



OUACHITA

BAPTIST UNIVERSITY

2024 – 2025
Graduate & Professional Studies
Catalog

Ouachita Baptist University System

University Switchboard (870) 245-5000

INFORMATION

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This bulletin becomes effective August 1, 2024, and the policies and programs included will continue in force through July 31, 2025. The University reserves the right to revise any of the policies or programs during the period the bulletin is in force if such revision should become necessary. Any amendments or changes during this period will be posted on the online version of the catalog, available at: <https://obu.edu/academics/general-catalog.php>.

OUACHITA BAPTIST UNIVERSITY CALENDAR

Residential Campus

Fall 2024

August 7-9	Online check-in for Fall semester (all students)
August 15	Faculty-Staff Assembly
August 16	New Beginnings: Assembly for New Students and Parents
August 16-19	WOW Orientation for New Students
August 20	Classes Begin
August 23	Last Day to Register
August 28	Last Day to Add a Course
September 2	Labor Day: Classes Meet; Offices Open
September 27	Last Day to Drop a Course*
October 17	Mid-Semester Grades Due
October 24-25	Fall Break (no classes)
October 30-November 1; November 4-8	Pre-registration for Spring & Winter Classes
November 8	Last Day to Withdraw from a Course
November 25-29	Thanksgiving Holiday
December 9-13	Final Exams

Winter 2024-25

December 11-13	Online check-in for Winter Term (all students)
December 16 – January 5	Winter Term

Spring 2025

January 2-6	Online check-in for Spring semester (all students)
January 13	Faculty/Staff Assembly
January 14	Classes Begin
January 17	Last Day to Register
January 20	Martin Luther King Day Observance: Offices Closed
January 22	Last Day to Add a Course
February 3-7	Christian Focus Week
February 21	Last Day to Drop a Course*
March 13	Mid-Semester Grades Due
March 24-28	Spring Break
March 31 – April 4; April 7-11	Pre-registration for Fall Classes
April 11	Last Day to Withdraw from a Course
April 12 & 26	Early Registration for New Freshmen
April 21	Easter Monday: No Classes; Offices Closed
April 23, 1:00 – 5:00 p.m.	Scholars Day
May 5-9	Final Exams
May 10	Commencement

Summer 2025

May 7-9	Online Check-in for May Term (all students)
May 12	May Term Begins
May 13	Last Day to Add a May Term Course
May 16	Last Day to Drop a May Term Course
May 23	Last Day to Withdraw from a May Term Course
May 23 – June 17	Tiger Success Summer Bridge Program
May 28-30	Online check-in for Summer Term
June 1	Last Day of May Term
June 2	Summer Term Begins
June 5	Last Day to Add a Summer Term Course
June 20	Last Day to Drop a Summer Term Course
July 4	Last Day to Withdraw from a Summer Term Course
July 27	Summer Term Ends

* The last day for residential students to Drop a residential course in the Fall semester (September 27) and the Spring semester (February 21) is the last day for residential students to add a Term 2 online course.

OUACHITA ONLINE ACADEMIC CALENDAR

Fall Terms 2024

Fall Term 1

August 7-9	Online check-in for Fall semester (all students)
August 19	Fall Term 1 Begins
August 22	Last Day to Add a Term 1 Course
September 6	Last Day to Drop a Term 1 Course
September 20	Last Day to Withdraw from a Term 1 Course
October 13	Fall Term 1 Ends

Fall Term 2

October 9-11	Online check-in for Fall Term 2
October 14	Fall Term 2 Begins
October 17	Last Day to Add a Term 2 Course
November 1	Last Day to Drop a Term 2 Course
November 15	Last Day to Withdraw from a Term 2 Course
November 25 – December 1	Thanksgiving Holiday
December 15	Fall Term 2 Ends

Winter Term 2024-25

December 11-13	Online check-in for Winter Term
December 16	Winter Term Begins (3 weeks)
December 17	Last Day to Add a Winter Term Course
December 20	Last Day to Drop a Winter Term Course
December 27	Last Day to Withdraw from a Winter Term Course
January 5	Winter Term Ends

Spring Terms 2025

Spring Term 1

January 2-6	Online check-in for Spring Term 1 (all students)
January 13	Spring Term 1 Begins
January 16	Last Day to Add a Term 1 Course
January 31	Last Day to Drop a Term 1 Course
February 14	Last Day to Withdraw from a Term 1 Course
March 9	Spring Term 1 Ends

Spring Term 2

March 5-7	Online check-in for Spring Term 2
March 10	Spring Term 2 Begins
March 13	Last Day to Add a Term 2 Course
March 24-30	Spring Break
April 4	Last Day to Drop a Term 2 Course
April 18	Last Day to Withdraw from a Term 2 Course
May 11	Spring Term 2 Ends

May Term 2025

May 7-9	Online check-in for May Term
May 12	May Term Begins (3 weeks)
May 13	Last Day to Add a May Term Course
May 16	Last Day to Drop a May Term Course
May 23	Last Day to Withdraw from a May Term Course
June 1	May Term Ends

Summer Term 2025

May 28-30	Online check-in for Summer Term
June 2	Summer Term Begins
June 5	Last Day to Add a Summer Term Course
June 20	Last Day to Drop a Summer Term Course
July 4	Last Day to Withdraw from a Summer Term Course
July 27	Summer Term Ends

The last day for residential students to Drop a residential course in the Fall semester (September 27) and the Spring semester (February 21) is the last day for residential students to add a Term 2 online course.

Bulletin
of
Ouachita Baptist
University

GRADUATE CATALOG

with Announcements for

2024 - 2025

One Hundred Thirty-Ninth Session

Arkadelphia, Arkansas

August 2024

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A WORD FROM THE PRESIDENT

On the pages of this catalog, you will find a description of the graduate degree offerings of Ouachita Baptist University. These programs reflect the dreams of those who established the college in 1886 with a mission of educating men and women for exemplary service in the home, the church, and the world. In expanding the reach of the University's mission to include graduate programs, Ouachita seeks to meet the every-growing needs of a world that is always changing while holding to the values that have sustained this University for over 130 years.

Today we continue that mission through a Christ-centered learning community committed to fostering a love of God and a love of learning. We are dreaming a larger dream for Ouachita Baptist University. I invite you to join us as you seek to fulfill your own dream of furthering your education.

Ben R. Sells

OUACHITA BAPTIST UNIVERSITY

Vision

Ouachita Baptist University seeks to foster a love of God and a love of learning by creating for students and other constituents dynamic growth opportunities both on campus and throughout the world. With foresight and faithfulness, Ouachita makes a difference.

Mission

Ouachita Baptist University is a Christ-centered learning community. Embracing the liberal arts tradition, the university prepares individuals for ongoing intellectual and spiritual growth, lives of meaningful work, and reasoned engagement with the world.

Values

Ouachita strives to be an academic community of vision, integrity, and service grounded in the following values:

Faith. We believe that life is lived most abundantly in response to the love of God through Jesus Christ.

Scholarship. We advance excellence in teaching, learning, research, and creative expression.

Growth. We foster broad-based education, encouraging growth in intellectual, spiritual, physical, and social domains.

Character. We affirm that respect and honesty undergird responsible citizenship and stewardship.

Community. We promote a vibrant community strengthened by diversity, sustained by common aims and supportive relationships, and committed to leadership and service on campus and beyond.

Statement of Faith

Ouachita Baptist University's Statement of Faith reflects sincerely held beliefs grounded in the solid foundation of Holy Scripture, which is fully inspired by God, and thus true and authoritative. It also reflects orthodox beliefs held by the Christian church since the first century and is consistent with Ouachita's Arkansas Baptist State Convention affiliation.

God and Creation

There is one true and living God in three persons – Father, Son, and Holy Spirit – who created all things by His spoken word and declared His creation good. He made all people in His own image, both male and female, so they might enjoy their creator, live in community with others, and steward God's good creation, all to the glory of God.

Human Sin and God's Love

Tragically, Adam and Eve rebelled against God's goodness and love, introducing sin and death into the world. All generations have repeated this pattern of sin in thought, word, and deed. God, though, is merciful, slow to anger, and abounding in love. He declared that a descendant of Eve would one day reverse the effects of sin and death. God continued to reveal the good news of this salvation plan through His covenants with Abraham, Moses, and David, promising to bless all the nations of the world through a royal descendant of David.

Jesus and Salvation

God sent His Son, Jesus Christ the Lord, who is a descendant of Abraham and David. He was born of the virgin Mary by the Holy Spirit – fully God and fully human. Jesus proclaimed the arrival of God's Kingdom through His ministry and perfect obedience to the Father, His sacrificial death on the cross for our sins, and His bodily resurrection from the dead and ascension into heaven. All those who turn from sin and believe Jesus is Lord experience forgiveness by grace through faith and are adopted into the family of God. This is the Gospel, the good news of God, who loves us and has reconciled us with Himself, defeating evil, and breaking the curse of sin and death.

The Holy Spirit

God sent His Holy Spirit, who dwells in all those who believe in Jesus, creates in us a new heart, and includes us in the meaningful work of redemption. The Spirit guides and empowers all believers to proclaim His Kingdom in word and action, to make disciples among all the nations of the world, and to live in fellowship with one another.

New Creation and Christian Life

Jesus will come again to bring about fully the new creation, when sin and death will be defeated and when all evil will be judged by Him. As we await his return, God's holy and redeemed people in Jesus – the church – are called to love Him and others, to follow Him in discipleship in

a local congregation, and to develop by His Spirit a life of Christian character that includes love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control.

Our Statement of Faith is drawn from the entirety of the Bible. Below is a selection of key passages:

Genesis 1:1–3:24; 12:1-3; Deuteronomy 30:1-6; 2 Samuel 7:1-29; Psalm 1:1-6; 2:1-12; 8:1-9; 19:1-14; 22:1-31; 89:1-52; 103:1-22; 110:1-7; 118:1-29; 139:1-24; Isaiah 7:14; 49:1-7; 52:13–53:12; Jeremiah 31:31-34; Ezekiel 34:1–37:28; Joel 2:28-32; Amos 9:11-12; Micah 5:2; 6:6-8; Zechariah 9:9-13; Matthew 16:13-16; 19:1-9; 28:16-20; Mark 12:28-31; Luke 1:26-56; John 3:16-17; Acts 1:1–2:47; 15:1-29; Romans 1:1-6; 3:21-31; 5:1-21; 1 Corinthians 15:1-58; Galatians 3:10-14, 26-29; 5:13-26; Ephesians 1:1–2:22; 4:17–5:33; Philippians 2:6-11; 3:20-21; Colossians 3:1-14; 2 Timothy 3:16-17; Hebrews 1:1-4; 10:19-25; 2 Peter 1:3-11, 21; 1 John 1:5-10; Revelation 7:9-12; 21:1–22:21.

Origin

Ouachita Baptist College was authorized by a vote of the Arkansas Baptist State Convention as its higher educational institution in November 1885. In April 1886, the trustees of the University voted to locate the institution in Arkadelphia, Arkansas. Classes began on September 6, 1886, and the institution has operated without interruption in the same location since that date. On January 14, 1965, the Board of Trustees voted to change the name from College to University.

While Ouachita's primary obligation is to her parent body, the Arkansas Baptist State Convention, the University has no restrictions as to belief or geographical location of persons whom it serves. The presence of students from many religions, states, and nations helps instill appreciation for other points of view and enriches the academic community. Ouachita welcomes students of all races.

As a Christian institution, Ouachita is more than a nominally church-related school. She takes seriously the person and teachings of Jesus Christ and seeks to relate these to the many disciplines and activities on the University campus. Nor does this orientation impose restrictions or deny academic freedom in the search for truth, for Jesus himself said, "You shall know the truth, and the truth shall make you free."

Fifteen presidents have guided its development: Dr. J.W. Conger, 1886-1907; Dr. H.S. Hartzog, 1907-11; Dr. R.C. Bowers, 1911-13; Dr. S.Y. Jameson, 1913-16; Dr. C.E. Dicken, 1916-26; Mr. A.B. Hill, 1926-29; Dr. C.D. Johnson, 1929-33; Dr. J.R. Grant, 1933-49; Dr. S.W. Eubanks, 1949-51; Dr. Harold A. Haswell, 1952-53; Dr. Ralph A. Phelps, Jr., 1953-1969; Dr. Daniel R. Grant, 1970-1988; Dr. Ben M. Elrod, 1988-1998; Dr. Andrew Westmoreland, 1998-2006; Dr. Rex M. Home, Jr., 2006-2015; Dr. Ben Sells, 2016 to date.

The Liberal Arts Tradition

Since its founding in 1886, Ouachita Baptist University has aimed to unite a broad-based education in the liberal arts with preparation for service in a variety of fields. In the context of an overarching fidelity to Christian faith and practice, Ouachita's educational mission remains rooted in the liberal arts tradition and oriented toward preparing graduates for meaningful work. Our hope is Ouachita graduates not only accomplish their highest vocational aspirations, but also live with a sense of purpose, act with abiding integrity, and joyfully serve their communities.

Graduate Learning Goals

At Ouachita Baptist University, graduate programs extend the university's vision, mission, and values to students beyond our traditional, residential campus. By offering advanced study in selected fields, Ouachita aims to promote scholarly achievement, enhance professional expertise, encourage faithful stewardship, and graduate highly capable professionals ready to assume places of leadership and service in their workplaces and communities. To accomplish these purposes, the university's graduate programs support students in achieving the following outcomes:

- Demonstrate graduate-level mastery of the knowledge and skills central to scholarly inquiry and professional practice within a field of study.
- Develop a reasoned approach to the role of faith in scholarly and professional pursuits and responsibly relate Christian perspectives to disciplinary practice.
- Interpret and apply ethical insights and decision-making in the context of one's intended profession.
- Communicate a personal vision of vocation, including how one can contribute meaningfully to one's profession and broader community.

Location

Ouachita Baptist University is located in Arkadelphia, Arkansas, about sixty-five miles southwest of Little Rock on Interstate 30 and thirty miles south of Hot Springs. There is frequent bus and Amtrak service to and from the city. Facilities for air transportation are available both in Hot Springs and Little Rock. Arkadelphia has a population of over 10,000, including the student bodies of Ouachita Baptist University and Henderson State University.

Status and Facilities of the University

Ouachita Baptist University is accredited by The Higher Learning Commission. (230 South LaSalle Street, Suite 7-500, Chicago, Illinois, 60604-1413. Telephone:800-621-7440)

The Teacher Education Program is accredited by the Council for the Accreditation of Educator Preparation on the elementary and secondary levels. (Council for the Accreditation of Educator Preparation: 1140 19th St. NW, Suite 400, Washington, D.C. 20036. Telephone: 202-223-0077.)

Ouachita Baptist University is accredited for the baccalaureate degree by the National Association of Schools of Music. (National Association of Schools of Music: 11250 Roger Bacon Drive, Suite 21, Reston, Virginia, 20190. Telephone: 703-437-0700).

The Didactic Program in Nutrition and Dietetics (DPND) is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. The Program meets the didactic academic requirements for registration eligibility. The University has been granted candidacy for accreditation of a Dietetic Internship by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). Resources from the Academy can be found at www.eatright.org/acend. Academy of Nutrition and Dietetics, 120 Riverside Plaza Suite 2190, Chicago, IL 60606-6995, 1-800-877-1600 ext. 5400.

The undergraduate degree program in business offered by the Frank D. Hickingbotham School of Business is accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

The University is a member of the National Association of Independent Colleges and Universities, the International Association of Baptist Colleges and Universities, the Consortium for Global Education, the American Association of Colleges for Teacher Education, and the National Collegiate Athletic Association.

More than thirty permanent buildings are located on the campus, most of which are red brick and modern or colonial styles of architecture. A beautiful interconnecting mega-structure consisting of Evans Student Center, Frank D. Hickingbotham Hall, Lile Hall, Mabee Fine Arts Center, and McClellan Hall, brings together in harmony the Ouachita River, the Ravine, and the heart of the campus. Residence Halls and apartments to house students and student families are located on and near the main campus.

Hickingbotham Hall, the home of the Frank D. Hickingbotham School of Business, was completed in the spring of 2006. The Willard and Pat Walker Conference Center, located on the lower level of the Ouachita Commons, opened in April 2006; the student dining area of the Ouachita Commons opened in January 2001.

The Roy and Christine Sturgis Physical Education Center is a versatile, multipurpose facility containing an Olympic-size pool, racquetball, weight, and tennis facilities, classrooms, offices, the varsity basketball arena, and two multipurpose courts.

The Harvey Jones Science Center, opened in 1997, provides over 60,000 square feet of space for the Departments of Biological Sciences, Chemistry and Physics and Mathematics and Computer Science. The Center provides students and faculty with a beautiful and functional space in which to study and work.

The Harvey and Bernice Jones Performing Arts Center consists of a 1,500-seat auditorium, makeup rooms, prop storage and construction rooms, faculty offices and a ticket office. The facility contains more than 37,000 square feet of functional space and includes a large working stage, an orchestra shell and pit, a state-of-the-art sound system and seating divided into orchestra, mezzanine and balcony sections. Jones Performing Arts Center is connected to Verser Theatre to create one of the most versatile and beautiful theatre arts facilities in the region.

Riley-Hickingbotham Library

In keeping with the University's nature as a church-related, liberal arts institution, Riley-Hickingbotham Library's mission is to be an integral part of the academic program by providing excellent service through bibliographical, physical, and intellectual access to recorded knowledge and information and, insofar as possible, sharing resources with individuals and institutions in the larger scholarly community.

Riley-Hickingbotham Library serves Ouachita and the community as a learning center, supporting the educational process with a wide range of resources. It accomplishes that task through the main library – which offers a Technology Enhanced Collaborative (TEC) study room, group study rooms, individual study space, PCs, and Wi-Fi – and through the music library in Mabee Fine Arts Center.

The library's book collection has approximately 170,000 volumes and thousands of ebook titles among its holdings.

As a selective depository of government resources, the library curates a variety of federal publications, most of which are accessible online.

The periodicals collection provides digital and print access to numerous journals, magazines, and newspapers. Many titles are accessible in the EbscoHost, ProQuest, and JSTOR databases. The library also subscribes to general and subject-specific reference databases. Among the microform collections are the complete Educational Resource Information Center (ERIC) File, the American Culture Series (pre-1874 American publications), the Black History Collection, the Literature of Theology and Church History in North America, the University Music Editions reprint series, and the Eastman School of Music's collection of early music writings.

Instructional Media Services, located on the ground floor of the library, supports campus media technology; provides access to portable projection equipment and the library's video collection; and offers media laminating service.

Special Collections include those of the Arkansas Baptist State Convention, Clark County Historical Association, University Archives, and Rare Books section of the main library. A growing collection of political papers – including those of the late Senator John L. McClellan, the District's two most recent Congressmen, and former Arkansas Governor Mike Huckabee – is likewise part of Special Collections.

The library's discovery catalog facilitates searching all of the library's holdings simultaneously and expanding searches to include neighboring libraries and libraries worldwide.

Ouachita's Scholarly Commons is the online repository of the scholarship, creative works, and historical record of Ouachita Baptist University. This service represents the institution's commitment to the preservation, organization, open access, and dissemination of these resources, produced by the faculty, students, staff, and alumni of the university.

Current Ouachita students and employees may access materials beyond the library's holdings via interlibrary loan service with libraries nationwide and reciprocal borrowing agreements with Henderson State University's Huie Library and the ArkLink Library Consortium.

GOVERNMENT AND INSTRUCTIONAL PROGRAMS

University Government

The University is governed by a twenty-four member Board of Trustees elected by the Arkansas Baptist State Convention. The general program is administered by the President of the University.

University Complaint Policy

Ouachita Baptist University takes seriously all questions, concerns and complaints it receives, and responds in a timely fashion. These should be initiated and resolved through regular university processes whenever possible. Some matters may be directed to the University Compliance Officer who will refer them to the appropriate department or official. The University Complaint Policy can be found at www.obu.edu/about/consumerinfo/. For questions, please use the university's toll-free telephone number, 1.800.342.5628, or e-mail consumerinfo@obu.edu.

Instructional Programs

The Vice President for Academic Affairs is responsible for the overall supervision of the academic program of the University.

The instructional programs of the University are administered by the deans of the respective schools, with faculties who are highly competent in their teaching fields.

The following schools constitute the academic structure of the University:

- The Frank D. Hickingbotham School of Business
- The Chesley and Elizabeth Pruet School of Christian Studies
- The Michael D. Huckabee School of Education
- The School of Fine Arts
- The School of Humanities
- The School of Interdisciplinary Studies
- The J. D. Patterson School of Natural Sciences
- The W. H. Sutton School of Social Sciences

The graduate programs are administered collaboratively with the Office of Graduate and Professional Studies and the respective academic schools.

The Regular Session. The regular session consists of two semesters of seventeen weeks each. Through its eight schools and the Graduate and Professional Studies program, the University offers seven undergraduate degrees, one graduate degree, and one post-baccalaureate certificate. A Spring Commencement concludes each academic year for graduates.

The Winter Session. The winter session consists of a three-week term during which a student may register for one course. The term normally runs from late December through mid-January. The courses for this session are offered online only.

The Summer Session. The summer session consists of a three-week May term, two four-week on-campus terms, and one eight-week online term. A student may register for up to five courses including all summer session terms, with limits of one course in May term, three courses in the Online Summer Term, and two courses each in the on-campus terms.

The Joint Educational Consortium

The Joint Educational Consortium of Arkadelphia fosters enhanced educational opportunities for students. Students at Henderson State University and Ouachita Baptist University have immediate access to all library and reference material on both campuses. Where programs or classes offered by either University are not available on the other campus, cross registration and credit for courses can often be arranged. The Joint Educational Consortium considers cooperative programs of education and research which can enrich and enlarge academic opportunities for students while maintaining the advantages which are inherent in smaller universities, such as smaller classes, greater opportunities for contact between faculty and students, and a genuine interest in each student as an individual.

For additional information about cooperative programs, contact the JEC at P.O. Box 7744, Arkadelphia, AR 71999.

Ouachita Alumni

The Ouachita Alumni is organized under the direction of the Ouachita Alumni Advisory Board and is designed for the purpose of keeping alumni aware of University activities and programs. The group is concerned with the welfare of the University's graduates and alumni and is vitally interested in the development of a greater Ouachita.

Graduates and alumni who have attended Ouachita Baptist University for at least one semester shall be considered members of the Ouachita Alumni. The group is supported through the University, which, in turn, receives a considerable portion of its funding through alumni gifts. There are no dues.

Ben M. Elrod Center for Family and Community

The Ben M. Elrod Center for Family and Community at Ouachita Baptist University is dedicated to serving humankind through the educational experience. Ouachita's faculty, staff, and students are committed to providing leadership that will result in the strengthening of the family and the community. In particular, concepts such as volunteerism, service-learning, applied research, outreach, and instruction are promoted.

The goals of the Elrod Center for Family and Community are to:

- support public service initiatives in the public and church arenas
- equip students, faculty, and staff to become community leaders
- support and coordinate resources
- publicize public service efforts
- promote volunteerism as vital to active citizenship
- promote interdisciplinary studies that benefit the family and community
- provide an institutional door for the community to relate to the university
- promote non-credit courses that will benefit the community
- strengthen families through education, instruction, and outreach
- recognize and reward outstanding service efforts

Additional outreach initiatives coordinated by the Elrod Center include:

1. **Tiger Serve Day** – a campus-wide event held once a semester that encourages Ouachita volunteers to meet practical and relational needs in the community. Projects include raking, trimming bushes, washing windows and city clean up.
2. **Tutoring** Programs including America Reads/America Counts, Peake Partnership and After school tutoring are offered through the public schools and at the center.
3. **ElderServe** – an outreach program linking students with senior adults in the area for companionship and support purposes.
4. **Healthy Relationships Week** – a weeklong emphasis on developing healthy marriage and dating relationships for students.
5. **TaxServe**- an opportunity for students, faculty, staff and retirees to train and process tax returns for community residents of low to moderate income levels.
6. **EyeServe** – a partnership program between the Elrod Center and Vision Source to provide eyeglasses for people in the developing world.
7. **KSEG** – Kluck Student Enrichment Grants – These grants are awarded in the fall and spring of each semester and are offered to challenge students to be creative in their service thinking. The funds are used to provide the finances to support the service activity proposed.
8. **ESEG**- Elrod Service Enrichment Grants- These grants are awarded in the fall and spring of each semester and are offered to challenge faculty and staff to be creative in their service engagement through the classroom setting. The funds are used to provide the finances needed for the proposed project.
9. **Thanksgiving Baskets**—a university-wide effort to provide for families in need in the community who might not otherwise be able to afford a traditional Thanksgiving meal. The center coordinates these efforts with area school counselors and LightHouse Ministries.

For further information, contact Judy Duvall, Director of the Ben M. Elrod Center for Family and Community. Telephone: 870-245-5320. E-mail: duvalli@obu.edu. Web site: www.obu.edu/elrod.

Financial Support

The expenses of the University are met only in part by student fees. The remainder is derived by income from the endowment fund, an annual Cooperative Program grant from the Arkansas Baptist State Convention, and by current gifts. Substantial support from Arkansas Baptists, alumni, former students, and other friends makes it possible for Ouachita Baptist University to provide the highest quality educational opportunities at a cost that is among the lowest of all accredited private senior colleges and universities in the nation. Every student shares in the benefits generated by gifts and grants.

Over the years, a special group of friends has provided the resources necessary to undertake a successful and ongoing campus development program, resulting in new facilities and equipment, campus beautification projects, and a high quality instructional program. Many of these friends have been recognized for their outstanding commitment to Ouachita's mission, notably in the Hall of Honor in McClellan Hall and by named facilities, projects, and endowments. The support of many other faithful friends has been, and continues to be, an invaluable source of strength that helps to maintain the University's' margin of excellence. Those friends who have made arrangements in their long-range planning to benefit Ouachita are recognized in appropriate ways.

To all of those who share their resources to make Ouachita Baptist University the best it can be, we owe a profound debt of gratitude.

STUDENT DEVELOPMENT

The division of Student Development is under the direction of the Vice President for Student Development. Each year, Student Development publishes the *Graduate Tiger Handbook*, the official university guidebook for students.

Medical Requirements

All students must complete health records consistent with state and university requirements. The student must show proof of two measles, mumps, and rubella vaccinations, usually given in the form of an MMR. A tetanus-diphtheria vaccination is recommended within the last ten years. In addition, a tuberculosis screening is required for any student who has lived outside the United States within the past 12 months. All international students must receive a tuberculosis screening at the University Health Services if they were born in a country where TB is endemic.

Arkansas Act 1233 of 1999 requires all universities to notify both students and parent of an increased risk of meningococcal disease among individuals who live in close quarters such as students in college residence halls. A vaccine is available and should be discussed with your local health provider.

University Counseling Services

Counseling services are provided by the University Counselor at no cost to currently enrolled students, faculty, staff, and their families. These services are available to students, faculty, and staff who are experiencing any of a broad range of personal or interpersonal difficulties. We have three staff counselors in the Counseling Center, and two graduate student interns trained to assist students. The Counseling Center is located on the lower level of the Evans Student Center. Appointments may be requested by contacting Vickie Davis in the Student Development Office, at 870-245-5220 or davisv@obu.edu. The University Counseling Center Director, Dan Jarboe, also serves as the ADA/504 Coordinator to assist students requesting accommodations. Students who require assistance beyond the scope of the University Counseling Services will be given a referral to a community-based resource.

Standards of Conduct

By accepting admission to Ouachita Baptist University, each student assumes the responsibility to abide by the standards of the University as well as local, state, and national laws. In general, the rules are based on the desire of the faculty and staff that students demonstrate good citizenship, respect the rights of others, and achieve in their studies in a Christian educational environment. Specific regulations are given in the official University handbook, the *Graduate Tiger Handbook*.

Religious Life at Ouachita

In accordance with the university's vision, mission, and values, Ouachita seeks to foster in our students a love of God and a love of learning. Ouachita believes the local church is central to the spiritual life of Christians and does not consider chapel or other university programs to be replacements for church involvement.

As a public expression of Ouachita's identity and purpose as a Christ-centered learning community, the university's chapel program is designed to deepen students' spiritual lives, to broaden their cultural appreciation, and to realize their role as a part of the Ouachita community. While many programs include worship and teaching from scripture, others promote student participation in university programs or allow Christians from diverse walks of life to share about their faith.

The office of Campus Ministries coordinates the university's spiritual life programs, activities, and resources. Its primary goals are to foster meaningful relationships with Christ among students; to guide them in fruitful ministry, discipleship and fellowship; and to train leaders who will continue to engage the world and serve the church. The office coordinates ministry teams, mission trips, discipleship groups, and student-led gatherings, including Refuge and Noonday. Campus Ministries cooperates with Arkansas Baptist Collegiate Ministries and other Southern Baptist entities, such as the International Mission Board. The organization is led by the Director and Assistant Director of Campus Ministries.

Career Services

The Career and Calling staff assists graduate students by defining goals and preparing for successful internship or employment search. Career and Calling works with individuals throughout their time at Ouachita and as alumni. Career and Calling offers resources providing extensive information about occupations, values, interests, skills, education programs, and more. Handshake, Ouachita's exclusive online job posting site for students and alumni, offers access to information about internships and employment opportunities. The annual Career & Networking Expo connects organizations and employers with students, faculty, and recent graduates. Each fall, a Graduate School Fair introduces students to opportunities for graduate studies. Additional services include coordinating employment interviews, assisting with resumes and applications, and offering educational events designed to help individuals prepare for lives of meaningful work. Career and Calling is located in Cone-Bottoms Hall, Suite 125, and may be contacted at careerandcalling@obu.edu or 870.245.5593.

STUDENT EXPENSES

Ouachita's Student Financial Services Office maintains student financial account information for all applicants and for current and former students. This section provides a detail of anticipated charges for students pursuing graduate coursework, an explanation of our payment options, as well as withdrawal and refund policies. The following are typical expenses of students enrolled in Ouachita's graduate programs of study. Students should allow approximately \$550 per semester for books.

Expense Statement for Fall 2024, Spring 2025 and Summer 2025

Applied Behavior Analysis Tuition, per credit hour	\$750.00
Business Administration, per credit hour	629.00
Counseling, per credit hour	550.00
Education, Curriculum and Instruction Tuition, per credit hour	500.00
Exercise Science, per credit hour	500.00
Nutrition and Dietetics Tuition, per credit hour	750.00
Other expenses where applicable	
Application fee	\$40.00
Graduation fee	100.00
Technology fee (per semester)	130.00
Course change after last day to enroll	15.00
Course fees for: COUN 6113, 6233, 6413, 6423	75.00
Returned Checks or Stop Payment fee	35.00
Payment plan handling charge (per semester)	35.00
Parking fee (per semester) for first year of Nutrition and Dietetics program	40.00

The University reserves the right to revise certain costs.

Payment Options

Students may choose one of the following payment options:

- 1) Pay account balance in full by the close of online check-in each term.
- 2) Pay account balance in five monthly installments over the course of the Fall and Spring semesters, and in two monthly installments over the summer (three monthly installments are allowed for summer terms that include a May term). A \$35 payment plan fee will be charged each semester that a payment plan is utilized.

The school accepts payments in the form of cash, check, or card. Online payment through the student's portal is the preferred form of payment. Card service fees ranging from 1.8% to 3.3% of the transaction will be assessed for credit/debit card use on the payment of student accounts. No fees are charged on e-checks.

Students who do not pay in full by online check-in will be automatically enrolled in the monthly payment plan. The first payment is due prior to the student's initial online check-in in August or January (or summer, if a summer term is involved). Remaining monthly payments are due on the 15th of each month, with the final payment due by the last day of class for the term. Statements will be uploaded to student portals on the first day of each month with an email reminder sent to the student. Late monthly payments will be charged a \$20 late fee for every month that the payment is late.

Any check payment returned to the school for insufficient funds must be repaid through another means. No further checks or e-checks will be accepted from the student.

Any account not paid in full by the completion of the appropriate semester or term will be charged interest on a monthly basis at a rate equal to 1% above the Bloomberg Financial Services Prime Rate. All Payments received will be applied to any previously outstanding charges before they will be applied to current semester charges.

Additional charges, such as books, may be spread over the semester they are incurred and become part of the monthly installment plan.

Settlement of Accounts

Payment in full of all term charges must be made in Student Financial Services before a student may enroll for an ensuing term or obtain an official transcript or diploma.

Tuition Refund Policy

TUITION AND GENERAL FEES: Students withdrawing from any graduate or online class will be entitled to a refund of tuition at the following rates: (*General fees are non-refundable*)

16-week course:

Week 1-2: 80% Refund
Week 3: 60% Refund
Week 4: 40% Refund
Week 5: 20% Refund
Week 6: No Refund

8-Week Course:

Week 1: 75% Refund
Week 2: 50% Refund
Week 3: 25% Refund
Week 4: No Refund

3- or 4-Week Course:

Day 1-2: 80% Refund
Day 3: 60% Refund
Day 4: 40% Refund
Day 5: 20% Refund
Day 6: No Refund

Note that in the above policy, the definition for a "Week" is a calendar week (Sunday through Saturday), and the definition of "Day 1" in our 3-4-week mini course is the first day of the term as published in Ouachita's academic calendar.

Effect of Withdrawal on Financial Aid

Students who receive Ouachita aid and withdraw from school mid-term will lose a percentage of their institutional aid for that term. Contact the Office of Student Financial Services for more information regarding refund requirements for specific state and private aid sources.

Students who receive Veterans Benefits and withdraw without completing the term may be required to repay the VA a percentage of the benefit received for the term.

Federal Aid Return Policy

Federal aid is available to graduate students in the form of the unsubsidized student loan, the Graduate PLUS loan, and the TEACH Grant, and is awarded with the expectation that the student will complete the term in which the aid was received. When a student receiving federal aid withdraws from school without completing their current term, federal regulations require the school to perform a calculation to determine how much federal aid the student earned and how much federal aid must be returned to the Department of Education.

The federal aid return policy applies to students who received federal aid and who withdraw (officially or unofficially) or are dismissed from enrollment at Ouachita Baptist University. It is separate and distinct from the Ouachita Baptist University Tuition Refund Policy.

Students who withdraw and lose federal aid eligibility may end up with an outstanding tuition balance to the school and will not be allowed to return until that balance is paid. They will also not be eligible to receive a transcript until any outstanding balance is paid.

WITHDRAWAL EXCEPTION: Any student taking classes in more than one term in a semester (*for example, Fall Term 1 and Fall Term 2*) who withdraws from all active courses he or she is currently attending will be considered as withdrawn *unless* Ouachita Baptist University obtains a written confirmation from the student stating they will be attending a later term in the same semester at the time of the withdrawal request. This will affect all students even if they are already enrolled in a later term. Unless Ouachita obtains the written confirmation from the student at the time of withdrawal, all future classes will be dropped for that student.

Types of Withdrawals:

OFFICIAL WITHDRAWAL: *When a student begins the official withdrawal process to officially notify the school of his or her intent to withdraw.* That student's withdrawal date is determined by using one of the following:

1. The date he/she officially withdrew with the Dean of Students Office
2. The date the student notified any office on campus of his or her intent to withdraw.
3. The date the student was expelled/dismissed from the university.

UNOFFICIAL WITHDRAWAL: *When a student ceases attendance without notifying any office on campus.*

If a student does not go through the proper withdrawal procedures as defined in the Academic Information section of the University General Catalog, the student's withdrawal date is determined by using one of the following:

1. The midpoint of the semester
2. The last date of documented academic related activity

Once a school has determined that a student who received federal aid has withdrawn, the school has 30 days to complete the required Return of Title IV Funds calculation to determine the percentage of aid the student earned and the percentage of aid that must be returned to the

Student Expenses

Department of Education. The school has 45 days from the date it determined that the student withdrew to return any required federal aid. If the student is required to return any federal aid themselves, the school will notify the student within 30 days.

If the student has earned more aid than has been disbursed and is eligible for a post-withdrawal disbursement of federal aid, the school must advise the student or parent within 30 days.

The federal Return of Title IV Funds calculation is based upon the concept that students earn their federal financial aid in proportion to the amount of time in which they are enrolled. Once 60% of the semester or term is completed, or once an online student successfully completes at least one course that spans at least 49% of the semester, the student is considered to have earned all federal financial aid and will not be required to return any funds.

Ouachita Baptist University does not allow students to take a Leave of Absence during a semester.

Institutional and Student Responsibility in Regard to the Federal Return of Title IV Funds policy

Student Financial Services' responsibilities in regard to the Return of Title IV Funds policy:

1. Provide each student with the information given in this policy.
2. Identify students affected by this policy and complete the Return of Title IV Funds calculation.
3. Inform the student of the result of the Return of Title IV Funds calculation and any balance owed to the University as a result of a required return of funds.
4. Return any unearned Title IV aid that is due to the Title IV programs and, if applicable, notify the borrower's holder of federal loan funds of the student's withdrawal date.
5. Notify student of eligibility for a Post-Withdraw Disbursement, if applicable.

The student's responsibilities in regard to the Return of Title IV Funds policy:

1. Become familiar with the Return of Title IV Funds policy and how withdrawing from all courses will affect eligibility for federal aid;
2. Resolve any outstanding balance owed to Ouachita Baptist University resulting from a required return of unearned federal aid.

The procedures and policies listed above are subject to change without advance notice.

STUDENT FINANCIAL AID

The Office of Student Financial Services provides a comprehensive program to assist students in securing federal, state, and private financial assistance.

Financial Aid Application Process

Students wishing to be considered for financial aid should complete the Free Application for Federal Student Aid. The FAFSA is required to determine eligibility for federal aid. The application, available at fafsa.gov, is typically available on October 1 each year for the coming academic year and uses tax information from two years prior.

Ouachita does not offer university scholarships to students enrolled in our graduate programs. Discounts are reflected in the hourly online rate. However, athletic scholarships may be given to a graduate student and if so, they are required to have a graduate GPA of 3.0.

State Aid

The Arkansas Department of Higher Education will allow Arkansas residents who received the Arkansas Academic Challenge Scholarship or the Arkansas Governor's Distinguished Scholarship that complete their undergraduate program in less than 8 semesters to receive the remaining semesters of their scholarship eligibility in a graduate program under certain conditions. Visit sams.adhe.edu for more information.

Arkansas Rehabilitation Services --- provides assistance for college and vocational training to students with disabilities. More information can be found at dws.arkansas.gov/ar-rehabilitation-services/field-services.

Veterans Educational Benefits

Veterans, spouses, and dependents must apply for educational benefits through the Department of Veterans Affairs, and once approved, provide a copy of their VA Certificate of Eligibility to the Office of Student Financial Services at Ouachita.

Chapter 33 / Post 911 GI Bill – provides a tuition and fee payment to the school. This amount can only be applied to tuition and fees at the school. It is not cash refundable to the student. Some recipients may also receive a monthly housing allowance paid to the student directly from the VA.

Other benefit programs pay a monthly stipend directly to the student. Visit www.va.gov/education for more information regarding educational benefits for veterans and their dependents.

Loan Programs

Federal Direct Loans: low-interest loans made to undergraduate or graduate students attending school on at least a half-time basis. Awards may not exceed the cost of education. Interest rates are fixed for the life of the loan, and the rate is tied to the date the loan is first disbursed.

Unsubsidized Federal Direct Loans are available to graduate students and are not awarded based on need. (The subsidized loan is not available to graduate students.) This program enables students, regardless of income, to obtain a low-interest student loan. Interest accrues from the date the loan is disbursed, and repayment begins 6 months after leaving school.

First-time borrowers are required to sign a Promissory Note and complete an on-line Student Loan Entrance Counseling session prior to receipt of the first disbursement of loan funds.

Federal Graduate PLUS Loans are low-interest loans made to graduate level students attending school on at least a half-time basis. A credit check is required for this loan, and the interest is slightly higher than the unsubsidized loan. This loan option is used after a student has exhausted their annual unsubsidized eligibility and can be approved up to the student's cost of attendance.

Private Alternative Loans: loans offered to students by private lenders as an alternative or an addition to federal loans. The interest rate on a private loan is determined by the borrower's credit. Comparison information and applications can be found at www.obu.edu/finaid.

Initial and Continuing Eligibility

To receive financial assistance, a student must be a regularly enrolled graduate student who is carrying three or more hours per term, and who is making satisfactory academic progress (defined later). A student must not owe repayment of a federal grant and must not be in default on a federal student loan or parent loan received at Ouachita or any other school.

Disbursement Method for Graduate Online Programs

All financial aid for the year will typically be split equally between the semesters the student is attending. Each portion will be applied to the student's tuition account at the beginning of each enrollment period. The maximum financial aid awarded from all sources shall not exceed the Cost of Attendance set forth by the University.

Federal Loan disbursement criteria: must be enrolled at least half-time (3 hours per semester); disbursements based on term enrollment per semester.

Student Financial Aid

Financial aid will be credited to the student's account by Student Financial Services. If the amount of aid disbursed exceeds the total charges, the student may be credited with difference. If total aid is less than charges, the student will be expected to pay the difference. Changes in program funding, additional financial aid, and failure to maintain guidelines or satisfactory progress, may cancel or revise a student's approved financial aid. The University reserves the right to adjust financial aid packages.

Satisfactory Academic Progress

Federal regulations require students who are receiving financial aid to make deliberate and measurable progress toward the completion of their degree to continue to receive financial aid. This requirement is referred to as Satisfactory Academic Progress.

Quantitative Progress

Master's degree programs at Ouachita must be completed within 5 years from the date a student begins a program. Federal student aid recipients are making satisfactory progress if they complete at least 67% of credit hours attempted in a semester. Incompletes and withdrawals are considered as attempted.

Transfer credits will be counted as part of the cumulative GPA and quantitative progress towards a degree.

Students receiving financial aid who drop a class after enrollment must contact Student Financial Services.

Qualitative Progress

Student aid recipients must also maintain minimum cumulative grade point averages (GPA) consistent with requirements for graduation to remain eligible for aid: A graduate student is making satisfactory academic progress by maintaining a 3.000 GPA as required for graduation. Graduate students who are placed on Academic Suspension are ineligible for federal financial aid.

Federal Aid Suspension & Appeal Process

Satisfactory Academic Progress will be reviewed at the end of each semester. Students who fail to meet the minimum standards will be suspended from receiving federal financial aid until the deficiency is resolved.

Students who feel that mitigating circumstances (injury, illness, death of relative, special circumstances) prevented them from making satisfactory academic progress may appeal the decision to suspend their financial aid eligibility in writing to the Director of Student Financial Services. A written appeal must explain why the student failed to make satisfactory progress and what has changed in the situation that will allow improvement during the subsequent semester.

A successful appeal will result in student aid eligibility being reinstated and the student being placed on financial aid probation for one payment period. Notification will be provided in writing to the student upon approval or denial of an appeal. An appeal will not be approved beyond one payment period.

If students are denied aid because of lack of satisfactory progress, courses must be taken at student's own expense until the student completes 67% of a term and earns a 3.0 GPA for that term.

ADMISSION

Prospective students may apply online at www.obu.edu/apply. Specific admission requirements are listed below. Any exception to University graduate admissions requirements must be approved by the Graduate Council.

Graduate Admissions Requirements

The University will consider for regular admission a student who satisfies the following General Graduate Admissions Requirements:

1. Conferred bachelor's degree from a regionally-accredited institution
2. 2.500 minimum GPA on a 4.000 scale (individual programs may require a higher GPA)
3. A completed application for admission, which includes a personal statement
4. Three references
5. Minimum English proficiency requirements for international students are as follows:
 - a. **Test of English as a Foreign Language (TOEFL):**
At least 79 on the Internet-based TOEFL (iBT)
At least 550 on the paper-based TOEFL
 - b. International English Language Testing System (IELTS):
At least a 6.5 on the IELTS exam

Please consult specific admissions requirements for individual programs.

Graduate Admissions Categories

Regular Status - Regular graduate student admissions status may be granted to applicants who meet general graduate admissions requirements and program-specific admissions requirements.

Provisional Status - Applicants may be granted Provisional admission status if they meet graduate and program-specific admissions requirements but have not yet submitted all required documents. Provisional status will be changed to Regular status once the applicant submits satisfactory documentation.

Conditional Status - Conditional graduate admission status may be granted to applicants who have completed a bachelor's degree but otherwise fail to meet fully the general and specific degree admission requirements. Students admitted conditionally are on probation and must complete satisfactory course work to demonstrate that they are able to succeed in graduate study. A student on conditional admission may meet the requirements for regular graduate status by successfully completing nine semester hours of graduate study with a minimum GPA of 3.000. Students admitted conditionally must attain regular graduate status by the time they have completed 12 hours. Credits earned as a conditionally-admitted student may apply toward the degree sought.

Special Status - Special graduate admission status may be assigned to a student who does not plan to meet requirements for a degree but wishes to earn additional credits.

Requirements for Graduate Transfer Students

Up to twelve hours of completed relevant coursework may be transferred in, at the discretion of the program director. Specific program requirements vary. Courses must have been completed within the last five years and must have a grade of B or above to be eligible to receive transfer credit.

Dietetic Internship – No transfer credits will be accepted for the Dietetic Internship.

M.S. in Applied Behavior Analysis - Requests for transfer credits in the M.S. of Applied Behavior Analysis program will be evaluated based on Applied Behavior Analysis International (ABAI) guidelines. Transfer credit will not be granted for ABA 6113: Basic Concepts and Principles.

M.A. in Counseling (CMHC) - Requests for transfer credits will be evaluated by the program director. To be eligible for transfer credit, the course must satisfy the equivalent knowledge domain in Ouachita's degree program. Transfer credits will not be granted for Supervised Fieldwork courses (Practicum, Internship 1, Internship 2, Internship 3). If transfer credits are granted for an intensive course, the student must still attend and participate in the intensive course on campus to satisfy the residency requirement.

Department of Veterans Affairs

Ouachita Baptist University is an approved institution for veterans and veterans' beneficiaries training. Veterans of recent military service, widows, or children of military personnel who lost their lives in service or who are totally disabled as a result of service should contact the nearest VA Regional Office as far in advance of enrollment date as is possible for assistance in securing veterans benefits. For more information, contact Student Financial Services by email (obustudentfinancialservices@obu.edu) or telephone: (870) 245-5570.

ACADEMIC INFORMATION

Academic Honesty

In order to promote scholarly endeavor and growth within a Christian environment, Ouachita expects a high level of academic integrity from all its students. This expectation is stated explicitly in the Covenant on Academic Honor, which includes a pledge that all students are obligated to uphold. Violations of proper academic conduct constitute a severe disciplinary problem, which will result in penalties that may include expulsion from class or suspension from the University. The complete Covenant on Academic Honor, including penalties and procedures for adjudicating violations, is found in the *Graduate Tiger Handbook*.

Degrees Offered

At the graduate level, the University offers the Master of Arts in Counseling, the Master of Business Administration, the Master of Science and Master of Arts in Applied Behavior Analysis, the Master of Education in Curriculum and Instruction, the Master of Science in Exercise Science, and the Master of Science in Nutrition. Specific requirements for these programs appear in the appropriate sections of this catalog. At the undergraduate level, the University offers the following degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Science in Nursing, Bachelor of Fine Arts, Bachelor of Music, Bachelor of Music Education.

General Degree Requirements

Evidence of good moral character, fulfillment of all general and specific academic requirements, and formal approval by the faculty are the essential conditions for receiving a degree. A student may not participate in the commencement ceremony unless all conditions have been met.

A student must successfully complete the general requirements for graduation in either the catalog in effect at the time of admission or in a subsequent one. A student out of school more than two years must re-enter under the catalog in force at the time of readmission.

Students must complete all required courses with a minimum cumulative grade point average of 3.000 and must satisfactorily complete all other requirements of the degree program in which they are enrolled.

Students eligible to graduate are encouraged to be present to receive their diploma at the next commencement after completing all degree requirements. Commencement ceremonies will be held each May. Students who have completed all degree requirements or who are enrolled in their last course requirements during the term immediately preceding the ceremony are eligible to participate. Appearance of a name in the ceremony program is not official acknowledgement of degree completion.

Academic Advisors

Ouachita provides guidance for one's studies in two ways: (1) by the admission and degree requirements explained in this catalog, and (2) by faculty members who advise individual students toward their educational and vocational objectives. Graduate students are assigned to an academic advisor in their program.

Registration

Students who have been officially admitted to Ouachita's graduate program should pre-register during the specified registration period. Late registration is discouraged and is normally not allowed after the second day of classes. Students registering after the first day of classes will pay a \$20 fee for each day late, up to a total of \$40. Students must complete initial registration for each term by 5:00 PM on the second day of classes and may add a class until 5:00 PM on the fourth day of classes. Registration is not complete until the student has arranged payment of charges with Student Financial Services.

A student must be officially registered for a course in order to earn credit for the course.

Changes in Registration

The last day to drop, add or withdraw from a course appears in the official [Ouachita calendar](#) at the beginning of this catalog and on the University's website.

Students may request to drop, add or withdraw from a course through their INFO portal.

The distinction between dropping and withdrawing is as follows: A course which the student has officially dropped will not appear on the student's record. A course from which the student has officially withdrawn will be assigned a final grade of W.

Failure to participate without officially withdrawing from a course will result in a grade of F.

Definition of the Credit Hour

The semester or credit hour, the basis for accreditation of academic work, typically represents one fifty-minute recitation or its equivalent per week for one semester. One recitation period presumes that the student must spend at least two additional hours in preparation, laboratory work, or both.

Academic Load

The typical course load for students in a graduate program is 9 hours per semester. A person carrying 6 or more hours is classified as a full-time student. A student may not carry more than 12 hours per semester. Those registered for fewer than 3 semester hours or not pursuing a degree program offered by the University are classified as non-degree students.

Repeating Courses

A student may only repeat one course in which the grade earned falls below minimum standards established by the program. This may only be done one time during the course of their program of study. The grade earned when the course is repeated will be used to calculate the grade point average, though all grades will appear on the transcript. Payment for retaking the course is at the expense of the student. Any student whose grade falls below the minimum standards established by the program a second time will not be allowed to move further in the program.

Degree Plan

Every student must submit a completed degree plan the semester before the program is to be completed. The degree plan, developed in consultation with the academic advisor, becomes the program which, if completed successfully, leads to the conferring of the desired degree.

The student is responsible for the content and successful completion of the degree plan.

Master's Time-to-Degree Limit

Unless otherwise specified for a particular program, all requirements for the master's degree must be completed within 5 years of initial enrollment in a graduate program at Ouachita Baptist University. Under extraordinary circumstances, students in good academic standing may petition the Graduate Council for an extension of the time limit to complete their degree. In the event a student takes time off from pursuing their master's degree, they should first check with Student Financial Services to understand what impact it may have on their current aid status and their ability to receive future aid.

Graduation Check

To verify that a student has met all requirements for graduation, a Dean's Degree Check and a Graduation Check must be conducted. These checks are required to be done in the semester prior to the student's semester of graduation. The following steps must be taken:

1. A Dean's degree check must be done by the dean of the student's School after it has been approved by the Program Director. After it is established that a student meets all graduation requirements, the student makes an appointment with the Registrar's Office for a Graduation Check.
2. A final Graduation Check must be conducted by the Registrar's Office.
3. At the completion of this graduation check, the student's account will be charged the \$50 graduation fee.

It is the student's responsibility to make the appointment for the Graduation Check with their Program Director and the Registrar's Office. Students will not be considered for graduation until these steps are completed.

Course Offerings

All courses are subject to any prerequisites or restrictions listed in the course or program description. Every effort is made to offer courses during the semesters specified in the catalog.

The University reserves the right to withdraw, add or change courses.

The schedule of classes is available online at least one week in advance of pre-registration. For specific information about all course offerings, contact the Office of Graduate and Professional Studies.

Numbering of Courses of Instruction

A four-digit number is assigned to each course in the university curriculum and is unique within the department or school that lists the course. Half-credit courses are indicated by a 5 following the decimal point.

The first digit of the course number indicates the course's academic level:

- 1__ Primarily for freshmen.
- 2__ Primarily for sophomores.
- 3__ Primarily for juniors.
- 4__ Primarily for seniors.
- 5__ Graduate-level, though approved undergraduate students may enroll (see "Undergraduates Taking Graduate Courses," below).
- 6__ Graduate-level, for graduate students only.

The second and third digits usually designate the order in which the course is to be taken in relation to other courses in the same department. For example, CORE 1113 should be taken before 1123. Special middle digits 70-99 are used to indicate special categories of courses. For example,

Academic Information

70-79 are used for variable topics courses in some departments; 80-96 for special courses, individual studies, and workshops; and 98 for Honors Directed Studies, Seminars and Theses. For example, HNRS 2981 indicates an Honors Directed Study.

The fourth digit (and fifth, in some instances) indicates the amount of credit assigned to the course. For example, CORE 1023 indicates that three semester hours are attempted and, if successfully completed, earned. MUEN 1000.5, Concert Choir, indicates one-half hour.

Undergraduates Taking Graduate Courses

Subject to availability, undergraduate students may take up to six (6) hours of graduate credit. Such credit may be earned only in 5000-level courses and will be recorded on the graduate transcript. Students must have senior standing, a 3.0 GPA, and must receive permission from the dean, graduate program director, and the Associate Vice President of Graduate and Professional Studies.

Prior to enrolling in any graduate course, undergraduate students are encouraged to contact Student Financial Services to determine how doing so will affect their account, including charges for tuition and fees and all forms of financial aid. A graduate course fee may be assessed for undergraduates taking graduate courses.

Cross-listed Courses

Certain upper-level undergraduate courses may be cross-listed at the 5000 level in the graduate catalog. Graduate students must enroll in the 5000-level course and will be expected to complete graduate-level work to receive graduate credit. A cross-listed course taken at the 4000-level will not count as graduate credit.

Courses by Conference

Students who lack required courses which are not currently scheduled and for which no suitable substitution can be found may take catalog courses by conference. They must secure in advance of registration the consent of the instructor, the program director/chair of the department and the dean of the school.

Grades

Scholastic achievement at the graduate level is indicated by the following symbols:

- A indicates superior work.
- B indicates good work.
- C indicates the minimum standard for passing.*
- D/F indicates failure to meet the minimum standard for passing.
- I indicates that a student's required work is incomplete and is given at the discretion of the instructor for good and sufficient reason. A grade of "I" automatically becomes "F" unless the deficiency is made up before the last day of regular class the following semester.
- W indicates that the student officially withdrew from the course.
- AU indicates that a student was registered as an auditor, not for credit, and attended at least seventy-five percent of the class meetings.
- S indicates credit for work done under the Satisfactory-Unsatisfactory policy (below) which will not carry quality credits or affect the GPA.
- U indicates unsatisfactory work in a non-graded course and calculates as an "F" in the GPA.
- CR indicates credit awarded, but not calculated in the GPA.

*Individual programs may require a B or higher on all courses that count toward graduation. Refer to the program section of the catalog for specific requirements..

Satisfactory-Unsatisfactory Policy:

Certain graduate-level courses such as field experience, practicums, and internships are regularly offered on a Satisfactory-Unsatisfactory basis. The student will be assigned the grade of S (credit, satisfactory performance) or U (no credit, unsatisfactory performance). The minimum level of performance considered Satisfactory is set by each program. An unsatisfactory grade (U) will be calculated as an F in the GPA.

Change of Grade Policy

Instructors may change final grades as soon as they discover an error. A grade that has been allowed to stand unchallenged past Monday of the tenth week of the next semester is considered final.

Quality Credits and Grade Point Average

Quality credits are assigned to the grades on the following formula: the number of semester hours credit times 4 for an A, 3 for a B, 2 for a C, and 1 for a D, and none for an F or U.

The GPA is calculated by dividing the sum of quality credits by the sum of attempted hours for grades A through F and U and carried to 3 decimal places.

Academic Probation and Suspension

Academic Probation – Academic Probation is the status of a graduate student who fails to achieve a cumulative GPA of 3.000 over all terms of the program. After grades are posted at the end of each semester, the Academic Affairs Office will notify the student, program director, and Registrar of the student’s placement on Academic Probation or Academic Suspension. To regain regular academic status, students must achieve a 3.000 grade point average by the time they have earned nine additional credit hours.

Academic Suspension - A graduate student on Academic Probation who does not raise the cumulative GPA to 3.000 after taking nine additional credit hours will be placed on Academic Suspension. Students who are on Academic Suspension may apply for readmission following a lapse of at least one regular semester. In all cases, written application to the Graduate Council for readmission must state reasons for desiring reinstatement and plans for remedying academic deficiencies. A student who has been suspended for academic reasons and readmitted to the University will return on Academic Probation.

Grade Appeals

A final grade assigned in a course may be challenged by the student within six weeks of the final grade being posted. A formal grade appeal will not be considered until the student has first informally communicated with the instructor. If informal communication has not resolved the issue, the student may submit in writing an appeal first to the instructor, then, in sequence, to the program director and dean. If the appeal is denied at each level of review, the student may submit a written appeal to the Associate Vice-President for Graduate and Professional Studies, who will convene a three-person subcommittee of the Graduate Council to consider the appeal. This subcommittee will not include any member previously involved in the appeal. The results of this subcommittee’s decision may be appealed to the Vice-President for Academic Affairs, whose decision is final.

All other academic appeals follow the same process as a grade appeal, with the student initiating the appeal within two weeks of the issue arising.

Class Attendance

Students are expected to attend all classes in which they are enrolled. Absentee policies for particular classes are at the discretion of the individual faculty member. Attendance in online classes is determined through completion of required activities and assignments.

Withdrawal from the University

A student may withdraw voluntarily or at the request of the University. The student may be asked to withdraw if

1. it is determined that the student’s actions or attitudes are unworthy of a good campus citizen;
2. his or her scholastic record falls below normal expectations or for failure to regain regular academic status, as explained in the Academic Probation section; or
3. the student’s financial record is unsatisfactory to the University.

When a student withdraws from the University for any reason, that student must report to the Office of Graduate and Online Education. From that point, clearance will be obtained from Student Financial Services, Library, and other check points. Any student who withdraws or is suspended must leave campus within 24 hours and will no longer have access to University resources. Instructors will assign letter grades to any student who withdraws from the University after the last day to withdraw from a course designated in the school calendar.

Transcripts

A student requesting an official transcript should make a request at www.obu.edu/registrar. Telephone requests are not accepted. Transcripts are issued only at the student’s request. The request must be approved by both the Registrar and the Student Financial Services office. No transcript is issued to or for a student who is in debt to the University until such indebtedness has been paid in full. Release of student academic records is subject to the provisions of the Family Educational Rights and Privacy Act (FERPA).

Applied Behavior Analysis (ABA)

Dr. Julyse Migan-Gandonou Horr, Director

The Master of Science (M.S.) and the Master of Arts (M.A.) in Applied Behavior Analysis (ABA) at Ouachita Baptist University are graduate degree programs designed to train compassionate, highly competent and committed ABA scientist-practitioners who possess the theoretical, experimental, applied, and professional knowledge, skills, and competencies necessary to design, implement, and evaluate empirically supported behavior-analytic interventions to improve behaviors of social significance. Both programs prepare students for the Board Certified Behavior Analyst (BCBA) certification examination and subsequent lives of meaningful and impactful work as they serve clients, families, individuals, and the larger community in various therapeutic settings including but not limited to Autism therapy, intellectual and developmental disabilities, behavioral disorders, special education, behavioral pediatrics, mental health, substance abuse, etc.

The M.S. in ABA program is a 36-credit, 540-hour program designed to prepare graduates to be successful scientist-practitioners by integrating theory and practice through online-synchronous coursework and Concentrated Supervised Fieldwork experience at approved fieldwork sites (i.e., clinical partners). The M.S. in ABA program is ideal for students who are interested in conducting applied behavior analytic research, teaching courses in applied behavior analysis, or pursuing a Doctoral degree in the future. It is most appropriate for students currently working at an ABA clinic/organization who wish to accrue supervised fieldwork experience while in the program in order to be eligible to take the BCBA® examination immediately after program completion and degree conferral.

The M.A. in ABA program is a 36-credit, 540-hour program designed to prepare graduates to be successful science-informed practitioners in areas beyond autism and intellectual/developmental disabilities (AU/IDD), by integrating theory and practice through online-synchronous coursework and applied experience in a variety of settings. The M.A. in ABA program provides professionals working in various settings outside of AU/IDD, clinic-based, or home-based ABA-based therapy (e.g., schools, residential/group homes, foster care, behavioral health, psychiatric units, nursing homes, etc.) a pathway to obtaining a master's degree in ABA while working in their existing preferred setting and accrue supervised fieldwork experience at their own pace, independent of Ouachita. The M.A. in program provides the degree and coursework requirement needed to be eligible to take the BCBA® examination. Students are responsible for meeting the fieldwork experience requirement on their own, independent of Ouachita.

Both the M.S. and M.A. in ABA programs follow a cohort, lock-step model, and the curricula align with the BACB's® 6th edition test content outline (TCO; formerly known as Task List) as well as ABAI's quality training standards for master's degree programs.

***Requirements to become a Board Certified Behavior Analyst® (via Pathway 2):**

1. Possess a graduate (Master's or Doctoral) degree in any discipline.
2. Complete coursework in Behavior Analysis from a program with a Verified Course Sequence.
3. Complete practical fieldwork in applied behavior analysis:
 - a. 2000 hours of SUPERVISED FIELDWORK, or
 - b. 1500 hours of CONCENTRATED SUPERVISED FIELDWORK
4. Pass the national BCBA® certification examination
5. Apply for licensure in your state of practice (not required in all states)

*For detailed, most up-to-date information on the BACB's® requirements for BCBA® certification, please visit <https://www.bacb.com/bcba/>. Please note that requirements of the BACB may change and may take effect immediately. Their requirements supersede the University catalog listings.

- Ouachita's M.S. in ABA program meets ALL the requirements to be eligible to take the national BCBA® certification examination.
- Ouachita's M.A. in ABA program meets the degree and course requirements; students must complete practical fieldwork on their own, independent of Ouachita, in order to be eligible to take the national BCBA® certification examination.
- Students planning to apply for the BCBA® certification examination *after December 31st 2025* must have a [BCBA VCS Coursework Attestation of Coursework Requirements Form](#) completed and signed by the ABA Program Director prior to applying for the exam.

Admission Requirements for the M.S. and M.A. in ABA programs:

1. Meet general university admissions requirements
2. A minimum GPA of 3.000 on a 4.000 scale*
3. Brief online interview with ABA Fieldwork Coordinator
4. At least one (1) reference/letter of recommendation from a faculty or a BCBA® supervisor with more than one year experience as a BCBA®

*Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 3.000, but not lower than 2.500. For students below a 2.500 GPA, an alternative path to admission may still be possible on a case-by-case basis, at the discretion of the ABA applications review committee, and will require a compelling personal statement and strong letters of recommendations from at least 2 BCBA® supervisors. Alternative path to admission must receive approval from Graduate Council.

Transfer Policy:

Degree-seeking transfer students may be permitted to transfer coursework from another university with an ABAI-approved Verified Course Sequence (VCS). A maximum of nine (9) hours may be transferred. Courses must have been completed within the last five (5) years, must be from the same task list/test content outline (TCO) edition as Ouachita's ABA programs', and must have a grade of B or above (i.e., grade points of 3.0 or above) to be eligible to receive transfer credit. Transfer students must have a minimum graduate GPA of 3.000 on a 4.000 scale. In order to be accepted for transfer, a transcript along with course syllabi must be submitted for review to and approved by Ouachita's ABA Program Director. Credits earned for completing Thesis, Capstone, Research, and/or Practicum will not be accepted for transfer. Transfer students are required to complete the mandatory 3-day intensive.

Upon completion of the program:

1. Students will demonstrate knowledge of – and develop competence in – the historical, theoretical, and philosophical foundations of behaviorism, as well as the conceptual analysis of behavior, with particular emphasis on radical behaviorism.
2. Students will demonstrate knowledge of – and develop competence in – the concepts and principles of applied and experimental behavior analysis.
3. Students will demonstrate knowledge of – and develop competence in – behavioral measurement, data collection systems, graphical representation and visual analysis of behavioral data, and experimental design with particular emphasis on single subject research designs.
4. Students will demonstrate knowledge of – and develop competence in – ethical and professional issues as they pertain to behavior analytic research and practice.
5. Students will demonstrate knowledge of – and develop competence in – behavioral assessments and selection of assessment-derived behavioral interventions, particularly as they pertain to behavior reduction and behavioral acquisition.
6. Students will demonstrate knowledge of – and develop competence in – the application of principles of behavior as behavior-change procedures, with particular emphasis on the implementation of behavioral interventions to increase and decrease behavior of social significance.
7. Students will demonstrate knowledge of – and competence in – behavior analytic personnel supervision, training, consultation, and performance management.
8. Students will demonstrate competence in behavior analytic clinical skills with particular emphasis on professional practice and service delivery model across a variety of populations and settings, including and beyond Autism and Intellectual & Developmental Disabilities.
9. Students will demonstrate competence in conducting applied behavior analytic research.
10. Students will demonstrate knowledge of – and develop competence in – one or more specialized areas of behavior analysis.

A Master of Science (M.S.) in Applied Behavior Analysis (ABA) includes the following courses: ABA 6143, 6153, 6161, 6243, 6253, 6261, 6343, 6353, 6361, 6443, 6453, 6482, 6542, 6563, 6582.

Students must pass all didactic, fieldwork, and thesis/capstone courses with a B or higher in order to successfully complete the program. Each didactic course is a pre-requisite for the subsequent didactic course (e.g., ABA 6143 is a pre-requisite for ABA 6153; ABA 6153 is a pre-requisite for ABA 6243, and so on and so forth). Likewise, each fieldwork course is a pre-requisite for the subsequent fieldwork course (e.g., ABA 6161 is a pre-requisite for ABA 6261, and ABA 6261 is a pre-requisite for ABA 6361), and each Thesis/Capstone course is a pre-requisite for the subsequent Thesis/Capstone course (e.g., ABA 6482 is a pre-requisite for ABA 6582). Students may not skip any courses in the sequence, nor may they proceed to the next course in the sequence without passing the one before it. This requirement applies to all courses, including Concentrated Supervised Fieldwork and Thesis/Capstone courses.

A Master of Arts (M.A.) in Applied Behavior Analysis (ABA) includes the following courses: ABA 6143, 6153, 6171, 6243, 6253, 6271, 6343, 6353, 6371, 6443, 6453, 6491, 6554, 6563, 6591.

Students must pass all didactic, applied experience, and applied research courses with a B or higher in order to successfully complete the program. Each didactic course is a pre-requisite for the subsequent didactic course (e.g., ABA 6143 is a pre-requisite for ABA 6153; ABA 6153 is a pre-requisite for ABA 6243, and so on and so forth). Likewise, each applied experience course is a pre-requisite for the subsequent applied experience course (e.g., ABA 6171 is a pre-requisite for ABA 6271, and ABA 6271 is a pre-requisite for ABA 6371), and each Applied Research Project course is a pre-requisite for the subsequent Applied Research Project course (e.g., ABA 6491 is a pre-requisite for ABA 6591). Students may not skip any courses in the sequence, nor may they proceed to the next course in the sequence without passing the one before it. This requirement applies to all courses, including Applied Experience and Applied Research Project courses.

6143. Concepts & Principles of ABA.

This course introduces students to concepts, principles, characteristics, and the technical terminology of Applied Behavior Analysis (ABA). The course also provides a brief introduction to the historical, philosophical, and methodological foundations of ABA as a science and a profession. The philosophical assumptions and dimensions of the science of ABA, including determinism, empiricism, parsimony, selectionism, pragmatism, and lawfulness of behavior are discussed. **FALL TERM I.**

6153. Research Methods in ABA.

This course introduces students to single case research methodology and behavior analytic experimental research designs. Tactics for measuring behavior and behavioral products, graphing and interpreting data, and evaluating behavior change procedures within the

framework of single subject experimental designs that allow for conclusions about the impact of interventions and maintaining the accountability of the behavior analyst are discussed. **FALL TERM II.**

6161. Concentrated Supervised Fieldwork I.

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D[®] faculty. This course is the *first* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and the student's fieldwork site BCBA[®]s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **FALL TERMS I & II.**

6171. Applied Experience in ABA I.

This course is the *first* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **FALL TERMS I & II.**

6243. Behavioral Assessment.

This course introduces students to behavioral assessment. Fundamental elements of behavioral assessments are reviewed, with a focus on practical functional behavioral assessments, functional analyses, and selecting assessment-derived functionally equivalent interventions to decrease behavior. **SPRING TERM I.**

6253. Behavior-Change Procedures I.

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to decrease challenging behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to decrease behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the first of two (2) behavior-change procedure courses. **SPRING TERM II.**

6261. Concentrated Supervised Fieldwork II.

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D[®] faculty. This course is the *second* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and the student's fieldwork site BCBA[®]s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **SPRING TERMS I & II.**

6271. Applied Experience in ABA II.

This course is the *second* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **SPRING TERMS I & II.**

6343. Ethical & Professional Issues in ABA.

This course introduces students to ethical and professional considerations relevant to applied research in – and the professional practice of – Applied Behavior Analysis, specifically, the ethical, disciplinary, and responsible conduct and standards of the profession. Students will become familiar with the BACB[®]'s current ethical codes and their application to professional practice. **This course is delivered in an asynchronous model. MAY TERM.**

6353. Supervision, Training, & Performance Management.

This course introduces students to behavior-analytic supervision, training, and performance management across settings, populations, and organizations. Best practices for supervision and supervisor-supervisee relationships will be discussed, with a focus on competency- and performance-based training, including behavioral skills training. Issues related to organizational behavior management are also discussed. **SUMMER TERM.**

6361. Concentrated Supervised Fieldwork III.

This course provides students Concentrated Supervised Fieldwork and practical experience through weekly live-online group supervision meetings hosted by a BCBA/BCBA-D[®] faculty. This course is the *last* of three (3) in the Concentrated Supervised Fieldwork course sequence that allows students to accrue fieldwork experience hours under the supervision of Ouachita's ABA faculty and fieldwork site BCBA[®]s. The course includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. **SUMMER TERM.**

6371. Applied Experience in ABA III.

This course is the *last* of three (3) in the Applied Experience in ABA course sequence that includes activities such as application of behavior analytic concepts and principles, behavioral measurement and data collection systems, behavioral assessment, behavior intervention plan development and implementation, monitoring and evaluation of program implementation by others, and other activities performed by behavior analysts. Particular emphasis is placed on the development and evaluation of skills in the applied research and professional practice branches of behavior analysis, with a focus on subspecialties and applications of ABA beyond autism and intellectual/developmental disorders. **SUMMER TERM.**

6443. Behavior-Change Procedures II.

This course introduces students to evidence-based and empirically derived behavior change tactics used to modify and improve behavior of social significance. Specifically, this course addresses behavior analytic strategies to establish, strengthen, and maintain behaviors of social significance, both at the individual and at the societal level. Fundamental elements of behavior change are reviewed, with a focus on selecting evidence-based tactics that utilize basic principles of behavior (e.g., reinforcement) and are systematically applied to increase behavior. Basic behavioral concepts and principles are revisited with a focus on their application in applied research as well as professional practice. This course is the second of two (2) behavior-change procedures courses. **FALL TERM I.**

6453. Experimental Analysis of Behavior.

This course introduces students to the basic branch of behavior analysis and covers seminal research and current issues in the experimental analysis of behavior, including shaping, conditioned reinforcement, complex schedules of reinforcement, verbal behavior, stimulus control, matching law, stimulus equivalence, and the three levels of selection by consequences. Special emphasis is placed on understanding how principles of behavior are discovered and described in the context of basic research. Additionally, implications of basic research in behavior analysis for the development of behavioral technologies and their subsequent applications to behavior of social significance are discussed. **FALL TERM II.**

6482. ABA Thesis / Capstone I.

This course provides students supervised experiential learning and applied research experience in the form of a Thesis or a Capstone project, under the advising and supervision of two (2) doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Thesis) or one (1) master's or doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Capstone). Students meet weekly online as a group, with their Thesis or Capstone project advisor. This course is the first of two (2) Thesis and Capstone courses. For Thesis, includes identification of a research topic, in-depth literature review, research proposal, and IRB application; for Capstone, includes identification of a behavior targeted for improvement, literature review, project outline, and IRB application. **FALL TERMS I & II.**

6491. Applied Research Project I.

This course provides applied behavior analytic research experience and focuses on developing competence in identifying and defining a behavior of social significance in need of improvement, designing a method to address the behavior in need of improvement, and using single-subject behavior-analytic research designs to evaluate the effectiveness of one or more behavioral interventions on improving the behavior. **FALL TERMS I & II.**

6542. Special Topics in ABA.

This course introduces students to special topics in behavior analysis as well as sub-specialties and various applications of ABA across settings and populations beyond autism and intellectual/developmental disabilities. Topics include behavioral momentum, behavioral economics, relational frame theory and acceptance commitment training, behavioral pediatrics, behavioral gerontology, addiction/substance abuse and contingency management, etc. **SPRING TERM I.**

6554. Subspecialties of ABA.

This course introduces students to sub-specialties of ABA and their supporting research. Particular emphasis is placed on relational frame theory, acceptance and commitment training, clinical behavior analysis, and issues related to mental health, addiction, etc. **SPRING TERM I.**

6563. Advanced Concepts and Principles of ABA.

This course provides an advanced, in-depth overview of the history and philosophy of behaviorism. Theoretical approaches to understanding and analyzing human behavior will be discussed, with particular emphasis on radical behaviorism and conceptual analysis of human behavior. **SPRING TERM II.**

6582. ABA Thesis / Capstone II.

This course provides students supervised experiential learning and applied research experience in the form of a Thesis or a Capstone project, under the advising and supervision of two (2) doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Thesis) or one (1) master's or doctoral-level Ouachita ABA faculty and one (1) approved fieldwork BCBA supervisor (Capstone). Students meet weekly online as a group, with their Thesis or Capstone project advisor. This course is the second of two (2) Thesis and Capstone courses. For Thesis, includes IRB revisions and approval, recruitment of participants, data collection, final manuscript write-up, manuscript submission to peer-reviewed journal, and oral defense of thesis. For capstone, includes IRB revisions and approval, recruitment of participants, data collection, final paper write-up, and oral presentation. **SPRING TERMS I & II.**

6591. Applied Research Project II.

This course provides applied behavior analytic research experience and focuses on developing competence in identifying and defining a behavior of social significance in need of improvement, designing a method to address the behavior in need of improvement, and using single-subject behavior-analytic research designs to evaluate the effectiveness of one or more behavioral interventions on improving the behavior. **SPRING TERMS I & II.**

Business Administration

Professor Marshall Horton, Director

Introduction

The Frank D. Hickingbotham School of Business seeks to combine Christian principles and academic excellence in preparing students for careers in business and for graduate study. Students will complete the interdisciplinary studies component, basic business school required courses, the business core, and then pursue a chosen business major.

Ouachita offers students an opportunity to study the disciplines of business in a strong Christian environment. Emphasis in teaching and leadership development provides opportunities for an excellent undergraduate education in business.

Accreditation

The undergraduate and graduate degree programs in business offered by the Frank D. Hickingbotham School of Business at Ouachita Baptist University are accredited by AACSB International – The Association to Advance Collegiate Schools of Business.

Mission

We are a faith-focused learning community that prepares students for lives of meaningful work through excellence in teaching, mission-driven scholarship, and purposeful student engagement with professors and professionals.

Values and Beliefs

Faith Matters: As a School of Business embedded within a faith-focused learning community, we affirm that our Christian faith demands excellence in all that we do. Colossians 3:23.

People Matter: Our primary stakeholders – students, faculty, donors, and employers – make us who we are. Our decisions are guided by what is in the best interest of our people.

Instruction Matters: Our primary purpose is to educate students with relevant, innovative, and engaging instruction that enables students to pursue lives of meaningful work.

Scholarship Matters: Research informs knowledge and enhances instruction. Faculty members are expected to pursue professional development and produce intellectual contributions.

Presence Matters: As a small and primarily residential school, we have unique opportunities to teach and mentor students inside and outside of the classroom. We commit to do so.

Admission Requirements:

1. Meet general university graduate admissions requirements
2. Two letters of recommendation addressing a candidate's professional and academic potential
3. Submission of GMAT or GRE scores is recommended but not required
4. Successful completion of Math 1003 –College Algebra or a higher-level math course
5. A minimum GPA of 3.000 on a 4.000 scale*
6. Two or more years of full-time work experience

**Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 3.000, but not lower than 2.500.*

Graduation and Completion Requirements

A Master of Business Administration (M.B.A.) includes the following courses: MGMT 5000 (taken twice), 5003, 5013, 5023, 5033, 5043, 5053, 5063; ECON 5013; ACCT 5013; FINN 5063.

SUGGESTED COURSE SEQUENCE:

Terms	Year	Course
Fall 1 (16 weeks)	2024	MGMT 5000 Practical Leadership Practicum
Fall 1 (8 weeks)	2024	ECON 5013 Economic Tools for Managerial Decisions
Fall 1 (8 weeks)	2024	MGMT 5013 Leadership, Faith, and Business
Fall 2 (8 weeks)	2024	ACCT 5013 Managing with Accounting Information
Fall 2 (8 weeks)	2024	MGMT 5023 Telling Your Story: Digital Marketing and Personal Selling
Spring 1 (16 weeks)	2025	MGMT 5000 Practical Leadership Practicum
Spring 1 (8 weeks)	2025	MGMT 5033 Management and the Law
Spring 1 (8 weeks)	2025	MGMT 5043 Managing Data
Spring 2 (8 weeks)	2025	FINN 5063 Financial Analysis and Valuation
Spring 2 (8 weeks)	2025	MGMT 5053 Global Management
Summer	2025	MGMT 5003 Practical Leadership Practicum
Summer	2025	MGMT 5063 Strategic Management

Accounting (ACCT)

5013. Managing with Accounting Information.

Examines the usefulness of accounting information for decision making in a business setting. Topics include interpretation of financial statements, accounting methods, ratio analysis, cost analysis, and budgeting. An introduction to the principles of accounting is also included. **Fall (second session).**

Economics (ECON)

5013. Economic Tools for Managerial Decisions.

Provides tools of economic analysis for managers, including marginal analysis, market structure analysis, Game Theory, regression analysis, and time series analysis. Alternative theory and practice of pricing is considered, including transfer pricing and two-part tariffs. A brief policy introduction to macroeconomics is also included with special reference to managers. **Fall (first session).**

Finance (FINN)

5063. Financial Analysis and Valuation.

Explores key financial decisions for a firm and provides techniques for managers to use in their analysis of optimal solutions. Specific topics include financial statement analysis, cash flow analysis, valuation, capital budgeting, and capital structure. An overview of financial markets is also included. Prerequisites: ECON 5013, ACCT 5013. **Spring (second session).**

Management (MGMT)

5000/3. Practical Leadership Practicum.

This course is intended to provide assessment and student feedback during the year-long MBA experience. A running evaluation of students' experiences with integrating various disciplines with management is a main focus of the course. Students will enroll in this course three times during the program, under the course numbers MGMT 5000, 5000, and 5003, with three credit hours awarded at the end of the sequence. **Fall (first session), Spring (first session), Summer.**

5013. Leadership, Faith, and Business.

This course focuses on the development of a student's leadership capacity in all parts of life, with particular emphasis placed on the integration of faith and business. Students will hear from multiple professionals who are leading organizations with purpose. Students will have the opportunity to take personal assessments that enhance self-awareness of personal strengths, needs, and stress behaviors. **Fall (first session).**

5023. Telling Your Story: Digital Marketing and Personal Selling.

Your personal brand as well your company's brand are catalysts for trust, growth and success. How one cultivates a company's brand in the marketplace or a personal brand within the office needs to be thoughtfully and carefully executed to connect with an audience to build authenticity, loyalty and trust. This course will examine key brand archetypes and help you define your brand so you can build a distinctive reputation and valuable relationships in a company or community. **Fall (second session).**

5033. Management and the Law.

Addresses the legal environment in which business must operate. Contemporary business law concepts and cases are considered, including modern statutory and regulatory law and recent court decisions involving topics such as contracts, employment law, sales, and intellectual property. Emphasis is placed on how managers may deploy preventative law measures to navigate a complicated legal landscape. **Spring (first session).**

5043. Managing Data.

Uses descriptive, predictive, and prescriptive statistics - along with data visualization - to further enhance a manager's ability to make decisions informed by both financial and non-financial data. Special emphasis will be placed on interpreting statistical analyses to reach the best conclusions and/or decisions. An overview of statistical methods is also included. **Spring (first session).**

5053. Global Management.

This course enables students to develop a deeper understanding of how and why management practices and processes can differ around the world, while enhancing the development of the skills necessary to function successfully in this international business environment. **Spring (second session).**

5063. Strategic Management.

Considers how firms build and sustain competitive positions and achieve long-term profitability, without abandoning mission. This course develops an integrated view of business that encompasses functional areas such as operations, marketing, accounting, and finance. **Summer.**

Counseling (COUN)

Professor Sandra Gilliland, Director

Counseling with a Specialization in Clinical Mental Health Counseling

The Master of Arts in Counseling with a Specialization in Clinical Mental Health Counseling is a low-residency program designed to equip students to become Licensed Professional Counselors. Students are trained in the assessment, diagnosis, and treatment of mental and emotional disorders.

This program is offered through a cohort model which allows students to build critical relationships with peers. Courses will be taught by licensed therapists who are active practitioners in the counseling field.

This program offers specialized training grounded in a biblical worldview. This program is designed to meet the highest standards for quality and innovation with plans to apply for additional accreditation with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) with our first cohort. Students will begin working with clients through practicums and internships in their second year in the program. This coursework will satisfy most state requirements to become a Licensed Professional Counselor (LPC).

Program Mission Statement

Ouachita Baptist University's Graduate Counseling program seeks to provide ethical, evidence-based counselor education that combines academic rigor with clinical experience. Grounded in a biblical worldview and believing that all human beings are made in the image of God and consequently merit respect and compassionate care, Ouachita prepares students to serve diverse populations as they aid in God's restorative mission of healing and reconciliation.

Graduate Program Objectives (GPO) for Ouachita Baptist University

1. Demonstrate graduate-level mastery of the knowledge and skills central to scholarly inquiry and professional practice within a field of study.
2. Develop a reasoned approach to the role of faith in scholarly and professional pursuits and responsibly relate Christian perspectives to disciplinary practice.
3. Interpret and apply ethical insights and decision-making in the context of one's intended profession.
4. Communicate a personal vision of vocation, including how one can contribute meaningfully to one's profession and broader community.

Graduate Admissions Requirements

Applicants must meet the general university [Graduate Admissions Requirements](#).

Program Specific Admissions Requirements

Master of Arts in Counseling: Specialization in Clinical Mental Health Counseling Admissions Requirements

1. 3.0 minimum cumulative GPA on a 4.000 scale or 3.0 in last 60 credit hours of bachelor's degree.
2. A *statement of purpose* intended to give the Counseling Faculty a sense of why you want to pursue a degree in Counseling. Your *statement of purpose* should include:
 - a. A short description of what led you to the counseling profession.
 - b. An explanation of why you want to get your degree at Ouachita Baptist University in a program that integrates Christian faith into your counseling education.
 - c. Information on how your plan to balance the degree requirements with any other personal or professional responsibilities in your life.

****Please practice appropriate self-disclosure as you write this *statement of purpose*. It will be reviewed by the admissions department and the review committee. This *statement of purpose* should be two pages and double-spaced.**
3. Three *recommendations* with evaluation forms indicating evidence of character and capability to successfully serve as an effective mental health professional
4. Admission Interview with program faculty
5. National Criminal Background Check and Sex Offender Registry Check

Admissions Timeline

Applications for Fall 2025 entry open on September 15th, and priority review of applications starts on October 15th. Selected candidates will be invited to schedule interviews. If any spots are unfilled after the fall review, an additional round of reviews will be conducted March through April.

Admissions decision criteria

Admission to the Counseling Education Program is based on specific criteria to ensure students are likely to be successful in completing the program and in the professional counseling field.

Students are assessed based on a total rubric score assessing dispositional traits, professional and academic skills, aptitude for success and program fit. These scores are collected based on:

1. Statement of Purpose (SoP)
2. Letters of recommendation (LoR)
3. Applicant interview (AI)

Program Requirements and Evaluations (Gatekeeping)

All courses in the MA in Counseling (CMHC) graduate program are graded on a traditional letter system (e.g., A, B, C, etc.). Please refer to your course syllabus for the criteria for each letter grade, as they may differ. Due dates for all courses are expressed as day and time in Central Time (CST). Students are responsible for adjusting assignments due to their time zone.

A letter grade of "B" or better is required to pass a course and have it count towards the degree requirements; a letter grade of "C" or below will constitute failing the course and will require the student to retake the course the next time it is offered, which may delay the student's graduation.

Throughout the program, all admitted students engage in continuous evaluations. This evaluation process fulfills CACREP standards and professional gatekeeping responsibilities, ensuring each student has the skills and emotional maturity for a professional counseling career.

Admittance into the counseling program does not guarantee students will be allowed to progress to clinical Practicum. All admitted students will be evaluated during their Bi-Annual Student Review to ensure they are ready to proceed to practicum. Students who are not making adequate progress in the program will be given a remediation plan.

Counselor Preparation Comprehensive Examination (CPCE)

To ensure students in our program are ready for the National Counselor Examination and have a comprehensive education in the key areas of counselor education, each student will be required to pass the CPCE.

The CPCE assess your knowledge on these 8 areas:

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

Students must pass the CPCE within one standard deviation of the national norm before graduation. Students will be allowed two attempts to achieve the required score. If the required score is not achieved on the first attempt, students must schedule an appointment with their advisor and with the office of academic success to develop a study plan and identify areas for improvement. Students must meet the plan's requirements before registering to take the exam again.

If students do not pass the second time, they will have to take an incomplete COUN 6733 Counseling Capstone for CMHC and potentially delay graduation.

A Master of Arts (M.A.) in Counseling with a Specialization in Clinical Mental Health Counseling includes the following courses:

COUN 6113, 6123, 6133, 6213, 6223, 6233, 6313, 6323, 6413, 6423, 6433, 6513, 6523, 6533, 6542, 6613, 6623, 6632, 6713, 6723, 6733, 6742.

Year 1 - Fall

COUN 6113 Orientation to the Counseling Profession (8 weeks; includes on-campus intensive and weekly synchronous activity.)

COUN 6123 Theories of Counseling (8 weeks; fully online.)

COUN 6133 Professional Ethics and Legal Issues (16 weeks; includes on-campus intensive and weekly synchronous activity.)

Year 1 - Spring

COUN 6213 Psychopathology and Psychopharmacology (8 weeks; includes on-campus intensive and weekly synchronous activity.)

COUN 6223 Human Growth and Lifespan Development (8 weeks; fully online.)

COUN 6233 Counseling Skills and Techniques (16 weeks; includes on-campus intensive and weekly synchronous activity.)

Year 1 - Summer

COUN 6313 Biblical Foundations for Counseling (8 weeks; fully online. requires weekly synchronous activity.)

COUN 6323 Assessment Techniques in Counseling (8 weeks; fully online.)

Counseling

Year 2 – Fall

- COUN 6413 Case Conceptualization and Treatment Planning (8 weeks; includes on-campus intensive.)
- COUN 6423 Group Process and Counseling (8 weeks; includes on-campus intensive.)
- COUN 6433 Research and Program Evaluation (16 weeks; includes on-campus intensive and weekly synchronous activity.)

Year 2 – Spring

- COUN 6513 Contemporary Therapy Models and Telehealth: Special Topic (8 weeks; includes weekly synchronous activity.)
- COUN 6523 Relationship Dynamics and Family Systems (8 weeks; requires weekly synchronous activity.)
- COUN 6533 Counseling Practicum (8 weeks; requires weekly synchronous activity.)
- COUN 6542 Internship 1 (8 weeks, requires weekly synchronous activity.)

Year 2 - Summer

- COUN 6613 Social and Cultural Diversity (8 weeks; includes weekly synchronous activity.)
- COUN 6623 Career Development (8 weeks; fully online.)
- COUN 6632 Internship 2 (11 weeks, requires weekly synchronous activity.)

Year 3 – Fall

- COUN 6713 Addiction Therapies (8 weeks; requires weekly synchronous activity.)
- COUN 6723 Crisis and Trauma Counseling (8 weeks; includes weekly synchronous activity.)
- COUN 6733 Counseling Capstone for CMHC (16 weeks; requires weekly synchronous activity.)
- COUN 6742 Internship 3 (16 weeks; requires weekly synchronous activity.)

6113. Orientation to the Counseling Profession.

This course will serve as an orientation to the M.A. Counseling Program and will explore the history and philosophy of professional counseling and the current and changing roles found in this field. This course will explore skills required to be successful as a professional therapist and explore strategies for self-evaluation and self-care. This course will also explore ways to maintain competence in cultural awareness and changing technologies. Prerequisite: no prerequisite required for this course. **Fall.**

6123. Theories of Counseling.

This course provides a comprehensive survey of the major counseling theories and principles. Coursework includes the following theories: psychoanalytic, Adlerian, existential psychotherapy, behavioral, cognitive behavioral, person-centered, reality therapy/choice theory, rational emotive behavioral therapy (REBT) and postmodern approaches. Prerequisite: no prerequisite required for this course. **Fall.**

6133. Professional Ethics and Legal Issues.

This course explores the ethical standards of professional counseling organizations and credentialing bodies such as licensure requirements and legal responsibilities and liabilities. This course will explore ethical decision making and assist students in considering their own personal ethics in clinical treatment and care. Prerequisite: no prerequisite required for this course. **Fall.**

6213. Psychopathology and Psychopharmacology.

This course introduces the study of mental illnesses and the science of psychopathology and psychopharmacology. This course explores the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD). Students in this course will be able to identify indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. Prerequisite: COUN 6133 Professional Ethics and Legal Issues. **Spring.**

6223. Human Growth and Lifespan Development.

This course will examine biological, neurological, and physiological factors that affect human development, functioning, and behavior. This course will focus on the effects of crisis, disasters, and trauma on diverse individuals across the lifespan. **Spring.**

6233. Counseling Skills and Techniques.

Counseling theory, practice, and skills are presented through active learning and traditional methods to train students in techniques and skills for effective counseling. Emphasis is placed on developing techniques and interventions for prevention and treatment of a broad range of mental health issues in a variety of contexts including telehealth. Prerequisites: COUN 6113 Orientation to the Counseling Profession, COUN 6123 Theories of Counseling. **Spring.**

6313. Biblical Foundations for Counseling.

This course will address issues related to the active integration of psychology, theology, and spirituality in Christian counseling. Students will explore how biblical and theological constructs can inform a counselor's identity and practice. **Summer.**

6323. Assessment Techniques in Counseling.

Students in this course are introduced to a variety of testing instruments used to determine a client's emotional or mental status. Assessment procedures are explored within the context of diagnosis and treatment planning. Emphasis is placed on assessing suicidal ideation, personality tests, behavioral assessments, and ethical principles of psychological assessment. Prerequisite: COUN 6133 Professional Ethics and Legal Issues. **Summer.**

6413. Case Conceptualization and Treatment Planning.

This course explores principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Students will explore various cases from ethical, legal, multicultural and faith perspectives to practice developing meaningful treatment plans. Prerequisite: COUN 6323 Assessment Techniques in Counseling. **Fall.**

- 6423. Group Process and Counseling.**
This course introduces students to the theory and practice of group therapy. Principles relating to group processes and ethical considerations in counseling will be examined. During this course each student will participate as a group member and lead one outside counseling group. Prerequisite: COUN 6233 Counseling Skills and Techniques. **Fall.**
- 6433. Research and Program Evaluation.**
In this course students will explore the importance of conducting and examining research in improving counseling practices. Additionally, students consider the ethical and cultural issues associated with research involving human subjects. This course will explore statistical methods as well as qualitative, quantitative, mixed method research design used in program evaluation. Prerequisite: COUN 6323 Assessment Techniques in Counseling. **Fall.**
- 6513. Contemporary Therapy Models and Telehealth: Special Topic.**
This course will offer specialized counseling topics that vary based on student interest and faculty expertise. Special attention will be given to specific counseling models and techniques that increase student skills and clinical training. During the course students will explore how to ethically provide telehealth services. Prerequisite: COUN 6233 Counseling Skills and Techniques. **Spring.**
- 6523. Relationship Dynamics and Family Systems.**
This course provides a broad understanding of the structure and dynamics of couples and families, which includes theory, assessment, and application of couples and family intervention and counseling. This course will focus on helping students develop critical skills to treat and support healthy relationships and families. Prerequisite: COUN 6323 Assessment Techniques in Counseling. **Spring.**
- 6533. Counseling Practicum.**
This course is designed as a semester-length (8-week), mental health practicum totaling at least 100 clock hours. The student is required to complete 40 hours of direct counseling, one hour per week of individual supervision, and one and one-half hours per week of group supervision. Prerequisite: Recommendation of faculty. **Spring.**
- 6542. Internship 1.**
This course allows students to complete required internship hours in an approved setting where students are engaged in individual, marital, group, and family counseling. Students will complete a minimum of 600 hours across three terms at their internship site. One hundred and twenty (120) hours of direct counseling with individuals, couples, groups, and families must be represented within the total hours completed. Additionally, one hour per week of individual supervision by a counseling faculty member or other approved supervisor and ninety minutes per week group supervision by a counseling faculty member or other approved supervisor are required during placement. The course will emphasize using the DSM-5 criteria for diagnosis. Prerequisites: Recommendation of faculty and completion of COUN 6533: Counseling Practicum. **Spring.**
- 6613. Social and Cultural Diversity.**
This course will explore multicultural and pluralistic characteristics within and among diverse groups nationally and internationally. This course will focus on developing multicultural counseling competencies and identifying help-seeking behaviors of diverse clients. **Summer.**
- 6623. Career Development.**
This course provides a broad understanding of career development and related life factors including psychotherapy, career counseling techniques and processes, decision-making models, and ethical and culturally relevant strategies for addressing career development. **Summer.**
- 6632. Internship 2.**
This course is designed to allow students to complete required internship hours in an approved setting where students are engaged in individual, marital, group, and family counseling. Students will complete a minimum of 600 hours across three terms at their internship site. One hundred and twenty (120) hours of direct counseling with individuals, couples, groups, and families must be represented within the total hours completed. Additionally, one hour per week of individual supervision by a counseling faculty member or other approved supervisor and ninety minutes per week group supervision by a counseling faculty member or other approved supervisor are required during the placement. Prior to completion of Internship 2 students should be developing toward meeting or have met counseling skills that facilitate therapeutic conditions as assessed by supervisors (faculty and site supervisor). Prerequisite: COUN 6542: Internship 1. **Summer.**
- 6713. Addiction Therapies.**
Students are introduced to basic neuroanatomy and neurophysiology, along with the effects of various classes of substances on the brain. In addition, students will learn major etiological models of chemical dependency with emphasis on neurobiological and medical foundation and etiology of addiction and co-occurring disorders and corresponding treatment options. **Fall.**
- 6723. Crisis and Trauma Counseling.**
This course examines theories and practice of crisis intervention and trauma counseling. This course helps students develop strategies to assess and report abuse and to promote client understanding of and access to a variety of community-based resources. Students will develop and practice specific crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid. Prerequisite: COUN 6233 Counseling Skills and Techniques, COUN 6323 Assessment Techniques in Counseling. **Fall.**
- 6733. Counseling Capstone for CMHC.**
This course will provide students with practical information on transitioning into the field as a clinical mental health counselor including preparing for licensure exams. This course will assist students in developing strategies for working with the legal system regarding court-referred clients and behavioral health care professionals as well as advocating for persons with mental health issues. Prerequisite: COUN 6542 Internship 1. **Fall.**

6742. Internship 3.

This course is designed to allow students to complete required internship hours in an approved setting where students are engaged in individual, marital, group, and family counseling. Students will complete a minimum of 600 hours across three terms at their internship site. One hundred and twenty (120) hours of direct counseling with individuals, couples, groups, and families must be represented within the total hours completed. Additionally, one hour per week of individual supervision by a counseling faculty member or other approved supervisor and ninety minutes per week group supervision by a counseling faculty member or other approved supervisor are required during the placement. Prior to completion of Internship 3 students should meet or exceed counseling skills that facilitate therapeutic conditions as assessed by supervisors (faculty and site supervisor). Prerequisite: COUN 6632: Internship 2. **Fall.**

Curriculum and Instruction (EDCI)

Professor Gail Hughes, Director

The Master of Education in Curriculum and Instruction (M.Ed.) at Ouachita Baptist University is designed to enhance educators existing knowledge, skills, and dispositions to ensure they are highly skilled professionals who extend learning for all students and to continue their professional growth as leaders in their schools and communities. At the conclusion of the program, educators will be able to:

1. **Lead curriculum planning** by articulating the what, when, why, and how of teaching content. They will also be able to describe the connections among different content areas with a focus on state and national content standards and implementation with high student expectations.
2. **Use data to plan programs and instruction for all learners** that will help close achievement gaps. Lead professional learning communities to analyze data to create lessons to improve student learning.
3. **Promote effective instructional practice** with a specific emphasis on the latest trends to determine the best technology tools to engage students and design effective instruction for differentiating learning for *all* students with an emphasis on student diversity to increase student learning.
4. **Encourage student character** with a greater understanding of the relationship between teacher behavior and classroom culture, student motivation, student leadership, and student learning.
5. **Exemplify Biblical ethics in leadership** behavior with an emphasis on the traits of personal integrity, courage, resilience, and perseverance as they model Christ's love. They will also be prepared to set high personal standards, model professional learning, and establish a culture of personal and professional growth in themselves, their students, and beyond.

Admissions Requirements for the M.Ed. in Curriculum and Instruction:

1. Meet general university graduate admissions requirements
2. A minimum GPA of 2.750 on a 4.000 scale*

*Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 2.750 but not lower than 2.500.

The Graduate Certificate Program in Curriculum and Instruction is a subset of the Master's Degree with the goal of providing educators with an overview of curriculum development and enhancing their skills with classroom management, student engagement, instructional practice, and technology along with a deeper appreciation for teaching as ministry. A Graduate Certificate in Curriculum and Instruction includes the following courses: EDCI 5313, 5413, 5523, and 6113.

A Master of Education Degree in Curriculum and Instruction includes the following courses: EDCI 5223, 5313, 5413, 5423, 5523, 6113, 6123, 6213, 6323, 6513.

Suggested Course Sequence

The ten-course Master's degree in Curriculum and instruction can be completed in one calendar year if a student enrolls in two courses each online term. Students who attend part time (one course per online term) can complete the degree in two years.

Term	Course 1	Course 2
Spring 1	EDCI 6113 Curriculum and Practice	EDCI 5423 Applied Learning Theories
Spring 2	EDCI 6213 Program Evaluation	EDCI 5223 Teaching Diverse Learners
Summer	EDCI 5313 Teaching as a Calling	EDCI 6323 Education Law and Leadership
Fall 1	EDCI 5413 Classroom Management and Student Engagement	EDCI 6123 Issues in Education
Fall 2	EDCI 5523 Instructional Practice and Technology Tools	EDCI 6513 Data-Informed Teaching

5223. Teaching Diverse Learners.

We will design effective instruction for differentiating learning for all students with emphases on student diversity (e.g., cultural, socio-economic, linguistic, exceptional, and gifted) and increasing student learning. Emphasis will be placed on theories of assessment, including the Response to Intervention framework, and the development of skills and knowledge needed to analyze and implement teaching strategies for use with all learners. **Spring Term 2.**

5313. Teaching as a Calling.

We will reflect on how faith guides our work as teachers. We will discuss educational applications of ethical teachings of the Bible and ethical thinking related to professional conduct, individual ethics (e.g., personal integrity, courage, resilience, and perseverance), and student-teacher-parent relationships. **Summer.**

5413. Classroom Management and Student Engagement.

We will analyze the relationships among classroom environment, classroom behavior, and learning. We will explore various classroom management models and the relationships among teacher behavior and classroom culture, student motivation, and student learning. We will also investigate effective strategies for including families and communities within the classroom community. **Fall Term 1.**

5423. Applied Learning Theories.

We will extend our knowledge of learning theories, human growth and development, motivation, and the cognitive, emotional, and physical characteristics of children in various age groups. We will also incorporate current brain research on teaching and learning. **Spring Term 1.**

5523. Instructional Practice and Technology Tools.

We will identify, evaluate, and promote effective instructional practice with a specific emphasis on the latest trends in technology tools (e.g., use of the Internet, student devices, and other classroom technology tools) for instruction and student engagement to increase student learning.) **Fall Term 2.**

6113. Curriculum and Practice.

We will reflect on what we teach, when we teach it, why we teach it, and discuss connections among the different content areas with a focus on state and national content standards. We will then use that information to develop model curriculum units. Topics will also include the role of curriculum specialists in curriculum implementation, mapping, gap analysis, pacing, and assessment. **Spring Term 1.**

6123. Issues in Education.

We will debate perspectives on the social, cultural, and political influences on our education system. We will reflect on our own cultural lenses and how they impact our relationships with students, colleagues, and families. We will engage in crucial conversations about race, ethnicity, and linguistic diversity and be equipped to apply strategies to help close achievement gaps between groups. **Fall Term 1.**

6213. Program Evaluation.

We will scrutinize models of summative and formative evaluation with a focus on social science methods of inquiry for the purpose of evaluating educational programs. Topics include program goals, models of program evaluation, accountability evidence, research methods and techniques, data-driven decisions, justifying conclusions, and report writing with clarity. Teams will design a program evaluation that attends to diversity and sensitivity for a broad range of stakeholders. **Spring Term 2.**

6323. Education Law and Leadership.

We will review state and federal laws and discuss applications in education. We will debate case studies with an emphasis on how to ethically and equitably protect the rights of all stakeholders, including the issues of church and state. We will examine leadership theory and practice. We will be challenged to set high personal standards, model professional learning, and establish a culture of personal and professional growth in ourselves, our students, and beyond. **Summer.**

6513. Data-Informed Teaching.

We will focus on the implementation of professional learning communities, coaching (instructional, data, and content area), mentoring, lesson study, and online collaboration. We will investigate the statistics used in standardized test score reports, explore new trends in classroom assessment, and enhance our skills in constructing assessments. **Fall Term 2.**

Exercise Science (EXSC)

Professor Terry DeWitt, Director

Admission Requirements:

1. Satisfy general university graduate admissions requirements.
2. 2.75 undergraduate GPA or higher
3. Recommended: Kinesiology undergraduate coursework (such as Biomechanics, Exercise Physiology, Exercise Testing, Special Populations, Strength & Conditioning, Structural Basis of Human Movement or Sports Nutrition), 9+ hours

*Conditional admission is considered for applicants who meet all other admissions requirements and have a GPA below 2.750, but not lower than 2.500.

Completion and Graduation Requirements for the M.S. in Exercise Science: EXSC 5003, 5033, 5123, 5203, 6063, 6123, 6133, 6143, 6153, 6223, 6233, 6433 or 6533.

Suggested Course Sequence:

Terms	Year	Course
Fall [16 weeks]	2024	EXSC 5123 Exercise Physiology I (<i>residency requirement</i>)
Fall 1 (8 weeks)	2024	EXSC 5003 Introduction to Human Performance
Fall 2 (8 weeks)	2024	EXSC 5033 Exercise Testing and Prescription
Fall 2 (8 weeks)	2024	EXSC 6063 Sports Nutrition
Spring [16 weeks]	2025	EXSC 6123 Exercise Physiology II
Spring 1 (8 weeks)	2025	EXSC 6133 Research Methods
Spring (8 weeks)	2025	EXSC 6143 Special Populations in Exercise Science
Spring (8 weeks)	2025	EXSC 6153 Care & Prevention of Injury
Summer (8 weeks)	2025	EXSC 5203 Statistics
Summer (8 weeks)	2025	EXSC 6223 Health Education and Counseling
Summer (8 weeks)	2025	EXSC 6233 Leadership & Ethics in Human Performance
Summer (11 weeks)	2025	EXSC 6433 Internship or 6533 Thesis

5003. Introduction to Human Performance.

This course will cover details on the various opportunities for working in the physical activity environment. The focus will be on certifications necessary for employment, venue specific employment fields, evidence-based practice, and a review of literature. **Fall Term 1.**

5033. Exercise Testing and Prescription.

Advanced study of maximal and submaximal exercise testing methods, interpretation of results, and the use of results to prescribe safe and effective exercise programs. **Fall Term 2.**

5123. Exercise Physiology I.

A study of human physiological systems and response to exercise stimulus. Residency required. **Fall.**

5203. Statistics.

A study of existing measurements and analytical equations that can be used to test a hypothesis, how to use tools such as SPSS to implement the tests and how to interpret the results. **Summer.**

6063. Sports Nutrition

Exercise physiology and nutrient requirements in sports and exercise: macronutrient, micronutrient and fluid needs of athletes engaged in specific sports, pre/post exercise meals, gender specific requirements, role of ergogenic aids, eating disorders, and role of exercise in weight management and chronic disease. **Fall Term 2.**

6123. Exercise Physiology II.

This course was designed to evaluate various physiological systems in the human body. Students should be able to demonstrate graduate-level knowledge central to professional practice within exercise physiology as well as explain various human physiological adaptations to exercise training. The goal of the course is to present students with clinical understanding from cellular and applied perspectives building on concepts from Exercise Physiology 1. **Spring.**

6133. Research Methods.

This course will cover exercise science content, evidence-based practice, and application to practice. Students will read current literature, present findings through discussion, and write reviews on content. **Spring Term 1.**

6143. Special Populations in Exercise Science.

A study of cardiovascular and pulmonary physiology related to exercise as well as the endocrine system and the impacts of stress and chronic disease on the system. **Spring.**

6153. Care & Prevention of Injury.

A study of the means to minimize risk of injury related to exercise testing and prescription, health screening and diagnostics, and basic life support training. **Spring.**

6223. Health Education and Counseling.

A study of methods of motivational interviewing, models of health behavior change, and effective intervention and counseling techniques. **Summer.**

6233. Leadership & Ethics in Human Performance.

A study of the legal and ethical considerations regarding the field of exercise science, client interactions, research, and dissemination. **Summer.**

6433. Internship.

On-site training and opportunity to practice the student learning outcomes in a career setting. **Summer.**

6533. Thesis.

Student-driven production and defense of research related to exercise science. **Summer.**

Nutrition and Dietetics (DIET)

Assistant Professor Holly Kyzer, Director

The Master of Science in Nutrition and Dietetic Internship (MS/DI) at Ouachita Baptist University has been granted Accreditation by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2190, Chicago, Illinois 60606-6995, 800/877-1600 ext. 5400. ACEND is the accrediting agency for education programs preparing students for careers as Registered Dietitian Nutritionists. ACEND® is recognized by the U.S. Department of Education as a Title IV gatekeeper. This recognition affirms that ACEND® meets national standards and is a reliable authority on the quality of nutrition and dietetics education programs. The MS/DI is the first and second step in the process of becoming a Registered Dietitian Nutritionist. Upon successful completion of the MS/DI, individuals may sit for the Commission on Dietetic Registration's dietetic registration exam. *Please note that requirements of ACEND may change and may take effect immediately.* Their requirements supersede OBU catalog listings.

Requirements and Process to Become a Registered Dietitian Nutritionist

1. Earn a minimum of a graduate degree from an accredited dietetics program. A master's degree is required to be eligible for the RDN exam.
2. Complete a supervised practice requirement.
3. Pass a national exam for RDNs.
4. Meet requirements to practice in your state.
5. Stay up-to-date in dietetics through continuing education.

The MS/DI is Step 1 and Step 2.

Master of Science in Nutrition and Dietetic Internship (MS/DI)

Graduation and Completion Requirements

Students must successfully complete all supervised practice rotations and maintain a B or higher average to successfully complete the MS/DI. Students will participate in the May graduation ceremony.

Pre-selection of Dietetic Interns

The Ouachita Baptist University MS/DI participates in the pre-select option for students receiving a Verification Statement or a Declaration of Intent to Complete DPD from the Ouachita DPD. Up to nine intern slots will be available for the pre-select option. The pre-select deadline is January 15. It is open to all students who receive a Verification Statement or a Declaration of Intent to Complete DPD from the Ouachita DPD. OBU's \$40 graduate application fee applies. Consideration for pre-selection does not require application to the Dietetic Inclusive Centralized Application Services (DICAS). The applicant will be notified confirming his/her acceptance status in the program prior to February 1. If the applicant is not selected through the pre-select process, he/she may apply to any program including the Ouachita MS/DI through the DICAS portal.

Mission of the MS/DI Program

The mission of the Ouachita Master of Science in Nutrition and the Dietetic Internship (MS/DI) is to prepare competent, entry-level Registered Dietitian Nutritionists to practice in current and emerging jobs in clinical, foodservice or community nutrition. Students in the MS/DI are guided in lifelong learning to be effective in future Christian leadership and professional service to the community and profession. Students successfully completing the program will possess the knowledge and competency skills needed to meet the standards of education and core competencies for Registered Dietitian Nutritionists established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics.

Goals of the MS/DI Program

1. To prepare graduates who are competent to practice as an entry-level Registered Dietitian Nutritionist.
2. To prepare graduates with knowledge and experiences that promote lifelong learning, professional growth, and Christian leadership and service.

Admissions Requirements for the MS/DI

- Baccalaureate degree in nutrition or related field from an accredited university. All official transcripts must be provided.
- Verification Statement from an ACEND-accredited Nutrition and Dietetics Didactic Program (DPD) or Foreign Dietitian Education program (FDE) obtained from the DPD director within the last five years. If the Verification Statement is greater than five years old, the student will be required to take a minimum of three hours of course credit in Clinical Dietetics and three hours of course credit in Administrative Dietetics.
- Minimum cumulative undergraduate GPA of 2.7 on a 4.0 scale
- Minimum GPA of 3.0 on a 4.0 scale in all nutrition and dietetic courses
- Minimum GPA of 2.5 on a 4.0 scale in all science courses
- Minimum GPA of 3.0 on any graduate course work previously taken at another accredited institution

Nutrition and Dietetics

- Possess dietetics-related and/or food service work experience, volunteer or paid
- Three letters of recommendation discussing the individual's potential for success in graduate study.

Exceptions to any admissions requirements will be considered on an individual basis.

International applicants or American citizens who learned English as a second language must score at least 550 (paper) or 79 (Internet) on the Test of English as a Foreign Language or at least 6.5 on the International English Language Testing System.

The MS/DI includes the following courses: DIET 6003, 6013, 6023, 6033, 6043, 6053, 6063, 6073, 6083, 6093, 6103, and 6113.

Up to twelve hours of transfer credit will be accepted into the M.S. in Nutrition.

Students who have completed an ACEND-accredited Dietetic Internship program and passed the Commission on Dietetic Registration (CDR) Exam in the last five years may receive up to 18 hours of graduate credit toward the 36 required hours (subject to approval by program director, must provide current CDR ID card).

Fall semester

DIET 6023 Supervised Practice I – 3 credit hours

DIET 6043 Nutrition Counseling – 3 credit hours

DIET 6063 Sports Nutrition – 3 credit hours

Spring semester

DIET 6003 Advanced Community Nutrition – 3 credit hours

DIET 6033 Advanced Administrative Dietetics – 3 credit hours

DIET 6053 Supervised Practice II – 3 credit hours

Summer term

DIET 6083 Diabetes, Obesity and Weight Management – 3 credit hours

DIET 6093 Trends in Nutrition – 3 credit hours

DIET 6113 Nutrition and Dietetics Applied Statistics – 3 credit hours

Fall semester

DIET 6013 Nutrition and Dietetics Research – 3 credit hours

DIET 6073 Pediatric Nutrition – 3 credit hours

DIET 6103 Eating Disorders – 3 credit hours

Course Descriptions

6003. Advanced Community Nutrition.

Provides an understanding of the methods, strategies, and evaluation of nutrition and diet counseling with consideration of learning styles. Integration of scientific principles of nutrition and food science into the use of foods and nutrients in disease prevention and treatment in accordance with competencies for the entry-level dietitian. **Spring Term 1.**

6013. Nutrition and Dietetics Research.

Research in nutrition and dietetics to reflect content, application to practice, and study parameters and design. Students will read current research, write critiques, and make presentations for discussion. **Fall Term 1.**

6023. Supervised Practice I.

The first semester of supervised learning experience in clinical, community and administrative dietetics designed to meet specific objectives and achieve identified clinical, community and administrative nutrition competencies. Experiences scheduled in a variety of health care settings. **Fall.**

6033. Advanced Administrative Dietetics.

Equips students with leadership and management skills needed to establish and maintain effective food and nutrition programs. **Spring Term 2.**

6043. Nutrition Counseling.

Theoretical and applied issues in nutrition counseling. Students will learn the theories of behavior change and how to apply these to nutrition issues. **Fall Term 1.**

6053. Supervised Practice II.

The second semester of supervised learning experience in clinical, community and administrative dietetics designed to meet specific objectives and achieve identified clinical, community and administrative nutrition competencies. Experiences scheduled in a variety of health care settings. **Spring.**

6063. Sports Nutrition.

Exercise physiology and nutrient requirements in sports and exercise: macronutrient, micronutrient and fluid needs of athletes engaged in specific sports, pre/post exercise meals, gender specific requirements, role of ergogenic aids, eating disorders, and role of exercise in weight management and chronic disease. **Fall Term 2.**

6073. Pediatric Nutrition.

Effects of nutritional factors on development from prenatal growth to adolescence. This course examines the physiologic, biochemical, and nutritional aspects of disease processes relevant to infants and children up to 18 years of age. Medical nutrition therapy for a

variety of medical conditions found in this population will be discussed including inborn errors of metabolism, food hypersensitivity, obesity, and diseases of the major organ systems. **Fall Term 1.**

6083. Diabetes, Obesity and Weight Management.

Prevalence of overweight/obesity in different socio-economic and populations groups, global perspectives, and epidemiology. In-depth study of diabetes, including prevalence, classification, risk factors, pathophysiology, therapy, management, and prevention. **Summer Term.**

6093. Trends in Nutrition.

Exploration of current topics in nutritional science, food science and public health nutrition. Examines emerging issues in nutrition. **Summer Term.**

6103. Eating Disorders.

Eating behaviors vary widely across individuals, but only the extremes of these behaviors are considered pathological. This course provides an opportunity for students to attain a theoretical overview of eating and weight-related disorders, including anorexia nervosa, binge eating disorder, bulimia nervosa, obesity, and dieting. The course will discuss theories and current literature on the causes, diagnosis, symptoms, and treatment of eating and weight-related disorders. **Fall Term 2.**

6113. Nutrition and Dietetics Applied Statistics.

The overall goal of this course is to teach students how to take raw behavioral science data, explore it, and present the results in a useful way. Students will receive a broad introduction to some of the fundamental tools and concepts of statistics for representing, visualizing, modeling, and interpreting data. **Summer Term.**

BOARD OF TRUSTEES

Mary Pat Anthony, El Dorado
Clay Conly, Rogers
Julie Dodge, Conway
Bill Elliff, North Little Rock
Susie Everett, Benton
Suzanne Ferrell, White Hall
*Frank Hickingbotham, Little Rock
Donna Kelly, Cabot
Austin King, Arkadelphia
Larry Kircher, Bald Knob
John McCallum, Hot Springs
Greta Wilcher McDonald, Fort Smith
*Alan Monk, Carrollton TX
Mark Morris, Hamburg
Sharon Phillips, Camden
Mark Roberts, Malvern
Brett Rogers, Little Rock
Bob Sexton, Little Rock
Randy Sims, Conway
Scott Street, Greenbrier
Tom Thrash, Little Rock
John Threet, Fayetteville
Jenny Turner, Scott

*National Director

ADMINISTRATION AND FACULTY

Administrative Council

Ben R. Sells, Ph.D.	President
Justin K. Hardin, Ph.D.	Vice President for Academic Affairs; Dean of the School of Interdisciplinary Studies
Keldon Henley, Ed.D.	Vice President for Institutional Advancement and Chief of Staff
Bryan McKinney, J.D.	General Counsel
Terry Peeples, B.S.E.	Vice President for Development
Nicole Porchia, Ed.D.	Associate Vice President for Student Success and Retention
Rickey Rogers, Ed.D.	Vice President for Student Development
Deborah Root, Ed.D.	Director of Assessment and Institutional Research
David Sharp, M.S.E.	Director of Athletics
Lewis Shepherd, Ed.D.	Vice President for Community and Intercultural Engagement
James Taylor, M.Div.	Assistant to the President for Communications
Jason Tolbert, C.P.A., M.B.A.	Vice President for Finance

Deans Council

Justin K. Hardin, Ph.D.	Vice President for Academic Affairs; Dean of the School of Interdisciplinary Studies
Jeremy Greer, Ph.D.	Dean of the Pruet School of Christian Studies
Tim Knight, Ph.D.	Dean of the Patterson School of Natural Sciences
Bryan McKinney, J.D.	Dean of the Hickingbotham School of Business
Kevin C. Mott, Ph.D.	Dean of the Sutton School of Social Sciences
Rachel Pool, Ed.D.	Dean of the Huckabee School of Education
Jeff Root, Ed.D.	Dean of the School of Humanities
Caroline Taylor, D.M.A.	Dean of the School of Performing Arts

Administrative Staff

Kyle Ash, B.A.	Assistant Wrestling Coach
Chris Babb, M.A., M.S.	Director of Sports Media Production
Michael Barnes, B.A.	Director of Multicultural Student Programs
Naomi Bates, B.A.	Fine Arts Administrator
Steven Bostick, B.A.	Head Men's and Women's Swimming and Diving Coach
Matthew Branch, B.A.	Assistant Director of Athletic Communications
Dave Brown, M.S.	Assistant Baseball Coach
Kane Bryen, M.S.	Assistant Football Coach
Bailey Buettner, B.A.	Assistant Director of Campus Ministries
Baylee Burris	Assistant Athletic Trainer
Beau Burson, B.A.	Athletic Assistant - Baseball
Kaitlyn Campbell, B.S.	Admissions Counselor
Ashley Carozza, B.F.A.	Communications Graphic Design Manager
Terry Carter, Ph.D.	Associate Dean of the Pruet School of Christian Studies; Director of Home Center for Biblical Preaching
Jimmy Castro, B.A.	IT Hardware Technician
Kourtney Chumbley, B.A.	Head Women's Tennis Coach
Kristi Clay, B.A.	Director of Business Services
Race Craft	IT Services
Kevin Crutchmer, B.S.	Head Wrestling Coach
Madi Darr, B.A.	Admissions Counselor
Darrell Davis, M.A.	Athletic Assistant - Volleyball
Jay Derby, M.Ed.	Assistant Football Coach
Matt Douglass, Ph.D.	Assistant to the Vice President for Academic Affairs; Institutional Research Analyst
Judy Duvall, B.A.	Director of the Elrod Center; Coordinator of ElderServe
Roxanne Easter, M.A.	Assistant Director of the Grant Center for International Education
Frank Espy, B.A.	Assistant Football Coach

Administrative Staff

Byron Eubanks, Ph.D. Director of Sutton Center for Integrity
 Melinda Fowler, M.B.A. IT Programmer
 Allison Frizzell-Kizer, M.S.E. Head Volleyball Coach
 Ashlee Giles, M.S. Senior Admissions Counselor; Director of Enrollment Initiatives
 Jamey Gilliland, M.Div. Graduate Enrollment Specialist
 Jason Greenwich, M.A. Director of Grant Center for International Education
 Merrilee Greer Health Services Medical Assistant
 Marc Guerrero, Athletic Assistant - Football
 Steve Guymon, M.S. Head Men's and Women's Cross Country Coach; Women's Track Coach
 Brook Hanna, M.S.E. Assistant Director of Student Life
 Will Hanna, M.S. Assistant Athletic Trainer
 Tim Harrell, B.A. Dean of Students and Director of Residence Life
 Ashleigh Harris, M.S. Assistant Athletic Director for Athletic Training
 Kevin Herrington, B.S. Chief Information Officer
 Brandi Higginbotham, M.Ed. Assistant Women's Basketball Coach
 John Hill, B.S. IT Senior Programmer/Analyst
 Kiley Hill, M.Ed. Head Women's Basketball Coach
 Wes Holifield, B.A. Head Men's Soccer Coach
 Julyse Horr, Ph.D. Director of Applied Behavior Analysis Program
 Luke Howard, M.P.S. Head Baseball Coach
 Mallorie Howard Communications Graphic Designer
 Chase Howerton, B.A. Area Coordinator for Ouachita Apartments
 Jonathan Hughes, B.A. Director of Facilities Management
 Jeff Jackson, B.A. Head Softball Coach
 Daniel Jarboe, M.A. University Counselor; ADA/504 Coordinator
 Kyle Jobe Athletic Assistant - Soccer
 Will Johnson, B.A. Communications Web Developer
 Devin Jones, B.A. Assistant Director for Graduate Programs
 Kim Jones, Instructional Coordinator and Designer
 Preston Jones, B.A. Resident Director
 Whit Jones, Athletic Assistant - Football
 Suzie Kim, Senior Financial Analyst/Accountant
 Allison Kizzia, M.A. Director of Student Life
 Wesley Kluck, M.D. University Physician
 Caleb Knight, M.A. Senior Admissions Counselor
 Spencer Knight, M.B.A. Assistant Football Coach
 Todd Knight, M.S.E. Head Football Coach
 Tracey Knight Executive Assistant to the President
 Devon Koonce, Resident Director
 Tobi Finley Koonce, B.A. Assistant Softball Coach
 Felley Lawson, B.A. Communications and Marketing Manager
 Missy Lewis, M.P.H. Compliance Officer; IT Services Project Coordinator
 Sydney Logan, Admissions Counselor
 Brant Matros, B.A. Development Director of Annual Giving
 Karen Matros, B.A. Director of Student Financial Services
 Josh McFarland, A.S. IT Services Programmer
 Cris McGough, M.S. Assistant Registrar; Assistant Cheer Coach
 Leigh Anne McKinney, B.A. Associate Director of the Elrod Center
 Jon Merryman, B.A. Director of Alumni Relations and Ouachita Student Foundation
 Jewelie Mills Student Support Specialist
 Madison Montgomery, Assistant Athletic Trainer
 Lori Motl, B.A. Director of Admissions Counseling
 Price Murphree, M.B.A. Gifts and Strategic Projects Officer
 Christa Neal, M.S. Title IX Coordinator; Program Advisor for Community and Family Services
 Dennis Nutt, B.A. Head Men's Basketball Coach
 Mitzi Overturf, B.A. Guest Experience Coordinator
 Savanna Pierce, B.A. Resident Director
 Pat Ponder, M.S. Assistant Cross Country & Track Coach
 Sue Poole, M.S.W. University Counselor
 RJ Powell, Athletic Assistant - Football
 KaNeil Purifoy, M.S. Resident Director; University Counselor
 Randall Quillin Assistant Director of Facilities Management

Administrative Staff

Brian Ramsey, B.A.	Assistant Athletic Director for Communications
Doug Reed, Ph.D.	Associate Vice President for Academic Affairs; Director of Maddox Public Affairs Center
Marla Rigsby, B.A.	IT Lead Instructional Designer and LMS Administrator
Brooke Roberson,	Admissions Counselor
Carrie Roberson, B.A.	Director of Development
Rachel Roberts, B.S.	President's Office Assistant
Lydia Rogers, B.A.	Senior Woman Administrator and Director of Athletic Compliance
Jim Rothwell, C.P.A., M.B.A.	Assistant Dean of the Hickingbotham School of Business
Anna Roussel, B.A.	Communications Digital Content Coordinator
Andrew Sanchez,	Athletic Assistant - Soccer
Angie Schleiff, B.A.	Graduate Enrollment Specialist
Saundra Schultz, L.P.C.	University Counselor
Hunter Scott,	Athletic Assistant - Football
Kristi Seals, M.A.	Student Support Specialist; Cheer Coach
Shane Seaton, M.A.	Director of Recreational Life
Brett Shockley, B.S.	Assistant Football Coach
Jake Shoemake,	Head Men's Tennis Coach
Michelle Smead, M.A.	Assistant Director of Residence Life
Peyton Stafford,	Assistant Football Coach
Cassi Steed	Student Support Specialist
Roy Thompson, M.Ed.	Assistant Football Coach
Levin Thornton, B.A.	Assistant Men's Basketball Coach
Gina Tolbert, B.A.	Assistant Director of Student Financial Aid
Brandon Tollett, M.S.	Director of Safety & Emergency Management
Lizann Tollett, M.Ed.	Registrar & Director of Admissions
Dustin Wagley,	Director of Campus Ministries
Mallory Wallace, B.A.	Resident Director
Molly Wallace, B.S.N., R.N.	Director of Health Services
Will Wallace, B.A.	Admissions Counselor
Susan Warren, B.A.	Development Senior Director of Donor Engagement
Johnny Webb, B.A.	Assistant Director of Residence Life
Justin Webb, B.A.	Resident Director
Paula Webb, B.S.	Development Database Manager
Adam Wheat, M.F.A.	Director of Career and Calling
Emily White, B.A.	Resident Director
Robert White,	IT Operations Engineer
Dakota Wilson, B.A.	Assistant Football Coach
Kevin Wright, B.S.	Head Women's Soccer Coach
Anping Wu, Ph.D.	Director of Library Services

TRIO Programs

Terrence Carter, M.B.A.	Director, TRIO Programs; Director, Upward Bound
Erica Brown, M.Ed.	Associate Director, TRIO Programs; Director of Educational Talent Search
Dondie Franklin, B.A.	Educational Advisor, Educational Talent Search
Destiny Graves, B.A.	Assistant Director and Educational Advisor, Upward Bound
Tavarus McIntosh, B.A.	Student Relations Coordinator, Upward Bound
Terry Nelson, B.A.	Educational Advisor, TRIO programs

EMERITI FACULTY AND STAFF

Nona Anderson	Professor Emerita of Modern Languages
Eddie Ary	Associate Professor Emeritus of Finance
Susan Atkinson	Registrar and Director of Admissions Emerita
Mike Ayres	Director of Printing Services Emeritus
Harold F. Bass, Jr.	Professor Emeritus of Political Science
Charles Chambliss	Professor Emeritus of Education
Ian Cosh	Vice President Emeritus for Community & International Engagement
Sharon Cosh	Director of English as a Second Language Emerita
Jim Dann	Assistant Professor Emeritus of Kinesiology and Leisure Studies
Sally Dann	Assistant Professor Emerita of Kinesiology and Leisure Studies
Sim Flora	Professor Emeritus of Music
Janice Ford	Professor Emerita of Library Services
Raymond Franklin	Professor Emeritus of Christian Missions
Charles L. Fuller	Professor Emeritus of Music
Steve W. Garner	Assistant Professor Emeritus of Music
Glenn Good	Professor Emeritus of Physics
Samuel Ray Granade	Director Emeritus of Library Services
Bob Gravett	Professor Emeritus of Physical Education
Raouf Halaby	Professor Emeritus of Visual Arts and English
Phil Hardin	Assistant to the President for Administration Emeritus
John Hardman	Director of Facilities Management Emeritus
Craig Hamilton	Professor Emeritus of Music and Director Emeritus of Bands
Timothy E. Hayes	Professor Emeritus of Chemistry
John Daniel Hays	Professor Emeritus of Biblical Studies and Dean Emeritus of the Pruet School of Christian Studies
Stephen C. Hennagin	Professor Emeritus of Mathematics
Rob Hewell	Professor Emeritus of Music and Director Emeritus of Instruction & Learning
Scott Holsclaw	Professor Emeritus of Theatre Arts
Joe Jeffers	Professor Emeritus of Chemistry
Harold Johnson	Director of Student Financial Aid Emeritus
Freddie Jolley	Professor Emerita of Education
Judy Jones	Registrar and Director of Admissions Emerita
Julia Jones	Assistant Professor Emerita of Spanish
George Keck	Professor Emeritus of Music
Ouida Anne Keck	Professor Emerita of Music
Caroline Cagle Luck	Professor Emerita of Mathematics and Computer Science
Shirley Morgan	Assistant Professor Emerita, Circulation/Reference Librarian
Joyce Haltom Morehead	Associate Professor Emerita of Family and Consumer Sciences
Carol Morgan	Associate Professor Emerita of Communication Sciences & Disorders
Tom R. Murphree	Professor Emeritus of Physical Education
Joe Nix	Professor Emeritus of Chemistry
David N. Ozmun	Professor Emeritus of Communications
Marvin Pate	Professor Emeritus of Christian Theology
Bill Phelps	Chief Information Officer Emeritus
Sherri Phelps	Director of Human Resources Emerita
Michael E. Reynolds	Professor Emeritus of Kinesiology
Phil Rice	Professor Emeritus of Business Administration
Glenda Secret	Professor Emerita of Music
Jon Secret	Professor Emeritus of Music
Amy Sonheim	Professor Emerita of English
Doug Sonheim	Professor Emeritus of English
Brenda Trigg	Professor and Director Emerita of Nursing
Irene Trofimova	Professor Emerita of Modern Languages
Bill Vining	Professor Emeritus of Physical Education
William Viser	Professor Emeritus of Christian Ministries
Craig Ward	Head Coach and Coordinator of Tennis Emeritus
Robert L. Webster	Professor Emeritus of Accounting
Mary Worthen	Assistant Professor Emerita of Music
Charles W. Wright	Professor Emeritus of Music
Tona Wright	Professor Emerita of Kinesiology and Leisure Studies

Faculty

Date in parentheses indicates first year of full-time appointment at Ouachita Baptist University.

Candice Aipperspach, Ph.D., D.M.A.

Associate Professor of Music

B.M., Ouachita Baptist University, 2004; M.M., Southwestern Baptist Theological Seminary, 2007; Ph.D., Texas Tech University, 2017; D.M.A., Texas Tech University, 2019. (2022)

Justin Allison, Ph.D.

Assistant Professor of Biblical Studies

B.A., University of Arkansas, 2010; M.Div., Gordon-Conwell Theological Seminary, 2014; Th.M., *ibid.*, 2015; Ph.D., Durham University, 2018. (2024)

Andy Almand, Ph.D., CPA

Associate Professor of Accounting and Analytics

B.B.A., Henderson State University, 2002; M.B.A., Henderson State University, 2003; Ph.D., University of Mississippi, 2016. (2022)

Christopher Babb, M.S.

Instructor of Communications and Director of Sports Media Productions

B.A., Ouachita Baptist University, 1999; M.S., Henderson State University, 2012; M.A., *ibid.*, 2013. (2019)

Jennifer Duer Barnard, M.S.

Instructor of Psychology and Graduate Counseling Coordinator

B.S., John Brown University, 2012; M.S., *ibid.*, 2015. (2024)

Stephen Bell, Ph.D.

Professor of Psychology

B.B.A., Harding University, 2001; M.S., *ibid.*, 2004; Ph.D., University of Louisiana at Monroe, 2008. (2024)

Tracy Bell, M.S.W.

Associate Professor of Psychology

B.A., Ouachita Baptist University, 1999; M.S.W., University of Arkansas at Little Rock, 2003. (2024)

Joseph Bradshaw, Ph.D.

W. D. and Alice Burch Professor of Chemistry and Pre-Medical Studies

B.S., Baylor University, 1985; M.S. *ibid.*, 1987; Ph.D., Rice University, 1993. (1994)

Jeanette Braswell, Ph.D.

Associate Professor of Psychology

B.A., Oklahoma Baptist University, 2011; M.S., Virginia Polytechnic Institute and State University, 2013; Ph.D., *ibid.*, 2015. (2024)

Detri Brech, Ph.D.

Charles S. and Elma Grey Goodwin Holt Professor of Dietetics and Pre-Medical Studies

B.S., Ouachita Baptist University, 1984; M.S., Louisiana Tech University, 1985; Ph.D., Oklahoma State University, 1992. (2000)

Kevin Brennan, Ph.D.

Professor of Political Science

B.A., University of Nebraska, 1989; Ph.D., University of Kentucky, 1998. (1994)

Christopher W. Brune, Ph.D.

Professor of Finance and Holder of the George Young Chair of Business

B.A., Ouachita Baptist University, 1994; M.B.A., University of Arkansas, 1995; Ph.D., *ibid.*, 2009. (2009)

Darin G. Buscher, M.S.E.

Assistant Professor of Mathematics

B.A., Ouachita Baptist University, 1991; B.S.E., *ibid.*, 1991; M.S.E., Henderson State University, 1995. (1996)

Lei Cai, D.M.

Professor of Music

B.M., West Texas A&M University, 1996; M.M., University of Tennessee, Knoxville, 1998; D.M., Florida State University, 2002. (2001)

Carol Carter, Ph.D.

Assistant Professor of Nursing

B.S.N., University of Arkansas for Medical Sciences, 1997; Ph.D., *ibid.*, 2017. (2021)

Faculty

Jackson Carter, Ph.D.

Assistant Professor of Communications

B.A., Ouachita Baptist University, 2015; M.A., University of Arkansas at Little Rock, 2017; Ph.D., University of South Carolina, 2023. (2020)

Terry G. Carter, Ph.D.

W. O. Vaught Professor of Christian Ministries

B.A., Howard Payne University, 1974; M.Div., Southwestern Baptist Theological Seminary, 1977; Ph.D., *ibid.*, 1983. (1991)

Jerusa Carvajal, Ph.D.

Associate Professor of Spanish

B.A., University of Massachusetts, 2006; M.A., Western Michigan University, 2009; Ph.D., *ibid.*, 2017. (2017)

Mary Chung, D.M.A.

Associate Professor of Music

B.A., North Greenville University, 2004; M.M., University of Southern Mississippi, 2006; D.M.A., *ibid.*, 2011. (2017)

Katie Coggins, D.P.T.

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B.S., Ouachita Baptist University, 2016; D.P.T., University of Arkansas for Medical Sciences, 2020. (2023)

Elisha Cone, M.S.N.

Assistant Professor of Nursing

B.S.N., Henderson State University, 2018; M.S.N., *ibid.*, 2020; M.S.N., *ibid.*, 2022. (2023)

Donnie Copeland, M.F.A.

Professor of Art and Design

B.A., Ouachita Baptist University, 2000; M.A., University of Dallas, 2003; M.F.A., *ibid.*, 2005. (2007)

Kevin R. Cornelius, Ph.D.

Professor of Physics

B.S., Southern Nazarene University, 1995; Ph.D., University of Missouri-Rolla, 2000. (2000)

Debra Coventry, Ph.D.

Professor of Mathematics

B.S.E., Henderson State University, 1989; M.S.E., Henderson State University, 1991; Ph.D., Oklahoma State University, 1998. (2021)

John C. Cox, Ph.D.

Associate Professor of Marketing and Holder of the Harvey Jones Chair of Marketing

B.S.E.E., University of Arkansas, 1966; M.B.A., *ibid.*, 1969; Ph.D., *ibid.*, 1973. (2001)

Michael Cox, Ph.D.

Associate Professor of Biblical Studies

B.A., Ouachita Baptist University, 2004; M.A., Wheaton College, 2008; Ph.D., Trinity Evangelical Divinity School, 2018. (2023)

Jay R. Curlin, Ph.D.

Kathryn Maddox Professor of English

B.A., Ouachita Baptist University, 1983; M.A., University of Arkansas, 1985; Ph.D., University of Michigan, 1993. (1998)

Jeanie Curry, C.P.A. inactive, M.B.A.

Assistant Professor of Accounting

B.S., B.A., Henderson State University, 1979; C.P.A. inactive, 1982; M.B.A., University of Louisville, 1985. (1988)

Terry DeWitt, Ph.D.

Professor of Kinesiology

B.S.E., Ouachita Baptist University, 1988; M.Ed., Nicholls State University, 1990; M.S.E., Henderson State University, 1999; Ph.D., University of Arkansas, 2003. (1999)

Dana Dixon, C.P.A., D.B.A.

Assistant Professor of Accounting

B.A., Ouachita Baptist University, 1988; C.P.A., 1990; M.B.A., Southern Arkansas University, 2017; D.B.A., Creighton University, 2021. (2018)

Angela Douglass, Ph.D.

Associate Professor of Physics

B.A., Southwestern College, 2004; M.S., University of Kentucky, 2007; Ph.D., Baylor University, 2012. (2012)

Matthew K. Douglass, Ph.D.**Assistant Professor of Philosophy**

B.A., Southwestern College, 2003; M.A., Asbury Theological Seminary, 2006; Ph.D., Baylor University, 2015. (2015)

J. Scott Duvall, Ph.D.**J.C. and Mae Fuller Professor of Biblical Studies**

B.A., Ouachita Baptist University, 1980; M.Div., Southwestern Baptist Theological Seminary, 1984; Ph.D., *ibid.*, 1991. (1989)

Byron Eubanks, Ph.D.**Professor of Philosophy and Director of the Sutton Center for Integrity**

B.A., Ouachita Baptist University, 1980; M.Div., Southern Baptist Theological Seminary, 1985; M.A., University of Arkansas, 1986; Ph.D., University of Arkansas, 1997. (1987)

Kent S. Faight, Ph.D.**Professor of Management and Holder of the Jay and Lynn Heflin Chair of Business**

B.S., Sam Houston State University, 1989; M.P.H., University of Texas-Houston School of Public Health, 1995; Ph.D., University of Arkansas, 2000. (2000)

Alex Favazza, Ph.D.**Assistant Professor of Music and Director of Choral Activities**

B.M., Middle Tennessee State University, 2009; M.M. Choral Conducting, University of Southern Mississippi, 2015; Ph.D., Florida State University, 2018. (2024)

Carlos Feller, D.M.**Assistant Professor of Music**

B.M., Paraná State University, 2004; M.M., University of Southern Mississippi, 2007; D.M., Florida State University, 2012. (2017)

James A. Files, Ph.D.**Associate Professor of Accounting**

B.P.A., Mississippi State University, 1982; M.P.A., *ibid.*, 1993; Ph.D., *ibid.*, 2005. (2005)

John Forkner, M.F.A.**Assistant Professor of Theatre Arts**

B.F.A., Baylor University, 2002; M.F.A., Regent University, 2018. (2023)

Megan Foshee, M.P.A., M.S.N.**Assistant Professor of Nursing**

B.A., Southern Arkansas University, 2009; B.S.N., Southern Arkansas University, 2013; M.P.A., Southern Arkansas University, 2015; M.S.N., University of Central Arkansas, 2019. (2022)

Stacy Freeman, R.D., M.S.**Associate Professor of Dietetics**

B.S., Ouachita Baptist University, 1986; M.S., Louisiana Tech University, 1995. (1996)

Margaret Garrett, D.M.A.**Professor of Music and Interim Vocal Coordinator**

B.M., North Carolina School of the Arts, 1997; M.M., Indiana University-Bloomington, 2000; D.M.A., Southern Baptist Theological Seminary, 2008. (2008)

Sandra Gilliland, Ph.D.**Professor of Counseling and Director of the Clinical Mental Health Graduate Program**

B.S., Northern Arizona University, 2003; M.A., New Orleans Baptist Theological Seminary, 2006; Th.M., *ibid.*, 2012; Ph.D., *ibid.*, 2013. (2023)

Stephen Gonzalez, Ph.D., BCBA-D**Assistant Professor of Applied Behavior Analysis**

B.A., St. Mary's University, 1996; M.J.A., St. Mary's University, 1999; Ph.D., Capella University, 2008. (2022)

Larry Grayson, M.M.E.**Instructor of Music and Director of Worship Arts Program**

B.M.E., Ouachita Baptist University, 1975; M.M.E., Samford University, 1987. (2020)

Elizabeth Green, Ph.D.**Professor of Sociology; Applied Research Associate, Elrod Center**

B.G.S., University of Texas, 1992; M.A., Baylor University, 2001; Ph.D., *ibid.*, 2005. (2010)

Faculty

Jeremy Greer, PhD.

Dean of the Pruet School of Christian Studies and Associate Professor of Biblical Studies

B.A., Ouachita Baptist University, 1998; M.Div., Southwestern Baptist Theological Seminary, 2002; Ph.D., B.H. Carroll Theological Institute, 2014. (2021)

Sharon Hamilton, Ph.D.

Associate Professor of Chemistry and Holder of the E. A. Provine Chair of Chemistry

B.S., Auburn University, 2004; Ph.D., Vanderbilt University, 2009. (2018)

Reagan Hardage, M.O.T.

Instructor of Kinesiology

B.A., Ouachita Baptist University, 2016; M.O.T., University of Central Arkansas, 2018. (2024)

Justin K. Hardin, Ph.D.

Vice President for Academic Affairs, Dean of Interdisciplinary Studies, and Professor of Biblical Studies

B.A., Ouachita Baptist University, 1998; M.Div., Beeson Divinity School of Samford University, 2001; M.Phil., University of Cambridge, 2003; Ph.D., *ibid.*, 2007. (2022)

Nancy J. Hardman, Ed.D.

Edna and Freda Linn Professor of Communication Sciences and Pre-Medical Studies

B.A., Ouachita Baptist University, 1979; M.S.E., *ibid.*, 1987; M.S., University of Mississippi, 1989; Ed.D., University of Arkansas-Little Rock, 2003. (1990)

Bethany Hicks, Ph.D.

R. Voyt Hill Professor of History

B.A., Western Michigan University, 2003; Ph.D., Michigan State University, 2010. (2010)

Julyse Horr, Ph.D., BCBA-D

Assistant Professor of Applied Behavior Analysis and Director of the Applied Behavior Analysis Program

B.A., City University of New York-College of Staten Island, 2011; M.S., Florida International University, 2014; Ph.D., The Chicago School of Professional Psychology, 2019. (2022)

Marshall J. Horton, Ph.D.

Regions Bank Professor of Economics and Finance

B.B.A., Texas Wesleyan College, 1983; M.A., Southern Methodist University, 1988; Ph.D., *ibid.*, 1993. (2006)

Patrick Houlihan, D.A.

Addie Mae Maddox Professor of Music

B.M., University of Mississippi, 1976; M.M., Florida State University, 1978; D.A., University of Mississippi, 1981. (1996)

Myra Ann Houser, Ph.D.

Associate Professor of History

B.A., Ouachita Baptist University, 2007; M.A., College of William & Mary, 2009; Ph.D., Howard University, 2014. (2014)

Sara E. Hubbard, Ph.D.

Professor of Chemistry and Holder of Nell I. Mondy Chair of Chemistry

B.S., Oklahoma City University, 2001; Ph.D., University of Wyoming, 2008. (2009)

Allison Hughes, M.Ed.

Instructor of Education

B.A., Ouachita Baptist University, 2009; M.Ed., *ibid.*, 2023. (2024)

Gail Hughes, Ph.D.

Professor of Education and Director of Graduate Studies in Education

B.S.E., Henderson State University, 1992; M.S.E., *ibid.*, 1993; Ph.D., University of Memphis, 1999. (2021)

Adam Jones, Ph.D.

Assistant Professor of Biblical Studies

B.A., Ouachita Baptist University, 2016; M.A., Asbury Theological Seminary, 2018; Ph.D., Middlesex University, 2023. (2019)

Rebecca A. Jones, Ph.D.

Professor of Communications

B.A., Ouachita Baptist University, 1996; M.A., University of Arkansas at Little Rock, 2002; Ph.D., Regent University, 2014. (2009)

Jeduthun Kim, D.M.A.

Assistant Professor of Music

B.M., Hanyang University, 2005; M.M., Montclair State University, 2010; M.M., New Jersey City University, 2012; D.M.A., University of Minnesota – Twin Cities, 2022. (2022)

Ashley Knight, M.S.N.**Assistant Professor of Nursing**

B.A., B.S., Ouachita Baptist University, 2011; B.S.N., University of Arkansas, 2014; M.S.N., Capella University. (2023)

J. Timothy Knight, Ph.D.**Dean of the Patterson School of Natural Sciences and Professor of Biology**

B.S., Ouachita Baptist University, 1984; M.S., University of Texas at Dallas, 1986; Ph.D., *ibid.*, 1989. (1989)

Joshua Kwekel, Ph.D.**Assistant Professor of Biology**

B.S., Grand Valley State University, 2001; Ph.D., Michigan State University, 2008. (2021)

Holly Kyzer, M.S.**Assistant Professor of Dietetics and MS/DI Director**

B.S., Ouachita Baptist University, 2000; M.S., University of Arkansas for Medical Sciences, 2007. (2019)

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