Childhood Education

Three hours

An investigation of the principles of assessment that are of primary importance to educators of diverse populations. The course includes relating objectives to assessment, constructing tests (e.g., language assessment, designing formative and summative assessments, content area achievement, diagnostic), interpreting and using test results (including modification strategies), and utilizing portfolios and other means of authentic assessment. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week.

EDC 4314 Curriculum and Instruction: Language Arts for Early Childhood Education**Four hours**

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

EDC 4334 Math Structures for Early Childhood Education**Four hours**

A presentation of college level mathematics in a format that prepares teachers of early childhood mathematics. Emphasis is on the use of manipulatives while learning math concepts. Topics include problem-solving, sets and logic, functions, the mathematical meaning and background of arithmetic through real numbers, number theory, probability and statistics, introductory algebra, introductory geometry, geometric constructions, congruence, similarity, measurement, and coordinate geometry. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week.

EDC 4413 Curriculum and Instruction: Arithmetic for Early Childhood Education**Three hours**

An overview of the methods and materials for teaching arithmetic (based upon NCTM standards) with diverse students in grades P-4. Emphasis is placed on the use of math manipulatives. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field and lab experiences required.

EDC 4423 Curriculum and Instruction: Reading for Early Childhood Education**Three hours**

A presentation of various models of reading instruction and the theories that support the models. A balanced overview of instruction and assessment, covering both theoretical and practical aspects of teaching reading is provided. Included are studies of the stages of reading development, as well as an emphasis on procedures and methods for analyzing and diagnosing reading difficulties, specifically addressing skills and strategies necessary for reading content materials. Candidates submit a comprehensive integrated unit plan. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field and lab experiences required.

EDC 4433 Curriculum and Instruction: Science for Early Childhood Education**Three hours**

A study of the physical and biological environment designed to help prospective early childhood teachers to develop a scientific perspective on their surroundings. Various methods of communicating scientific truth and encouraging scientific inquisitiveness are presented and practiced. An online component is included as part of the contact time for this course requiring approximately two hours of online work per week. Field and lab experiences required.

EDC 4510 Internship: Early Childhood Education **Eleven hours**

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

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

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

GSC (General Science)

GSC1183 Concepts in Astronomy **Three hours**

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

HCA (Healthcare Administration)

HCA 3103 Healthcare Information Systems **Three hours**

Emphasizes identification, implementation, and effective use of the most common information systems in healthcare. This study includes applications used in government and academic settings, as well as hospital, clinical environments, and tertiary care facilities.

HCA 3113 Public Health and Community Relations **Three hours**

Examines the basic components of healthcare. This course addresses the determination and measurement of health and diseases, focuses on the individual health needs of patients, and a historic perspective of the development of healthcare, especially in the United States. Students learn how healthcare organizations involve the community in implementing their mission—promoting partnerships and strategic alliances. Students learn methods to develop and implement community outreach that include positive public and patient relationships.

HCA 4503 Healthcare Accounting and Financial Control Systems **Three hours**

As a review of healthcare financial environments, it addresses the formation and uniqueness of financial accounting in healthcare including the special needs in preparation and financial analysis of healthcare financial statements, and includes investment planning, management, and compliance. This course provides an introduction to coding and reimbursement policies, an orientation to physician fee schedules, third-party contracts, and related reconciliation processes. Retirement planning, management and compliance with laws, and filing procedures are also addressed.

HCA 4703 Healthcare Operations, Performance, and Governance

Three hours

Integrates the study of governance in healthcare organizations. This course reviews roles of physicians and other healthcare stakeholders and introduces the student to quality performance improvement programs, including compensation and benefits programs, job classification systems, employee placement, appraisal, and training programs. It also identifies risks throughout the healthcare organization, including legal compliance, liability insurance, personnel and property security plans and policies, stakeholder needs assessment, relationship development, physician business training, patient and process flow, monitoring of licensure, credentialing, and recertification.

HCA 4981 Healthcare Administration Capstone Project Proposal

One hour

An introduction to the Organizational Management Capstone Project for Healthcare Administration emphasis students. Project options include (but are not limited to) a business plan, a grant or capital campaign proposal, a new charity or ministry, a major project for a company or organization, or a comprehensive training process. The topic is to be integrative in nature, must be approved by the instructor, and be related to the Healthcare Administration field. The approved proposal will be implemented during HCA 4983.

HCA 4983 Healthcare Administration Capstone Project

One hour

A substantial applied research/development effort to be completed during the final term of study and must be related to an approved Healthcare Administration field. Project options include (but are not limited to) a business plan, a grant or capital campaign proposal, a new charity or ministry, a major project for a company or organization, or a comprehensive training process. The topic is to be integrative in nature. Students submit a project document and a process integration paper, as well as deliver an oral presentation related to the project. The project must have been approved in 4981. Prerequisites: HCA 3103, 3113, 4503, 4703, and 4981.

ICS (Intercultural Studies)

ICS 2903 Cross-Cultural Relations

Three hours

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

KIN (Kinesiology)

KIN 1013 Personal Health Management

Three hours

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

MTH (Mathematics)

MTH 1003 Quantitative Literacy

Three hours

A course to give students tools to be critical readers of current issues involving quantitative data and to understand the concepts of statistics, the science of gaining information from numeric data. Applications of the use of data from a wide variety of professions, public policy, and everyday life are made. The study focuses on methods of producing data, organizing data, and drawing conclusions from data. Topics may include sampling; experiments and experimental design; measurement, validity, and accuracy; describing distributions; understanding relationships and correlation; consumer price index; confidence intervals; and statistical significance.

OM (Organizational Management)

OM 1101 Orientation to Adult Learning

One hour

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

OM 3113 Introduction to Organizational Management

Three hours

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

OM 3123 Applied Research in Management

Three hours

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

OM 3143 Business Communication

Three hours

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

OM 3153 Financial Mathematics

Three hours

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

OM 3503 Leadership and Management

Three hours

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

OM 3613 Legal Issues in Human Resource Management

Three hours

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

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

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

OM 4304 Managerial Economics **Four hours**

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

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

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

OM 4433 Financial Management **Three hours**

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

OM 4503 Survey of Financial and Managerial Accounting **Three hours**

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

OM 4703 Strategic Management in Organizations **Three hours**

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

OM 4803 Organizational Ethics **Three hours**

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

OM 4991 Capstone Project Proposal

One hour

An introduction to the Organizational Management Capstone Project. Project options include (but are not limited to) a business plan, a grant or capital campaign proposal, a new charity or ministry, a major project for a company or organization, or a comprehensive training process. The topic is to be integrative in nature and must be approved by the instructor. The approved proposal will be implemented during OM 4993.

OM 4993 Organizational Management Capstone Project

Three hours

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

PSY (Psychology)

PSY 2903 Psychology of Personal Growth

Three hours

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

GRADUATE STUDIES



UNIVERSITY CALENDAR

Graduate Studies

2009-2011

FALL 2009

M 8/24	.....Classes Begin	.....M 8/23
M 9/7	.....Labor Day Holiday	.....M 9/6
T 9/22	.....*Last Day to Drop First 8-Week Class	.....T 9/21
M 10/19	.....Last Day of First 8-Week Classes	.....M 10/18
W 10/21	.....Second 8-Week Classes Begin	.....F 10/22
F 10/23	.....*Last Day to Drop a 16-Week Course	.....W 10/20
M 11/2 — M 11/16	.....Registration For Spring Term	.....M 11/1 — M 11/15
W 11/18	.....*Last Day to Drop Second 8-Week Class	.....W 11/17
W 11/25 — F 11/27	.....Thanksgiving Holidays	.....W 11/24 — F 11/26
F 12/18	.....Last Day of Class	.....F 12/17
Sa 12/19	.....Commencement Exercises	.....Sa 12/18

FALL 2010**SPRING 2010**

M 1/11	.....Classes Begin	.....M 1/10
F 2/5	.....*Last Day to Drop First 8-Week Course	.....F 2/4
F 3/5	.....*Last Day of First 8-Week Course	.....F 3/4
M 3/8	.....Second 8-Week Classes Begin	.....M 3/7
M 3/8 — F 3/12	.....Early Registration For Summer Term	.....M 3/7 — F 3/11
F 3/12	.....*Last Day to Drop a 16-Week Course	.....F 3/11
M 3/22 — F 3/26	.....Spring Break	.....M 3/21 — F 3/25
M 3/29 — M 4/12	.....Registration For Fall Term	.....M 3/28 — M 4/11
F 4/2	.....Good Friday Holiday	.....F 4/22
F 4/9	.....*Last Day to Drop Second 8-Week Class	.....F 4/8
M 4/19 — F 4/30	.....Registration For Summer Term	.....M 4/18 — F 4/29
F 5/7	.....Last Day of Class	.....F 5/6
Sa 5/15	.....Commencement Exercise	.....Sa 5/7

SPRING 2011**SUMMER 2010****Summer Terms****SUMMER 2011**

M 5/10	.....Classes Begin	.....M 5/9
M 5/31	.....Memorial Day Holiday	.....M 5/30
T 6/8	.....*Last Day to Drop First Term Course	.....T 6/7
F 6/25	.....First Summer Term Classes End	.....F 6/24
F 6/25	.....*Last Day to Drop Counseling Practicum	.....F 6/24
M 7/5	.....Independence Day Holiday	.....M 7/4
T 7/6	.....Second Summer Term Classes Begin	.....T 7/5
T 7/27	.....*Last Day to Drop Second Summer Term Course	.....T 7/26
F 8/20	.....Second Summer Term Ends	.....F 8/19

*Last day to withdraw from a course and receive a grade of 'W'

GRADUATE STUDIES

Carmack, Ellis (dean), D. Lambert, Walenciak

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

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

John Brown University currently offers graduate programs leading to the Master of Arts (MA) degree in Ministry, the Master of Business Administration (MBA) degree, the Master of Science (MS) degree in Leadership and Ethics (MSLE/MS-LE, MS-LHE, MS-ICDL), and the Master of Science (MS) degree in Counseling.

Admission to Graduate Study

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

1. Submit a completed graduate student application form with a \$35 non-refundable application fee. Application forms are available online at www.jbu.edu/grad/admissions.
2. Hold a bachelor's degree from a regionally accredited college or university, documented by official transcript from the awarding institution.
3. Provide official transcripts from all colleges or universities attended. Transcripts must be mailed by the college or university directly to the appropriate graduate program office at John Brown University.
4. Submit letters of recommendation from three persons familiar with the applicant's character and scholarship.
5. Submit a 200-word essay describing the applicant's professional plans and reasons for seeking acceptance into the program.

6. Satisfy requirements for admission to one of the following categories:

Regular Status. Admission to regular status requires both

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

Provisional Status. An applicant who does not meet all the criteria for regular admission status but who has potential for success in a graduate program may be admitted under provisional status. Such an applicant must have an overall grade point average of 2.5 or higher (4.0=A) or an overall undergraduate grade point average of 2.3, but with a 2.7 or higher for the last 60 semester hours earned toward the undergraduate degree, and the recommendation of the appropriate program director. Appropriate graduate credit earned while in this status will apply toward fulfilling degree requirements. If the applicant satisfactorily completes the first 12 semester hours with at least a 3.0 cumulative grade point average and receives the recommendation of the program director, regular status will be granted; otherwise, the student will be dismissed from the Division of Graduate Studies.

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

Business Programs. Applicants must take the GRE, MAT or GMAT. A score of 1000 is required for the GRE, 383 is required for the MAT, or 1100 for an index calculated using the GMAT. The GMAT index also recognizes undergraduate GPA and years of work experience. The entrance exam is waived for applicants with a cumulative undergraduate GPA of 3.0 or higher.

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

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

This requirement is waived for those applicants holding an earned graduate degree from an accredited institution in a related field.

8. Provide additional information or schedule an admission interview as may be requested by the respective program director.
9. Be admitted to a degree program by the appropriate program director and the Dean of Graduate and Professional Studies.

Non-Degree Status. Individuals wishing to enroll without pursuing a degree and who qualify for admissions 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 test scores.

In most cases, a maximum of six hours may be completed under non-degree status. Permission to take more than six hours is subject to the approval by the respective graduate program director and the graduate dean. Students enrolled in degree programs have priority over non-degree students in class registrations and waitlists.

International Graduate Admissions Requirements

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

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

International applicants must provide the following:

1. Completed application form.
2. Check or money order for \$100 (U.S.) as a non-refundable application fee.
3. A 200-word essay describing the applicant's professional plans and reasons for seeking acceptance into the program.
4. Letters of recommendation from three persons familiar with the applicant's character and scholarship.
5. For regular admission status, applicants are required to take a graduate entry test as specified by the degree program to which the student is applying. (Refer to #7, page 60.)
6. Official transcripts of academic records, with certified translation into English.
7. Immunization record including date of measles/rubella vaccination, if the student plans to be enrolled for 12 or more hours during a semester, and proof of U.S. health insurance.
8. Official documents showing ability to pay college costs, or an Affidavit of Support (United States Citizenship and Immigration Services Form I-134, available through the International Programs office) completed by a U.S. sponsor.

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

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

Graduation Requirements

All students must complete a program of study that meets the academic policies set by the Office of Graduate and Professional Studies 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 the degree he or she seeks.

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, page 64), following acceptance as a graduate student. In the case of extenuating circumstances, a petition for extension of time will be considered by the department.
2. Maintain cumulative grade point average of 3.0 or higher. If a student's cumulative grade point average falls below 3.0, the department will review the student's status and may make appropriate recommendations for continuance in the degree program or remove the student from the degree program.
3. Maintain professional and personal standards as outlined in the Graduate Student Guide. Failure to maintain these standards may result in removal from the degree program.
4. Submit an Application for Graduation.
5. Pay the required \$35 graduation fee to the Business office.

Quality Standards for Continuance in a Graduate Program

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

degree. Counseling students must earn a grade higher than 'C+' in every course required for state licensure.

Academic progress will be monitored each semester by the associate registrar and the Graduate and Professional Studies office.

A student admitted under regular status whose cumulative graduate grade point average is below 3.0 upon completion of the first 12 graduate hours is automatically placed on probationary status. The program director and the student will be notified in writing by the Graduate and Professional Studies office. Probation becomes effective at the time that a student's grade point average falls below 3.0, not at the time of notification. Students will continue in 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 and Professional Studies office. 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 grade point average 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 grade point average below 3.0 will be subject to dismissal.

Grading System

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

Grade Points per Semester Hour (effective Fall 1999)

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

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

The following are not included in grade point average:

I—Incomplete Work

W—Withdrawn

S—Satisfactory

U—Unsatisfactory

NC—No credit earned

All incomplete ('I') grades must be requested in writing by the student and approved by the instructor and program director. An 'I' grade must be made up within 30 days of the official grade reporting date, or the 'I' is converted to an 'F'. Upon completion of the course work, the instructor or program director must complete a Change of Grade form.

Catalog Regulations

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

Time Limits

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

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 graduate program director and dean of graduate and professional studies. This policy applies to transfer credit as well as credit earned at John Brown University. Students wishing to apply older graduate credit toward a current degree must submit a petition to the graduate program director for acceptance.

Financial Aid

Grants and Scholarships. A limited number of graduate scholarships, assistantships, and fellowships are available each year. Please refer to the web at www.jbu.edu/grad/financial_aid for information and applications.

Educational Loan Programs. To receive a Financial Assistance Packet, please contact the JBU Financial Aid office at (877) 528-4636 or (479) 524-7151, visit the web at www.jbu.edu/grad/financial_aid/ or send an e-mail to finaid@jbu.edu. To ensure that financial aid eligibility is determined in a timely manner, submit the Free Application for Federal Student Aid on the web at <http://www.FAFSA.ed.gov> at least eight weeks prior to registration.

A four-payment plan, employer payment plans, and Veterans Administration benefits are also available to qualified students.

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

Adding and Dropping Courses

Graduate courses may be added after initial registration, provided the procedure is completed by the close of the second week of a semester course, or the first week of a short term.

Semester and half-semester graduate courses dropped after the first day of class and by the official drop deadline date of the course will appear on the student's permanent record with a grade of 'W.' Non-completion of a course thereafter will result in a letter grade based upon the student's performance relative to the required work for the complete course.

Refunds

Graduate students who withdraw from the university or drop a course may be entitled to a partial refund of that term's tuition. 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):

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

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

- 80% refund during first week of class
- 40% refund during second week
- No refund after the second week

Other fees are non-refundable.

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

Commencement

Commencement is held in December and May. Two months prior to the intended completion date, each candidate must file an online Application for Graduation. The associate registrar will notify students by email of the dates and provide a link to the online application. The graduation fee of \$35 will be charged to the candidate's account, without regard to commencement participation. Participation in the ceremony incurs an additional charge for regalia. Degree candidates may participate in commencement only upon completion of all graduation requirements.

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

Independent Study

Independent study courses are those in which students do not meet in a typical classroom setting but study independently under the regular supervision of a graduate faculty member. Such arrangements must be approved in advance by the instructor, the student's advisor, the program director, and the Dean of Graduate and Professional Studies. A student is limited to three hours of independent study per semester or summer, and a total of six hours per degree program. A non-refundable fee of \$105 per semester hour will be charged to the student. The student will also pay all normal per-credit tuition charges.

Auditing Courses

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

Transfer Credit

Applicants who have taken graduate courses at other universities may be allowed to transfer some of their previous courses into their JBU graduate program. Students may transfer up to nine hours of graduate credits or 25% of the degree program, whichever is greater, toward fulfillment of a

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

Graduate Christian Fellowship

Graduate Christian Fellowship (GCF) provides a variety of opportunities for graduate students to nurture their faith together and develop relationships with each other. These include Bible Study & Book Club, study breaks, game nights, attending the Christmas Candlelight service together, and retreats. Monthly newsletters are sent out to keep graduate students up-to-date on the activities and announcements of GCF. Find out more through graduate student resources at www.jbu.edu/grad/about/gcf.

GRADUATE STUDIES
DIVISION OF
BUSINESS



GRADUATE STUDIES
DIVISION OF
BUSINESS

Beers, Butts, Ericson, Hadley, McCullough, Moreton, A. Moore, Rothfuss, Soderquist-Togami, Stevenson, Timmons, Walenciak (program director)

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

In every segment of society today there is a need for such leaders who have relevant skills, high integrity, and strong character. The programs of the Graduate Division of Business are designed to equip people to lead with excellence. The Master of Science in Leadership and Ethics (MSLE/MS-LE) program integrates a body of knowledge infused with the core values of Christian faith and character that can be practically applied within organizations and communities in diverse contexts. The Master of Business Administration (MBA) program combines functional training in essential business skills with training in leadership, ethics, and global business. These programs develop and prepare leaders from a broad range of undergraduate majors.

The MBA degree offers options in Leadership and Ethics, International Business, and Global Continuous Improvement. The MSLE degree is available with its traditional focus of ethical organizational leadership or with an emphasis in Higher Education.

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

All business programs are accredited by the International Assembly for Collegiate Business Education (IACBE), <http://www.iacbe.org>, (913) 631-3009.

BUSINESS ADMINISTRATION

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

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

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

Residence requirement: A minimum of three credit hours must be completed in an on-ground format at John Brown University. This may include normal courses, seminars, and international studies programs offered by the Graduate Division of Business.

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

1. Business Administration Core Requirements—24 hours

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

2. Emphasis in Leadership and Ethics—12 hours

Nine hours from the following:

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

Three hours from the following:

- BUS 7003 Executive Leadership and Development Seminar
- BUS 7011 Contemporary Topic Seminar (may be repeated for credit)
- BUS 8263 International Business Practicum

Minimum semester hours36

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

1. Business Administration Core Requirements—24 hours

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

2. Emphasis in International Business—12 hours

- BUS 8263 International Business Practicum

Nine hours from the following:

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

Minimum semester hours36

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

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

1. Business Administration Core Requirements—24 hours

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

Three hours from the following:

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

2. Emphasis in Global Continuous Improvement—12 hours

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

Minimum semester hours36

INTERNATIONAL COMMUNITY DEVELOPMENT LEADERSHIP

Today’s world needs Christian leaders who are prepared to confront spiritual, social, and economic issues of the developing world. The Master of Science (MS) degree in International Community Development Leadership (MS-ICDL) equips Christians with biblical perspectives on poverty and development and provides practical tools for development practice. The program targets Christian leaders, development workers, and others who have a strong desire to make a positive difference in areas affected by poverty, disease, or injustice. Offered in partnership with the Institute for Biblical Community Development at John Brown University, the MS-ICDL prepares students to understand holistic ministry and carry out community development work in impoverished areas.

The MS-ICDL is an excellent mission fit for John Brown University and application of the Head, Heart, and Hand philosophy of Christ-centered education. It is a 36-hour program utilizing 12 hours of credit awarded for applied studies with the Institute for Biblical Community Development.

Requirements for the Master of Science (MS) degree in International Community Development Leadership

1. Faith and Theology Core—3 hours

- LDR 8033 Christian Foundations for Organizational Leaders

2. Leadership Core—9 hours
 - LDR 7113 Foundations of Leadership
 - LDR 8243 Emotional Health in Organizations
 - LDR 8333 Global Leadership and Ethics
 3. Business Core—6 hours
 - BUS 8243 Cross-Cultural Business Management
 - BUS 8993 Designing and Executing Strategies
 4. Business and Leadership Electives—6 hours from the following:
 - BUS 7223 Managerial Economics
 - BUS 8013 Research Methods
 - BUS 8253 Survey of Global Business Practice
 - LDR 7223 Mission, Vision, and Values
 - LDR 7993 Building Teams
 - LDR 8113 Leading Change
 5. Community Development Core—12 hours
 - ICD 7013 Philosophy and Principles of Biblical Community Development
 - ICD 7213 Essentials for Human Survival and Wellbeing I
 - ICD 7223 Essentials for Human Survival and Wellbeing II

One of the following:

 - ICD 8803 Biblical Community Development Internship
 - ICD 8903 Biblical Community Development Research
- Minimum semester hours36

LEADERSHIP AND ETHICS

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

Students with a specific interest in higher education may select the Higher Education (HED) option (MS-LHE). The MSLE degree with the HED option provides more specific preparation for individuals from a variety of backgrounds who are looking at careers in education administration. This degree is ideal for those seeking to become

upwardly mobile in the field of education or who are looking at the prospect of career change.

Requirements for the Master of Science (MS) degree in Leadership and Ethics

- 1. Leadership and Ethics Core Requirements—24 hours
 - BUS 8013 Research Methods
 - BUS 8993 Designing and Executing Strategies
 - LDR 7113 Foundations of Leadership
 - LDR 7223 Mission, Vision, and Values
 - LDR 7343 Corporate Governance and Ethics
 - LDR 8003 Ethical Decisions in Organizations
 - LDR 8033 Christian Foundations for Organizational Leaders
- Three hours from the following:
 - BUS 7003 Executive Leadership and Development Seminar
 - BUS 7011 Contemporary Topic Seminar (may be repeated for credit)
- 2. Electives—12 hours from the following:
 - BUS 8263 International Business Practicum
 - LDR 7993 Building Teams
 - LDR 8113 Leading Change
 - LDR 8243 Emotional Health in Organizations
 - LDR 8333 Global Leadership and Ethics
 - LDR 8903 Selected Topics

Minimum semester hours36

Requirements for the Master of Science (MS) degree in Leadership and Higher Education

- 1. Leadership and Higher Education Core Requirements—24 hours
 - BUS 8013 Research Methods
 - HED 7113 History and Philosophy of American Higher Education
 - HED 7663 The College Student: Issues, Policies, and Programs
 - HED 7993 Administrative Leadership in Higher Education
 - HED 8223 Educational Program Development and Implementation
 - LDR 7113 Foundations of Leadership
 - LDR 8033 Christian Foundations for Organizational Leaders
- One of the following:
 - BUS 7003 Executive Leadership Development Seminar
 - BUS 7011 Contemporary Topic Seminar(s)
 - HED3 Higher Education Practicum
- 2. Electives—12 hours from the following:
 - BUS 8993 Designing and Executing Strategies
 - LDR 7223 Mission, Vision, and Values

LDR 7343	Corporate Governance and Ethics	
LDR 7993	Building Teams	
LDR 8003	Ethical Decisions in Organizations	
LDR 8113	Leading Change	
LDR 8243	Emotional Health in Organizations	
LDR 8333	Global Leadership and Ethics	
Minimum semester hours		36

SECOND MASTER'S DEGREE IN BUSINESS

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

SPECIALTY EMPHASIS PROGRAMS

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

Specialty Emphasis in Higher Education

Admission Requirements

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

Course Requirements—12 hours

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

Specialty Emphasis in International Business

Admission Requirements:

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

Course Requirements—12 hours from the following:

- BUS 8113 Global Operations and Supply Chain Management
- BUS 8243 Cross-Cultural Business Management
- BUS 8253 Survey of Global Business Practice
- BUS 8263 International Business Practicum
- LDR 8333 Global Leadership and Ethics

Specialty Emphasis in Leadership and Ethics

Admission Requirements:

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

Course Requirements—12 hours

LDR 7113 Foundations of Leadership

Nine hours from the following:

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

GRADUATE STUDIES: CHRISTIAN MINISTRY

GRADUATE STUDIES
DIVISION OF
CHRISTIAN MINISTRY



GRADUATE STUDIES
DIVISION OF
CHRISTIAN MINISTRY

Castleman, D. Lambert (program director), Lanker

The Division of Christian Ministry offers a Master of Arts degree in Ministry as part of a special partnership agreement with Kanakuk Institute (KI). This one-of-a-kind program allows KI students a creative way to earn a graduate degree as part of the unique Kanakuk Institute Program. This degree offers six areas of emphases designed to equip individuals for church and parachurch ministries. Specialized tracks are available for students desiring ministry education with an emphasis in Ministry Leadership, Pastoral Counseling, Leadership and Ethics, Youth Ministry, International Community Development Leadership, or Higher Education.

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

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

CHRISTIAN MINISTRY PROGRAMS

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

1. Bible and Theology Core—12 hours
 - BBL 7723 The Gospels
 - BBL 7743 Acts and Epistles
 - BBL 8033 Christian Theology and Foundations
 - BBL 8723 The Old Testament

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

- 2. Ministry Core—12 hours
 - CMN 7353 Christian Spirituality
 - CMN 7793 The Christian Message in Contemporary Society
 - CMN 8243 Building Emotionally Healthy Relationships
 - CMN 8263 Evangelism and Discipleship
- 3. Choose one Emphasis Area—12 hours
- Minimum semester hours36

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

- Emphasis Core—12 hours
 - BBL 7223 History and Cultures of the Bible
 - BBL 7733 Theories of Hermeneutics
 - BBL 8233 Scriptures of Other Religions
 - BBL 8923 Biblical Research Thesis
- Minimum semester hours36

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

- Emphasis Core—12 hours from the following:
 - CNL 7023 Human Development
 - CNL 7033 Social and Cultural Foundations
 - CNL 7313 Career Development Information and Vocational Education
 - CNL 7613 Family of Origin
 - CNL 8033 Christian Foundations in Counseling
 - CNL 8613 Brief Therapy
 - CNL 8901, 8902, 8903 Selected Topics-Crisis Counseling
- Minimum semester hours36

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

- Emphasis Core—12 hours from the following:
 - LDR 7113 Foundations of Leadership
 - LDR 7223 Mission, Vision, and Values
 - LDR 7993 Building Teams
 - LDR 8003 Ethical Decisions in Organizations
 - LDR 8113 Leading Change
 - LDR 8333 Global Leadership and Ethics
- Minimum semester hours36

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

Emphasis Core—12 hours	
CMN 7323	Adolescent Development and Culture
CMN 7363	Contemporary Issues in Youth Ministry
CMN 8133	Youth Ministry Foundations
CMN 8253	Christian Education with Adolescents
Minimum semester hours	. . . . .36

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

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

Emphasis Core—12 hours	
ICD 7013	Philosophy and Principles of Biblical Community Development
ICD 7213	Essentials for Human Survival and Wellbeing I
ICD 7223	Essentials for Human Survival and Wellbeing II
One of the following:	
ICD 8803	Biblical Community Development Internship
ICD 8903	Biblical Community Development Research
Minimum semester hours	. . . . .36

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

Higher Education Emphasis—12 hours	
HED 7113	History and Philosophy of American Higher Education
HED 7663	The College Student: Issues, Policies, and Programs
HED 7993	Administrative Leadership in Higher Education
HED 8223	Educational Program Development and Implementation
Minimum semester hours	. . . . .36

GRADUATE STUDIES
DIVISION OF
COUNSELING



GRADUATE STUDIES
DIVISION OF
COUNSELING

Carmack (program director), Froman, Lampton, Maines, Martin, Oliver, Rana, Romig, Smalley

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

The Division of Counseling has defined its conceptual framework as Competence, Attitudes and character, Relationships, and Essential knowledge (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 division's assessment system includes graduate studies admission criteria, advising with the faculty resulting in a degree plan, program admission decision, pre-practicum one-hour lab, pre-practicum interview with the faculty, if needed, practicum assessments, and a post-practicum exit checklist.

COMMUNITY COUNSELING PROGRAM

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

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

- 1. Counseling Department Requirements—55 hours
 - CNL 7013 Statistics and Research
 - CNL 7023 Human Development
 - CNL 7033 Social and Cultural Foundations
 - CNL 7113 Principles of Family Therapy
 - CNL 7123 Group Theory
 - CNL 7133 Theories and Techniques of Counseling
 - CNL 7313 Career Development Information and Vocational Education
 - CNL 7613 Family of Origin
 - CNL 7633 Principles of Marital Therapy
 - CNL 8023 Advanced Psychopathology
 - CNL 8033 Christian Foundations in Counseling
 - CNL 8133 Advanced Psychopharmacology
 - CNL 8433 Professional Development and Ethics
 - CNL 8613 Brief Therapy
 - CNL 8701 Pre-Practicum Lab
 - CNL 8753 Practicum I: Community
 - CNL 8763 Practicum II: Community
 - One of the following:
 - CNL 8013 Assessment
 - CNL 8043 Relational Assessment
 - One of the following:
 - CNL 8773 Practicum I: Marriage and Family Therapy
 - CNL 8873 Internship I
 - 2. Electives—6 hours
 - CNL 8901, 8902, 8903 Selected Topics in Counseling
 - CNL ___3 MFT Track Elective
- Minimum semester hours61

MARRIAGE AND FAMILY THERAPY PROGRAM

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

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

Counseling Department Requirements—64 hours

- CNL 7013 Statistics and Research
- CNL 7023 Human Development
- CNL 7033 Social and Cultural Foundations
- CNL 7113 Principles of Family Therapy
- CNL 7133 Theories and Techniques of Counseling
- CNL 7613 Family of Origin
- CNL 7623 Family Systems
- CNL 7633 Principles of Marital Therapy
- CNL 7643 Family Sexuality
- CNL 8023 Advanced Psychopathology
- CNL 8033 Christian Foundations in Counseling
- CNL 8043 Relationship Assessment
- CNL 8143 Child and Adolescent Counseling
- CNL 8133 Advanced Psychopharmacology
- CNL 8433 Professional Development and Ethics
- CNL 8613 Brief Therapy
- CNL 8701 Pre-Practicum Lab
- CNL 8773 Practicum I: Marriage and Family Therapy
- CNL 8783 Practicum II: Marriage and Family Therapy
- CNL 8873 Internship I
- CNL 8883 Internship II

One of the following:

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

Minimum semester hours64

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

Student must complete either course not previously taken from the MFT emphasis:

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

SCHOOL COUNSELING PROGRAM

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

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

- 1. Counseling Department Requirements—33 hours
 - CNL 7013 Statistics and Research
 - CNL 7023 Human Development
 - CNL 7033 Social and Cultural Foundations
 - CNL 7123 Group Theory
 - CNL 7133 Theories and Techniques of Counseling
 - CNL 7313 Career Development Information and Vocational Education
 - CNL 7613 Family of Origin
 - CNL 8013 Assessment
 - CNL 8023 Advanced Psychopathology
 - CNL 8033 Christian Foundations in Counseling
 - CNL 8143 Child and Adolescent Counseling
- 2. CNL Electives—3 hours, as advised
- 3. Specialty Area—12 hours
 - CNL 8533 School Policies and Issues
 - CNL 8733 Practicum I: School Counseling
 - CNL 8743 Practicum II: School Counseling
 - CNL 8873 Internship I

Minimum semester hours48

Post-Master's Credit Fulfillment Track

For student's holding master's degrees from regionally accredited universities but having licensure deficiencies, the licensure deficiency track will enable them to complete licensure requirements for the State of Arkansas and will be tailored depending on the student's individual needs.

1. Admission to Graduate Studies (GRE requirement waived).
2. A minimum of a master's degree in mental health field from a regionally accredited university.
3. Once official transcripts are reviewed, the student's individual deficiency plan will be created by a faculty member of the department.
4. Approval from the Graduate Program Director and the Dean of Graduate and Professional Studies will be required.

GRADUATE COURSE DESCRIPTIONS

BBL (Biblical Studies)

BBL 7223 History and Cultures of the Bible **Three hours**

This class traces the development of the Old and New Testaments from its ancient Hebrew roots to the first century Scriptures. Also included is a history of the various Bible translations going back to the Septuagint and the Vulgate. In addition, the course covers the peoples and cultures recorded in the Bible. Students will learn about ancient cultures, their beliefs, lifestyles, and interrelatedness as a tool to help them better understand Scripture itself.

BBL 7723 The Gospels **Three hours**

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

BBL 7733 Theories of Hermeneutics **Three hours**

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

BBL 7743 Acts and Epistles **Three hours**

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

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

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

BBL 8233 Scriptures of Other Religions **Three hours**

This course will expose students to history, development, and importance of select holy writings of a few non-Christian religions. Included will be the Islamic Qur'an and the Book of Mormon, along with others selected by the professor.

BBL 8723 The Old Testament **Three hours**

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

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

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

BBL 8923 Biblical Research Thesis **Three hours**

As a capstone academic experience, this course will guide students through a detailed research project of one aspect of Christian Scripture. Students will be expected to show mastery and synthesis of previous course content.

BUS (Business Administration)

BUS 7003 Executive Leadership and Development Seminar

Three Hours

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

BUS 7011 Contemporary Topic Seminar **One hour**

These seminars address the challenges of business leadership and ethics from various perspectives. Distinguished academicians and practitioners facilitate these innovative learning experiences. May be repeated for credit.

BUS 7013 Managerial Accounting **Three hours**

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

BUS 7113 Marketing Strategies **Three hours**

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

BUS 7223 Managerial Economics **Three hours**

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

BUS 7414 Continuous Improvement I **Four hours**

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

BUS 7424 Continuous Improvement II **Four hours**

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

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

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

BUS 8003 Managerial Finance **Three hours**

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

BUS 8013 Research Methods **Three hours**

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

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

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

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

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

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

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

BUS 8263 International Business Practicum **Three hours**

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

BUS 8711, 8712, 8713 Organizational Practicum **One to three hours**

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

BUS 8903 Selected Topics **Three hours**

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

BUS 8993 Designing and Executing Strategies **Three hours**

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

CMN (Christian Ministry)

CMN 7103 Applied Project **Three hours**

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

CMN 7323 Adolescent Development and Culture **Three hours**

An examination of adolescence from a holistic developmental perspective, studying intellectual, emotional, social, vocational, psychological, and spiritual growth. Students are given opportunity to analyze and interpret American youth culture for the purpose of understanding and ministering to adolescents. Students gain insight into recognizing, evaluating, and counteracting the effects of culture upon youth's self perception, world view, and understanding of God.

CMN 7333 Building Strong Marriages and Families **Three hours**

An examination of God's design for healthy marriages and families, with recognition of the spiraling effects that the condition of marriages has on the larger community. Special emphases include the heart of the relationship, how to cultivate a haven of safety, the importance of taking personal responsibility, the power of forgiveness, and practical ways to deal with relational difficulties.

CMN 7341 Research in Youth and Family Ministry **One hour**

Introduction to the tools for graduate-level research with an emphasis on remote-access, Web-based resources that relate to practical ministry.

CMN 7353 Christian Spirituality **Three hours**

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

CMN 7363 Contemporary Issues in Youth Ministry **Three hours**

An exploration of issues such as depression, suicide, eating disorders, drug abuse, family communication, and others relevant to the discipling of teens and ministering to them as they deal with adolescent crises. Students are given opportunity to examine and evaluate current research and to develop strategies and skills necessary to be a Christ-like care giver who understands these issues and their remedies for today's youth and families.

CMN 7713 Biblical Foundations of Ministry and Leadership**Three hours**

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

CMN 7793 The Christian Message in Contemporary Society**Three hours**

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

CMN 8113 Theory and Practice of Small Group Ministry**Three hours**

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

CMN 8123 Theology and Practice of Worship Ministry **Three hours**

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

CMN 8133 Youth Ministry Foundations**Three hours**

A study of the basic principles of effective youth ministry. The class focuses on formulating theological, theoretical, and practical models for doing youth ministry, whether in a local church or parachurch settings.

CMN 8243 Building Emotionally Healthy Relationships**Three hours**

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

CMN 8253 Christian Education with Adolescents**Three hours**

A study of teaching and learning theories specifically for those working with adolescents in a Christian environment. Includes adolescent cultural exegesis and its application, plus observation and practice of teaching.

CMN 8263 Evangelism and Discipleship**Three hours**

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

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

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

CNL (Counseling)

CNL 7013 Statistics and Research **Three hours**

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

CNL 7023 Human Development **Three hours**

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

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

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

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

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

CNL 7123 Group Theory **Three hours**

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

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

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

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

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

CNL 7613 Family of Origin **Three hours**

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

CNL 7623 Family Systems **Three hours**

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

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

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

CNL 8013 Assessment **Three hours**

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

CNL 8023 Advanced Psychopathology **Three hours**

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

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

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

CNL 8043 Relationship Assessment **Three hours**

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

CNL 8133 Advanced Psychopharmacology **Three hours**

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

CNL 8143 Child and Adolescent Counseling **Three hours**

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

CNL 8313 Applied Research **Three hours**

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

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

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

CNL 8533 School Policies and Issues **Three hours**

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

CNL 8613 Brief Therapy **Three hours**

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

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

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

CNL 8733, 8743 Practicum I, II: School Counseling
Each course, three hours

Supervised experience with school students, parents, teachers, and administrators for the development of skills in individual counseling and group work. Prerequisites for 8733: thirty class hours including CNL 8533, CNL 7133 and 7123 and recommendation by the Department of Counseling faculty. Prerequisite for 8743: CNL 8733

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

A supervised experience for the development of individual counseling and group work skills. Prerequisites for 8753: CNL 7113, 7123, 7133, 7613, 8023, 8433, 8701, and recommendation by the Department of Counseling faculty. Prerequisite for 8763: CNL 7113 and 8753

CNL 8773, 8783 Practicum I, II: Marriage and Family Therapy
Each course, three hours

Supervised and practical experience in counseling. Prerequisite for 8773: CNL 7113, 7633 (taken sequentially); 7133, 7613, 8023, 8433, 8701, and recommendation by the Department of Counseling faculty. Prerequisite for 8783: CNL 8773

CNL 8873, 8883 Internship I, II
Each course, three hours

Supervised experience designed to develop competencies necessary for counseling. Prerequisites for 8873: CNL 8743, 8763 or 8783, and recommendation by the Department of Counseling faculty. Prerequisite for 8883: CNL 8873

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

ED (Education)

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

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

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

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

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

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

FAM (Family Studies)

FAM 7763 Family Ministry Foundations **Three hours**

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

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

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

HED (Higher Education)

HED 7113 History and Philosophy of American Higher Education
Three hours

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

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

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

HED 7993 Administrative Leadership in Higher Education

Three hours

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

HED 8223 Educational Program Development and Implementation

Three hours

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

HED 8903 Selected Topics

Three hours

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

ICD (International Community Development Leadership)

ICD 7013 Philosophy and Principles of Biblical Community Development

Three hours

An introduction to the theory of biblical community development: a study of philosophy and process of holistic development that integrates biblical truth with sustainable development. Students learn how to facilitate community development in impoverished areas to alleviate poverty and to reduce human suffering by applying the biblical principles and witnessing God's love relevant to the context. An essential part of the course is to derive development principles and strategies from the analysis of the biblical accounts of the creation, the fall, the redemption, and the consummation. Topics will include biblical foundation of holistic development, biblical holism, biblical community development, introduction to appropriate technology, 21st-century context and mission, and profession as a tool for mission.

ICD 7213, 7223 Essentials for Human Survival and Wellbeing, I, II

Each course, three hours

This is a two-course sequence focusing on developing skills for a sustainable livelihood and sustainable community. The application of technologies relevant to a context to resolve on-going challenges of livelihood is also considered. Emphasis is placed on how to acquire basic knowledge to access holistic needs in a community, to set priorities, to plan the solution process, and to pursue a biblical community development process with appropriate technology. A special effort will be given to utilize appropriate technology not only as tool for technical solution, but also as a catalysis for the change of basic assumptions that can lead to the formation of biblical world view. At the end of this course, students will have acquired essential knowledge and ability to pursue service and research on water resources development, sanitation, hygiene, basic health care, nutrition, food development, renewable energy development, and local economic development from a biblical perspective.

ICD 8803 Biblical Community Development Internship Three hours

This is a supervised community development experience in which students practice development skills in areas related to holistic development. A minimum of 520 hours (three months) of practical service is required. At the end of the service, a written report is submitted.

ICD 8903 Biblical Community Development Research Three hours

This is a supervised appropriate technology or community development research project approved by the professor. Typical research topics include developing appropriate technology solutions for field implementation or in-depth study of issues related to holistic development. A minimum of 520 hours (three months) of actual research activity is required. At the end of the research, a written report is submitted.

ICS (Intercultural Studies)

ICS 5113 Intercultural Communications Three hours

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

LDR (Leadership)

LDR 7113 Foundations of Leadership Three hours

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

LDR 7223 Mission, Vision, and Values Three hours

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

LDR 7343 Corporate Governance and Ethics Three hours

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

LDR 7993 Building Teams Three hours

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

LDR 8003 Ethical Decisions in Organizations **Three hours**

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

LDR 8033 Christian Foundations for Organizational Leaders

Three hours

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

LDR 8113 Leading Change

Three hours

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

LDR 8243 Emotional Health in Organizations

Three hours

Working together and effecting change require more than technical and intellectual capabilities. Leaders must be able to assess and manage their own emotions as well as the emotions of others and of groups. This course addresses emotional health and healing in our relationships with God and our relationships with each other.

LDR 8333 Global Leadership and Ethics

Three hours

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

LDR 8903 Selected Topics

Three hours

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

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ADMINISTRATION

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

B.A., Seattle Pacific University
M.A., John Brown University

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

B.A., Taylor University
M.S., Wright State University
Ed.D., Ball State University

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

B.A., Taylor University
M.A., Regent University

JOHN V. CARMACK, Graduate Counseling Program Director, 1998.

B.A., University of Arkansas, Little Rock
M.Div., Trinity Evangelical Divinity School
Ph.D., Texas Woman's University

CHRISTOPHER L. CONFER, Director of Career Development, 2004.

B.A., Anderson University
M.Div., Anderson School of Theology

DARRIN COON, Business Manager, 2005.

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

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

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

ROBYN D. DAUGHERTY, Director of Athletics, 1999.

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

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

B.A., Texas Tech University
M.A., Dallas Theological Seminary
Ed.D., Texas Tech University

KIM ELDRIDGE, Associate Vice President, Admissions and Financial Aid, 2000.

B.Mus.Ed., John Brown University

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

B.S.E., John Brown University
M.A., Simon Greenleaf University
J.D., Trinity Law School

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J. RICHARD ELLIS, Dean of Graduate and Professional Studies, 1993.
B.R.Ed., William Tyndale College
M.Div., Biola University
Ph.D., University of Michigan

EDWARD E. ERICSON III, Vice President for Academic Affairs, 1994.
B.A., Calvin College
M.A., Ph.D., Indiana University

GLORIA J. GALE, Director, Education Degree Completion, 2000.
B.S., M.M.E., Western Michigan University
M.L.S., Central Michigan University
Ph.D., Walden University

MARY ANN GUINN, University Nurse, 1989.
A.A., Cottey College
B.S.R.N., University of Arkansas Medical Center, Little Rock

MARY E. HABERMAS, Director of the Library, 2001.
B.A., University of South Carolina
M.L.S., University of Oklahoma

KIMBERLY B. HADLEY, Vice President of Finance and Administration,
2004.
B.S.B.A., M.B.A., University of Arkansas

JOHN C. HILL, Regional Director for Graduate and Professional Studies,
Northwest and Western Arkansas, 1978.
B.A., John Brown University
M.A., University of Arkansas

RONALD E. JOHNSON, Director of Walton International Scholarship
Program, 1996.
B.S., Devry Institute
M.S., California Coast University
M.S., John Brown University

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

DANIEL W. LAMBERT, Graduate Ministry Program Director, 2000.
B.S., Fort Wayne Bible College
M.R.E., Cincinnati Bible Seminary
Ed.D., University of Cincinnati

REBECCA J. LAMBERT, Associate Dean of Academic Services and
Registrar, 2000.
B.S., Ball State University
M.S., University of Arkansas

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