

WELCOME

On behalf of the faculty, staff, and students at Cameron University (CU) it is my great pleasure to welcome you to our graduate studies program! Our goal is to assist you in achieving all your educational goals and to enhance your professional skills with a curriculum that is intellectually challenging and personally rewarding.

CU offers master's degrees in Education, Business, Entrepreneurial Studies, Behavioral Sciences, and Educational Leadership and courses that support professional licensure in a number of counseling fields. We are a leader in online graduate education. CU also offers courses in a variety of weekend and distance-learning formats at remote sites throughout Oklahoma and features graduate programs that rank among the most affordable in the United States.

The Cameron family believes strongly in the power and promise of graduate study and we are eager to assist you in the pursuit of your educational dreams. If we can answer questions or provide additional information, please do not hesitate to contact us.

Discover what we can achieve together!

Sincerely,

A handwritten signature in black ink that reads "Lance Janda". The signature is written in a cursive style with a large, stylized initial "L".

Lance Janda, Ph.D.
Associate Vice President for Enrollment Management and
Coordinator, Office of Graduate Studies

PREFACE

This catalog provides information regarding the policies, procedures, and regulations that govern the Office of Graduate Studies and all graduate programs at Cameron University. It contains information concerning admissions, academic regulations, course offerings and the services available to students, plus a directory of the graduate administrative officers and graduate faculty at the university. Cameron University reserves the right to alter, at its discretion, the policies, procedures, regulations, deadlines, fees, curricula, and courses listed in this catalog. Changes will become effective at such time the proper institutional authorities determine and may apply to prospective students as well as students currently admitted to graduate programs. This catalog should not be construed as a contract between Cameron University and any person.

Course descriptions may occasionally differ from the actual content of a given class. This is due to advancements in the discipline, the interests of individual professors, or decisions to change the scope of the course for programmatic reasons. Thus, the descriptions that follow do not constitute a contractual obligation. Students should consult the graduate advisor in the department in which specific courses are offered and refer to the class schedule to determine the offerings and content of classes in any given academic session.

Compliance with all university policies, procedures, and regulations is the responsibility of each graduate student. In addition, graduate students are expected to read this catalog carefully, to check periodically with their academic advisor for changes, and to be knowledgeable of any additional program procedures or requirements that may apply to their program of study.

Cameron University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. This includes but is not limited to admissions, employment, financial assistance, and educational services. To obtain information about applicable laws or to file a complaint of discrimination, including harassment, on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran, contact Dr. Sylvia Burgess, Associate Vice President for Academic Affairs, at 580-581-2267 or via e-mail at sburgess@cameron.edu.

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ACCREDITING BODIES

Cameron University is accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 30 North LaSalle, Suite 2400, Chicago, Illinois 60602-2504.

Teacher Education programs at Cameron University are accredited by the Oklahoma Commission for Teacher Preparation, The Landmark Towers, 3545 N.W. 58th Street, Suite 200, Oklahoma City, Oklahoma 73112-4725, and by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue N.W., Suite 500, Washington, D.C. 20036-1023.

Cameron University, through its School of Business, is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211 to offer the following business degrees: the Bachelor of Business Administration (B.B.A.) with specializations in General Business, Economics, Finance, Management and Marketing; the Bachelor in Accounting (B.Acct); and the Master of Business Administration (M.B.A.).

GENERAL INFORMATION

WHO WE ARE

Cameron University is a regional, public university serving Southwest Oklahoma and a global learning community. The University is governed by The Board of Regents of The University of Oklahoma within a state system coordinated by the Oklahoma State Regents for Higher Education. Cameron University offers associate, baccalaureate, and master's degree programs.

UNIVERSITY MISSION STATEMENT

Cameron University provides a diverse and dynamic student body access to quality educational opportunities; fosters a student-centered academic environment that combines innovative classroom teaching with experiential learning; prepares students for professional success, responsible citizenship, life-long learning, and meaningful contributions to a rapidly changing world; and is a driving force in the cultural life and economic development of the region.

HISTORY

Cameron University was founded in Lawton, Oklahoma by the Oklahoma State Legislature in 1908 as the Cameron State School of Agriculture. Cameron was one of six agricultural high schools in Oklahoma and was placed under the jurisdiction of the State Commission of Agriculture and Industrial Education. The institution was named for E.D. Cameron, the first State Superintendent of Schools. Cameron added junior college courses in 1927 when local residents demanded access to higher education and changed its name to Cameron State Agricultural College. The college featured courses in home economics and agriculture among other fields, and highly competitive intercollegiate teams in a variety of sports. In 1941 the Oklahoma State System of Higher Education was formed, and Cameron joined state institutions governed by the Board of Regents for Oklahoma A&M Colleges and changed its name once again, this time to Cameron State College.

As Lawton and nearby Fort Sill grew in size after World War II, so did the need for baccalaureate education, and in 1966 Cameron was authorized to confer bachelor's degrees by the Oklahoma State Regents for Higher Education. The first bachelor's degrees were awarded in 1970 and, to reflect this new mission, Cameron changed its name to Cameron College in 1971 and then to Cameron University in 1974.

In 1988, the State Regents expanded Cameron's functions further by including graduate level courses and master's degrees. This change in function was the first granted to an Oklahoma institution since Cameron was given authority to offer bachelors degrees more than 20 years earlier, and the first master's degrees were awarded to forty-one graduates in May of 1990.

In May of 1992, the legislature transferred the governance of Cameron University to the board which had previously governed only the University of Oklahoma. This new relationship with the University of Oklahoma was hailed as an opportunity to underscore the emergence of Cameron as an interactive multi-purpose University. Today, Cameron is viewed as the technologically progressive higher education center of Southwest Oklahoma and a leader in undergraduate and graduate education.

PHILOSOPHY

The master's degree programs offered by Cameron University are intended to address the personal needs of individual students and the broader needs of society that are not satisfied by baccalaureate programs. These needs can be met by advanced and specialized study in a particular academic field.

Graduate students are to demonstrate initiative and assume responsibility for the progress of their study and for personal integrity and inquiry. Class work and class assignments provide a foundation for broader reading and research. Beyond this foundation, students are expected to continue their studies in order to master specific knowledge and skills pursuant to the goals of their specific program.

GOALS

Graduate programs at Cameron University are designed to

1. Encourage academic inquiry

2. Stimulate intellectual creativity
3. Promote competence in research, oral communication, and writing
4. Confer knowledge and encourage scholarship in specific academic disciplines
5. Promote professional competence and achievement
6. Provide opportunities to address additional objectives identified in specific programs

TUITION AND FEES

All students are required to pay a general fee which includes charges for registration, library services, and classroom/laboratory instruction. Special additional fees are charged for other services made available to students such as off-campus delivery and online course instruction. The rates for both general and special fees are set by the Oklahoma State Regents for Higher Education and are subject to periodic review and revision. Refer to the current Enrollment Schedule or contact the Office of Graduate Studies or the cashier for current fees and refund policies.

GRADUATE COUNCIL

The Graduate Council is the primary recommending body for issues relating to graduate studies. The Council, chaired by the Coordinator of the Office of Graduate Studies or his/her designee, is composed of members of the graduate faculty and graduate students. Appointments to graduate faculty, as well as changes in graduate policies, programs, courses, and other issues pertaining to graduate study at Cameron University are reviewed by the Council. The Council also has the responsibility for acting upon graduate grade appeals; appeals of probation, suspension, or dismissal; incidences of academic misconduct involving graduate students; and grievances.

GRADUATE PROGRAMS

Cameron University offers graduate courses leading to the awarding of the following post-baccalaureate degrees and in support of the following professional licenses:

1. Master of Business Administration

Major in Business Administration

2. Master of Education

Major in Education with concentrations in

Elementary Education

Secondary Education

Special Education

Literacy

Teaching and Learning

3. Master of Education in Reading

4. Master of Science

Major in Behavioral Sciences with concentrations in

Psychology

Alternate

Major in Educational Leadership

Major in Entrepreneurial Studies with concentrations in

General Entrepreneurship

Global Entrepreneurship

Technological Entrepreneurship

5. Certificate in Entrepreneurship

6. Licensures and Professional Endorsements

Licensed Marital and Family Therapist

Licensed Professional Counselor

ACADEMIC POLICIES AND REGULATIONS

GENERAL ADMISSIONS PROCEDURE

Students must submit an application for admission and official transcripts from all undergraduate and graduate institutions attended and pay an application fee to the Office of Graduate Studies. Applications are available online at www.cameron.edu and through the Office of Graduate Studies, located in room 415 North Shepler on the Cameron University campus. The office may be reached via telephone at 580-581-2987 or through e-mail at graduate@cameron.edu.

Non-degree-seeking students are required to provide only the transcript from the institution where the highest degree was earned. Student who holds multiple degrees at the same level should submit their most recent transcript.

Applicants will be notified in writing of their admission status by the Office of Graduate Studies.

GENERAL STANDARDS FOR ADMISSION

Applicants will be admitted in accordance with the standards and procedures listed below. Admission must be approved prior to enrollment in any graduate course.

Unconditional admission to graduate study will be granted under the following circumstances:

- A. The applicant has a baccalaureate degree from a college or university accredited by a regional accrediting organization; and
- B. At least one of the following three criteria is met:
 - 1) The applicant has a minimum cumulative undergraduate grade point average (GPA) of 3.0 based upon a 4.0 scale; or
 - 2) The applicant has a minimum graduate GPA of 3.0 based upon a 4.0 scale in all graduate courses taken within the last 6 years. At least 12 graduate credit hours must have been completed; or
 - 3) The applicant has earned a master's or doctoral degree from a regionally accredited institution of higher learning and a minimum graduate GPA of 3.0 based on a 4.0 scale in all graduate courses taken within the last 6 years.

Conditional admission to graduate study will be granted under the following conditions:

- A. The applicant has a baccalaureate degree from a college or university accredited by a regional accrediting organization; and
- B. The applicant does not meet the requirements for unconditional admission.

Provisional admission to graduate study may be granted under the following conditions:

- A. The applicant has earned a baccalaureate degree from a college or university accredited by a regional accrediting organization but does not desire to pursue a graduate degree at Cameron University; or
- B. The applicant is within 16 hours of completion of a baccalaureate degree from a college or university accredited by a regional accrediting organization, is in the final semester of his/her undergraduate program and enrolled in the number of hours required to complete the degree, and is not on academic probation. Students seeking provisional admission must submit official transcripts from all undergraduate institutions attended, provide an official degree check from the Registrar's Office at the college or university where they will receive their undergraduate degree, and provide updated official transcripts after the undergraduate degree has been awarded. Provisional admission status for undergraduates lasts for only one semester.

Temporary admission to graduate study may be granted under the following conditions:

- A. The applicant has a baccalaureate degree from a college or university accredited by a regional accrediting organization and has requested transcripts from all previously attended institutions be sent to Cameron University, but the transcripts have yet to arrive.
- B. Students granted temporary admission are restricted to a single semester of enrollment and must transition to provisional, conditional, or unconditional status in order to continue taking graduate courses.
- C. Students with degrees from non-U.S. institutions are not eligible for temporary admission.

SPECIAL PROGRAM ADMISSION STANDARDS

Some graduate programs include requirements for admission over and above those mandated by the Office of Graduate Studies. Students should consult with their academic advisor for more information.

STUDENTS FOR WHOM ENGLISH IS A SECOND LANGUAGE

International students or students for whom English is a second language must present evidence of proficiency in the English language prior to admission. Such applicants must achieve a minimum score of 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (TOEFL) or a 6.5 on the International Language Testing System (IELTS) Examination. Official examination scores must be sent directly from the testing service to the Office of Graduate Studies.

RE-ADMISSION

Students who have been admitted but have not enrolled in graduate courses at Cameron University for one academic year must apply for re-admission. Official transcripts from all institutions attended since the last course was taken at Cameron are required. The student is subject to current catalog policies and procedures at the time of re-admission. Applications for re-admission are available in the Office of Graduate Studies and online at www.cameron.edu/graduate.

MILITARY PERSONNEL

A student attending an institution while on full-time active duty in the armed forces is considered as having a temporary residence in the state in which s/he is attending school; therefore, a student neither gains nor loses resident status solely by such military service. Members of the armed services stationed in Oklahoma, their spouses, and dependents shall be admitted without the payment of non-resident tuition as long as they continue to be stationed in the state assigned to full-time military service and under military orders.

GRADUATE STUDENT FINANCIAL ASSISTANCE

Tuition waivers, work-study positions, and graduate assistantships are available through the Office of Graduate Studies, the Office of Academic Research, the Office of Financial Assistance, and academic departments on a limited basis. Open work-study positions are posted online at www.cameron.edu/financial_aid/workstudy.html. Qualified students may also apply for loans through the Office of Financial Assistance.

RETENTION STANDARDS

A student, regardless of admission status, who has completed nine or more graduate credit hours at Cameron will be placed on academic probation if that student's cumulative graduate grade point average (GPA) at Cameron is less than 3.00 at the end of any semester or summer term. Failure to achieve a 3.00 GPA or above during any semester or summer term while the student is already on academic probation will result in suspension for one year from graduate study at Cameron University. Students who are suspended may apply for re-admission at the end of that year. Re-admission will be granted on probation status. Following re-admission on probation, students who fail to achieve a 3.00 GPA in any semester will be dismissed from Cameron University and will not be allowed to continue their graduate studies at Cameron University. The Office of Graduate Studies will notify students of their probation, suspension, or dismissal status.

ACADEMIC FORGIVENESS POLICY

Courses taken at the graduate level cannot be "retrieved" or "forgiven" nor can they be excluded from the retention/graduation grade-point average calculation.

TIME LIMIT

Students have six years to complete all courses, comprehensive examinations, portfolios, and theses required by their degree program. Courses which fall outside the six year window, including all transfer classes, will not count toward degree completion, though they will remain on all transcripts, be included in GPA calculations, and usually count toward state certificate and license requirements. Under extremely rare circumstances, an exception to the six-year time limit may be granted by the Coordinator of the Office of Graduate Studies. The Coordinator of the Office of Graduate Studies will consult with the individual School's Chair and Dean before making the decision of the extension request. Students who wish to petition for an exception may do so by using the petition form that is available online at www.cameron.edu/graduate.

ADVISEMENT

Each student at the time of admission will be referred by the Office of Graduate Studies to the appropriate graduate advisor in the student's proposed major field of study. The advisor will discuss the requirements of the specific degree program and assist the student in the development of a Plan of Study. Each degree seeking student MUST complete a Plan of Study within his/her first semester of graduate course work.

CHANGES IN DEGREE REQUIREMENTS

Academic requirements in the Office of Graduate Studies are subject to periodic review and revision which may render specific requirements listed in this catalog obsolete. Students are strongly urged to consult with their graduate advisors concerning academic requirements and policies currently in effect for a particular program. *Students are responsible for fully understanding and complying with the requirements for their program of study.*

PLAN OF STUDY

The student will work with his/her graduate advisor to plan a program of courses, study, and research which will enable the student to complete all of the requirements for the desired degree. This plan of study must be signed by the student and approved by his/her graduate advisor, the dean of the school in which the degree program is located, and the Coordinator of the Office of Graduate Studies. Any change in the plan of study must be approved by and filed with the same three officials. Any course taken prior to filing the approved plan of study, taken outside the plan of study, or taken at another institution must be approved by the same three officials before it can be included in the student's degree program.

The Plan of Study shall be completed during the first semester to assure continuity in the student's graduate study. To reflect changes in interest or availability of courses, students may request a change to their Plan of Study through their graduate advisor. Courses on the plan of study cannot be removed from the plan once they have been successfully completed.

COURSE NUMBERING

Graduate courses, which are numbered 5000 or above, are open only to graduate students. At least one research and writing activity is required of each student enrolled in a 5000 level course.

ENROLLMENT

The completed application form and official transcripts of all previous undergraduate and graduate credit should be submitted to the Office of Graduate Studies *at least one (1) week prior* to first enrollment for graduate credit at Cameron University. Enrollment in online courses is required at least three weeks prior to the first class meeting. Before the first graduate enrollment, the student must be admitted to the Office of Graduate Studies. To receive credit, a student must enroll prior to taking the course.

Refer to the published enrollment schedule for specific dates and details regarding enrollment and the paying of tuition and fees for each academic session.

Graduate students should work with their graduate advisor to complete the enrollment process. This process includes

1. Completing a tentative enrollment schedule

2. Enrolling in the course(s) through their graduate advisor
3. Obtaining a class schedule printout

Electronic messages sent from students to their advisor are the equivalent of completing a tentative enrollment schedule. Advisors may, at their discretion, enroll students without meeting with them in person. However, under no circumstances will Cameron University personnel enroll students following telephone conversations or without written verification.

LATE ENROLLMENT

Enrollment after the first full week of classes in any semester, summer or eight-week session or proportionate period of a special schedule is a late enrollment. Late enrollments require permission from the graduate advisor, the professor of each course involved, and the department chair and/or Dean of the school responsible for the class or classes. Any student enrolling late will be responsible for making up all work.

REPEATING COURSES

All graduate work attempted will be counted in figuring the graduate grade point average; i.e., if a graduate course is repeated, both grades will be used in calculating the graduate grade point average. Repeated courses will be counted once on the Plan of Study.

INCOMPLETE COURSES

An "I" is a neutral grade given at the discretion of an instructor to a student whose grade average is passing but who did not complete a course in the allotted time. The instructor must indicate to the student the work required to complete the course and provide a deadline by which all assignments must be submitted. The time permitted shall not exceed one full year. Incomplete grades remain on student transcripts even after the course has been completed and a new class grade assigned. They become permanent one year from the last day of the course and cannot be removed.

GRADES OF "C" OR LOWER

No grade below "C" (2.00) is acceptable for graduate credit at Cameron University. No more than six semester hours of "C" grade credit in required or elective classes shall be applied toward a graduate degree at Cameron University.

COURSE LOAD

The following categories shall be used in determining full- and part-time graduate student status:

Fall or Spring Semester

Full-time: at least 9 but not more than 16 hours of graduate credit.

Three-quarter time: at least 7 hours of graduate credit courses.

One-half time: at least 5 hours of graduate credit courses.

One-quarter time: at least 3 hours of graduate credit courses.

Summer Session

Full-time: at least 4 hours but not more than 9 hours of graduate credit.

Three-quarter time: at least 3 hours of graduate credit courses.

One-half time: at least 2 hours of graduate credit courses.

One-quarter time: at least 1 hour of graduate credit courses.

Students who are approved as graduate assistants and enrolled in at least six hours of graduate credit during the semester of the assistantship will also be classified as full-time students.

It is *recommended* that a graduate student who is fully employed (40 hours or more per week) not enroll in more than six semester hours of graduate courses during the fall or spring semester or three semester hours of graduate courses during a summer session.

NUMBER OF HOURS REQUIRED

A minimum of thirty-two semester hours of graduate credit earned at a regionally accredited institution of higher education shall be required for a master's degree awarded by Cameron University. Requirements for specific graduate degree programs often exceed these minimums. Students must meet the requirements for their specific graduate degree program to be awarded the degree.

TRANSFER OF CREDITS

A student may request that a maximum of twelve semester hours of graduate credit earned at other regionally accredited institutions of higher education be transferred to a graduate degree program at Cameron University, provided they have not previously been applied to another graduate degree. Transfer credits must have been earned within six years prior to the completion of the master's degree at Cameron University and must fit within the student's Plan of Study.

Students may petition for a transfer of credits after they have completed twelve hours of graduate courses at Cameron University with a cumulative GPA of 3.00 or above. Forms are available in the Office of Graduate Studies, from graduate advisors, and online at www.cameron.edu/graduate

EXTENSION COURSES

A student may request that a maximum of six semester hours of graduate credit earned through extension courses (e.g., Independent Studies) be counted toward a graduate degree program at Cameron University. Extension course credits earned at other regionally accredited institutions of higher education and counted in a graduate degree program at Cameron University will be considered transfer credits. See the above statements.

CORRESPONDENCE COURSES

Credit earned through correspondence study may *not* be applied toward any master's degree at Cameron University.

WORKSHOP CREDIT

A *maximum* of three semester hours of workshop credit may be applied toward a master's degree at Cameron University.

OSLEP SEMINARS

The Oklahoma Scholar-Leadership Enrichment Program (OSLEP) is an intercollegiate academic program sponsored by the Oklahoma State Regents for Higher Education and administered by the University of Oklahoma. The program consists of a series of five-day seminars, any one of which may be taken for 2 or 3 hours of college credit. To be eligible for an OSLEP seminar, students must possess a GPA of 3.0 or above. Admission to OSLEP is by application only. Applications are available from the OSLEP website or from the OSLEP campus coordinator.

Cameron graduate students may earn either 2 or 3 hours of graduate credit for satisfactorily completing an OSLEP seminar in conjunction with supplementary work individually designed to fit each student's particular program of study. Granting of graduate credit is contingent upon student adherence to the following guidelines:

- a. Graduate students enrolling in an OSLEP seminar for graduate credit must enroll in Cameron's UNIV 5001-3;
- b. Receipt of a grade of "S" in the OSLEP seminar will be considered only part of the requirements for the completion of Cameron's UNIV 5001-3;
- c. Each graduate student enrolling in an OSLEP seminar must designate an appropriate faculty advisor from among the graduate faculty. The student will work with that advisor in conjunction with his/her graduate advisor to establish and complete additional requirements for the Cameron UNIV 5001-3 course (requirements to be based on the number of credit hours the student wishes to receive);
- d. A list of additional requirements, signed by the faculty advisor and the student's graduate advisor, must be submitted to the graduate dean and the Cameron OSLEP coordinator prior to student enrollment in the course; and
- e. By the end of the semester during which the student has enrolled in the OSLEP seminar, the student's faculty advisor will submit a grade of S, U, or I for the additional requirements previously determined by the advisor and the student's

graduate advisor to the Cameron OSLEP coordinator. The OSLEP coordinator will subsequently assign an official grade of S, U, or I for UNIV 5001-3. To receive a grade of S, the student must complete all components of the course including the OSLEP seminar.

SCHOLARSHIP REQUIREMENTS

To be eligible for tuition waivers, graduate students at Cameron University must

1. Complete an application for the waiver. Applications are available through the Office of Graduate Studies and online at www.cameron.edu/graduate.
2. Be an Oklahoma resident.
3. Possess a cumulative graduate GPA of 3.00 or above on a 4.00 scale.
4. Complete a Free Application for Federal Student Assistance (FAFSA) through the Office of Financial Assistance.
5. Apply for a tuition waiver by the Friday before finals week in any semester.

FINAL EXAMINATION(S) IN A SPECIFIC COURSE

Final examination(s) in a specific course will be administered at the date and time indicated in the class schedule and/or in the course syllabus. Deviation from the designated schedule of final examinations must be approved in advance by the Office of Graduate Studies. If a final examination is not given in a particular course, the final examination time period will be used for summary, evaluation, or other productive purposes.

OUTCOMES ASSESSMENT

Cameron University's comprehensive outcomes assessment program consists of entry-level placement, program outcomes assessment, and student satisfaction assessment. Participation by graduate students is required as a condition of enrollment and graduation.

Dates and times for various outcomes assessment instruments, including comprehensive examinations, may be obtained online, through graduate advisors, or through the Office of Graduate Studies.

Students are responsible for knowing the required dates for these assessments. In particular, they must determine the dates of their comprehensive examinations and submit the dates in advance to their advisor for approval.

THESIS

Specific master's degree programs may include a thesis as part of the degree plan. Students selecting the thesis option must complete six semester hours of graduate thesis credit. These credits may be counted on a degree plan upon successful completion of a thesis with a grade of S (i.e., satisfactory).

Students may not enroll in thesis credit hours until they have completed all degree program prerequisites. They may then enroll in two 3 hour sections of thesis credit. After completing those 6 hours, they must enroll in at least 1 hour of thesis credit during all subsequent fall and spring semesters until they successfully defend their thesis. Summer sessions will have optional enrollment; however, if students intend to work on their thesis during a summer term, they must be enrolled in a thesis course.

After completing the thesis, students should apply for an oral defense with the Office of Graduate Studies. Applications are available through the Graduate Office and online. Graduate Office personnel will review the application and the student's enrollment history, and appropriate charges will be applied for all spring and fall semesters since first enrolling in thesis hours (i.e., students must be continuously enrolled in thesis hours until completion). Regardless of the number of credit hours completed, only 6 hours may be applied toward the student's Plan of Study.

Refer to the current Thesis Instruction Booklet, available in the Office of Graduate Studies and online, for additional details.

PORTFOLIOS

Specific master's degree programs may include the completion of portfolios as part of the degree plan. Students must receive a grade of S (i.e., a satisfactory rating) on the portfolio from the Portfolio Assessment Committee of a given program in order to

graduate. Students are solely responsible for complying with portfolio guidelines and due dates. Details are available online, from graduate advisors, or through the Office of Graduate Studies.

COMPREHENSIVE EXAMINATION

Specific master's programs may require the successful completion of a comprehensive examination for completion of a graduate degree. The degree program's graduate faculty shall administer the examination and determine the minimum passing grade.

Comprehensive examinations are given once a semester during the fall, spring, and summer on dates and at times determined by the Office of Graduate Studies. Those dates are available online at www.cameron.edu/graduate, through the Office of Graduate Studies, or by contacting program advisors. **Students are solely responsible for determining the date of their comprehensive examination and for applying to take the exam *in advance*.** Applications are available through all program advisors.

Students who fail the comprehensive examination *may* be able to repeat the exam on a limited basis, and should check with their graduate advisor for information regarding the maximum number of retakes permitted.

Students who fail the comprehensive examination and are eligible to repeat it again must re-apply for permission through their graduate advisor.

APPLICATION FOR A GRADUATE DEGREE

Each candidate for a graduate degree must file an "Application for a Graduate Degree" with the Office of Graduate Studies during the semester in which they plan to graduate. The deadline for filing is the end of the tenth week of classes during fall and spring semesters, and by the end of the fourth week of the summer session. If the student fails to meet all of the requirements for the degree during the semester or summer session, the student must apply for graduation again during the semester he/she will complete all program requirements. The "Application for a Graduate Degree" form is available in the Office of Graduate Studies and online at www.cameron.edu/graduate

APPLYING FOR GRADUATION AND A GRADUATE DEGREE CHECK

Upon filing an Application for a Graduate Degree, candidates will have a file audit conducted by personnel in the Office of Graduate Studies. Applicants will be informed by the Coordinator of Graduate Studies of any remaining requirements for the degree at the time the application was submitted.

Diplomas will be ordered for students who have completed all requirements for graduation at the end of each semester.

EXIT INTERVIEWS

As part of the outcomes assessment process, students must complete an exit interview. These interviews, which are conducted on-line, allow students to identify what they perceive as the strengths and weaknesses associated with their degree program, and for program administrators to effect improvements based on the information provided. Specific information regarding the exit interview is provided by the Coordinator of the Office of Graduate Studies following the filing of an "Application for a Graduate Degree" and the completion of a file audit.

PARTICIPATION IN GRADUATION (COMMENCEMENT) AND HOODING CEREMONIES

A graduate student must meet specified requirements for his/her master's degree program before participating in graduation and hooding ceremonies. Refer to specific degree program descriptions or contact the Office of Graduate Studies for details.

ACADEMIC DISHONESTY POLICY

If a student is found to have engaged in any form of academic dishonesty, action will be taken in accordance with Sanctions for Academic Dishonesty. Academic dishonesty includes a variety of behaviors including, but not limited to plagiarism; cheating; copying from another's test paper, laboratory report, or other report; etc. (see the Cameron University Student Handbook for more information). The student will be informed in writing or in person of any action taken by the instructor in response to

academic dishonesty. The action will also be documented with the Office of Graduate Studies, the chair of the student's major department, and the graduate advisor of the student's major.

SANCTIONS FOR ACADEMIC DISHONESTY

The Office of Graduate Studies and Cameron University recognize academic misconduct in any form as a serious offense. Faculty members have broad discretion when determining the appropriate penalty for this behavior. However, in each case the *minimum* sanctions for documented cases of academic misconduct will be as follows:

The first documented offense of academic misconduct in the Office of Graduate Studies at Cameron University will result a minimum of

1. 0% on the assignment.

The second documented offense of academic misconduct in the Office of Graduate Studies at Cameron University will result in a minimum of

1. 0% on the assignment.
2. "F" in the course or "U" if the course is graded S/U. Students who wish to appeal an "F" or "U" in the course will follow the procedures for appeal of a final grade; and
3. Suspension is/are as follows:
 - A. If the offense occurred in the fall semester, the student is suspended for the following spring semester.
 - B. If the offense occurred in the spring semester, the student is suspended for the following summer and fall semester.
 - C. If the offense occurred in the summer semester, the student is suspended for the following fall semester.
 - D. Students who wish to appeal these sanctions should follow the Procedure to Appeal Academic Probation, Suspension, or Dismissal.

The third documented offense of academic misconduct in the Office of Graduate Studies at will result in

1. 0% on the assignment.
2. "F" in the course or "U" if the course is graded S/U. Students who wish to appeal an "F" or "U" in the course should follow the Procedure for Appeal of a Final Grade; and
3. Dismissal.

Documented offenses may be punished following the conclusion of a course and the submission of final grades if evidence of academic dishonesty is obtained at a later date. Students who wish to appeal academic misconduct penalties will follow the Procedure to Appeal Probation, Suspension, or Dismissal.

APPEAL OF A FINAL GRADE

Only under certain conditions will a formal grade appeal be granted to a graduate student who feels a grade was granted at improperly or unfairly. The sole basis for an appeal is to determine whether the student's final grade was assigned fairly within the grading system adopted by the faculty member. The subjective or qualitative judgment of a faculty member cannot be challenged. For example, a grade received on a paper cannot be appealed. Only factual and objective elements of a student record are within the scope of an appeal.

It must be stressed that the Graduate Council will make no effort to establish whether a grading system is academically sound; rather it will attempt to establish whether or not an instructor's grading practices and procedures were followed consistently and accurately when determining the student's final grade. All other instances of conflicts over grades must be resolved at the departmental or school level.

The student who wishes to contest a grade should first make an effort to discuss the matter with the faculty member concerned and make every attempt to resolve the problem concerning the disputed grade. If, however, there is no satisfactory resolution, the student may pursue the issue by consulting the chair of the appropriate department or the Dean for the school in which the

course is located if the chair of the department is directly involved in the grievance. The department chair or dean will invite the instructor to a conference with the student regarding the matter. If the faculty member does not attend the conference or if it is determined that the grade should remain as recorded and the student remains dissatisfied, the student must initiate a **formal request** for an appeals hearing prior to the end of the first regular semester following the semester during which the course was taken.

INITIATING A FORMAL APPEAL

1. The student shall submit a completed grade appeal form to the Coordinator, Office of Graduate Studies, who in turn will send a copy to the instructor, the department chair, and the Dean of the school in which the course was located. The Graduate Council will hear and consider all grade appeals at the graduate level.
2. The Coordinator of the Office of Graduate Studies will schedule the date, time, and place of the appeals hearing. Written notification of this information will be sent to the student, the faculty member, and Council members. A hearing will normally be scheduled within one month of the date on which the Graduate Office Coordinator received the request by the student for a formal hearing if, in the judgment of the Coordinator, the criteria for a formal appeal have been met. The Graduate Office Coordinator has the authority to determine if a postponement is justified. If it is determined that the postponement is not justified, the Coordinator can proceed with the hearing even if one or both parties are not present for the hearing. The hearing shall be a closed meeting at the request of either the faculty member or the student involved.
3. If a student or faculty member of the Graduate Council is in any way actively involved in the grade appeal, that member shall be declared ineligible to serve during that hearing and shall be replaced by an alternate representing the same constituency.

PROCEDURE GOVERNING THE APPEAL HEARING

1. If the faculty member is no longer associated with Cameron University, then the department chair is authorized to act. The faculty member, however, will be given an opportunity to make a written response before a hearing is scheduled.
2. Both the faculty member and the student must be given the opportunity to be present at any time information relating to the appeal is being orally presented to the hearing committee.
3. Neither the faculty member nor the student may present information that reveals the grades or academic status of any other student by name unless the written permission of that student has been obtained.
4. The student and the faculty member will be given an opportunity to state their cases personally and present witnesses and comments, as well as question the other party or parties and their witnesses, if any. The Graduate Council shall have no power to require information which is not voluntarily presented to the Council except the work of the student in the class for which the grade is being appealed.
5. A quorum shall consist of five members of the Graduate Council plus the chair. Following the presentation of information by all parties involved, the Graduate Council may, at its option, excuse all parties to the dispute prior to beginning its deliberations.
6. The Graduate Council can recommend either of the following:
 - a. the grade as given by the faculty member is appropriate and should not be changed; or
 - b. the grade is inappropriate and should be changed to the grade approved by at least a two-thirds majority vote of Council members present. All Council members present are required to vote. After receiving notice from the Graduate Council, the Graduate Office Coordinator will request that the Registrar initiate the appropriate procedure for the grade change.

The Graduate Office Coordinator is responsible for forwarding the written recommendation of the committee to the Vice President for Academic Affairs, the dean of the school in which the course was located, the faculty member, the department chair, and the student.

The Graduate Council's written recommendation must include grounds for its decision and have the approval of a majority of the members present. All voting members must sign the recommendation, but a minority may attach a statement of reservations or a dissenting opinion.

PROCEDURE TO APPEAL ACADEMIC PROBATION OR DISMISSAL

1. The Graduate Office Coordinator will notify the student of the probationary or dismissal status.
2. The Graduate Council serves as an appellate body for the appeal process.

3. The student who has been placed on probation, suspended, or who has been dismissed from graduate studies is the *only* person who may initiate the appeal process.
4. Within 60 calendar days of the date of the notice of probation or dismissal, the student shall present a written statement explaining the reasons for appeal to the Graduate Office Coordinator. No appeal can be instituted more than sixty (60) calendar days after notice of probation or dismissal.
5. The Graduate Office Coordinator shall place the appeal on the agenda of the next appropriate meeting of the Graduate Council and shall forward the student's written statement and other appropriate documents to the members of the Graduate Council.
6. The student may attend the meeting of the Graduate Council at which the appeal is heard and may present additional written or oral information. Such presentations shall be subject to limits which may be determined by a majority vote of the members present at the Graduate Council meeting. The Graduate Council may seek other appropriate information. No information that reveals the grades or academic status of any other student by name may be presented.
7. Following the presentation of information, the Graduate Council may, at its option, excuse all parties to the appeal prior to beginning its deliberation.
8. After completing deliberations, the Graduate Council may recommend by a majority vote of the members present
 - a. that the probationary, suspension, or dismissal action should not be changed; or,
 - b. that the probationary, suspension, or dismissal action should be removed from the student's transcript and other academic records. If this is the case, the Graduate Council may set conditions for further study and recommend the student be allowed to enroll in additional graduate classes at Cameron University.
9. The recommendation of the Graduate Council shall be forwarded in writing to the student and the Vice President for Academic Affairs by the Graduate Coordinator.
10. After receiving the Graduate Council's recommendation, the Graduate Office Coordinator shall initiate the appropriate action with the Registrar.

ACADEMIC GRIEVANCE POLICY

All academic grievances involving the graduate courses, faculty, or students are investigated successively by the department chair, the Graduate Office Coordinator, and the Vice President for Academic Affairs. When a grievance is successfully resolved at any level it will end immediately. In the event that the grievance cannot be resolved by the Vice President for Academic Affairs, the student may file the grievance with the President. The President or his/her designee shall investigate the complaint and make such disposition as is warranted.

MASTER OF BUSINESS ADMINISTRATION

PROGRAM DESCRIPTION

The complexities of the economic, social, and scientific world of today are increasing the demand of the business community for students with advanced business degrees. The overall objective of the graduate program leading to the Master of Business Administration (M.B.A.) degree is to prepare graduates to serve as effective managers in the business world or in the business aspects of government or other agencies.

PROGRAM OBJECTIVES

The program objectives are to

1. Provide graduates with foundational knowledge at an advanced level;
2. Provide graduates with critical business skills and competencies required for effective management of modern business;
3. Provide students with an understanding of the process of integrating and applying core competencies and skills in business or business-related environments and/or situations.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

The M.B.A. student will take from 33 to 45 semester hours of approved graduate course work in satisfying course requirements for the degree. The exact number of required hours will be recommended by the M.B.A. Graduate Advisor following an evaluation of the student's previous academic course work. This recommendation is subject to the approval of the Office of Graduate Studies. Students must take 33 hours beyond the prerequisite courses. The M.B.A. program consists of four parts as outlined below.

- A. Up to twelve (12) hours may be required in courses which make up a common body of business knowledge. These are prerequisite requirements to some courses in the M.B.A. program.

BUS	5013	Business Administration Concepts
ECON	5023	Economic Concepts
ACCT	5033	Accounting & Information Systems Concepts
FIN	5053	Financial and Statistical Concepts

A student with undergraduate course work in business* from a regionally accredited institution may receive a waiver of part or all of these requirements, depending on the student's background in accounting, business, and economics subjects. The waiver, if any, will be recommended by the M.B.A. Graduate Advisor and approved by the Dean of the School of Business and the Office of Graduate Studies.

*There are many possible combinations of undergraduate courses that would prepare a student for entry into graduate studies. The following is a list of one such combination of courses.

Principles of Economics I	Principles of Economics II
Principles of Accounting I	Principles of Accounting II
Finance	Business Statistics
Management	Marketing

There are others that would also be helpful, but this list contains the most important courses for graduate studies in business.

- B. Twenty-four (24) hours of a required graduate business core.

COMMON CORE COURSES (18 hours):

BUS	5103	Applied Business Statistics
FIN	5613	Managerial Finance
ACCT	5243	Accounting for Management
MKTG	5513	Contemporary Marketing Problems
BUS	5983	Applied Business Strategy

MGMT	5853	Management Information Systems (MIS) OR
ENT	5303	Technological Entrepreneurship

CORE AREA I - Economics (3 hours):

ECON	5113	Microeconomics	OR
ECON	5213	Macroeconomics	OR
ECON	5313	Managerial Economics	OR
ECON	5933	Issues in Global Economics	

CORE AREA II - Human/Organizational Admin (3 hours):

MGMT	5443	Current Issues in Organizational Design	OR
MGMT	5843	Current Issues/Human Resource Management	OR
BUS	5963	Seminar: Organizational Behavior	

C. Nine (9) hours of elective graduate courses. These courses may include

1. Nine hours of elective graduate courses approved by the M.B.A. Graduate Advisor, the Dean of the School of Business, and the Office of Graduate Studies, OR
2. Three hours of elective graduate courses and six hours of thesis approved by the M.B.A. Graduate Advisor, the Dean of the School of Business, and the Office of Graduate Studies. Students who choose to write a thesis must complete the following steps:
 - (a) complete 24 hours of required core courses,
 - (b) secure the approval of the M.B.A. Graduate Advisor,
 - (c) obtain a faculty supervisor in the discipline area of the thesis study,
 - (d) form a thesis advisory committee in accordance with the Thesis Information Handbook,
 - (e) complete the Thesis Topic Form, obtaining approval of the Office of Graduate Studies prior to data collection, and
 - (f) enroll in BUS 5993-6, Thesis.

For further details regarding the thesis option, contact the M.B.A. Graduate Advisor or the Office of Graduate Studies. Students who plan to work toward a doctorate are strongly encouraged to select the thesis option.

D. Comprehensive Examination

A Master of Business Administration degree will be awarded to all students who have (1) completed the required course work described above and (2) passed a comprehensive examination administered by the Cameron University School of Business. A student must have a cumulative graduate GPA of 3.00 or higher before he/she may take the comprehensive exam. A student may attempt the comprehensive examination up to three times following the completion of course work. If a student is unsuccessful in his/her first attempt of the comprehensive examination, he/she may attempt a second and third examination only with written permission of the Dean (or other persons designated by the Dean). Permission to take a second or third examination will be granted only when the student has completed, in a satisfactory and timely manner, assignments to be determined by graduate faculty holding that responsibility. Details regarding scheduling and taking the comprehensive examination may be obtained from the Graduate Advisor of the School of Business, the Office of Graduate Studies, and online at www.cameron.edu/graduate. Under no circumstances will students be allowed to take the MBA Comprehensive Exam more than three times, and those who fail their third attempt will be unable to complete their MBA at Cameron University.

In summary, the M.B.A. student will take from 33 to 45 semester hours of graduate work to satisfy course requirements for the degree. Six (6) of these hours may be selected as thesis option. The exact number of required hours will be recommended by the Graduate Advisor for the School of Business following an evaluation of the student's previous academic course work and approved by the Coordinator of the Office of Graduate Studies. An M.B.A. will subsequently be awarded only when the student passes the M.B.A. comprehensive examination in a timely manner.

DEGREE CONFERMENT

The M.B.A. degree will be awarded when the student has met *all* of the following requirements ***within six years***:

1. completion of core and core area courses;
2. completion of a ***minimum*** of 33 graduate hours listed on the Plan of Study with a cumulative GPA of 3.00 or above;
3. passing the written comprehensive examination;
4. completion of "Application for Graduate Degree" form; and
5. completion of an Exit Interview.

PARTICIPATION IN COMMENCEMENT

Three criteria must be met in order for an M.B.A. graduate student to participate in commencement ceremonies. A student must

1. have passed the comprehensive examination;
2. have no more than six graduate credits remaining on the Plan of Study. The remaining credits cannot be core or core area courses; and
3. not be on academic probation.

MASTER OF EDUCATION PROGRAM

OVERVIEW OF PROGRAM

The Master of Education (M.Ed.) program is designed to serve persons in the field of education. It is designed as a practitioner's degree enabling candidates to develop the competencies of accomplished teaching according to the National Board for Professional Teaching standards. Individuals who wish to pursue the M.Ed. degree must hold a teaching license or certificate.

ADMISSION TO PROGRAM

Individuals who wish to pursue the M.Ed. should follow these procedures:

1. Apply and be admitted to the Office of Graduate Studies.
2. Provide evidence of holding a teaching license or certificate to the M.Ed. Graduate Advisor.
(*Note: If you are not currently a certified teacher, please see the Alternative Certification section below.)
3. Develop a formal Plan of Graduate Study with the assistance of the M.Ed. Graduate Advisor.
4. Have two acceptable recommendation forms submitted on his or her behalf.

ENGLISH USAGE PROFICIENCY REQUIREMENT

Prior to completing nine (9) hours in the M.Ed. program candidates must take and pass the English Proficiency Test. Should a candidate fail the English Proficiency Test, (s)he must take and pass ENGL 5003 – English Usage and Composition for Graduate Students – prior to the completion of 9 hours in the program. Candidates who take ENGL 5003 will complete the program with a total of 36 credit hours (rather than 33) as the English course does not count for credit toward the plan of graduate study.

In addition, one of the following requirements must be met as a prerequisite for EDUC 5103 – Introduction to Graduate Research:

- Take and pass the English Proficiency Test OR
- Take and pass ENGL 5003

OBJECTIVES OF THE PROGRAM

The master teacher will:

1. develop and deliver curriculum based on theoretical foundations of the discipline;
2. analyze, utilize, and conduct research critically;
3. identify developmental and individual differences and adjust practices accordingly;
4. monitor and assess pupil learning;
5. demonstrate the use of technology in support of teaching and learning;
6. reflect upon and evaluate his/her own practices;
7. know and/or demonstrate the subject matter, professional knowledge and skills outlined by the respective specialized Professional Association (SPA).

PLANS OF GRADUATE STUDY

CORE COURSES (15 Hours)

EDUC	5103	Introduction to Graduate Research
EDUC	5143	Multiculturalism and American Education
EDUC	5273	Advanced Tests and Measurements
EDUC	5333/5343	Elementary OR Secondary Curriculum Development and Practicum
EDUC	5913	Multimedia in the Classroom

NOTE: All candidates are required to enroll in and attend EDUC 5100 – M.Ed. Introductory Seminar – during their first semester of enrollment.

LITERACY OPTION (18 Hours)

EDUC	5603	Methods of Teaching Reading in the Classroom
EDUC	5613	Reading Curriculum Development K-12
EDUC	5623	Theoretical Foundations of Reading
EDUC	5643	Advanced Diagnosis of Reading Difficulties
EDUC	5653/5683	Practicum in Reading I or II
EDUC	5663	Teaching Reading in the Content Area

SPECIAL EDUCATION OPTION (18 Hours)

SPED	5203	Children and Youth with Special Needs
SPED	5223	Advanced Assessment and Evaluation in Special Education
SPED	5263	Historical and Modern Foundations of Special Education
SPED	5413	Instructional Methods for Students with Mild/Moderate Disabilities
SPED	5623	Practicum Mild/Moderate Disabilities
OR		
SPED	5643	Practicum Severe/Profound Disabilities
SPED	5723	Curriculum for Exceptional Individuals

SECONDARY EDUCATION OPTION (18 Hours)

EDUC	5073	Advanced Methods in Secondary Education
EDUC	5523	Learning Theories
EDUC	5553	Communicating Through Websites
EDUC	5663	Teaching Reading in the Content
EDUC	5413	Instructional Methods for Students with Mild/Moderate Disabilities
EDUC	5703	Practicum in Teaching and Learning

ELEMENTARY EDUCATION OPTION (18 Hours)

EDUC	5443	Advanced Studies of Communication Skills in Elementary School Curriculum
EDUC	5463	Elementary School Social Studies
EDUC	5473	Advanced Studies in Science
EDUC	5483	Diagnosis of Arithmetical Difficulties of the Elementary School Child
EDUC	5603	Methods of Teaching Reading in the Classroom Practicum Course

TEACHING AND LEARNING OPTION (18 Hours) *see alternate certification section below

EDUC	5073	Advanced Methods in Secondary Education
EDUC	5713	Advanced Foundations of Teaching in the Secondary School 12 hours of Internship:
EDUC	5746	Internship in Middle School/Junior High School
EDUC	5756	Internship in the Senior High School
EDUC	5766	Internship in the Elementary School (K-12)
EDUC	5776	Internship in the Secondary School (K-12)

OR

EDUC	5073	Advanced Methods in Secondary Education
EDUC	5713	Advanced Foundations of Teaching in the Secondary School Two 3-hour practicum courses

Two guided electives

Guided Electives

EDUC	5663	Teaching Reading in the Content Area
SPED	5413	Instructional Methods Mild/Moderate Disabilities
EDUC	5523	Learning Theories

REQUIREMENTS

As an outline for degree completion, students must complete the following requirements within the first 21 hours in the program:

1. Two acceptable dispositional assessments from school-based faculty;
2. Passing score on 21-hour portfolio; and
3. GPA of 3.0 on all graduate work in the program.

At the end of the program, the students must meet the following requirements:

1. Cumulative GPA of 3.0 on all graduate work in the program;
2. Completion of all required field components and/or practica;
3. Passing score on exit-program portfolio;
4. Passing score on Capstone Project;
5. Completion of exit survey; and
6. Acceptable dispositional assessment by one faculty member who specializes in reading.

DEGREE CONFERMENT

The M.Ed. degree will be awarded when the student has met all of the following requirements ***within six years***:

1. Completion of all courses;
2. Completion of a minimum of 33 graduate hours listed on the Plan of Study with a cumulative G.P.A. of 3.0 or above;
3. Submission of 21-hour and final program portfolios and receipt of a satisfactory rating by the Assessment Committee;
4. Completion of Application for Graduate Degree form; and
5. Completion of an Exit Interview.

PARTICIPATION IN COMMENCEMENT

Three criteria must be met in order for an M.Ed. graduate student to participate in commencement ceremonies. A student must

1. have passed the portfolio requirement;
2. have no more than six credits remaining on the Plan of Study; and
3. not be on academic probation.

MASTER OF EDUCATION in READING

OVERVIEW

The Master of Education in Reading is designed for candidates who have an initial teaching license and want to expand their knowledge, skills, and dispositions in teaching literacy and coaching paraprofessionals and colleagues.

To obtain certification as a K-12 reading specialist in the state of Oklahoma, candidates must meet the requirements of a master's degree program in reading and must pass the Reading Specialist Oklahoma Subject Area Test (Reading Specialist OSAT). This state licensure exam requires that candidates demonstrate mastery of the competencies tested. The M.Ed. in Reading is linked to those competencies as well as *IRA Standards for Reading Professionals, 2003*. They were approved by the Oklahoma State Department of Education in June, 2007.

ADMISSION TO PROGRAM

Please see Admission standards for Master of Education program.

ENGLISH PROFICIENCY REQUIREMENT

Please see English Proficiency Requirement for Master of Education program.

PROGRAM OBJECTIVES

The program objectives for the Master of Education in Reading program focus on the knowledge, skills, and dispositions for reading specialists as outlined in the standards of the International Reading Association (IRA). Specifically, candidates in the proposed program will

1. Have knowledge of the foundations of reading and writing processes and instruction;
2. Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;
3. Use a variety of assessment tools and practices to plan and evaluate effective reading instruction;
4. Create a literature environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments; and
5. View professional development as a career-long effort and responsibility.

PLAN OF GRADUATE STUDY

(Leading to Reading Specialist Certification)

Required Courses (30 hours)

EDUC 5103	Introduction to Graduate Research
EDUC 5623	Theoretical Foundations of Reading
EDUC 5603	Methods of Teaching Reading in the Classroom
EDUC 5613	Reading Curriculum Development K-12
EDUC 5643	Advanced Diagnosis of Reading Difficulties
EDUC 5633	Organization and Individualization of School Reading Programs
EDUC 5653	Practicum in Reading I
EDUC 5683	Practicum in Reading II
EDUC 5663	Teaching Reading in Content Area
EDUC 5723	Language and Literacy Development

Guided Electives (3 hours)

Select one of the following literature courses:

EDUC 5693	Advanced Studies in Children's Literature	OR
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ALTERNATIVE CERTIFICATION

Candidates who possess a bachelor's degree with a major in a field of study that corresponds to an area of Oklahoma certification may be eligible for teacher certification through the Oklahoma Alternative Placement Program. For more information concerning eligibility and the process for becoming alternatively certified, please go to <http://www.sde.state.ok.us/pro/tcert/pdfs/AltPlacePacket.pdf> or contact the Graduate Advisor.

Any candidate who plans to pursue or is currently pursuing alternative certification IS NOT eligible for admission to the Master of Education program until teaching certification has been obtained. However, candidates who wish to begin their graduate studies while they work toward becoming alternatively certified may apply for admission as a Degree Seeking-Alternate Placement major. Candidates are allowed to complete up to twelve (12) credit hours as a Degree Seeking-Alternate Placement major. Once the candidate obtains his or her teaching certification (s)he may then be admitted into the Master of Education program. All coursework completed (up to 12 credit hours) while the candidate was a Degree Seeking-Alternate Placement major will transfer to the Master of Education program provided that the courses taken are part of the M.Ed. Plan of Graduate Study.

While all candidates have a choice as to which option they wish to pursue once admitted to the M.Ed. program, the Teaching and Learning option (see Plans of Study section above) is designed especially for candidates who are alternatively certified. Under that option, candidates have the opportunity to receive extensive hands-on classroom experience and practice.

NOTE: Degree-Seeking Alternate Placement candidates must be prepared to submit and/or meet all transition point requirements for gates 1 & 2 of the Master of Education transition points table at the time they are admitted into the M.Ed. program.

DEGREE CONFERMENT

The M.Ed. degree will be awarded when the student has met all of the following requirements within six years:

1. Completion of all courses;
2. Completion of a minimum of 33 graduate hours listed on the Plan of Study with a cumulative G.P.A. of 3.0 or above;
3. Submission of 21-hour and final program portfolios and receipt of a satisfactory rating by the Assessment Committee;
4. Completion of Application for Graduate Degree form; and
5. Completion of an Exit Interview.

PARTICIPATION IN COMMENCEMENT

Three criteria must be met in order for an M.Ed. graduate student to participate in commencement ceremonies. A student must

1. have passed the portfolio requirement;
2. have no more than six credits remaining on the Plan of Study; and
3. not be on academic probation.

MASTER OF SCIENCE – Educational Leadership

PROGRAM DESCRIPTION

The Master of Science in Educational Leadership is a comprehensive program for experienced teachers. It is designed to address many of the issues faced by school administrators. The goal of the program is to provide a framework of leadership skills that prepares program participants for the challenges faced by school administrators in the 21st century. This program meets all of the course requirements for certification as a school principal.

MASTER OF SCIENCE – EDUCATIONAL LEADERSHIP OBJECTIVES

The objectives for the Master of Science in Educational Leadership are to assist and provide opportunities for students to develop

1. Leadership in fostering a collegial relationship, problem solving, and effective communication with various constituents at the school, district, state, and federal levels;
2. An understanding of, adherence to, and promotion of the legal requirements, ethical standards, and professional obligations at the school, district, state, and federal levels;
3. Leadership strategies for dealing with geographically, ethnically, and economically diverse populations;
4. Effective and best practice techniques for the assessment and supervision of personnel;
5. Effective and industry standard techniques for the assessment and supervision of programs;
6. An understanding of and proficiency in financial management; and
7. An understanding of and proficiency in resource management.

ADMISSION TO PROGRAM

Interested students must apply for admission to the Cameron University Office of Graduate Studies. Applications may be obtained from the Office of Graduate Studies in North Shepler 415 or online at <http://www.cameron.edu/graduate>. Additional information may be obtained via e-mail by writing to graduate@cameron.edu, via telephone at 580-581-2987, or via Cameron University's web site.

CURRICULUM

The M.S. in Educational Leadership program consists of 33 - 36 semester hours of approved graduate credit in four parts: English Usage Proficiency, Educational Leadership, Educational Management, and Internship. The exact number of required hours will depend upon the means through which students complete the English Usage Proficiency requirement.

ENGLISH USAGE PROFICIENCY REQUIREMENT

Prior to completing nine (9) hours in the M.Ed. program candidates must take and pass the English Proficiency Test. Should a candidate fail the English Proficiency Test, (s)he must take and pass ENGL 5003 – English Usage and Composition for Graduate Students – prior to the completion of 9 hours in the program. Candidates who take ENGL 5003 will complete the program with a total of 36 credit hours (rather than 33) as the English course does not count for credit toward the plan of graduate study.

In addition, one of the following requirements must be met as a prerequisite for EDUC 5103 – Introduction to Graduate Research:

- Take and pass the English Proficiency Test OR
- Take and pass ENGL 5003

The Master of Science in Educational Leadership program schedule is designed with non-traditional students in mind. Courses are offered primarily during the evening, although a few are conducted during the day and several are offered on

weekends. Courses are taught on the main campus and may be sent via One Net (interactive television) to locations in Duncan and Altus.

PART I - ENGLISH PROFICIENCY

Receive a satisfactory grade in one of the following:

- ENGL 5003 English Usage & Composition for Graduate Students **OR**
- An English Proficiency Examination

PART II - EDUCATIONAL LEADERSHIP COURSES

EDUC	5103	Introduction to Graduate Research
EDUC	5203	Fundamentals of Public School Administration
EDUC	5213	School Culture
EDUC	5223	Assessment of Personnel and Programs
EDUC	5233	Supervision of Curriculum and Instruction
EDUC	5243	Community and School Relations

PART III - EDUCATIONAL MANAGEMENT COURSES

EDUC	5253	Legal and Ethical Aspects of School Administration
EDUC	5263	Public School Finance and Accounting
EDUC	5293	Resource Management for School Administrators

PART IV - EDUCATIONAL INTERNSHIP

EDUC	5281-6	Internship in School Administration (6 semester hours of satisfactory internship work)
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OUTCOMES ASSESSMENT

Students will be required to successfully pass a mid and final program portfolio for completion of the graduate degree.

DEGREE CONFERMENT

The M.S. degree in Educational Leadership will be awarded when the student has met all of the following requirements *within six years*:

1. Completion of a minimum of 33 graduate hours listed on the Plan of Study with a cumulative GPA of 3.0 or above;
2. A passing grade on his/her mid and final portfolio;
3. Completion of "Application for Graduate Degree" form; and
4. Completion of an Exit Interview.

PARTICIPATION IN COMMENCEMENT

Three criteria must be met in order for a student seeking an M.S. in Educational Leadership to participate in commencement ceremonies. A student must

1. Have successfully completed his/her mid and final portfolio;
2. Have no more than six graduate credits remaining on his/her Plan of Study.
3. Not be on academic probation.

MASTER OF SCIENCE - Behavioral Sciences

PROGRAM DESCRIPTION

The Master of Science in Behavioral Sciences (M.S.) program is designed to serve that segment of the population employed in or interested in a broad spectrum of professions in the behavioral sciences. Specific target populations are persons employed or preparing for employment in public or private organizations involved in human resources activities; persons wishing to pursue doctoral studies in the behavioral sciences or research-related careers, or to gain experience in research; and persons preparing for counseling licensure in mental health professions. To properly serve the service area and to assist in promoting the economic development of Southwest Oklahoma, the M.S. program has been fashioned to allow flexibility in program design and planning.

PROGRAM OBJECTIVES

The goal of the M.S. program is to develop the knowledge base and professional competencies of individuals interested in professions in the behavioral sciences. The program objectives are

1. To foster the ability to synthesize and critically analyze information;
2. To promote research skills in the behavioral sciences;
3. To promote basic knowledge of theories, methods, and findings in the behavioral sciences; and,
4. To promote competence in the application of basic knowledge within the field of behavioral sciences.

MASTER OF SCIENCE PROGRAM

The M.S. program consists of 33 semester hours of approved graduate credit which will incorporate an English usage proficiency requirement, a core of nine hours, specialty-based electives, and an assessment procedure.

ADMISSION TO PROGRAM

Interested students must apply for admission to the Cameron University Office of Graduate Studies. Applications may be obtained from the Office of Graduate Studies in North Shepler 415 or online at <http://www.cameron.edu/graduate>. Additional information may be obtained via e-mail by writing to graduate@cameron.edu, via telephone at 580-581-2987, or via Cameron University's web site.

English Usage Proficiency Requirement. Students are required to take ENGL 5003 - English Usage and Composition for Graduate Students in the first semester of enrollment or complete a standard English proficiency exam. If the student achieves a grade of at least 70% on the test, the ENGL 5003 course requirement will be waived. In its place, students are to select an elective course. If a student achieves a grade less than 70%, he/she must enroll in ENGL 5003 - English Usage and Composition for Graduate Students. A student must earn a "B" or better to elect the thesis outcome assessment option. The English Proficiency examination may only be taken once.

Core

All students must complete 9 hours of core coursework that includes

- PSY 5003 Ethical Principles in Counseling, Assessment & Research
- PSY 5013 Research Methods in the Behavioral Sciences
- PSY 5053 Introduction to Statistics in the Behavioral Sciences

The core courses must be completed in the first 18 hours of study. Students will not be allowed to enroll in elective courses until this requirement is met. After completion of the core, students who have selected the non-thesis track will complete the core comprehensive examination (see Assessment Procedure).

Specialties and Electives

Students who have the ENGL 5003 course requirement waived will complete 24 hours of electives. All other students must complete 21 hours of electives. Students may receive six hours of elective credit by selecting the thesis option. Upon completion of at least twelve hours, students who have selected the non-thesis track may complete the elective comprehensive examination (see Assessment Procedure). Selection of electives will depend upon the declared specialty of the student. Students must declare one of two specialties: Psychology or Alternate.

Psychology Specialty

All elective courses within the Psychology Specialty must be graduate-level psychology courses from the student's approved Plan of Study. Appropriate behavioral science related courses completed at other regionally accredited institutions and transferred to Cameron University may, with the permission of the Graduate Advisor, the Dean of the School of Education and Behavioral Sciences, and the Office of Graduate Studies, be used to fulfill elective requirements within the Psychology Specialty. Students selecting the thesis option will receive six hours of graduate credit by enrolling and completing PSY 5993-6 Psychological Thesis.

Alternate Specialty

A student whose educational goals are best met by a selection of courses other than those solely within Psychology may develop a Plan of Study by combining courses from more than one discipline, provided that at least twelve semester hours of graduate level **elective** courses are selected from one discipline. The plan must be developed with the advice and consent of the M.S. Graduate Advisor and must be approved by the Dean of the School of Education and Behavioral Sciences and the Office of Graduate Studies prior to enrollment. Students selecting the thesis option will receive six hours of graduate credit by enrolling and completing BSC 5993-6 Behavioral Science Thesis.

Outcome Assessment Procedure

Students must complete an assessment procedure consisting either of a two-part comprehensive examination covering core and elective courses or a thesis in their specialty area. Details regarding the comprehensive examination and thesis can be obtained from the Graduate Advisor.

DEGREE CONFERMENT

The M.S. degree will be awarded when the student has met all of the following requirements ***within six years***:

1. Completion of a minimum of 33 graduate hours listed on the Plan of Study with a cumulative GPA of 3.0 or above;
A grade of pass or marginal pass on all portions of the two-part comprehensive examination as determined by the Assessment Committee;
2. Completion of "Application for Graduate Degree" form; and
3. Completion of an Exit Interview.

PARTICIPATION IN COMMENCEMENT

Three criteria must be met in order for an M.S. graduate student to participate in commencement ceremonies. A student must

1. have passed both comprehensive examinations or received a grade of S (i.e., satisfactory) on the master's thesis;
2. have no more than six graduate credits remaining on the Plan of Study. The remaining credits cannot be core courses; and
3. not be on academic probation.

MASTER OF SCIENCE in Entrepreneurial Studies Degree Program

Program Description

The Master of Science in Entrepreneurial Studies consists of a minimum of 33 semester hours of graduate credit in five parts: a core of 12 hours, specialization classes making up 12 hours, 3 hours of human/organizational behavior, 3 hours of elective credit, and a capstone class. Depending upon prior academic preparation, students may need to complete up to 12 graduate hours comprising a common body of knowledge.

Students may have a choice of up to three options to select from for their specialization: Global Entrepreneurship, General Entrepreneurship, or Technological Entrepreneurship.

Students in the Master of Science in Entrepreneurial Studies program must participate in Cameron's comprehensive outcomes assessment program that consists of entry-level placement, program outcomes assessment, and student satisfaction assessment. Participation in the assessment activities is required as a condition of enrollment and graduation. Students must complete a two-part comprehensive examination. The first part covers the M.S. in Entrepreneurial Studies core and Capstone Experience. The second part covers the Concentration. Students must receive a passing grade on the first part of the comprehensive exam before they may take the second part. Students may have a maximum of three attempts on each part of the comprehensive exam.

Students must have completed all degree and outcomes assessments and have a cumulative graduate GPA of 3.00 or above to be awarded a degree.

Program Objectives

The objective of the Master of Science in Entrepreneurial Studies at Cameron is to prepare men and women for professions specializing in entrepreneurship and entrepreneurship ventures, government agencies, educational institutions, or for further graduate study. The objectives for the Master of Science in Entrepreneurial Studies program are:

1. To provide a common body of knowledge at an advanced level necessary for entrepreneurial success;
2. To provide a common body of knowledge at an advanced level necessary for global entrepreneurial competition;
3. To provide a common body of knowledge at an advanced level of legal issues and enterprise structures pertinent to new venture creation; and
4. To provide a common body of knowledge at an advanced level necessary for successful electronic commerce.

ADMISSION TO PROGRAM

Interested students must apply for admission to the Cameron University Office of Graduate Studies. Applications may be obtained from the Office of Graduate Studies in North Shepler 415 or online at <http://www.cameron.edu/graduate>. Additional information may be obtained via e-mail by writing to graduate@cameron.edu, via telephone at 580-581-2987, or via Cameron University's web site.

MASTER OF SCIENCE IN ENTREPRENEURIAL STUDIES PROGRAM

The M.S. in Entrepreneurial Studies student will take from 33 to 45 semester hours of approved graduate course work in satisfying course requirements for the degree. The exact number of required hours will be recommended by the Graduate Advisor following an evaluation of the student's previous academic course work. This recommendation is subject to the approval of the Office of Graduate Studies. Students must take 33 hours beyond the prerequisite courses.

Common Body of Knowledge.

Up to twelve (12) hours may be required in courses which make up a common body of business knowledge. These are prerequisite requirements to some courses in the M.S. in Entrepreneurial Studies program.

BUS	5013	Business Administration Concepts
ECON	5023	Economic Concepts
ACCT	5033	Accounting & Information Systems Concepts
FIN	5053	Financial and Statistical Concepts

A student with undergraduate course work in business* from a regionally accredited institution may receive a waiver of part or all of these requirements, depending on the student's background in accounting, business, and economics subjects. The waiver, if any, will be recommended by the M.B.A. Graduate Advisor and approved by the Dean of the School of Business and the Office of Graduate Studies.

*There are many possible combinations of undergraduate courses that would prepare a student for entry into graduate studies. The following is a list of one such combination of courses.

Principles of Economics I	Principles of Economics II
Principles of Accounting I	Principles of Accounting II
Finance	Business Statistics
Management	Marketing

The coursework for the M.S. in Entrepreneurial Studies program consists of five parts beyond the prerequisite courses as outlined below.

Part I: Core Entrepreneurship (12 hours)

ENT	5103	Entrepreneurial Studies
ENT	5203	New Business Ventures
ENT	5303	Technological Entrepreneurship
ENT	5403	Global Entrepreneurship

Part II: Concentration (12 hours)

Students must choose a specialization track (A, B, or C)

A. Global Entrepreneurship

MGMT	5803	Global Policy and Strategy
MKTG	5523	International Marketing
BUS	5223	International Business
ECON	5933	Issues in Global Economics

B. General Entrepreneurship

BUS	5983	Applied Business Strategy
MKTG	5513	Contemporary Marketing Problems
BUS	5963	SEM: Organizational Behavior
ECON	5313	Managerial Economics

C. Technological Entrepreneurship

MGMT	5813	Strategic Management in Electronic Commerce
MGMT	5833	E-Commerce Ventures and Development

MGMT 5853 Management Information Systems
MGMT 5873 Technology Transfer OR
MKTG 5863 New Product Development

Part III: Human/Organizational Development (3 hours)

MGMT 5443 Current Issues in Organizational Design OR
MGMT 5843 Current Issues in Human Resource Management

Part IV: Elective (3 hours)

Any appropriate course approved by the advisor.

Part V: Capstone Experience (3 hours)

ENT 5903 Applied Entrepreneurial Case Studies

Comprehensive Examination

A Master of Science in Entrepreneurial Studies degree will be awarded to all students who have (1) completed the required course work described above and (2) passed a comprehensive examination administered by the Cameron University School of Business. A student must have a cumulative graduate GPA of 3.00 or higher before he/she may take either part of the comprehensive exam. A student may attempt each of the two parts of the comprehensive examination up to three times following the completion of the Concentration and ENT 5903, Applied Entrepreneurial Case Studies, and its prerequisites. If a student is unsuccessful in his/her first attempt on either part of the comprehensive examination, he/she may attempt a second and third examination of that part of the exam only with written permission of the Dean (or other persons designated by the Dean). Permission to take a second or third examination on either part of the exam will be granted only when the student has completed, in a satisfactory and timely manner, assignments to be determined by graduate faculty holding that responsibility. Details regarding scheduling and taking the comprehensive examination may be obtained from the Graduate Advisor of the School of Business, the Office of Graduate Studies, and online at www.cameron.edu/graduate. Under no circumstances will students be allowed to take either part of the M.S. in Entrepreneurial Studies Comprehensive Exam more than three times, and those who fail their third attempt on either part of the exam will be unable to complete their M.S. in Entrepreneurial Studies degree at Cameron University.

DEGREE CONFERMENT

The M.S. in Entrepreneurial Studies degree will be awarded when the student has met all of the following requirements *within six years*:

1. completion of core, capstone, and area of concentration courses;
2. completion of a *minimum* of 33 graduate hours listed on the Plan of Study with a cumulative GPA of 3.00 or above;
3. passed both parts of the written comprehensive examination;
4. completion of “Application for Graduate Degree” form; and
5. completion of an Exit Interview.

PARTICIPATION IN COMMENCEMENT

Three criteria must be met for an M.S. in Entrepreneurial Studies graduate student to participate in commencement ceremonies. A student must

1. have passed the comprehensive examination;
2. have no more than six graduate credits remaining on the Plan of Study. The remaining credits cannot be core, capstone, or area of concentration courses; and
3. not be on academic probation.

CERTIFICATE in ENTREPRENEURSHIP

Certificate Description

The Office of Graduate Studies in concert with the School of Business and the Center for Emerging Technologies and Entrepreneurial Studies offers the academic requirements for a certification in entrepreneurship. The goal of the Certificate in Entrepreneurship is to provide a foundational knowledge base required for successful entrepreneurship and to prepare students for further graduate studies. The objectives for the Certificate in Entrepreneurship are to provide a common body of knowledge necessary for entrepreneurial success; global entrepreneurial competition; legal issues and enterprise structures pertinent to new venture creation; and for successful electronic commerce.

The Certificate in Entrepreneurship shall consist of 12 hours of graduate credit. Upon completion, students will be permitted to apply all of the credit associated with the certificate toward Cameron's existing Master of Business Administration degree or to Cameron University's Master of Science in Entrepreneurial Studies degree program.

Academic Requirements

Students in the Certificate in Entrepreneurship program must participate in Cameron's comprehensive outcomes assessment program that consists of entry-level placement, program outcomes assessment, and student satisfaction assessment. Participation in the assessment activities is required as a condition of enrollment and graduation. Students in the Certificate in Entrepreneurship program will be required to successfully pass a comprehensive case study before the Certificate will be awarded.

As part of the outcomes assessment process, students must complete an exit interview. These interviews, which are conducted online, allow students to identify what they perceive also as the strengths and weaknesses associated with the program. Administrators and graduate faculty use this information to effect programmatic improvements.

Students must achieve a cumulative GPA of 3.0 or above to be awarded the Certificate.

Courses

The Certificate in Entrepreneurship shall consist of the following 12 hours of graduate.

ENT	5103	Entrepreneurial Studies
ENT	5203	New Business Ventures
ENT	5303	Technological Entrepreneurship
ENT	5403	Global Entrepreneurship

LICENSURES and PROFESSIONAL ENDORSEMENTS

LICENSED MARITAL AND FAMILY THERAPIST

The Office of Graduate Studies, in concert with the School of Education and Behavioral Sciences, offers the academic requirements for certification as a Licensed Marital and Family Therapist (**LMFT**) in the State of Oklahoma. The LMFT certification, which is issued by the Oklahoma State Department of Health, requires

1. a master's degree in counseling or a mental health related graduate degree deemed substantially content-equivalent;
2. at least 39 credit hours of graduate counseling-related course work with specific requirements for content areas;
3. submission of an application and application fees to the Oklahoma State Department of Health;
4. successful completion of a certification examination ; and
5. two (2) calendar years of supervised experience to begin after submission and approval of an application for licensure.

Licensure requirements can be met through the completion of courses other than those identified below. For additional information, contact the Office of Graduate Studies.

SCHEDULE

Courses are offered in 16-week fall and spring semesters and an 8-week summer session. Numerous workshops are offered on weekends. Consult a class schedule for details.

LMFT ACADEMIC REQUIREMENTS

Some courses have prerequisites which must be met prior to enrollment. All students must be admitted to the Office of Graduate Studies prior to enrollment.

PART I – THEORETICAL FOUNDATIONS (9 OR MORE HOURS)

PSY	5023	Special Topics: Marriage
PSY	5023	Special Topics: Functional Family Systems
PSY	5323	Theoretical Foundations of Marriage & Family

PART II – ASSESSMENT & TREATMENT (9 OR MORE HOURS)

PSY	5333	Assessment of Marriage & Family
PSY	5343	Marriage & Family Counseling
PSY	5353	Marriage & Family Therapies

PART III – HUMAN DEVELOPMENT (9 OR MORE HOURS)

PSY	5203	Human Development
PSY	5243	Advanced Psychology of Personality
PSY	5363	Psychopathology

PART IV – ETHICS & PROFESSIONAL STUDIES (3 OR MORE HOURS)

PSY	5003	Ethical Principles in Counseling, Assessment & Research
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PART V – RESEARCH (3 OR MORE HOURS)

PSY	5013	Research Methods in the Behavioral Sciences
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PART VI – PRACTICUM (AT LEAST 300 CLOCK HOURS)

Note: Practicums at Cameron are 150 clock hours; thus, two practicum courses must be completed. Practicum courses can be repeated.

PSY 5743 Clinical Practicum
PSY 5893 Practicum in Marriage & Family Therapy

LICENSED PROFESSIONAL COUNSELOR

The Office of Graduate Studies, in concert with the School of Education and Behavioral Sciences, offers the academic requirements for certification as a Licensed Professional Counselor (LPC) in the State of Oklahoma. The LPC certification, which is issued by the Oklahoma State Department of Health, requires

1. a master's degree in counseling or a mental health related graduate degree deemed substantially content-equivalent;
2. at least 60 credit hours of graduate counseling-related course work with specific requirements for content areas;
3. submission of an application and application fees to the Oklahoma State Department of Health;
4. successful completion of a certification examination; and
5. 3000 hours or 3 years of supervised experience to begin after submission and approval of an application for licensure.

Licensure requirements can be met through the completion of courses other than those identified below. For additional information, contact the Office of Graduate Studies.

SCHEDULE

Courses are offered in 16-week fall and spring semesters and an 8-week summer session. Numerous workshops are offered on weekends. Consult specific semester / session bulletins for schedule details.

LPC ACADEMIC REQUIREMENTS

Some courses have prerequisites which must be met prior to enrollment. All students must be admitted through the Office of Graduate Studies prior to enrollment.

PART I – CORE REQUIREMENTS (27 OR MORE HOURS)

1. Human growth and development: (at least one three-hour course) PSY 5203
2. Abnormal human behavior: (at least one three-hour course) PSY 5363
3. Appraisal / assessment techniques: (at least two three-hour courses) PSY 5333, PSY 5513, PSY 5523
4. Counseling theories / methods: (at least two three-hour courses) PSY 5433, PSY 5703
5. Professional orientation / ethics: (at least one three-hour course) PSY 5003
6. Research: (at least one three-hour course) PSY 5013, PSY 5053
7. Practicum: (at least 300 clock hours and a minimum of 3 credit hours)
Note: Practicums at Cameron are 150 clock hours; thus, two practicum courses must be completed. Practicum courses may be repeated.) PSY 5893, PSY 5743

PART II – KNOWLEDGE AREAS (AT LEAST 5 COURSES OF 3-HOURS EACH)

1. Group Dynamics: PSY 5213
2. Life Style and Career Development: PSY 5253
3. Social and Cultural Foundations: PSY 5383, PSY 5583
4. Personality Theories: PSY 5243
5. Crisis Intervention: PSY 5073
6. Marriage / Family Counseling: PSY 5343
7. Psychopharmacology: PSY 5453

8. Other areas: PSY 5023
(may include addictions counseling, rehabilitation counseling, human sexuality, counseling with children and adolescents, or consultation)

PART III – ADDITIONAL COURSES TO REACH THE 60 HOURS REQUIRED.

May be completed by taking courses from the above areas or counseling related courses listed below:

PSY	5003	Ethical Principles in Counseling, Assessment & Research
PSY	5013	Research Methods in the Behavioral Sciences
PSY	5023	Special Topics (in any psychological topic)
PSY	5053	Introduction to Statistics in the Behavioral Sciences
PSY	5063	Advanced Statistics in the Behavioral Sciences
PSY	5073	Crisis Intervention
PSY	5113	Behavioral Management
PSY	5203	Human Development
PSY	5213	Group Dynamics
PSY	5243	Advanced Psychology of Personality
PSY	5253	Career Counseling/Lifestyle
PSY	5313	Psychology of Interpersonal Communication
PSY	5323	Theoretical Foundations of Marriage and Family
PSY	5333	Assessment of Marriage and Family
PSY	5343	Marriage and Family Counseling
PSY	5353	Theories of Marriage and Family Therapies
PSY	5363	Psychopathology
PSY	5383	Multicultural Psychology
PSY	5413	Advanced Human Cognition
PSY	5433	Counseling Theories
PSY	5453	Psychopharmacology
PSY	5473	Advanced Physiological Psychology
PSY	5513	Assessment in Personality
PSY	5523	Assessment in Intelligence
PSY	5583	Advanced Social Psychology
PSY	5703	Individual and Group Counseling
PSY	5743	Clinical Practicum
PSY	5893	Practicum in Marriage & Family Therapy
PSY	5991-6	Psychological Thesis

COURSE DESCRIPTIONS

SCHOOL OF BUSINESS

Accounting

ACCT 5033 Accounting and Information Systems Concepts

An accelerated course in accounting for business transactions for single proprietorships, partnerships, and corporations. Includes the use of journals, ledgers, work sheets, and financial statements. An overview of the principles and practices of information systems and solving problems from a managerial perspective. Satisfies the prerequisites of courses requiring ACCT 2013 & 2023.

ACCT 5243 Accounting for Management

The study of accounting as related to decision making by management. Readings, cases, and problems dealing with accounting concepts; budgeting and cost control; use of accounting information in planning operations and policy formulation. Prerequisites - ACCT 2013 & 2023 or ACCT 5033.

ACCT 5253 Advanced Financial Accounting Theory

A study of current topics and developments in financial accounting through the use of readings and case studies. Emphasis is on the theory and application of these topics along with alternative solutions and their impact on companies and stakeholders. Prerequisites - ACCT 3023.

ACCT 5263 Advanced Managerial Accounting

A study of managerial accounting concepts and techniques fulfilling information needs of managers. Issues such as planning and control, cost analysis and managerial decision-making are examined through the use of readings and case studies. Prerequisites - ACCT 5243 or undergraduate accounting major.

ACCT 5273 Advanced Auditing

A study of actual external and internal audit cases. Emphasis is placed on the auditor's decision-making process when faced with client, professional and ethical conflicts. Prerequisite - ACCT 4023.

ACCT 5993 Seminar in Accounting

Group projects designed to meet special needs of graduate accounting students of the MBA program. Courses may be repeated with different topics. Prerequisite - Permission of the School of Business Graduate Advisor.

Business

BUS 5013 Business Administration Concepts

This course is designed as an introductory course for non-business majors who desire to enter either the MBA or MSES program at Cameron University. The focal point of this course is to prepare students in the fundamentals of management and marketing techniques. Satisfies the prerequisites of courses requiring MGMT 3013 & MKTG 3413.

BUS 5103 Applied Business Statistics

Includes a discussion of descriptive and inferential statistical techniques applicable to the business environment. Draws upon real-world cases to demonstrate how both univariate and multivariate statistical research procedures can be applied to business problems. Prerequisite - BUS 3613 Business Statistics or FIN 5053 Financial and Statistical Concepts or equivalent.

BUS 5223 International Business

This course examines the opportunities and risks firms face in today's world and provides conceptual tools for analyzing how governments and social institutions influence global competition among firms in different national settings. Public policies and institutions that shape competitive outcomes are examined through cases and analytical readings on different companies and industries operating in both developed and emerging markets. Prerequisite – ACCT 5033, ECON 5023, FIN 5053, and BUS 5013; or equivalents.

BUS 5941-3 Independent Study in Business

Independent study of specific problems or special subjects, based on pre-approved outlines of plans, with conferences and written reports. No more than three credit hours of this course may be counted toward the requirements for the MBA or MSES degrees. Prerequisites - Permission of Graduate Advisor.

BUS 5951-3 Graduate Readings in Business

Supervised readings of significant literature not included in regularly scheduled courses. No more than three credit hours of this course may be counted toward the requirements for the MBA or MSES degrees. Prerequisites - permission of Graduate Advisor.

BUS 5961-3 Seminar in Business

Group projects designed to meet special needs of graduate students in any of the disciplines or tracks of the MBA or MSES programs. Courses may be repeated with different topics. Prerequisites - Permission of the Graduate Advisor and instructor.

BUS 5973 Legal and Ethical Environment of Business

Designed to explore the historical, philosophical, and ethical bases of the legal system as it impacts on business -- state and federal governmental controls by administrative agencies; judicial restraints; public policy; social, ethical, and political concepts; and commercial practices.

BUS 5983 Applied Business Strategy

A combination of analytical and research tools and methods are employed to formulate strategic decisions using environmental analysis, resource assessment, assumption development, objective and goal determination, program planning, program implementation, and performance evaluation. Communication skills are stressed in an integrative case-study environment. Prerequisite - ACCT 5033, ECON 5023, FIN 5053, and BUS 5013; or equivalents.

BUS 5991-6 Thesis

Supervised research on a topic related to the student's field of study. Includes the development of a research proposal, collection of data and/or information, and preparation and submission of an acceptable thesis. Prerequisites - Completion of the MBA core and permission of the Graduate Advisor, or completion of the MSES core, concentration, capstone experience, and permission of the Graduate Advisor.

Economics**ECON 5023 Economic Concepts**

An integrated survey of both microeconomics and macroeconomics designed for graduate students who have not taken economics at the undergraduate level.

ECON 5113 Microeconomics

Investigates ways in which economic units direct resources into production. Involves analysis of product pricing, output determination, resource pricing, and employment in various market structures. Utilizes graphical analysis, algebra and simple calculus. Prerequisites - ECON 2013 & 2023 or ECON 5023.

ECON 5213 Macroeconomics

This course focuses on the determinants of aggregate levels of output, employment, and prices. Prerequisites - ECON 2013 & ECON 2023 or ECON 5023.

ECON 5313 Managerial Economics

The focus of the course is on applications of microeconomic theory to business problems and decision making. Topics covered will include: demand analysis, theory and forecasting; international trade, exchange rates and exports; production economics, cost analysis and applications of cost theory to practical business problems; prices, output and strategy under different market conditions structure; market structure, government regulation and antitrust policy; and corporate long term investment decisions. The topics will be covered through lectures and discussion of exercises and case exercises from the text. Student participation and class discussions will also be essential ingredients in the course mix. Prerequisites – ECON 2013 & 2023 OR ECON 5023.

Econ 5933 Issues in Global Economics

Focuses on international trading and financial relationships, and emphasizes the international economic and financial context of business decision-making. Prerequisites - ECON 2013 & ECON 2023 or ECON 5023.

Entrepreneurial Studies

ENT 5103 Entrepreneurial Studies

This course covers the process of identifying and quantifying market opportunities, the conceptualizing, planning and starting a new enterprise. Topics include opportunity assessment, value propositions, the entrepreneur, legal issues, entrepreneurial ethics, the business plan, the founding team, and seeking funds. Each student develops a detailed business plan for a start-up.

ENT 5203 New Business Ventures

This course concentrates on how new businesses are started. Objectives are the understanding of entrepreneurs, seeking and evaluating opportunities for new ventures, and gathering resources to convert those opportunities into businesses. Course covers various aspects of financing an entrepreneurial venture. Major topics include attracting seed and growth capital from sources such as venture capital, investment banking, government, and commercial banks. Among the issues discussed are valuing a company, going public, selling out, acquisitions, bankruptcy, different legal forms of organization, partnerships, and taxes.

ENT 5303 Technological Entrepreneurship

This course examines the role of technology in shaping strategy for competing in a global environment. Technology is broadly defined to include product and process technologies as well as information and communication technologies that form the core of the new digital economy. Readings from technology, entrepreneurship, and innovation theory are used to learn how to evaluate a successful technology strategy. Special attention is placed on the political, cultural, legal, and economic differences of operating in the marketplace.

ENT 5403 Global Entrepreneurship

This course considers theory, research, and practical advice about how to take a small or medium sized business or a new venture (traditional or dot.com) international. In addition to readings and lectures, students explore complex written cases and participate in class discussions with visiting speakers involved with global entrepreneurship. In a major project, students explore the feasibility of a global business venture.

ENT 5903 Applied Entrepreneurial Case Studies

This course serves as the capstone experience for the degree program and shall include a detailed case analysis of an actual organization and the utilization of the Small Business Institute model with an organizational client in the Center for Emerging Technologies and Entrepreneurial Studies Incubator. Prerequisite: Successful completion of the entrepreneurship core.

Finance

FIN 5053 Financial and Statistical Concepts

Financial concepts of business including time value of money and asset valuation, risk and return, financial statement analysis, cost of capital, capital structure, capital budgeting, and working capital management. Statistical concepts including descriptive statistics, probability, sampling, correlation and regression.

FIN 5613 Managerial Finance

Financial decision theory and applications, case problems on capital budgeting, capital structure, leasing, working capital management, and mergers and acquisitions. Prerequisite - FIN 3603 or FIN 5053.

FIN 5863 Portfolio Management I

Participation in the management of the ongoing Bank First-Cameron Foundation Investment Portfolio at the Cameron University School of Business. Activities center on administering a diversified portfolio of fixed income assets. Also explores the placement of funds in alternative assets. Students enrolling in FIN 5863 are expected to enroll in FIN 5873 after completing FIN 5863. Prerequisite - FIN 3603 or FIN 5053.

FIN 5873 Portfolio Management II

Continued participation in the management of the ongoing Bank First-Cameron Foundation Investment Portfolio at the Cameron University School of Business. This course provides an opportunity for students who have completed FIN 5863 to refine their skills and pursue intensive study of investment in fixed income and other securities, namely common stock and derivative securities. Prerequisite - FIN 5863.

Management

MGMT 5443 Current Issues in Organizational Design

This course identifies, defines and integrates seven perspectives of organizational theory and design: classical, systems, life cycle, contingency, power and politics, interpretive, and population ecology. This type of information should assist in preparing managers for future organizational leadership that will require a new mix of management skills. Prerequisite – MGMT 3013 or BUS 5013.

MGMT 5803 Global Policy and Strategy

This course develops the planning and conceptual skills required of entrepreneurs and general managers in multinational firms. Emphasis is given to the integration of the marketing, finance, research and development, operations, and human resource management functions to provide a competitive advantage for a firm operating in a global environment. Prerequisite – MGMT 3013 or BUS 5013.

MGMT 5813 Strategic Management in Electronic Commerce

This course examines how innovative firms often experience rapid and disruptive levels of growth and change and how without effective management of new technologies, the boom can quickly turn to bust. The course investigates the microeconomic drivers of competition in technology industries, explores how technological change affects competition, and examines the implications of competitive strategy in e-commerce.

MGMT 5833 E-Commerce Ventures and Development

The Internet is comprised of content providers, search engines, portals, e-commerce sites, and infrastructure providers. In the year 2000, \$100 billion of new venture funds were raised, of which 60% went to Internet and Internet-related companies. This course examines parts of the Internet industry. The objective is to teach students to do rigorous, explicit, customer-based marketing analysis that is most appropriate for new e-commerce ventures. How to do explicit analysis of customers and potential customers, using available data, together with explicit and sensible additional assumptions about customer needs and behavior are examined.

MGMT 5843 Current Issues in Human Resource Management

Interdisciplinary course dealing with all aspects of operating a small business. The course focuses on contemporary issues related to the legal aspects of starting a business, market analysis, accounting, special tax problems, and organizational structure. Prerequisites – MGMT 3013 and MKTG 3413, or BUS 5013.

MGMT 5853 Management Information Systems

This course provides the graduate student with the conceptual framework for applying computer technology to the information needs of a business. The course emphasizes the manager's need to know how the computer may be used within an organization for more effective decision making. Prerequisite - Permission of the Graduate Advisor and instructor.

MGMT 5873 Technology Transfer

This course deals with the commercialization of new technology. Topics covered include market analysis, intellectual property, product development, feasibility analysis, and new business evaluation.

Marketing

MKTG 5513 Contemporary Marketing Problems

A study of problems of market management, including the development of appropriate marketing strategies; emphasis placed on planning, operations, and adjustments to changing environments and institutions in the market place. Use of readings, discussion of cases, and individual reports. Prerequisites - MGMT 3013 & MKTG 3413 or BUS 5013.

MKTG 5523 International Marketing

This course introduces recent innovations in international marketing as they relate to a global business strategy. The course integrates concepts from organizational behavior, marketing, accounting, economics, and leadership to instill an appreciation of the complexity of developing and managing a global marketing system. Topics include global business strategy, improving global marketing performance, supply-chain performance and production development, the four P's in the international setting, and establishing new limits of global marketing performance. Prerequisite – MKTG 3413 or BUS 5013.

MKTG 5863 New Product Development

This course develops the topic of new product management by focusing upon a conceptual model of new product development. Particular emphasis, including analytical models and procedures, is given to concept generation, concept evaluation, product development, and product launch. Prerequisite – MKTG 3413 or BUS 5013; BUS 3613 or its equivalent.

SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES

Behavioral Sciences

BSC 5503 Practicum in Behavioral Sciences

Supervised practical experience in professionally appropriate work settings such as psychological, rehabilitative, counseling, or other human resources organizations. Students may repeat the course once by serving in a different setting. Prerequisite - permission of the Graduate Coordinator.

BSC 5601-3 Special Topics in Behavioral Sciences

An advanced study in Behavioral Sciences topics of special interest. May be repeated once with a change of topic with a maximum of six credits earned in this course.

BSC 5991-6 Thesis

Supervised research on a topic related to the student's field of study. Includes the development of a research proposal, collection of data and/or information, and preparation and submission of an acceptable thesis. Prerequisite - Permission of the Graduate Advisor.

Education

EDUC 5073 Advanced Methods in Secondary Education

This course is designed to teach middle and high school teachers the principles and practices of effective classroom teaching used in secondary schools.

EDUC 5100 M.Ed. Introductory Seminar

Under revision. Contact the Education Graduate Advisor for more information.

EDUC 5103 Introduction to Graduate Research

An introduction to the place of historical, experimental, descriptive, and survey research in seeking solutions to problems. The techniques of research, examination of research results, and the use of research are explored. Includes a field component in which an action-research project is conducted. Prerequisite - successful completion of the English Proficiency requirement.

EDUC 5113 History of American Education

A survey of the history of education in the United States from the Colonial era to the present time. Prerequisite - EDUC 5103 or permission of the graduate coordinator.

EDUC 5133 History of Educational Thought: Ancient and Modern

An examination of the sequential development of present-day educational theories as they arose from historical antecedents. Emphasis is upon the contributions of historically important educational thinkers and the psychological and sociological implications of modern educational practices reflective of the history of educational thought. Prerequisite - EDUC 5103 or permission of the graduate coordinator.

EDUC 5143 Multiculturalism and American Education

An inter-disciplinary study of the effects of race, class, gender, and ethnicity on school experience in the United States. Includes a field component in which racial/ethnic diversity is addressed.

EDUC 5203 Fundamentals of Public School Administration

This course is designed to introduce the student to the basic principles and practices of modern school administration.

EDUC 5213 School Culture

This course will cover issues and potential problems that arise when dealing with geographically, ethnically and economically diverse populations. The course will emphasize the development of effective strategies for fostering collegial relationships and to promote skills in problem solving.

EDUC 5223 Assessment of Personnel and Programs

This course will emphasize the assessment of curriculum, instruction, and personnel in the public school system. Additionally, it will include a study of current best practices that require an administrator's support, guidance, and leadership as personnel work to improve and enhance delivery of a school's curriculum.

EDUC 5233 Supervision of Curriculum and Instruction

This course will prepare school and school district leaders to supervise and evaluate instructional and curricular programs in public schools. Additionally, this course will examine best practices in classroom supervision, perspectives for supervision, and foundations for supervisory leadership.

EDUC 5243 Community and School Relations

This course will focus on strategies that promote a collegial relationship among and effective communication with various constituents at the school, district, state, and federal levels.

EDUC 5253 Legal and Ethical Aspects of School Administration

This course is designed to explore the historical, philosophical, and ethical bases of the legal system and the manner in which it affects school administrators. Consideration will be given to an understanding of the legal implications of, and ethical standards associated with the operation and administration of a public school system. Prerequisite: Concurrent enrollment in or successful completion of EDUC 5203.

EDUC 5263 Public School Finance and Accounting

This course will cover sources of school finance, control of expenditures, and general accounting principles of financial administration. Prerequisite: Concurrent enrollment in or successful completion of EDUC 5203.

EDUC 5273 Advanced Tests and Measurement

An examination of the design and construction of assessment instruments and the use of test results. Emphasizes test construction, statistical-based evaluation processes, the interpretation of standardized test results, and the analysis and application of assessment information by the instructor. Includes a field component in which assessment results are analyzed to determine the impact of instruction on student learning. Prerequisite – EDUC 5103 or permission of the graduate advisor.

EDUC 5283 Internship in School Administration

A course designed to provide opportunities for the development of school administrator skills and competencies needed to provide leadership and direction to carry out a school system's purposes, programs, policies, procedures, regulations and agreements as they relate to the operation of a school or school district.

EDUC 5293 Resource Management for School Administration

The course will examine strategies and established practices for the effective management of personnel, facilities, and instructional resources employed in public schools. Prerequisite: Concurrent enrollment in or successful completion of EDUC 5203.

EDUC 5333 Elementary Curriculum Development and Practicum

A historical examination of the development of the principles of curriculum organization and the criteria for the selection and evaluation of instructional materials for use in elementary schools. Developmental criteria for evaluating curriculum in arithmetic, language arts, social studies, and science will be examined. Field experience required.

EDUC 5343 Secondary Curriculum Development and Practicum

A historical examination of the development of the principles of curriculum organization and the criteria for the selection and evaluation of instructional materials used in secondary schools. Administration, contemporary trends, and basic concepts of evaluation for secondary curriculum improvement will be examined. Field experience required.

EDUC 5443 Advanced Studies of Communication Skills in Elementary School Curriculum

A course designed to facilitate the teacher's understanding of methods and techniques of instruction in written expression, spelling, handwriting, grammar, and mechanics, which foster developmental skills and creativity. Prerequisite - EDUC 5103 or permission of the graduate coordinator.

EDUC 5463 Elementary School Social Studies Curriculum

A study of the implementation, development, and assessment of practical and theoretical social studies models designed to improve educational practices. Attention is given to innovations of organizational designs for effective learning experiences, conceptualization, socialization processes, and evaluation associated with appropriate text materials. Prerequisite - EDUC 5103 or permission of the graduate coordinator.

EDUC 5473 Advanced Studies in Science Curriculum for the Elementary School

An overview of contemporary issues of the nature and structure of science as they relate to the elementary school age child. Organization of science materials will be explored. Planning and implications of electronic information systems and other educational alternatives in science instruction will be examined. Prerequisite - EDUC 5103 or permission of the graduate coordinator.

EDUC 5483 Diagnosis of Arithmetical Difficulties of the Elementary School Child

A study of the administration, interpretation, and applications of standardized and informal diagnostic instruments and preparation of case study reports. Contemporary issues in teaching elementary school arithmetic will receive emphasis. Prerequisite - EDUC 5103 or permission of the graduate coordinator.

EDUC 5503 Principles of Guidance

A historical development and perspective of the guidance movement. The role, procedures, and administration of a guidance program in the public schools will be described. Prerequisite - EDUC 5103 or permission of the graduate coordinator.

EDUC 5513 Mentoring in the Classroom

Principles and practices of effective mentoring in the classroom, including conferencing and observation techniques. Prepares students to serve as mentors to intern, novice, and experienced teachers.

EDUC 5523 Learning Theories

This course is designed to critically examine relevant theory and application of human learning and cognition as they relate to informed instructional practice. It surveys learning from theoretical perspectives and connects these theories to instructional practice.

EDUC 5553 Communicating Through Websites

An exploration and hands-on practice in the use of software tools for creating web sites and communications resources. Designed specifically for the individual teacher's use in communication with students, parents, classes and/or other schools. Course will make maximum use of laboratory setting on campus. This course is for classroom teachers.

EDUC 5583 Writing for Professional Portfolios and Presentations

Students will perform vital theory-into-practice writing functions. They will reflect on and assess selected professional theories they have learned and utilized. They will create, edit, and write a manuscript which can be a journal article, conference presentation, or other professional project.

EDUC 5593 Advanced Adolescent Literature

This course presents a thorough overview of the trends and issues in adolescent literature including multicultural literature. Includes critical and literary analysis of diverse adolescent literature and development of instructional strategies for a variety of settings. Prerequisite – Undergraduate course in children’s literature, adolescent literature, or equivalent.

EDUC 5603 Methods of Teaching Reading in the Classroom

This course emphasis on current practices as well as the newest approaches to the teaching of reading. Techniques are presented for working with all levels of readers in both whole class and small group situations. Prerequisite – EDUC 3513, EDUC 3533, and LIBS 3423 or equivalent. course work

EDUC 5613 Reading Curriculum Development K-12

In this course, students develop curriculum, select materials, and plan programs that will help teachers organize literacy instruction and will help elementary and secondary school students improve literacy skills. Prerequisite – EDUC 5603 or concurrent enrollment.

EDUC 5623 Theoretical Foundations of Reading

This course examines the historical, philosophical, sociological, physiological, and psychological foundations of reading. Includes the roles of language in classroom settings, and language differences as they apply to reading instruction. Prerequisite – EDUC 3513, EDUC 3533, and LIBS 3423 or equivalent course work.

EDUC 5633 Organization and Individualization of the Reading Programs

Emphasis on organizing a school reading program from the perspective of the school Reading Specialist/Literacy Coach, working with classroom teachers as a literacy coach and an overview of current school programs for the teaching of reading. Course also addresses research-based methods and strategies for working with students who find reading difficult. Prerequisite – EDUC 3513, EDUC 3533, or equivalent course work.

EDUC 5643 Advanced Diagnosis of Reading Difficulties

Diagnostic, standardized, and informal assessment procedures will be studied, evaluated, and practiced. Instructional strategies for elementary and secondary students with reading difficulties will be linked to assessment procedures. Prerequisite – EDUC 4633 or equivalent coursework.

EDUC 5653 Practicum in Reading I

Candidates work with elementary school students in a supervised setting to assess reading abilities, to plan appropriate strategies which improve assessed abilities and to implement those strategies in a classroom/clinical setting. Includes a seminar in which information, insights, strategies, and/or concerns will be addressed. Prerequisite – EDUC 5603, EDUC 5643, or concurrent enrollment. Practicum I and II may NOT be taken concurrently; candidates in the M.Ed. in Literacy program MUST take Practicum I if certification is Elementary Education.

EDUC 5663 Teaching Reading in the Content Area

This course addresses reading skills in content areas with emphasis on comprehension, study skills, reading skills, vocabulary, development, and adaptations for second language learners. Prerequisite – EDUC 3533 or equivalent course work.

EDUC 5683 Practicum in Reading II

Candidates work with Middle School or High School students in a supervised setting to assess reading abilities, to plan appropriate strategies which improve assessed abilities, and to implement those strategies in a classroom/clinical setting. The course includes a seminar in which information, insights, strategies, and/or concerns will be addressed. Prerequisite: Completion of at least 18 hours of required graduate coursework including EDUC 5603, EDUC 5643 (or concurrent enrollment); Practicum I and II may not be taken concurrently; candidates in the M.Ed. in Literacy program MUST take Practicum II is certification is Secondary Education.

EDUC 5693 Advanced Studies in Children's Literature

This course provides a thorough overview of the trends and issues in children's and young adult literature, including multi-cultural literature. It also includes critical and literary analysis of diverse children's and young adult literature and development of instructional strategies for a variety of settings. Prerequisite – undergraduate course in children's literature or equivalent.

EDUC 5701-3 Practicum in Teaching and Learning

This course includes teaching in the elementary, middle school, or high school classroom for a minimum of 30 hours, along with 10 hours of seminar focused on reflection from the field experience. It may be repeated once for an additional 3 hours with a different focus.

EDUC 5705 The Secondary Learner

Introduction to pre-adolescence and adolescence as a transition between childhood and adulthood that involves physical, cognitive, and social changes. Orientation to the characteristics, problems, and special needs of diverse populations and exceptionalities. Information regarding identification, methods of instruction, and means of evaluation. Theories of learning, educational dynamics, curriculum, and pedagogical skills. Focus on role of schools in fostering academic and social growth. Includes field-based experiences, observation, tutoring, and directed writing/research.

EDUC 5712 Teaching in the Discipline

Curriculum development; preadolescent and adolescent development; theory and practice in K-12 teaching methods; instructional design and use of technology; principles of classroom management, principles of educational psychology; principles of assessment procedures including authentic measures and educational tests. Includes field experiences, observation, tutoring, and directed writing/research.

EDUC 5713 Advanced Foundations of Teaching in the Secondary School

This course provides a survey of adolescent development, student diversity, secondary school curricula, planning and instructional strategies, grading systems and assessment procedures, classroom management techniques, and the use of technology. The course includes an overview of historical and modern developments, issues, and reform-movements in secondary education. A field component in the public schools is required.

EDUC 5723 Languages and Literacy Development

This course provides a comprehensive overview of modern linguistic theories and their application to child language and literacy development, birth through age 18. The course presents information on theories of language development, cognitive development, the anatomy and physiology of speech, language diversity, language processes, cultural diversity, and children with language difficulties.

EDUC 5746 Internship in the Junior High School

Students observe, participate, and teach in middle or junior high school classrooms under the supervision and guidance of a public school mentor and university supervisor. A professional education seminar is included.

EDUC 5756 Internship in the Senior High School

Students observe, participate, and teach in senior high school classrooms under the supervision and guidance of a public school mentor and university supervisor. A professional education seminar is included.

EDUC 5766 Internship in the Elementary School (K-12)

Students observe, participate, and teach in elementary school classrooms under the supervision and guidance of a public school mentor and university supervisor. A professional education seminar is included.

EDUC 5776 Internship in the Secondary School (K-12)

Students observe, participate, and teach in secondary school classrooms under the supervision and guidance of a public school mentor and university supervisor. A professional education seminar is included.

EDUC 5781-3 Workshop in Education

Selected educational activities for use in classrooms. Course may be repeated with different topics. A maximum of three semester hours of workshop credit may be applied toward a master's degree at Cameron University. Prerequisite - Permission of the graduate advisor.

EDUC 5871-3 Selected Topics in Education

An intensive study of a special topic or problem in education. This subject will be named in the title. May be repeated once with a different topic. Prerequisite - EDUC 5103 or permission of the graduate advisor.

EDUC 5903 Research in Education

A research project in which the student selects a specialized topic and researches the educational implications of that topic. This project is supervised by a faculty member with expertise in this or a complimentary area. Prerequisites - Approval of the graduate advisor.

EDUC 5913 Multimedia in the Classroom

Includes learning to create multimedia projects using specific authoring or application software found in the classroom such as PowerPoint, HyperStudio, HyperCard, ClarisWorks and AppleWorks, Digital Chisel, and other selected computer application programs. Application Programs that may be tried by students in this class beyond those above are KidsPix, Astound, and Leonardo, all multimedia application programs specifically designed for educators.

EDUC 5991-6 Thesis

Supervised research on a topic related to the student's field of study. Includes the development of a research proposal, collection of data and/or information, and preparation, submission, and defense of an acceptable thesis. Prerequisite - Permission of the graduate advisor.

Health and Physical Education

HPET 5013 Seminar in Health, Physical Education, and Recreation

An examination of relevant literature pertaining to the topics specified in the course subtitle. Course may be repeated with a different topic. Prerequisites - Admission to the graduate program and permission of the instructor.

HPET 5031-3 Independent Study in Health, Physical Education and Recreation

Independent study in health, physical education, and recreation based upon a pre-arranged outline of plans. Course requirements include conferences, written reports, a research paper or project, and related learning activities. May be repeated with different topics to a total of six hours. Prerequisites - Admission to the graduate program and permission of the instructor.

Psychology

PSY 5003 Ethical Principles in Counseling, Assessment and Research

This course presents an in-depth analysis of the ethical, legal, and professional responsibilities of counselors, addiction therapists, psychometricians, teachers, and researchers. Students will be expected to understand the rationale for codes of ethics. Course discussions will focus upon applying ethics codes, identifying issues in practice, and the influence of the law.

PSY 5013 Research Methods in Behavioral Sciences

This course is a comprehensive examination of the various experimental and quasi-experimental methods used in the behavioral sciences. The strengths and limitations of the methods with respect to reliability, sensitivity, internal validity, and external validity will be covered. Emphasis will be placed on application of the information to enhance the critical consumption of research in the behavioral sciences.

PSY 5021-3 Special Topics in Psychology

An advanced study in psychology topics of special interest. May be repeated with a change of topic with a maximum of six credits earned in the course.

PSY 5053 Introduction to Statistics in the Behavioral Sciences

Introduction to statistics applied to the Behavioral Sciences. Conceptual issues, computation and applications of inferential techniques will be discussed. Limited mathematics background is adequate.

PSY 5063 Advanced Statistics in Behavioral Sciences

This course covers advanced topics in statistics applied to the Behavioral Sciences. Focus will be on advanced analysis of variance (ANOVA) techniques, regression, factor analysis, and the use of a statistical software package for implementing these techniques on the computer.

PSY 5073 Crisis Intervention

Strategies for crisis intervention and crisis management with emotionally disturbed people.

PSY 5113 Behavioral Management

A study of the basic principles in analysis of human behavior, with emphasis upon techniques to change behaviors. Prerequisite - permission of the graduate coordinator.

PSY 5203 Human Development

A study of human intellectual, physical, social, and emotional development from conception to old age.

PSY 5213 Group Dynamics

A study of the breadth and depth of the basis for human relations. Emphasis is upon the process of communications, problem solving, decision making, conflict, and change as they occur in human interactions. Prerequisite - permission of the graduate coordinator.

PSY 5243 Advanced Psychology of Personality

A study of theories of personality with emphasis on individual differences, motivation, and learning theories.

PSY 5253 Career Counseling and Lifestyle Development

This course will provide students with information concerning career development. This information will include current market information, computer-based career search systems, use of visual and print media, and other career counseling issues. The student is expected to gain both factual knowledge of these issues and an understanding of current counseling theory and practice in the field.

PSY 5313 Psychology of Interpersonal Communication

A study of the psychological foundations of communication theories as they relate to the development of effective interpersonal communication in familial relationships.

PSY 5323 Theoretical Foundations of Marital & Family Systems

This course will focus on the nature and structure of social science theory and on understanding selected theories in family science. The use of theory in research and intervention will be emphasized.

PSY 5333 Assessment of Marriage and Family

This course will present an overview of the origins, theoretical foundations, and major therapeutic orientations in the field of marriage and family therapy.

PSY 5343 Marriage and Family Counseling

This course will provide students with a basic understanding of the therapeutic process. Students will gain skills in conducting an initial assessment, planning treatments, managing cases, establishing a therapeutic relationship with clients and developing interventions for change. Prerequisite - PSY 5353.

PSY 5353 Theories of Marriage and Family Therapy

This course will present an overview of the origins, theoretical foundations, and major therapeutic orientations in the field of marriage and family therapy.

PSY 5363 Psychopathology

An in-depth look at the causes, symptoms, and recommended treatments of mental disorders as described in the most recent Diagnostic and Statistical Manual of the American Psychiatric Association with special emphasis on Psychoactive Substance Use Disorders.

PSY 5373 Drug and Alcohol Addiction

This course examines the historical and emerging theories of alcoholism and drug addiction and dependencies. Implications for treatment, ethical practice, and professional concerns are considered, along with an exploration of clinical pathways to recovery. A special emphasis will be placed on the bio-psycho-social basis of alcohol and drug dependency and attendant self-help methods.

PSY 5383 Multicultural Psychology

This course will provide instruction in the study of social groups, ethnic groups, subcultures, the changing role of women, sexism, similarities and differences between urban and rural populations, and differing life patterns. This will include information concerning ethical considerations for working with diversity issues/diverse clients, correct pluralistic trends in society and counseling, and the effects of demographics, lifestyle and family on attitudes and behaviors.

PSY 5413 Advanced Human Cognition

A more intensive examination of selected research areas and important theories in cognitive psychology than provided by the undergraduate cognitive psychology course (PSY 3313). Topics include perception, attention, short-and long-term memory, language, categorization, problem solving, decision making, and the development of expertise.

PSY 5423 Drug and Alcohol Counseling Theories

A comprehensive overview of assessment and treatment models, and issues relevant to alcohol and drug dependency. An in-depth look at diagnostic and treatment techniques will be explored. Topics include, but are not limited to, psychoanalytic, behavioral, existential, and humanistic perspectives, in addition to cognitive-behavioral approaches. Prochaskas change theory, and solution-focused therapies will be incorporated.

PSY 5433 Counseling Theories

Various theories of counseling including cognitive therapy, behavior therapy, person-centered therapy, psychoanalytic therapy, Adlerian therapy, and Existential therapy.

PSY 5453 Psychopharmacology

This course will examine the actions, limitations, and side effects of the major classes of psychoactive drugs. Effects of sedatives, tranquilizers, stimulants, opiates, alcohol, marijuana, and psychedelics will be covered in detail.

PSY 5473 Advanced Physiological Psychology

An intensive examination of selected topics in physiological psychology. Prerequisite - permission of the graduate coordinator.

PSY 5513 Assessment in Personality

Students will be taught essentials in personality test construction; emphasis will be placed upon administration, scoring, and interpretation of current personality tests.

PSY 5523 Assessment in Intelligence

There will be training and practice in administering and scoring standardized tests of intelligence. The student is required to acquire proficiency in the use of the Wechsler tests of intelligence. Other less widely used tests such as the Stanford-Binet, the TONI, and the Slosson will be covered.

PSY 5573 Practicum in Psychological Testing

Practical supervised experience in a clinical setting. Prerequisites - PSY 5513 and PSY 5523.

PSY 5583 Advanced Social Psychology

A more intensive examination of theories and research in social psychology not covered in the undergraduate Social Psychology course (PSY 3383). Topics include cognitive dissonance, persuasion, prejudice and discrimination, interpersonal attraction, close relationships, altruism, aggression, obedience, conformity, group performance, and group decision-making.

PSY 5643 Practicum in Alcohol and Drug Counseling

The practicum in alcohol and drug counseling provides a real-work experience that involves application and learning skills from previous course work. Practicum experiences emphasize entry-level clinical practice which includes case management and addressing complex clinical needs. Students have access to clinical experiences that involve work direction based on accepted models of supervision for support staff, para-professionals, and clinical technicians. Students are expected to utilize research-based knowledge and/or quality measurement data to enhance, modify, or improve clinical practice.

PSY 5703 Individual and Group Counseling

Principles, procedures and techniques of effective counseling. Prerequisite - PSY 5433

PSY 5743 Clinical Practicum

Supervised practical experience in the clinical techniques previously learned. Emphasis on counseling and group work. Weekly conferences on case problems. Prerequisites - PSYCH 5703, 5363, 5073, either PSY 5513 or 5523, and 3 hrs of graduate psychology courses with a grade of "B" or higher in each course.

PSY 5893 Practicum in Marriage and Family Therapy

*Under revision. Contact the Psychology graduate advisor for more information.

PSY 5991-6 Thesis

Supervised research on a psychology topic. Includes the development of a research proposal, collection of data and/or information, and preparation and submission of an acceptable thesis. Prerequisites - A grade of "B" or higher in ENGL 5003 or a score of at least 80% on the English Usage and Composition test, and a grade of "B" or higher in each of the three courses PSY 5013, PSY 5053, and PSY 5003. Master of Science, Psychology Specialty students who want to do a thesis must enroll in PSY 5993-6.

Special Education**SPED 5203 Children and Youth with Special Needs**

Social, cognitive, emotional, and other developmental aspects associated with children/youth identified as exceptional (Mild-Moderate and Severe-Profound/Multiple Disabilities). The course presents current practices in the identification, placement, characteristics, special needs and service delivery approaches relating to a unique group of children/youth or adults with disabilities and/or with special education needs. The course includes directed research in an area of special interest: etiology of selected disabilities, and the educational, psychological, and social characteristics of exceptional children and youth. Requires a 4 hour field component.

SPED 5223 Advanced Assessment and Evaluation in Special Education

An analysis of information derived from assessment instruments and procedures appropriate for measuring the social and cognitive development of exceptional children and youth. Provides experiences in determining assessment data required in the development of individualized educational programs (IEPs). Attention is also given to the design of informal assessment procedures. Experience is provided in the preparation and presentation of assessment data for use in instructional planning conferences. The course includes an in-depth examination of research related to the evaluation and assessment of exceptional children and youth (ages 0-21).

SPED 5243 Applied Behavior Analysis

Theories and principles of behavioral analysis. Emphasis will be given to observation, measurement, recording, and visual display techniques. Students will be given the opportunity to develop skills in behavioral intervention for children and youth. The course includes the development of a management plan using principles and methods needed by children and youth to acquire self-management skills. The management plan is based on a thorough analysis of research related to applied behavior analysis and cognitive behavior modification, and intervention strategies. Other topics include maintenance and generalization of behavior change, contingency contracting, and motivation methods.

SPED 5263 Historical and Modern Foundations of Special Education

The course focuses on the philosophical, historical and legal foundations of special education. The course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting disabled children and examines the

principles of P.L. 94-142 and similar principles in state legislation. Study will address the issues that professionals (educators, physicians, allied health providers, attorneys, and others) and families of disabled children and youth face in the context of public values and attitudes. The course includes directed research utilizing library data bases and internet sources in order to explore a topic that is of interest to the graduate student and appropriate for this course.

SPED 5413 Instructional Methods for Students With Mild/Moderate Disabilities

Provides knowledge and skills in applying information and identifying learning and behavioral characteristics of exceptional children and youth. Emphasis is on skills necessary to implement specialized alternative instructional strategies. Educational service and instructional delivery systems for exceptional children (Mild/Moderate Disabilities) are identified and analyzed. The course includes an in-depth examination of the research related to teaching academic subjects, including functional academics, to students with mild/moderate disabilities. Best practices for individualized programming in the least restrictive environment will be identified. Also requires a 4 hour field component. Prerequisite: SPED 5203 or departmental permission.

SPED 5453 Instructional Methods for Students with Emotional Disturbance/Behavior Disorders

Studies the techniques and materials used in the instruction of children who have emotional disturbance/behavioral disorders. Focus is on equipping participants with the skills needed for instructional programming applicable to the education of students with emotional disturbance/behavior disorders. The course includes an in-depth examination of the research related to the teaching of students who require extensive intervention related to emotional disturbance and behavior disorders. Instructional and behavior management plans supported by individual research are required. Prerequisite - SPED 5203 or permission of the graduate coordinator.

SPED 5473 Instructional Methods for Students with Severe-Profound/Multiple Disabilities

Examines the learning procedures and techniques that are essential to programming efforts for children and youth with severe-profound/multiple disabilities. Includes reviewing instructional programs as well as techniques for measuring and evaluating behavior. Skills needed for planning systematic instructional interventions are addressed. The course includes an in-depth examination of the research related to the teaching of students who require extensive to pervasive supports, or who may have physical disabilities, traumatic brain injury, multiple disabilities, autism, or mental retardation. Development of research-based instructional plans is also required. Prerequisite - SPED 5203 or departmental permission.

SPED 5503 Characteristics of Emotionally Disturbed Children

An introduction to emotional disturbance and behavioral disorders, identification of emotionally disturbed students, and the development of educational placements to meet the special needs of these pupils. Prerequisite - SPED 3103 or permission of the graduate coordinator.

SPED 5541-4 Practicum in Emotional Disturbance

Observation and participation in educational settings which serve children who are severely emotionally disturbed (both elementary and secondary levels). Opportunities for application of learned competencies will be included. Prerequisite - SPED 5453 or SPED 5723.

SPED 5621-4 Practicum Mild/Moderate Disabilities

Observation and participation in educational settings which serve children and youth with mild to moderate disabilities. In addition to the application of learned competencies, graduate students will review current research related to the instruction of students with mild/moderate disabilities as a basis for comparing practicum experiences with best practices. Prerequisite: SPED 5413 or concurrent enrollment. May be repeated for a total of three semester hours.

SPED 5641-4 Practicum-Severe Profound/Multiple Disabilities

Observation and participation in educational settings which serve children and youth with severe and profound/multiple disabilities. In addition to the application of learned competencies, graduate students will review current research related to the instruction of students with severe and profound/multiple disabilities as a basis for comparing practicum experiences with best practices. Prerequisite: SPED 5473 or concurrent enrollment. May be repeated for a total of three semester hours credit.

SPED 5703 Teaching the Gifted and Talented Student

An overview of the gifted and talented student in the academic setting. Philosophy of gifted and talented education, identification of gifted and talented students, and development and evaluation of curriculum to address special needs will be included.

SPED 5713 Speech, Hearing, and Language Disorders

Emphasis is given to milestones in normal language acquisition and variations from norms demonstrated by disabled learners. Attention is given to the theoretical approaches to language training, social aspects of speech development, acoustical development, formal and informal assessment techniques, and instructional methods. The role of both the regular classroom teacher and the special education teacher in the identification and remediation process will be reviewed. Included is an analysis of current research, a review of issues, and directed research related to the impact of these disorders on the educational needs of exceptional students.

SPED 5723 Curriculum for Exceptional Individuals

Basic organization of program, study of procedures for determining goals of instruction and development of individualized education programs. Techniques of diagnosis and remediation of learning problems in academic areas, with emphasis on reading, language, arts, and mathematics, for students who are mildly to moderately disabled. The application of educational interventions and how to locate, construct, select, use, and evaluate media and materials, including computer software. Prerequisites: SPED 5403 or SPED 5603 or permission of the graduate coordinator.

SPED 5773 Advanced Educational Strategies in Special Education

The study of procedures for developing an appropriate curriculum, individualizing instruction, and planning career education for exceptional learners. Scheduling, record keeping, effective use of teacher assistants, communicating with peers, professionals, supervisors, parents, and the legal aspects of special education will be included. Prerequisites: SPED 5413, SPED 5473, and SPED 5723 or permission of the graduate advisor.

SPED 5803 Special Topics in Special Education

An advanced study of topics of special interest in special education. May be repeated once with a change of topic.

SPED 5821-3 Workshop in Special Education

Selected educational procedures and policies and/or activities for use in classrooms. Course may be repeated with different topics. A maximum of three semester hours of workshop credit may be applied toward a master's degree at Cameron University.

SPED 5843 Research in Special Education

A research project in which the student selects a specialized topic and researches the educational implications of that topic. This project is supervised by a faculty member with expertise in this or an ancillary area.

SCHOOL OF LIBERAL ARTS

Art

ART 5913 Seminar in Art

Graduate art course with an emphasis on one or more of the following areas: interdisciplinary art, art education, multi-cultural art, museum studies, art history, or art criticism. The course subtitle will reflect the emphasis and focus of the seminar. May be repeated for credit under a different subtitle. Prerequisite - admission to the graduate program.

Communications

COMM 5113 Communications and Interpersonal Relationships in the Workplace

The theory and function of interpersonal communication in the workplace: business, government, hospitals, schools, industrial firms, and other organizations. This course focuses on interpersonal activities necessary for effective communication in the workplace. Prerequisites - admission to the graduate program and permission of the Department of Communications.

COMM 5911-3 Workshop in Communication

Selected instructional activities in communications. Course may be repeated with different topics. A maximum of three semester hours of workshop credit may be applied toward a master's degree at Cameron University.

English

ENGL 5003 English Usage and Composition for Graduate Students

An intensive study of usage, rhetoric, and composition. Required of all candidates for the M.S. and M.Ed. degrees who do not successfully complete an English Proficiency Examination available through the Cameron University Testing Center.

ENGL 5113 Shakespeare

Intensive study and analysis of selected plays. Prerequisites - Admission to the graduate program and permission of the English department.

ENGL 5121-3 English Teachers' Workshop

Selected topics in literature, language, or composition. Course designed primarily for high school teachers of English. Prerequisites - Admission to the graduate program and permission of the English Department.

ENGL 5413 Seminar in British Literature

Study of selected authors, works, themes, or literary developments. May be repeated with different subjects for a total of six hours. Prerequisites - Admission to the graduate program and permission of the English Department.

ENGL 5613 Seminar in American Literature

Study of selected authors, works, themes, or literary developments. May be repeated with different subjects for a total of six hours. Prerequisites - Admission to the graduate program and permission of the English Department.

ENGL 5813 Development of the English Language

Historical development of English vocabulary, sounds, syntax and inflection from Old English through Middle English, Early Modern English and Late Modern English. Prerequisites - Admission to the graduate program and permission of the English Department.

ENGL 5961-3 Special Topics in English

Independent study/research on a topic of interest to the student and professor directing the project. May be repeated with different topics for a total of six hours.

History *

** Students enrolling in any graduate history courses must have completed HIST 2133 An Introduction to Historical Research and Writing or its equivalent as determined by the Department of History. All students are strongly urged to have the background of an undergraduate history minor or its equivalent before enrolling in any graduate-level history courses.*

HIST 5013 Reading Seminar in United States History

An intensive examination of the historical literature dealing with the topic or topics specified in the course subtitle. Prerequisites - Admission to the graduate program and permission of the instructor.

HIST 5023 Research Seminar in United States History

Preparation and presentation of a substantial research project dealing with the topic or topics specified in the course subtitle. Prerequisites - Admission to the graduate program and permission of the instructor.

HIST 5031-3 Special Topics in United States History

Independent study/research on a topic dealing with United States History. Prerequisites - Admission to the graduate program and permission of the instructor.

HIST 5043 Reading Seminar in European History

An intensive examination of the historical literature dealing with the topic or topics specified in the course subtitle. Prerequisites - Admission to the graduate program and permission of the instructor.

HIST 5053 Research Seminar in European History

Preparation and presentation of a substantial research project dealing with the topic or topics specified in the course subtitle. Prerequisites - Admission to the graduate program and permission of the instructor.

HIST 5061-3 Special Topics in European History

Independent study/research on a topic dealing with European History. Prerequisites - Admission to the graduate program and permission of the instructor.

Music

MUSIC 5913 Seminar in Music

An intensive examination of the scholarly literature dealing with the topic or topics specified in the course subtitle. Prerequisites - admission to the Graduate Program and permission of the Department of Music or instructor.

Theatre Arts

THTR 5913 Seminar in Theatre Arts

Special topics of interest to advanced students. Subject is determined by department, instructor, and students' needs. Areas: (a) dance, (b) performance/ production, (c) theory/criticism, and (d) history/literature. May be repeated in various areas. Prerequisite - admission to the graduate program.

University Level

UNIV 5001-3 Special Topics in Graduate Studies

An advanced study in a topic of special interest. This course may be repeated once with a change in topic. Prerequisite - Approval of the student's graduate coordinator.

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