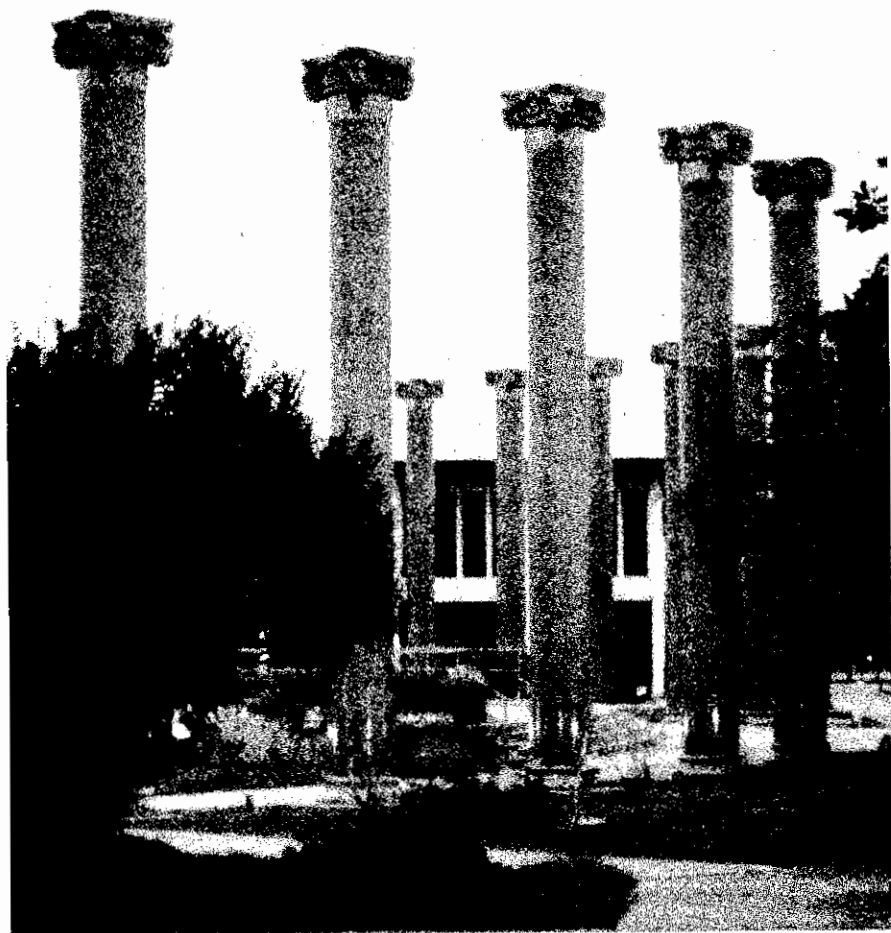


HOUSTON BAPTIST UNIVERSITY



THE GRADUATE BULLETIN

1980-1981

MEMBERSHIPS

Southern Association of Colleges and Schools
American Association of Colleges
American Association of Colleges for Teacher Education
American Council on Education
Association of Texas Colleges and Universities
Association of Texas Graduate Schools
Conference of Southern Graduate Schools
Council of Graduate Schools in the United States

NON-DISCRIMINATION POLICY

Houston Baptist University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other university administered programs.

Houston Baptist University does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for compliance with section 504 of the Rehabilitation Act of 1973, as amended, is Dr. Don Looser, Vice President for Administration.

MAILING ADDRESS FOR ALL OFFICES
7502 FONDREN ROAD
HOUSTON, TEXAS 77074

Phone: (713) 774-7661

Note: Houston Baptist University reserves the right to make changes in the arrangements and policies announced in this Bulletin as unusual circumstances, economic conditions, or efficiency in operation may require.

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HOUSTON BAPTIST UNIVERSITY

1980-1981

Volume I, Number 1

**HOUSTON BAPTIST UNIVERSITY, 7502 FONDREN ROAD,
HOUSTON, TEXAS 77074**

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Graduate College Organization

Roger L. Brooks,
Vice President for Graduate Studies

Graduate Council

Roger L. Brooks, *Chairman*
Don R. Byrnes
Mary Fenton
Carter L. Franklin, II

Clyde Holloway
Alma Leavell
E. V. Tapscott, *ex-officio*

Graduate Faculty

College of Business

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Director, M.B.A. Program

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Ph.D., University of Houston

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now, India; Ph.D., Purdue Univer-
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versity

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C.P.A.

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M.B.A., University of Texas

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M.A., Hardin-Simmons University;
Ed.D., Peabody College

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University

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B.S., University of Mary Hardin
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Verna M. Peterson

Associate Professor in Early Childhood Education

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Assistant Professor in Reading Education

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Jane Walinder

Assistant Professor in Early Childhood Education

B.S., North Texas State University; M.Ed., Tarleton State University

Ralph D. Walton

Professor in Education

B.S., Georgia Southern College; M.Ed., University of Georgia; Ed.D., University of Mississippi

Marion Webb

Assistant Professor in Spanish

B.S., Eastern Illinois University; M.A., University of Colorado

Delbert Williams

Professor in Educational Administration

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Stephen G. Williams

Professor in Psychology

B.A., Rice University; M.A., Ph.D., University of Houston

Sally C. Wilton

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

College of Nursing

Mary Fenton,

Director, M.S. in Perinatal Nursing Program

Virginia Ann Baker

Assistant Professor in Perinatal Nursing

B.S.N., M.S.N., Texas Woman's University

Mary Virginia Fenton

Associate Professor in Perinatal Nursing, Director of M.S./N. Program

B.S.N., University of Texas; M.S., University of Michigan; Dr.P.H., University of Texas

Linda Kay Stephenson

Assistant Professor in Perinatal Nursing

B.S.N., University of North Carolina; M.S.N., University of Virginia

University Calendar 1980-1982

Education and Nursing

SUMMER 1980

April 28-May 2	Registration
May 29	Registration and Business Office Clearance
June 2	Class Sessions Begin — First Term
June 2	Evening Registration
June 2-6	**Late Registration
June 2-6	DROP/ADD
June 5	English Proficiency Exam, T106, 4 p.m.
June 6	Last Day to ADD a Class
June 13	Last Day to Drop a Course with a "W" Mark
June 27	Last Day to Drop a Course with a "WP/WF" Mark
July 4	Holiday
July 9	Final Examination and End of First Term
July 10	Registration and Business Office Clearance
July 10	Class Sessions Begin — Second Term
July 11-15	**Late Registration
July 11-15	DROP/ADD
July 15	Last Day to ADD a Class
July 24	Last Day to Drop a Course with a "W" Mark
August 1	Last Day to Drop a Course with a "WP/WF" Mark
August 15	Final Examination and End of Second Term

FALL 1980

All Dates listed under Summer 1980 plus	Registration
August 1	Registration
August 2	Freshman Day/Registration
September 1	Labor Day Holiday
September 3	Faculty Convocation
September 4	Freshman Orientation and Registration
September 5	Registration and Business Office Clearance
September 8	Class Sessions Begin
September 8	Evening Registration
September 8-12	**Late Registration
September 8-12	DROP/ADD
September 11	Opening Convocation
September 11	English Proficiency Exam, T106, 4:00 p.m.
September 12	Last Day to ADD a Class
October 7, 8, 9	Religious Emphasis Week
October 10	Last Day to Drop a Course with a "W" Mark
October 31	Last Day to Drop a Course with a "WP/WF" Mark
November 21	End of Fall Quarter

WINTER 1980-81

November 3-7	Registration
December 1	Registration and Business Office Clearance
December 1	Evening Registration
December 2	Class Sessions Begin
December 2-5	**Late Registration
December 2-5	DROP/ADD
December 4	Founder's Day
December 4	English Proficiency Exam, T106, 4 p.m.
December 5	Last Day to ADD a Class

December 19	Christmas Holidays begin 5:00 p.m.
January 5	Classes resume
January 16	Last Day to Drop a Course with a "W" Mark
February 6	Last Day to Drop a Course with a "WP/WF" Mark
February 27	End of Winter Quarter

SPRING 1981

February 9-13	Registration
March 6	Registration and Business Office Clearance
March 9	Class Sessions Begin
March 9	Evening Registration
March 9-13	**Late Registration
March 9-13	DROP/ADD
March 12	English Proficiency Exam, T106, 4:00 p.m.
March 13	Last Day to ADD a Class
March 17, 18, 19	Life Commitment Week
April 19	Easter Holidays
April 10	Last Day to Drop a Course with a "W" Mark
May 1	Last Day to Drop a Course with a "WP/WF" Mark
May 22	Commencement 7:30 p.m.
May 22	End of Spring Quarter

*Currently enrolled students on "academic warning," "academic probation," or "academic probation continued" can NOT register during Pre Registration. Questions concerning academic status should be directed to the Registrar's Office.

**Late Registration Fee — \$25.00

Business*

- I. For term starting
June 3, 1980
REGISTRATION:

For September*** students:	'W' deadline	June 20, 1980
	'WP/WF' deadline	July 19, 1980
For January*** students:	'W' deadline	July 14, 1980
	'WP/WF' deadline	September 29, 1980

- II. For term starting
September 2, 1980
REGISTRATION:

For September students:	'W' deadline	October 6, 1980
	'WP/WF' deadline	November 17, 1980

- III. For term starting
November 4, 1980
REGISTRATION:

For January students:	'W' deadline	November 14, 1980
	'WP/WF' deadline	December 3, 1980

- IV. For term starting
January 20, 1980
REGISTRATION:

For all students	'W' deadline	February 23, 1981
	'WP/WF' deadline	April 6, 1981

*The M.B.A. Program functions on a semester basis.

**Registration from 4:00-6:00 p.m. ONLY.

***September students are those who begin the program in September, January students are those who begin in January.

General Information

The Graduate College of Houston Baptist University was established by the Board of Trustees in 1977. The University presently offers graduate programs leading to the Master of Business Administration, Master of Education, and Master of Science in Perinatal Nursing. Policies and regulations regarding graduate studies are processed through the Graduate Council and the Graduate Admissions Committee, and are administered by the Vice President for Graduate Studies. Directors of the various programs function in a direct line to the Vice President for Graduate Studies.

Nature

The Preamble to the By-Laws as stated below prescribes the distinctive nature of the institution:

Houston Baptist University is a Christian liberal arts university dedicated to the development of moral character, the enrichment of spiritual lives, and the perpetuation of growth in Christian ideals. Founded under the providence of God and with the conviction that there is a need for a university in this community that will train the minds, develop the moral character and enrich the spiritual lives of all people who may come within the ambit of its influence, HOUSTON BAPTIST UNIVERSITY shall stand as a witness for Jesus Christ expressed directly through its administration, faculty and students. To assure the perpetuation of these basic concepts of its founders, it is resolved that all those who become associated with Houston Baptist University as a trustee, officer, member of the faculty or of the staff, must believe in the divine inspiration of the Bible, both the Old Testament and New Testament, that man was directly created by God, the virgin birth of Jesus Christ, our Lord and Saviour, as the Son of God, that He died for the sins of all men and thereafter arose from the grave, that by repentance and the acceptance of and belief in Him, by the grace of God, the individual is saved from damnation and receives eternal life in the presence of God; and it is further resolved that the ultimate teachings in this University shall never be inconsistent with the above principles.

Student Conduct

All Houston Baptist University students are familiar with the ordinary conventions of society governing the proper conduct of Christian ladies and gentlemen. Therefore, the University Administration feels it need not delineate many defi-

nite disciplinary regulations, but reserves the right to dismiss a student at any time for cause deemed by the University Administration to justify suspension or expulsion. Please refer to the *Student Handbook*, pp. 32-36.

It is stressed that all local, state, and federal laws are supported by the institution, and violators of these laws may be disciplined by civil authorities and/or university officials. Being a student does not exempt a student from being a law abiding citizen nor from conducting himself as a responsible person.

Graduate College Accreditation

The graduate programs of Houston Baptist University are fully accredited by the Southern Association of Colleges and Schools.

The clinical component of the Perinatal Nursing Program is accredited by the Texas State Board of Nurse Examiners as a program certified to prepare nurse practitioners. Accreditation of the Master of Science in Perinatal Nursing by the National League for Nursing is pending. All teacher-education programs of the University are approved and accredited by the Texas Education Agency.

In 1979 the University was admitted to membership in the Council of Graduate Schools of the United States, the Conference of Southern Graduate Schools, and the Texas Association of Graduate Schools.

Library

Moody Library is composed of a basic collection of approximately 100,000 volumes, with the additions of 500 new titles annually. Supplementary materials approximate 2,000 sound recordings, 500 audio-visual programs, 3,000 reels of microfilm and 20,000 sheets of microfiche. The library subscribes to more than 500 current journals.

The materials are arranged for student use based on Library of Congress Classification with standard subject headings arranged for reference. Journals are regularly bound and shelved.

Degreed reference librarians are scheduled most of the 80 hours per week the library is open to assist students in their research.

The staff is composed of five professional librarians, six clerical supportive staff members and a core of student employees.

In addition to the library collection, media area and multiple study areas, the building houses a Library Lecture Room, University Board Room and the American Museum of Architecture and Decorative Arts.

Admission

Two types of admission to graduate studies are granted at Houston Baptist University: to a degree program and to a non-degree program.

Admission to a Master's Degree Program

Admission to a degree program is granted by the Graduate Admissions Committee after an application and credentials have been reviewed, and is restricted to those applicants whose Graduate Record Examination (GRE) score and previous academic records indicate probable success in such work. In order to be considered for admission to a graduate degree program in the College of Education or Department of Nursing at Houston Baptist University, an applicant must submit a formal application, transcripts of all previous college-level study, and scores on the verbal and quantitative components of the Graduate Record Examination (GRE). Applicants to the M.B.A. Program must submit scores of the Graduate Management Admission Test (GMAT). At the time a formal application is made, the applicant should request that official transcripts be sent to the Graduate Office from each college or university attended. In addition, the Educational Testing Service, Princeton, New Jersey, 08541, should be requested to send the official report of the GRE or GMAT scores.

The applicant should also contact the Director of the graduate program of the college in which he or she hopes to study for information regarding any special admission requirements. The Graduate Admissions Committee will not grant regular admission until all materials have been received and the Director of Graduate Studies of the concerned college has recommended acceptance. Conditional acceptance may be granted to an applicant, who, for a variety of reasons, cannot provide all admission materials at enrollment, upon condition that all admission requirements be met by the conclusion of the initial term of enrollment at Houston Baptist University.

Admission to a Non-Degree Program

Any student who has earned a bachelor's degree at a recognized institution and who was in good standing at the last school attended may apply for admission to a non-degree

program. Test scores are not required for this type of admission. Applicants who seek to enroll for this program need only submit official transcripts from all colleges showing all work toward an undergraduate or graduate degree from an accredited college or university.

Full-Time Status

A student who is enrolled for six or more graduate semester hours during a term is considered to be full-time.

International Student Admission

International students seeking admission to a graduate program should apply and submit all test scores, transcripts, and credentials evaluation to the Admissions Office at least 60 days prior to registration of the term they plan to attend. Immigration papers for student visas cannot be issued by the University until *all* credentials have been received and the student accepted for admission. Conditional or temporary admission is not granted to international students, and a score, no less than 500 on the Test of English as a Foreign Language (TOEFL) must be submitted prior to admission.

Transferred Work

There is no automatic transfer of credit toward a master's degree, but, in certain programs, work completed in residence at another accredited institution may, on the recommendation of the Program Director of the College concerned, be accepted toward a master's degree.

Retention and Termination

Every student enrolled in the Graduate College, whether working toward a degree or not, is required to maintain a high level of performance and to comply fully with policies of the institution. The Graduate College reserves the right to place on probation or to suspend any post-baccalaureate or graduate student who does not maintain satisfactory academic standing or who fails to conform to the regulations of the University. A student also may be suspended for unprofessional conduct.

Students who are conditionally admitted to a degree program are automatically on probation. Failure to fulfill the conditions stipulated at the time of admission will result in termination from the program.

If a student's cumulative grade point average falls below 3.0, the student will be placed on academic probation. (A 3.0 average is the minimum requirement of the Graduate Col-

lege; individual academic areas may impose a higher grade point average for continuance in their academic programs.) The grade point average (GPA) is determined by dividing the number of grade points earned by the number of hours attempted. Probationary status can be removed only when the cumulative GPA reaches the minimum 3.0. Each student placed on academic probation must achieve a minimum 3.0 GPA during his/her current enrollment or he/she will be suspended and will not be allowed to apply for readmission until at least one full term has passed. Readmission to the Graduate College must be approved by the Graduate Admissions Committee. Readmission is not guaranteed after a student has been suspended. A student readmitted to the Graduate College after a period of academic suspension and not attaining a 3.0 GPA for that period will be suspended and not allowed to apply for readmission in less than one calendar year from his last period of enrollment. A third academic suspension will be permanent.

Financial Aid

Financial aid is available to qualified graduate students of Houston Baptist University. Among several sources of funds are the University Scholarship Fund and the Tuition Equalization Grant program. Loans are available through the National Direct Student Loan (NDSL) and the Federally Insured Student Loan (FISL) programs. Many students receive aid through their companies' tuition reimbursement programs. Inquiries concerning financial aid should be directed to the Financial Aid Office of the University.

Tuition and Fees

The following is the tuition and fees roster for the graduate programs at Houston Baptist University:

Business Administration

For the student doing graduate work in the College of Business, the tuition is \$4,000 per year. Tuition includes all program costs, texts, and computer time. The application fee of \$25.00 is not included. A \$100.00 non-refundable deposit is due upon admission to the program. Tuition is payable during the academic year in accordance with one of the following schedules.

Students entering in September:

By the beginning of classes	\$1600.
Before classes resume in January	1600.
Before classes resume in June	800.

Students entering in January:	
By the beginning of classes	\$1600.
Before classes resume in June	1600.
October 30	800.

Education

The tuition rates and fees for the student doing graduate work in the College of Education are as follows:

Application fee (non-refundable)	\$25.00
Matriculation fee (annual)	10.00
Tuition per semester hour	95.00
Late Registration fee	25.00
Graduation fee	30.00

Nursing

The tuition rates and fees for the student doing graduate work in the College of Nursing are as follows:

Application fee (non-refundable)	\$ 25.00
Matriculation fee (annual)	10.00
Tuition per semester hour	150.00*
Late registration fee	25.00
Graduation fee	30.00

* Tuition financial assistance up to the amount of \$125.00 per semester hour, and student stipends up to the amount of \$250.00 per month are available through federal and private grant resources.

Payment of Accounts

Student accounts for tuition and fees are due and payable by the term upon registration. Registration is NOT complete until a student has completed financial clearance in the Business Office. A late fee of \$25.00 is assessed for students who clear the Business Office after Registration Day or specified due date.

Arrangements for loans or other financial aid should be made prior to registration. Financial Aid MUST be credited in the Financial Aid Office by Registration Day.

Refund Policy

The University plans its expenditure for the year based on the anticipated attendance of students who have been accepted for registration by the Admissions Committee. Its instructional and operating costs are not reduced by the withdrawal of a student after a term has begun. There may be a full re-

fund of tuition and fees during the first week of school (except Application Fee and non-refundable tuition deposit). Upon official withdrawal a pro-rata refund of tuition will be made for the first 25 percent of the term. Afterwards, there is no refund except that any student forced to withdraw by circumstances beyond his control may apply to the Business Manager for partial refund.

Master of Business Administration

The Master of Business Administration Degree Program is designed to meet the specific educational needs of Houston's businesses and their employees. The program is directed toward the early or mid-career professional who has the potential of achieving a position of substantial managerial authority and responsibility. The careers of such personnel can be greatly enhanced by professional management education.

The Master of Business Administration Program is designed to improve the efficiency, productivity, and decision making abilities of managerial personnel by developing those skills and talents unique to the outstanding manager. The Master of Business Administration candidate will achieve a thorough understanding of the basic business disciplines and functions of the modern corporation. Skills in problem formulation, analysis, solution and in administrative action will be developed. The candidate's breadth and depth of understanding of the managerial process will be enhanced as will be the ability to organize and manage the diverse resources of the modern firm.

The program of study leading to the Master of Business Administration Degree is structured so that the candidate can satisfy both job related obligations and the requirements of the program. Two years of study are required to earn the Master of Business Administration Degree. Class sessions are held during twenty-seven weeks of each year of study and weeks of classes are distributed throughout the year to provide ample time for preparation between classes. Class sessions are held on Tuesday evening, Thursday evening and all day Saturday.

The Master of Business Administration Degree will be awarded following successful completion of the program.

The Academic Program

The program of study leading to the Master of Business Administration Degree is designed to exceed those standards typically imposed as requirements for graduate professional

education in a highly integrated set of courses structured to meet the needs of Houston's business community.

The program is designed for a stable group of students who will participate in study groups and group projects whose content will often cross course boundaries. For this reason, no part-time study will be allowed. Candidates may enter the program at the beginning of the first year or at the beginning of the second year. Those who wish to enter the second year must have completed courses equivalent to the first year of the program as determined by the Admissions Committee.

The instructional philosophy is founded on the belief that comprehension of basic principles and methods of analysis is necessary to achieving the highest professional standards. Thus, the first year of study emphasizes economic theory, quantitative methods, accounting, and the organizational and behavioral sciences. In the second year, emphasis is placed on the business functions, issues of policy and strategy, and the management of the entire enterprise.

The program consists of twenty-four courses, designed as a coordinated package. Courses are of variable length, depending on the time necessary to cover the subject material. Presentation of subject material is intensive and assumes both a high level of motivation in the student and familiarity with the business environment. Previous business education is not assumed or required.

All courses in the program must be completed by the candidate. Further, competence in computer programming must be demonstrated as a precondition to beginning the second year of study. Prior to registering for the second year of study, each student must satisfactorily complete a computer programming assignment. The assignment will consist of programs which must be written and successfully run by the student. The University will provide computer resources, instructional materials and tutorial assistance to facilitate the completion of the assignment.

Classes

Students may enter the Master of Business Administration Program in the fall or in early January. Application deadlines are June 15 and November 1, respectively, for the two starting times.

Classes are held during twenty-seven weeks of each year. Class sessions are on Tuesday evening, Thursday evening and Saturday. The class schedule is as follows:

Tuesday and Thursday Evenings:

Session A	6:00 - 7:40 p.m.
Session B	8:00 - 9:40 p.m.

Saturday:

Session C	8:30 - 10:10 a.m.
Session D	10:30 - 12:10 p.m.
Session E	1:30 - 3:10 p.m.
Session F	3:30 - 5:10 p.m.

The two year program consists of 720 contact hours, the equivalent of forty-eight semester hours. Course lengths vary, depending on the time necessary to give adequate coverage to a subject matter. Care must be taken not to equate a course in this Master of Business Administration Program with a course in another more conventional program. The integrated nature of the Master of Business Administration Program allows close coordination among courses and eliminates wasted time and redundancy in coverage.

The Program includes a series of dinner meetings with presentations by leading businessmen and scholars. The presentations elaborate upon and extend classroom material and provide a forum for discussion of topics of current importance. Attendance at these meetings is required of all candidates. Candidates may bring guests to these meetings.

Course Descriptions

ACCOUNTING 6103 — FEDERAL TAX

Examines Federal Corporate Tax reporting and the impact of tax consideration on investment and operating decisions.

ACCOUNTING 6201 — FINANCIAL ACCOUNTING

Introduces the student to accounting concepts and standards, the income statement and balance sheet, and financial reporting.

ACCOUNTING 6202 — MANAGERIAL ACCOUNTING

Considers the problems of internal reporting and control, budgeting, and cost analysis.

ECONOMICS 6104, 6105 — MANAGERIAL ECONOMICS AND PLANNING I AND II

This course combines the analysis of the firm and the economic context within which it operates. Topics include economic forecasting, long-range planning, demand analysis, volume-profit analysis, and pricing.

ECONOMICS 6106 — MONEY AND BANKING

Examines the institutions, principles and problems of money, banking, central banking, and international finance.

ECONOMICS 6202 — MICROECONOMIC THEORY

This course considers the theory of economic behavior for the individual consumer. Public policy problems of economic organization and control are considered as are value theory and certain aspects of distribution theory.

ECONOMICS 6203 — MACROECONOMIC THEORY

Examines the aggregate structure of the economy and the institutions comprising it. Monetary and fiscal policy alternatives are developed and examined as are topics in income analysis, economic growth, inflation, and business cycle analysis.

FINANCE 6201 — CORPORATE FINANCE

The theory and methodology of managerial finance is presented in this course. Topics include financial analysis, budgeting, working capital management, sources and forms of financial, debt and equity instruments, leverage, the cost of capital, and financing policy.

FINANCE 6202 — INVESTMENTS

The principles and practice of investment with special attention to market analysis, criteria for investment decisions, portfolio construction, and the evaluation of individual securities.

MANAGEMENT 6103 — ORGANIZATIONAL PSYCHOLOGY

This course applies the finding of theory and research in Psychology to the organizations and management. Special attention is given to motivation and small group processes.

MANAGEMENT 6108 — DATA PROCESSING SYSTEMS

A survey of the principles of data system design and system operation. Topics include centralized systems, distributed processing, interactive systems, batch processing, and storage media.

MANAGEMENT 6109 — MANAGEMENT INFORMATION SYSTEMS

A development of the structure and theory of information processing within the firm. Consideration is given to information flows, the joint structure of the organization and its information system, control of information, and the relation between information and decision.

MANAGEMENT 6112 — MANAGERIAL AND PUBLIC POLICY

A problems course involving the analysis of managerial policy issues as they interact with long-range strategic considerations and governmental actions.

MANAGEMENT 6118 — MANAGERIAL COMMUNICATION

This course concentrates on the development of communication skills, both oral and written, within an organization. Such topics as information dissemination, image building, and media relations are considered.

MANAGEMENT 6201, 6202 — ORGANIZATION THEORY I AND II

This course examines the theory of organizational structure and the functions of the manager. Relevant research results from the behavioral sciences and from research in organizations are considered and applied to cases presenting problem situations.

MANAGEMENT 6204, 6205, 6206 — QUANTITATIVE METHODS AND STATISTICS I, II, & III

An introduction to and application of the methods of formulating and analyzing business decisions using mathematical models. The course considers models appropriate to situations involving both certainty and uncertainty. Topics include statistical analysis, regression and correlation, queuing theory, Markov processes, linear programming, inventory models, location models, information and decision theory, and risk analysis.

MANAGEMENT 6210 — BUSINESS LAW

A survey of the points of law governing corporate action, including contracts, government regulation, and trade issues.

MANAGEMENT 6213 — MARKETING THEORY

An introduction to the macro and micro-managerial aspects of the marketing process, including marketing and society, environmental and government regulation, market segmentation, pricing decisions, promotion policies, and the distribution system.

**MANAGEMENT 6214 —
MARKET RESEARCH**

This course develops the methodology of market research and presents applications. Topics include market definition, research design, demand analysis, market sizing, and data analysis.

**MANAGEMENT 6215 —
PERSONNEL MANAGEMENT
AND LABOR ECONOMICS**

An examination of the concepts and practice of the Personnel Administration Function. The structure of the labor market is investigated and employee related regulations are described.

**MANAGEMENT 6216 —
PRODUCTION AND
OPERATIONS MANAGEMENT**

Production theory is developed and the structure of the various production processes is presented. Problems of planning, control, design, location, and process selection are presented and analyzed.

**MANAGEMENT 6117, 6218 —
SPECIAL TOPICS**

Master of Education

Houston Baptist University offers the Master of Education degree in Educational Administration, Bilingual Education, Counselor Education, Reading Education, and General Studies. A student may earn both the M.Ed. degree and professional or provisional certification in Texas. A student may also qualify to take the state examination for Psychology Associate.

Requirements for the Master of Education Degree

To receive the Master of Education degree a student must complete the following requirements:

1. The student must have been admitted to candidacy for the degree.
2. The student must have completed 36 semester hours as prescribed in one of the programs of Educational Administration, Bilingual Education, Counselor Education, Reading Education, and General Studies. These courses must have been completed with an average of 3.00 on a 4-point scale with no grade less than C.
3. The student must have received the recommendation of his major department based upon satisfactory completion of a comprehensive examination.

Purpose of the Program

The Master of Education program at Houston Baptist University is designed to develop leaders in school administration and special services necessary to successful operation of

public and private schools in Texas and to extend the classroom teaching skills of teachers. The program is also designed to provide counselors for churches, business concerns, industry, and social agencies.

Length of Program

Required courses are scheduled for the convenience of employed teachers. By using a combination of summer and evening offerings, a typical student will be able to earn the degree in a span of two years or less.

Time Limit

A student will have five years after enrollment to complete all requirements for the Master of Education degree.

Admission of the Handicapped

Houston Baptist University does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities.

Admission Requirements

An applicant for enrollment in the M.Ed. program may be admitted in one of three categories.

1. **Regular Admission.** To be admitted unconditionally to any of the programs leading to the Master of Education degree, an applicant must:
 - a. Have completed a baccalaureate degree with a cumulative grade point average of 2.50 on a 4-point scale or 3.00 on the last 60 semester hours of undergraduate or post-baccalaureate work.
 - b. Possess a valid teaching certificate. (Exception: Students with undergraduate courses in Psychology without teacher certification may be accepted in the Psychology Associate program).
 - c. Have earned a total of 850 or above on the Verbal and Quantitative scores on the Aptitude Test of the Graduate Record Examination.
2. **Conditional Admission.** An applicant may be admitted conditionally to enrollment in the M.Ed. program under the following circumstances:
 - a. A senior undergraduate student who has at least a 2.50 cumulative grade point average and who lacks nine or fewer hours toward graduation may, with the approval of the Dean of the College of Education and Behavioral

- Studies, enroll for six or fewer graduate credits in the last quarter of undergraduate work.
- b. An applicant whose cumulative grade average is 2.75 or above (or 3.00 on the last 60 hours) and who scores less than 850 on the Graduate Record Examination may be admitted. Upon completion of 12 or more semester hours of graduate courses with an average of 3.00 or above, the student's enrollment status becomes regular.
 - c. An applicant whose cumulative grade point average is less than 2.50 but is at least 2.25 and whose Verbal and Quantitative Graduate Record Examination score total is 900 or greater may be admitted. Upon completion of 12 or more semester hours of graduate work with an average of 3.0 or above, the student's enrollment status becomes regular.
 - d. An applicant who does not possess a Texas teaching certificate, or whose undergraduate credits do not include sufficient courses in a particular subject area necessary to the desired program, may be admitted. A deficiency plan containing the needed undergraduate academic work will be prepared by the appropriate official. The student may be enrolled for graduate and undergraduate courses simultaneously. Upon completion of the deficiency plan and if the other admission criteria are met satisfactorily, the student's enrollment status becomes regular.
 - e. An applicant may be admitted conditionally prior to taking the Graduate Record Examination, provided he/ she meets all other requirements for admissions and takes the test during the first quarter of enrollment. Upon completion of the test with a satisfactory score, the enrollment status becomes regular.
3. **Special Admission.** An applicant who wishes to complete a particular type of certification which does not require a full M.Ed. degree; or one who wishes to take courses for self-improvement; or a transient student who wishes to take courses for transfer to another institution, may be admitted under the following conditions.
- a. The student must be admitted to the graduate program.
 - b. The student must sign a statement to the effect that he/ she does not wish to pursue a graduate degree at Houston Baptist University.
 - c. Permission of the Dean of the College of Education and Behavioral Studies is necessary.

Transfer Credits

A maximum of six semester hours of credits earned at another accredited institution may be accepted in substitution for required or elective courses and applied on the 36 semester hours required for graduation, provided the subject matter is equivalent, the credits so earned are graduate credits, the marks earned are no lower than B, and the credits were not earned by correspondence.

Retention and Dismissal

Each student admitted to the Master of Education program is expected to maintain satisfactory progress. There are four consecutive steps, and the student's progress is monitored at each stage. He/she is not permitted to register for courses in subsequent stages unless all requirements for the preceding stage have been met.

No. of S.H.	Step
0-18	Regular Admission
18-27	Admission to Candidacy
27-36	Comprehensive Examination
36 or more	Recommendation of Major Department for M.Ed. Degree

Admission to Candidacy for the Degree

A student whose enrollment status is regular and who has completed at least 18 graduate semester hours with an average of 3.00 or higher is eligible to apply for the status of candidacy for the Master of Education degree. Application is made to the Dean of the College of Education and Behavioral Studies.

Comprehensive Examination

After being admitted to candidacy, and after earning credits in at least 27 graduate semester hours with an average of 3.00 or higher, the student is required to pass a comprehensive examination given by his/her major department.

Program Requirements

1. **Educational Administration.** To earn a degree in Educational Administration, a student must complete the following courses:

- EDUC 6300: Current Issues in American Education
- EDUC 6310: The School in a Multicultural Society
- EDAD 6301: Administrative Theory and Practice
- EDAD 6302: Instructional Leadership and Evaluation
- EDAD 6303: School Law

- EDAD 6304: School Business Management and Finance
- EDAD 6305: The Administration of Special Programs
- EDAD 6306: Pupil Personnel Management
- EDAD 6308: The Role of the Principal
- EDAD 6309: The School and Its Instructional Program
- EDAD 6310: Applications of Educational Research
- EDAD 6391: Internship in Middle Management

To earn the Texas Professional Certificate in Mid-Management School Administrator (Principal), the student must complete the 36 semester hours above, earn the M.Ed. degree, have completed two years of successful teaching, and complete 9 additional semester hours as listed below:

Three semester hours selected from:

- EDUC 6390: Special Problems in the Teaching of Reading in the Elementary School (Secondary certificate holders only)
- EDUC 6391: Special Problems in the Teaching of Reading in the Secondary School (Elementary certificate holders only)

Six semester hours selected from:

- EDBI 6305: Foundations of Bilingual Education
- EPSY 5363: Principles of Guidance
- EPSY 6307: Human Behavior in Organizations
- MGMT 4373: Psychology in Business and Industry

2. Bilingual Education

a. Admission to the Bilingual Education M.Ed. Program

To gain unconditional admission to the M. Ed. program in Bilingual Education, the prospective student must, in addition to the general admission requirements stated above, achieve the prerequisite scores on proficiency tests in English and in Spanish. On the MLA Cooperative Proficiency Test in Spanish (Level M) the prospective student must achieve a minimum overall score at the eightieth (80th) percentile. In addition, each student must achieve a minimum score at the eightieth (80th) percentile in each of the four skill areas (listening, speaking, reading, and writing), or he/she must take the appropriate course or courses to remove language deficiency in each area where the score is less than the minimum standard.

b. Program Requirements for the M. Ed. in Bilingual Education

To earn a degree in Bilingual Education a student must complete 36 semester hours as follows:

- EPSY 5330: Psychology of Learning
- EDUC 6310: The School in a Multicultural Society
- EDUC 6320: Research Techniques and Procedures
- EDBI 5304: Methods of Teaching English as a Second Language
- EDBI 5343: Hispanic Cultural Perspectives
- EDBI 6301: Language Acquisition
- EDBI 6302: Teaching Language Arts and Reading in Spanish
- EDBI 6303: The Teaching of Mathematics, Science and Social Studies in Spanish
- EDBI 6304: Applied Linguistics for Bilingual Teaching
- EDBI 6305: Foundations of Bilingual Education

Six semester hours of approved graduate electives in Bilingual Education, Counselor Education, Educational Administration, or Reading Education

Successful completion of this program, demonstration by examination of proficiency at the teaching level in Spanish, completion of Education 4387, Student Teaching in the Bilingual Classroom, and removal of any deficiencies needed for valid Texas teacher certification at the elementary or secondary level, will result in Texas provisional certification in Bilingual Education.

Students who already possess the Provisional Certificate in Bilingual Education may, through presentation of appropriate undergraduate equivalent courses, substitute other graduate courses for required courses in the bilingual M.Ed. program, upon approval of the advisor.

c. **Requirements for Teacher Certification Only**

A post-baccalaureate student who has never received teacher certification may earn Bilingual Education certification provided he/she completes the requirements below and the other specified conditions on the "deficiency plan" prepared by the Director of Teacher Education.

A person holding Texas teacher certification who can qualify as a special post-baccalaureate student (holder of the Bachelor's Degree who meets requirements as a special student) may seek to earn either an endorsement in Bilingual Education or the Provisional Certificate in Bilingual Education.

To gain unconditional admission to the Bilingual endorsement or provisional certificate programs, the prospective student must, in addition to the requirements stated above, achieve the prerequisite scores on profi-

ciency tests in English and in Spanish. On the MLA Cooperative Language Proficiency Test in Spanish (Level M), the prospective student must achieve a minimum overall score at the eightieth (80th) percentile. In addition, each student must achieve a minimum score at the eightieth (80th) percentile in each of the four skill areas (listening, speaking, reading, and writing), or he/she must take the appropriate course or courses to remove language deficiency in each area where the score is less than the minimum standard.

1. Program Requirements for the Endorsement in Bilingual Education

- a. The student must complete the following courses with no mark less than C:

EDBI 5304: Methods of Teaching English as a Second Language

EDBI 6301: Language Acquisition

EDBI 6302: Teaching Language Arts and Reading in Spanish

EDBI 6303: The Teaching of Mathematics, Science and Social Studies in Spanish

- b. The student must demonstrate proficiency on a T.E.A.-approved test in Spanish.

- c. Before receiving the University's recommendation for endorsement, the student must have a minimum of one year's experience teaching in a bilingual classroom that has been so designated by the Texas Education Agency.

2. Program Requirements for the Provisional Twenty-Four Hour Certificate in Bilingual Education

- a. The student must complete the following courses with no mark less than C:

EDUC 6310: The School in a Multicultural Society

EDBI 5304: Methods of Teaching English as a Second Language

EDBI 5343: Hispanic Cultural Perspectives

EDBI 6301: Language Acquisition

EDBI 6302: Teaching Language Arts and Reading in Spanish

EDBI 6303: The Teaching of Mathematics, Science and Social Studies in Spanish

EDBI 6304: Applied Linguistics for Bilingual Education

EDBI 6305: Foundations of Bilingual Education

- b. Upon completion of the program, the student must demonstrate, by examination, proficiency at the teaching level in Spanish.
- c. Completion of Education 4387, Student Teaching in the Bilingual Classroom.

3. **Counselor Education**

To earn a degree in Counselor Education, a student must complete 36 semester hours as stated below:

EPSY 5330: Psychology of Learning

EDUC 6310: The School in a Multicultural Society

EDUC 6320: Research Techniques and Procedures

EPSY 5323: Theories of Counseling

EPSY 5324: Educational Appraisal of Children with Learning Disabilities

EPSY 5363: Principles of Guidance

EPSY 6302: Measurement and Appraisal in Guidance

EPSY 6303: Educational and Career Information

EPSY 6304: Guidance and Counseling in Elementary School

EPSY 6305: Individual Psychological Evaluation

EPSY 6390: Practicum in Counseling

3 semester hours of graduate electives

The Texas professional certificate as School Counselor requires that the student have completed 3 years of successful teaching in addition to the requirements stated above.

Students desiring to qualify for licensure as Psychology Associate must complete all M. Ed. degree requirements and earn 6 additional semester hours in Educational Psychology.

4. **General Studies**

To earn a degree in General Studies, a student must complete 36 semester hours, including the M. Ed. core and the remaining 27 credits selected from at least two fields with no less than 6 semester hours in any field.

M. Ed. Core

EPSY 5330: Psychology of Learning

EDUC 6310: The School in a Multicultural Society

EDUC 6320: Research Techniques and Procedures

Fields of Study

Educational Administration (EDAD)
Bilingual Education (EDBI)
Early Childhood Education (EDEC)
Reading Education (EDRE)
Special Education (EDSP)
Professional Education (EDUC)
Educational Psychology (EPSY)

5. Reading Education

To earn a degree in Reading Education, a student must complete 36 semester hours as follows:

(For all students)

EPSY 5330: Psychology of Learning

EDUC 6310: The School in a Multicultural Society

EDUC 6320: Research Techniques and Procedures

EDRE 6301: Advanced Developmental Reading

EDRE 6302: Diagnostic and Remedial Reading

EDRE 6304: Clinical Practice in Reading Education

EDRE 6305: Reading: A Linguistic Perspective

EDRE 6306: Reading in the Content Areas

6 semester hours of graduate electives

6 semester hours as follows:

(For Secondary certificate holders)

EDUC 5313: Curriculum and Instruction in the Elementary School

EDUC 6390: Special Problems in Teaching Reading in the Elementary School

(For Elementary Certificate holders)

EDUC 5314: Curriculum and Instruction in the Secondary School

EDUC 6391: Special Problems in the Teaching of Reading in the Secondary School

The Texas professional certificate as Reading Specialist requires the student to have completed 3 years of successful teaching in addition to the requirements stated above.

Certification as Reading Specialist for a person who already has a master's degree and Provisional certification may be obtained by the completion of 24 semester hours. The required courses are EDRE 6301, 6302, 6304, 6305, 6306, EDUC 6310, and 6 semester hours from EDUC 5313, 5314, 5390, or 6391.

EDUCATIONAL ADMINISTRATION (EDAD)

EDAD 6301—ADMINISTRATIVE THEORY AND PRACTICE.

Analysis of administrative behavior and organizational patterns. Study of conceptual models in decision-making. Examination of theory and practice as they relate to continuing problems of school administration.

EDAD 6302—INSTRUCTIONAL LEADERSHIP AND EVALUATION.

Study of major issues, problems, and trends in the K-12 curriculum from an administrative point of view. Analysis of leadership skills required of the principal in the areas of supervision, group processes, organization for school improvement, and staff development techniques. Emphasis on strategies for stimulating, implementing, and evaluating alternatives in curriculum and instruction.

EDAD 6303—SCHOOL LAW.

Legal basis of education at national, state, and local levels. Major court decisions affecting organization and administration of public and private schools. Legal rights and responsibilities of school administrators and other school personnel.

EDAD 6304—SCHOOL BUSINESS MANAGEMENT AND FINANCE.

Study of roles, responsibilities, systems, and procedures in school business matters. Includes budgeting, accounting, data processing, purchasing, personnel and management of facilities, equipment, and real property. Examination of federal, state, and local programs to finance education.

EDAD 6305—THE ADMINISTRATION OF SPECIAL PROGRAMS.

Study of legal, academic, and administrative considerations related to special programs in schools. Examination of vocational-technical, career, compensatory, reading, and guidance programs. Included are state and federal relations.

EDAD 6306—PUPIL PERSONNEL MANAGEMENT.

Study of student services in schools, including principles, philosophy, and operational procedures; policies, schedules, and strategies to enhance effective learning; placement, evaluation, promotion, retention, and termination.

EDAD 6308—THE ROLE OF THE PRINCIPAL.

Study of the roles and responsibilities in the administration of elementary, middle, and secondary schools, with focus on the principal's professional relations with teachers, parents, pupils, educational leaders within the district, and the board of education. Analysis of the role of the principal in curriculum development, organization and evaluation; school organization; discipline; student behavior; community relations; the teaching/learning process; inservice training; and leadership in teacher growth and evaluation. Emphasis is on personal qualities of leadership conducive to good human relations.

EDAD 6309—THE SCHOOL AND ITS INSTRUCTIONAL PROGRAM.

Factors influencing school curriculum in grades K-12 are studied. Included are the components of the curriculum; organization of the curriculum; how curriculum is changed; how new curriculum is developed; and the extracurriculum in elementary and secondary schools.

EDAD 6310—APPLICATIONS OF EDUCATIONAL RESEARCH.

A study of investigations relating to schooling with applications suitable to the specific role of the principal. Using reports from abstracts and original sources, valid research criteria are applied by the student in making written evaluations and applications in specific field settings.

EDAD 6181, 6281, 6381—SPECIAL TOPICS.

A service course designed to permit the offering of topics of current interest and special workshops. May also be used for individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDAD 6391—INTERNSHIP IN MIDDLE MANAGEMENT.

This is a practicum designed to provide field experience in school administration with emphasis on public relations, personnel administration, pupil behavior and discipline, curriculum develop-

ment, instructional leadership, and facilities management. The intern is assigned to an administrator for a minimum of 90 clock hours in the field. The field experience is under the supervision of a University professor and is accompanied by a weekly symposium. The intern is given experience in applying management fundamentals to an on-going school program. Each of the topics is developed by assignments, discussions, required readings, and a report. Prerequisite: 9 semester hours of Educational Administration courses including EDAD 6301, and approval of the program director.

EARLY CHILDHOOD EDUCATION (EDEC)**EDEC 5314—THE YOUNG CHILD.**

This course includes an indepth study of growth and development during infancy and early childhood. Directed observations of the physical, mental and social characteristics of the young child are conducted in pre-school and primary grade settings. Strategies for developing self-discipline, creativity, and positive interrelationships are included. The behavioral science foundations of early childhood education, including psychosexual-personality, normative-motivational, behavioral-environmental, cognitive-transactional and humanistic concepts are studied. The affective development of young children is studied, including inter-personal relationships of teachers and children and strategies for managing behaviors. Students are required to assess young children in all areas of development.

EDEC 5323—LANGUAGE AND CONCEPT DEVELOPMENT IN YOUNG CHILDREN.

Study includes the relationship between language and thought; theories of language learning; changes in the young child's intellectual structure; role of the teacher; practical applications in field settings. Students are re-

quired to complete a research project on the cognitive development of concepts in young children.

EDEC 5324—CURRICULUM AND INSTRUCTION IN EARLY CHILDHOOD EDUCATION.

Includes the study of and experiences with application of alternative instructional strategies; planning and evaluation of learning activities based on the needs of young children; application and evaluation of factors affecting learning by young children, including the selection and planning of physical facilities; the skills necessary for management of an early childhood educational program; has a field experience component. Students are required to do an indepth research project and report on one area of the early childhood education curriculum.

EDEC 6181, 6281, 6381—SPECIAL TOPICS.

A service course designed to permit the offering of topics of current interest and special workshops. May also be used for individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

READING EDUCATION (EDRE)

EDRE 5310—READING FOR PRE-ADOLESCENTS.

Included in this course are methods and materials for teaching developmental reading to children in pre-school and school settings. An individualized program is planned to develop competence in assessing specific strengths and weaknesses in the reading skills of children, planning learning activities appropriate to the child's needs, and to interact with children in such a way that plans are facilitated. Both on-campus activities and field experiences are included. Students do indepth research on two projects "Helping Dyslexic Children Learn to Read" and "Providing Instruction for Minority Children".

EDRE 5320—TEACHING READING THROUGH CHILDREN'S LITERATURE.

The student gains an indepth knowledge of the major areas of children's literature and how to make use of that knowledge in extending pupil skills in developmental reading. Completion of a case study including prescriptive reading program is required.

EDRE 6301—ADVANCED DEVELOPMENTAL READING.

An examination of developmental reading programs for grades pre-school through college; skill in recognizing various stages in the development of reading processes; analysis of the total reading program emphasizing procedures for improvement.

EDRE 6302—DIAGNOSTIC AND REMEDIAL READING.

Corrective and remedial aspects of reading instruction in grades pre-school through college. Course content emphasizes individual

and group diagnostic procedures and instructional techniques for the evaluation of pupil progress in reading. Prerequisite: Reading Education 6301

EDRE 6304—CLINICAL PRACTICE IN READING EDUCATION.

Designed to give the student clinical experience in the application of theoretical models of diagnosis and remediation through individual laboratory practice. Prerequisites: Reading Education 6301, 6302, 6303

EDRE 6305—READING: A LINGUISTIC PERSPECTIVE.

Application of modern linguistic approaches to the reading process with concentration on oral reading. Attention given to intonation, stress, pitch, phonemes, morphemes, phonics, word study, sentence patterns, and the physiology of speaking.

EDRE 6306—READING IN THE CONTENT AREAS.

Reading education skills for teachers in the content areas of secondary school; consideration of technical vocabulary, readability levels, verbal reasoning, and comprehension. Laboratory experiences with secondary level reading materials provided.

EDRE 6181, 6281, 6381—SPECIAL TOPICS.

A service course designed to permit the offering of topics of current interest and special workshops. May also be used for individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

BILINGUAL EDUCATION (EDBI)

EDBI 5302—ADVANCED GRAMMAR, WRITING AND LINGUISTICS.

A course designed to instruct students in the principles of grammar, rhetoric, and composition with a view to preparing them either for writing, editing, or teaching of languages. A portion of the course will also acquaint the student with the fundamentals of linguistic behavior.

EDBI 5304—METHODS OF TEACHING ENGLISH AS A SECOND LANGUAGE.

Theories, pedagogical considerations and current methodology in the teaching of listening, speaking, reading, and writing skills in English as a second language. Phonological, morphological and syntactic features of English will be considered as necessary. Special consideration will be given to the development of bilingual children's reading skills in English.

EDBI 5333—ADVANCED COMPOSITION.

Intensive practice in writing Spanish sentences and paragraphs. Individualized attention given to problems of (a) the native speaker, or (b) the non-native speaker of Spanish. Also includes individualized study and composition dealing with stylistics.

EDBI 5343—HISPANIC CULTURAL PERSPECTIVES.

A study of the major cultural aspects of Spanish speaking people, including special emphasis upon pre-adolescents in the family setting; cultural patterns and cultural change. Extensive reading and investigation involving one particular cultural parameter. This course will be taught in Spanish.

EDBI 5385—SPANISH CONVERSATION FOR TEACHERS.

Intensive training in current idiomatic Spanish, with emphasis

upon oral practice in Spanish for educators. Each student prepares and gives a special presentation using vocabulary of currently adopted text materials.

EDBI 6301—LANGUAGE ACQUISITION.

First-language acquisition, and second-language acquisition by the young child. The bilingual child. Code-switching. Sociolinguistic considerations. Problems in the assessment of language dominance and proficiency, intelligence, and achievement in the child of limited English-speaking ability.

EDBI 6302—TEACHING LANGUAGE ARTS AND READING IN SPANISH.

Development and utilization of materials for language arts and reading in Spanish. Vocabulary and fluency development in Spanish for the teacher of language arts and reading. Adaptation of materials for use with Spanish speaking children. This course will be taught primarily in Spanish.

EDBI 6303—THE TEACHING OF MATHEMATICS, SCIENCE AND SOCIAL STUDIES IN SPANISH.

Resources and materials. Use of materials assessment instruments to evaluate materials for use with the target population. Vocabulary and fluency development in content areas in Spanish. This course will be taught primarily in Spanish.

EDBI 6304—APPLIED LINGUISTICS FOR BILINGUAL TEACHING.

Contrastive analysis between English and Spanish. Implications of linguistic considerations for identification of special concerns in the teaching of bilingual reading and language arts.

EDBI 6305—FOUNDATIONS OF BILINGUAL EDUCATION.

Rationale for bilingual education. Goals, curriculum, classroom management and testing in the various types of bilingual programs. Research findings in bilingual education.

EDBI 6181, 6281, 6381—SPECIAL TOPICS IN BILINGUAL EDUCATION.

A service course designed to permit the offering of topics of current interest and special workshops. May also be used for individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

SPECIAL EDUCATION (EDSP)**EDSP 5303—SURVEY IN EDUCATION FOR EXCEPTIONAL CHILDREN.**

Focuses on historical analysis of society's concern for exceptional/handicapped children's learning characteristics, etiology, and data relating to current issues and practices. Significant changes in how our judicial system perceives responsibilities of the public school for educating exceptional/handicapped children. New commitments to mainstreaming, individualized educational plans, due process, and the severely/profoundly handicapped are analyzed. Students must demonstrate indepth knowledge of at least one handicapping condition.

EDSP 5313—TEACHING CHILDREN MANIFESTING LEARNING DISABILITIES.

This course involves a study of the unique psychoeducational needs of the language/learning disabled child. There is a survey of educational evaluation techniques, intelligence and aptitude factors, instructional strategies, remediation program design, use of specialized teaching materials and media, and alternative classroom arrangement, such as resource rooms, integrated, and self-contained classrooms. Students must produce a teaching module for a particular handicapping condition.

EDSP 5324—EDUCATIONAL APPRAISAL OF CHILDREN WITH LEARNING DISABILITIES.

This course is an introduction to appraisal techniques used to identify specific learning disabilities, such as interpretation of standard-

ized achievement, mental ability and aptitude tests; preparing educational plans; and use of case study data in educational applications. Contains an individual assessment process which includes (1) physical, mental or emotional disability, (2) significant educational deficits, and (3) specific learning competency levels.

EDSP 5333—DIAGNOSTIC TEACHING OF CHILDREN WITH LEARNING DISABILITIES.

This course is a study of the implications of the diagnostic teaching process. Techniques of operating a diagnostic classroom, where children who are "marginal identification referrals", are studied to determine the nature of the learning environment best suited to their needs, are included. The design and implementation of individualized remedial plans are taught in this course. Students are required to complete a written analysis of a handicapped child's assessment.

EDSP 5343—EARLY CHILDHOOD EDUCATION FOR EXCEPTIONAL CHILDREN.

This course involves an indepth study of growth and development of the exceptional/handicapped child during infancy and early childhood with emphasis on values, theories, and practical aspects in designing the learning environment. Directed observations are conducted in pre-school and primary-grade settings. Students are required to do an indepth assessment of children in early childhood special education classes.

EDSP 6181, 6281, 6381—SPECIAL TOPICS.

A service course designed to permit the offering of topics of current interest and special workshops. May also be used for

individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EDUCATIONAL PSYCHOLOGY (EPSY)

EPSY 5323—THEORIES OF COUNSELING.

Comprehensive and intensive study of major theoretical orientation in counseling and psychotherapy, stressing implications for research and practice. Includes experiences in micro-counseling and other simulations to develop counseling skills. Reading, research and field experiences are required.

EPSY 5324—EDUCATIONAL APPRAISAL OF CHILDREN WITH LEARNING DISABILITIES.

This course is an introduction to appraisal techniques used to identify specific learning disabilities, such as interpretation of standardized achievement; mental ability and aptitude tests; preparing educational plans; and use of case study data in educational applications. Contains an individual assessment process which includes (1) physical, mental or emotional disability, (2) significant educational deficits, and (3) specific learning competency levels.

EPSY 5330—PSYCHOLOGY OF LEARNING.

A course stressing the major contributions of learning theorists to understanding behavior. Particular attention is paid to human learning and the applicability of learning theory to the educational process. Students are required to design, conduct, report and evaluate an experiment pertaining to a major theory of learning.

EPSY 5363—PRINCIPLES OF GUIDANCE.

Introduction to philosophical and historical foundations of guidance and counseling, stressing practical problems of organizing and implementing guidance programs in the secondary and elementary schools. Consideration is given to

professional issues, present and future, as they impact the role and function of the counselor. Includes the design of a guidance and counseling program for elementary, secondary, or post-secondary institution.

EPSY 6301—PRINCIPLES OF HUMAN DEVELOPMENT.

Intensive study and examination of literature and theory in developmental psychology as it relates to children and adolescents. Social and personality development, intellectual development, language acquisition, and developmental expectations are emphasized. The unique concerns of the exceptional child are studied as well as indepth case-study skill development.

EPSY 6302—MEASUREMENT AND APPRAISAL IN GUIDANCE.

Principles of psychological testing as applied to education are emphasized. A survey of the major testing instruments which are used by school counselors, both group and individual, are studied. Uses and critical evaluation of achievement, aptitude, interest, and non-projective personality tests are included, as are experiences in administering and scoring of tests.

EPSY 6303—EDUCATIONAL AND CAREER INFORMATION.

Methods and processes of collecting, organizing, evaluating, and interpreting educational, occupational, and personal-social information. Theories of career development are included as well as the counselor's role in career education. Career interest inventories are investigated in relation to their theoretical bases.

EPSY 6304— GUIDANCE AND COUNSELING IN ELEMENTARY SCHOOLS.

Guidance services as they relate to the special concerns in an elementary school setting, with emphasis on the needs of the exceptional child. Includes programs dealing with the affective domain. Delivery of services to the family are stressed. Supervised field experience is included.

EPSY 6305— INDIVIDUAL PSYCHOLOGICAL EVALUATION.

Review of theory underlying individual aptitude tests; supervised practice in test administration, scoring, and interpretation. Writing of psychological reports is included. The Stanford-Binet and Wechsler scales are mastered.

EPSY 6307— HUMAN BEHAVIOR IN ORGANIZATIONS.

Perspectives for understanding and predicting behavior in formal organizations with examination and evaluation of idiosyncratic forces that affect successful leadership styles.

EPSY 6308— METHODS OF GROUP GUIDANCE.

Group aspects of student personnel work for counselors, administrators, and other professionals dealing in services where group counseling is provided. Theory and research relevant to under-

standing, working with, and providing leadership for various types of groups within the educational community are stressed. Didactic and experiential activities offered.

EPSY 6181, 6281, 6381— SPECIAL TOPICS.

A service course designed to permit the offering of topics of current interest and special workshops. May also be used for individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

EPSY 6390— PRACTICUM IN COUNSELING.

Supervised laboratory and field experience in individual and group counseling with emphasis upon personal counseling. Competence in counseling with varied types of human concerns is developed.

EPSY 6310— CLINICAL PSYCHO-PATHOLOGY.

A course that examines the etiology, symptoms diagnosis, prognosis and therapeutic methods applicable to the major psychological disorders. In addition to emphasis on disorders for children, adolescents, adults, and senior adults, current research on psychopharmacological developments is examined.

PROFESSIONAL EDUCATION (EDUC)

EDUC 5313— CURRICULUM AND INSTRUCTION IN THE ELEMENTARY SCHOOL.

Study of factors influencing the nature of curriculum in elementary schools. Examination of the role of the teacher in curriculum design, implementations, and evaluation; alternative approaches to teaching; parent and community relationships. Practice in production and utilization of educational media. Students gain knowledge of the concept of least restrictive alternatives and implications for the instructional process; the characteristics and learning differences of exceptional/handicapped pupils; skill in

developing and implementing individual educational plans; and knowledge of admission, review, and dismissal processes for exceptional/handicapped children. In a field experience, students develop design criteria and their application in curriculum evaluation for the elementary school.

EDUC 5314— CURRICULUM AND INSTRUCTION IN THE SECONDARY SCHOOL.

Study of factors influencing the nature of curriculum in secondary schools. Examination of the role of the teacher in curriculum design, implementation, and evaluation; alternative approaches to teach-

ing; parent and community relationships. Practice in production and utilization of educational media. Students gain knowledge of the concept of least restrictive alternatives and implications for the instructional process; the characteristics and learning differences of exceptional/handicapped pupils; skill in developing and implementing individual educational plans, and knowledge of admission, review, and dismissal processes for exceptional/handicapped children. In a field experience, students develop design criteria and their application in curriculum evaluation for the secondary school.

EDUC 5391—STUDENT TEACHING IN THE KINDERGARTEN.

This course is a field-based student teaching experience in the kindergarten. The student teacher works with an experienced teacher in the school setting for one-half of each school day for ten weeks. Prerequisite: approval of the Teacher Education Committee.

EDUC 6300—CURRENT ISSUES IN AMERICAN EDUCATION.

This course is designed to provide the graduate student with updated background information on such current topics as: social change, accountability, changing staff roles, vocational life education, student privacy act, confidential information, new school architecture, drug and sex education in public schools and others.

EDUC 6310—THE SCHOOL IN A MULTI-CULTURAL SOCIETY.

Depth-culture of the socialization patterns, cultural backgrounds, values, attitudes, behaviors, and learning problems of children and youth whose cultural and ethnic backgrounds are different from those of children and youth from the dominant culture. Emphasis is on both theoretical constructs and practice in the development of leadership roles in the school and community.

EDUC 6320—RESEARCH TECHNIQUES AND PROCEDURES.

This course provides experiences essential for the development of basic understanding and knowledge of the place of research in the professional field. Analytical and objective research methods and techniques, reviews of current literature, problem solving and the conduct and reporting of research projects are studied in detail.

EDUC 6330—TEACHING METHODOLOGY FOR THE PROFESSIONAL.

Structured to meet the needs of those professionals who must design, organize and present materials to various target populations, this graduate level course focuses on teaching methods, media and evaluation of the learning process.

EDUC 6390—SPECIAL PROBLEMS IN TEACHING READING IN THE ELEMENTARY SCHOOL.

Special Problems encountered by teachers, researchers, parents, and children in teaching elementary children to read. Open to graduate students capable of developing the study independently under the supervision of the instructor.

EDUC 6391—SPECIAL PROBLEMS IN TEACHING READING IN THE SECONDARY SCHOOL.

Special Problems encountered by teachers, researchers, parents, and pupils in reading at the secondary level. Open to graduate students capable of developing the study independently under the supervision of the instructor.

EDUC 6181, 6281, 6381—SPECIAL TOPICS.

A service course designed to permit the offering of topics of current interest and special workshops. May also be used for individual study, in which a minimum of 40 clock hours of directed study is required for each semester hour of credit. Topics and projects are selected on the basis of student interest and need.

Master of Science in Perinatal Nursing

The master's program offers advanced study in the area of perinatal nursing. It is designed to provide the knowledge, understanding, and skill to enable the nurse to assume an expanded role as a clinical nurse specialist in a primary, secondary or tertiary perinatal setting. The program was developed and implemented at the request of the community as a way to increase the quality and availability of health care to both maternal-fetal and newborn clients in a city and area with a rapidly expanding population.

Special features of the program include nurse practitioner preparation in the area of maternal-fetal or neonatal nursing, emphasis on parent-infant interaction, a holistic approach to caring for families during the childbearing cycle, emphasis on the incorporation of research skills into clinical practice, and development of the leadership role of nursing in perinatal regionalization.

Philosophy and Objectives

The master's program in perinatal nursing is based on the previously stated beliefs (i.e., Nursing Philosophy, Department of Nursing, B.S.N.) about man, society, health, nursing, and teaching-learning. In addition, there are beliefs which are distinctive about graduate education in perinatal nursing. The faculty believe that the preparation of Perinatal Nurse Specialists at the master's level is appropriate and needed in a community in which the high risk population is rapidly expanding both from increased birth rates and from migration from other areas of the country. The perinatal period is believed to be a critical time period in which appropriate and timely nursing intervention can produce maximum long range physical and psycho-social health benefits by lowering the incidence of perinatal morbidity/mortality and promoting a higher level of wellness for all family members.

The faculty believes that perinatal nursing should be directed not only to the mother/fetus and neonate but to the entire family unit during the childbearing cycle. The faculty recognize that perinatal health care involves meeting man's needs during only one segment of the life cycle, the childbearing cycle, however the faculty adopt a broad view of this time period. The scope of perinatal nursing care includes any intervention, regardless of what point in the life span, which prepares clients for parenthood. It is further believed that perinatal nursing should also be concerned with the follow-up care of infants, especially those who are defined as high-risk, beyond the defined neonatal period of life.

The faculty believe that the graduate of the master's program in perinatal nursing should be an advanced practitioner of nursing with the knowledge and expertise to identify problems and facilitate change in the health care system. It is believed that the master's program is an essential foundation for doctoral study in nursing. The base of the master's program should be a high level of specialization with a focus on clinical expertise. The instructional program should utilize the method of scientific inquiry and should be based on advanced theory from nursing and related disciplines. The faculty believe that the perinatal nursing expertise is essential to all health care entry levels; primary, secondary, and tertiary. Although perinatal care is primarily directed at identifying and managing the high risk maternity client and her newborn, the perinatal nurse should also function effectively in the significant and challenging roles of prevention, promotion and maintenance of health care.

The faculty believe that the perinatal nurse specialist is in a unique position to apply holistic health care concepts in caring for families during the childbearing cycle. The vulnerability of each member of the family unit presents the specialist with the challenge to facilitate a health care environment conducive to promoting parent-parent and parent-child interactions which aid in quality psycho-social and physical development of all members. A large part of the perinatal nurse specialists role should be to provide education both for consumer and varied health care professionals.

The graduate of the master's program in perinatal nursing should assume a major collaborative and leadership role in developing, implementing, and evaluating perinatal health care systems at both the local and regional level. The perinatal nurse specialist should provide continuity of care and an understanding of the needs of the families who move through both local and regional health care delivery systems. Meeting the specific health care needs of mother/fetus and infant in the perinatal period ultimately benefits society by promoting the physical and emotional health of its members, decreasing the need for tertiary care through prevention, and thereby reducing the economic cost to families and society in general.

In agreement with the philosophy of the department of nursing, the graduate faculty believe that the teaching-learning process proceeds best in an atmosphere conducive to self-directiveness in learning. Because graduate students enter with varied levels of knowledge and clinical expertise, she/he should take increased initiative and responsibility for her/his own learning. The faculty should function as role-models, mentors, and resource persons in facilitating the teaching-learning process.

The Program

Clinical Nursing Courses	Semester Hours
NURS 6601-Concepts of Perinatal Nursing	6
NURS 6616-Perinatal Nursing Management	6
NURS 6323-Roles and Functions of the Perinatal Nurse Practitioner	3
NURS 6626-Practicum in the Care of High Risk Perinatal Clients	6
	—
	21
Supporting Cognates	
*BIOL 5903-Special Topics: Maternal/ Fetal and Neonatal Physiology	3
One of the following:	3
*BIOL 5903-Special Topics: Human Development	
*BIOL 5533-Medical Genetics- Genetics Counseling	
EDUC 6330-Teaching Methodology for the Professional	3
Elective	3
	—
	12
Research	
NURS 6303-Theories in Nursing	3
NURS 6313-Research Design and Methods	3
NURS 6606-Thesis	6
	—
	12
	—
Total Hours	45

*These courses are offered through Texas Woman's University, Houston campus.

Course Descriptions

NURS 6601—CONCEPTS OF PERINATAL NURSING.

This course provides a theoretical and clinical introduction to the basic psycho-social and physiological concepts of perinatal nursing. Emphasis is placed on parent-infant interaction, crisis intervention, communication techniques, physical assessment, and screening to identify clients at risk in the childbearing cycle. Practice labs and clinical experiences in a high risk perinatal care center facilitate the application of psychomotor and affective skills. Six semester hours.

NURS 6616—PERINATAL NURSING MANAGEMENT.

This course provides an opportunity for the student to choose a neonatal or maternal-fetal clinical focus. Core experiences in both areas are arranged when concepts are studied that apply to both areas of practice. Knowledge and advanced skills are utilized in monitoring the high risk neonate and/or mother/fetus as a unit to identify needs and plan appropriate nursing interventions. Six semester hours. Prerequisite: NURS 6601.

NURS 6323—ROLES AND FUNCTIONS OF THE PERINATAL NURSE PRACTITIONER.

The perinatal practitioner role is examined in relation to the areas of community resources and health care services, conflict in change, assertion skills, audit, legal and ethical issues. A holistic health approach is considered with identification of stressors, evaluation of risk factors, and life style modification practices. The content of this course provides the complement for the student's practicum and the two are taught concurrently. Three semester hours. Prerequisites: NURS 6601 and NURS 6616.

NURS 6626—PRACTICUM IN THE CARE OF HIGH RISK PERINATAL CLIENTS.

The practicum is a form of independent study in which the student assumes responsibility for a selected group of clients under the supervision of a preceptor in a perinatal setting. The content related to Practicum is in the course, NURS 6323, *Roles and Functions of the Perinatal Nurse Practitioner*. The student enrolls in these two courses concurrently. Six semester hours. Prerequisite: NURS 6616.

NURS 6303—THEORIES IN NURSING.

Major conceptual models of nursing are considered and constructed. The models are analyzed and evaluated to determine their relevance to current nursing practice. The requirements for emerging theoretical frameworks are examined in an attempt to determine the importance of theory to nursing provision. A foundation is provided for developing theory in nursing evolving from clinical practice. Questions for thesis research will be identified. This course is to be taken concurrently with NURS 6601. Three semester hours.

NURS 6313—RESEARCH DESIGN AND METHODS.

The purpose of this course is to provide a foundation to enable the student to write a clinical nursing research proposal. The research process and its relevance to nursing will be emphasized. Research methodology will be explored focusing on a variety of research designs. Research literature will be examined and critiqued. Class assignments will give the student an opportunity to practice each step of the research process. Three semester hours. Prerequisites: NURS 6303 and Introduction to Statistics or satisfactory performance on statistics challenge exam.

NURS 6606—THESIS.

The thesis provides an opportunity to explore an area of clinical interest using the research process. Six semester hours. Prerequisites: NURS 6303, 6313, 6323, 6601, 6616, 6626.

