

CAMERON UNIVERSITY

2012 – 2014 GRADUATE CATALOG

2800 West Gore Boulevard
Lawton, Oklahoma 73505

WELCOME

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

We offer master's degrees in Behavioral Sciences, Business, Education, Educational Leadership, and Organizational Leadership in addition to courses that support professional licensure in a number of counseling fields. Cameron University offers courses in a variety of formats, including online, weekend, and distance learning formats at remote sites throughout Oklahoma and features graduate programs that rank among the most affordable in the United States.

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

Come see what we can achieve together!

Sincerely,

Dean Oris Odom II

Co-Chair, Graduate Council

Dean Ronna Vanderslice

Co-Chair, Graduate Council

EQUAL OPPORTUNITY POLICY

In compliance with all applicable federal and state laws and regulations, the University does not discriminate on the basis of race, color, national origin, sex, age, religion, political affiliation, 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.

PREFACE

This catalog provides information about the graduate programs of Cameron University. It also contains information concerning admissions, academic regulations and requirements, services available to students, academic offerings and a list of the graduate administrative officers and graduate faculty of the University. While every effort has been made to make this catalog as complete and accurate as possible, changes may occur at any time in requirements, deadlines, fees, curricula and courses listed in this catalog. All such changes are effective at such time as the proper institutional authorities determine and may apply not only to prospective students but also to those who are already admitted to graduate programs. This catalog should not be construed as a contract between Cameron and any person. The online graduate catalog, available at <http://www.cameron.edu/catalog/graduate>, reflects the most recent changes to requirements, deadlines, fees, curricula, and courses.

The courses listed in a curriculum are required, but the display of a curriculum does not in any way indicate the length of time required for a student to finish degree requirements. Rather, this display is intended as a guide to indicate the preferred order for completion of degree requirements. Exceptions to certain requirements may be petitioned through proper academic channels.

Because this catalog was prepared well in advance of its effective date, the course descriptions may differ in some instances from actual content taught in some courses, due to advancements in the discipline or decisions to change the scope of the course. Thus, the descriptions that follow are not provided in the nature of a contractual obligation. Some of the newer courses and changes in courses are included in this catalog pending their approval by the Oklahoma State Regents for Higher Education. Consequently, students should consult the appropriate graduate advisor and refer to the class schedule for the offerings in any given academic session.

ACADEMIC CALENDARS

Cameron University's academic calendar is approved by the President or his/her designee and submitted annually to the State Regents. The academic calendar shall describe any alternative schedules. Submission is due by January 1 prior to the summer semester to which the proposed calendar applies.

The uniform academic calendar for institutions in The Oklahoma State System of Higher Education consists of the fall and spring semesters and a summer term defined as follows:

- A. The summer session begins about the last week in May or the first week in June and ends late July or early August.
- B. The fall semester begins mid- to late August or early September, closing just prior to the Christmas vacation period.
- C. The spring semester begins following the Christmas vacation in January and ends prior to the first of June.
- D. Academic terms shorter than a traditional semester or summer session, generally referred to as "intersessions," may be conducted between semesters or between the summer session and spring and fall semesters. Block or alternative course schedules may also occur within the dates set forth for a semester or summer session.

The approved calendar is distributed to all departments and is available online at <http://www.cameron.edu/info/schedules/enroll.html>.

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ACCREDITATION

Cameron University is accredited by **THE HIGHER LEARNING COMMISSION, A COMMISSION OF THE NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS**, 30 North LaSalle, Suite 2400, Chicago, Illinois 60602-2504. They can be reached by phone at 800-621-7440, or at <http://www.ncahigherlearningcommission.org>.

The undergraduate and M.B.A. degree programs offered by the School of Business are accredited by the **ACCREDITATION COUNCIL FOR BUSINESS SCHOOLS AND PROGRAMS (ACBSP)**, 11520 West 119th Street, Overland Park, Kansas 66213.

The Teacher Education programs at Cameron University are accredited by the State, **OKLAHOMA COMMISSION FOR TEACHER PREPARATION**, 3545 NW 58th Street, Suite 200, Oklahoma City, Oklahoma 73112 and by the **NATIONAL COUNCIL FOR THE ACCREDITATION OF TEACHER EDUCATION (NCATE)**, 2010 Massachusetts Avenue, NW, Suite 500, Washington, D.C. 20036-1023.

EQUAL OPPORTUNITY

Cameron University is committed to the principles of equal opportunity and affirmative action and promotes an environment of awareness and understanding of culturally diverse groups in our society. The University strives to maintain a campus climate of mutual respect and tolerance that is free from discrimination. Discrimination is unlawful and undermines the freedom of students, faculty, and staff to productively learn and work at the University.

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. Tom Russell at (580) 581-6712 or via email at tomr@cameron.edu.

DEGREE PROGRAMS

Cameron University offers curricula leading to the awarding of the Master's degrees and in support of professional licenses. The following master's degrees are offered: Master of Business Administration (M.B.A.), Master of Education (M.E.), and Master of Science (M.S.). A Certificate in Counseling Proficiency is offered for students who complete the M.S. in Behavioral Sciences, Counseling Track. Academic requirements leading to Licensed Marital and Family Therapist or Licensed Professional Counselor are also offered. Students are responsible for meeting all degree requirements. It is essential that each student (1) become familiar with the requirements for the degree being pursued, (2) formally request substitutions or waivers of courses necessary to meet degree requirements if needed, and (3) verify each enrollment to ensure the courses apply toward degree requirements, satisfy a prerequisite, or meet some mandated institutional requirement.

Degree	Graduate Degrees	
	Major	Concentrations
Master of Business Administration	Business Administration	
Master of Education	Education	Literacy Secondary Education Special Education Teaching and Learning
	Reading	
Master of Science	Behavioral Science	Counseling Marriage and Family General Psychology
	Educational Leadership	
	Organizational Leadership	
Degree	Certificate	
Post Master of Science in Behavioral Science	Counseling Proficiency	

LICENSURES

LICENSED MARITAL AND FAMILY THERAPIST

The School of Education and Behavioral Sciences offers the academic requirements for licensure candidacy for Licensed Marital and Family Therapy (LMFT) in the State of Oklahoma. The Oklahoma State Department of Health has final determination of the acceptability of specific courses at the time of application for licensure.

LICENSED PROFESSIONAL COUNSELOR

The School of Education and Behavioral Sciences offers the academic requirements for licensure candidacy for Licensed Professional Counselor (LPC) in the State of Oklahoma. The Oklahoma State Department of Health has final determination of the acceptability of specific courses at the time of application for licensure.

GENERAL INFORMATION

HISTORY

The history of Cameron University corresponds to the history of the area it serves in Southwest Oklahoma. It was founded by the Oklahoma Legislature in 1908 as Cameron State School of Agriculture, one of six agricultural high schools in the state and placed under the jurisdiction of the State Commission of Agriculture and Industrial Education. The institution was named for E. D. Cameron, first State Superintendent of Schools.

Cameron added junior college work in 1927 when local needs demanded access to higher education. With the changed function came the name Cameron State Agricultural College. It became solely a college in 1941 when the Oklahoma State System of Higher Education was formed, and joined the group of institutions governed by the Board of Regents for Oklahoma A&M Colleges.

Baccalaureate degrees were authorized in 1966 by the Oklahoma State Regents for Higher Education, following action by the Legislature. In May of 1970, the first bachelor's degrees were awarded. The institution's name was changed to Cameron College in 1971, and was further amended to Cameron University in 1974.

In 1988, the State Regents expanded Cameron's functions to include offerings at the master's degree level. This change in function was the first granted to an Oklahoma institution since Cameron was given authority to offer bachelor's degrees more than 20 years earlier. The first master's degrees were awarded to forty-one graduates in May of 1990.

In recognition that Cameron's mission had become significantly more complex and predominantly urban, on June 1, 1992, governance of the University was transferred by the Oklahoma Legislature to the governing board for the University of Oklahoma, the Board of Regents of the University of Oklahoma ("Board of Regents"). With the transfer of governance came new affiliations between Cameron and the University of Oklahoma, which have broadened and strengthened academic offerings by both institutions.

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.

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.

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 an 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; and
6. Provide opportunities to address additional objectives identified in specific programs.

TUITION AND FEES

All students are charged a general fee which includes charges for registration, library and classroom and laboratory instruction. Special fees are charged for other services which are made available to students. **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 University Business Office for current fees and refund policies.

GRADUATE COUNCIL

The Graduate Council is the primary recommending body for issues related to graduate studies. The Council, co-chaired by the Dean of the School of Business and the Dean of the School of Education and Behavioral Studies or their designees, is composed of members of the graduate faculty and graduate students. Appointments to the 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 Graduate 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.

ADMISSIONS

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. Applications are available online at <http://www.cameron.edu/graduate> and through the Office of Admissions, located in N. Shepler 227 on the Cameron University main campus. The Office of Admissions may be reached via telephone at (580) 581-2289 or via email at graduate@cameron.edu.

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

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 courses.

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

1. The applicant has a baccalaureate degree from a college or university accredited by a regional accrediting agency (Official transcripts from all institutions attended must be submitted.); and
2. At least one or more of the following three criteria is met:
 - a. The applicant has a minimum cumulative undergraduate grade point average (GPA) of 3.0 based upon a 4.0 scale; or

- b. 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
- c. The applicant has earned a master's or doctoral degree from a regionally accredited institution of higher learning.

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

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

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 Examination (IELTS). Official examination scores must be sent directly from the testing service to the International Student Admissions Office.

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 being initially admitted to Cameron University 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 Admissions and online at <http://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 forces stationed in Oklahoma, their spouses, and dependents shall be admitted without payment of non-resident tuition so long as they continue to be stationed in the state in the full-time military service and under military orders.

FINANCIAL ASSISTANCE

Graduate tuition waiver applications for new, continuing, out of state, and select Texas count resident students are available at http://www.cameron.edu/financial_aid/gen_scholarship_app. Open work-study positions are posted online at <http://www.cameron.edu/personnel/studentemployment>. Graduate assistantships are available through the Office of Academic Research at http://www.cameron.edu/academic_research/ga-policies-request. Qualified students may also apply for loans through the Office of Financial Assistance at http://www.cameron.edu/financial_aid.

FALSIFICATION AND OWNERSHIP OF RECORDS

Falsification of any admission record, whether by change, omission, or untrue statement will be grounds for permanent denial of admission to the University or suspension from the University with forfeiture of any credit earned. **All records required for admission become the property of Cameron University.**

NAME OR ADDRESS CHANGE

A student who has legally changed his/her name must provide appropriate documentation to substantiate the change. This documentation is to be submitted to the Registrar's Office. All transcripts are issued under the student's legal name as recorded in the Registrar's Office. Students should insure their current mailing address is on file at all times to avoid not receiving financial information and any other important notices. Students should log in to their AggieAccess account to update address information.

ACADEMIC REGULATIONS

Retention Standards

A student, regardless of admission status, who has completed nine or more graduate credit hours at Cameron University will be placed on academic probation if that student's cumulative graduate grade point average (GPA) at Cameron is less than 3.0 at the end of any semester or summer term. Failure to achieve a 3.0 GPA or above during any semester or summer term, during which 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 on probation at the end of that year. Following re-admission on probation, students who fail to achieve a 3.0 GPA in any semester will be dismissed from Cameron University. The Registrar's Office will notify students of their probation, suspension, or dismissal status.

Academic Forgiveness Policy

Courses taken at the graduate level cannot be "reprieved" 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 student transcripts, be included in GPA calculations, and usually count toward state certification and licensure requirements. Under extremely rare circumstances, a single, one-year exception to the six-year time limit may be granted by the dean of the student's school. Students who wish to petition for an exception may do so by using forms that are available through their respective advisor.

Advisement and Plan of Graduate Study

At the time of admission, each student will be referred by the Office of Admissions to the appropriate graduate advisor in the student's proposed major field of study. The student will work with his/her graduate advisor to plan a program of courses, study, and research that will enable the student to complete all of the requirements for the desired degree. This Plan of Graduate Study must be signed by the student and approved by his/her graduate advisor and the dean of the school in which the degree program is located. Any change in the plan of study must be approved by and filed with the same 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 officials before it can be included in the student's degree program.

The Plan of Graduate Study shall be approved 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 advisors. Courses on the plan of study cannot be removed once they have been successfully completed.

Changes in Degree Requirements

Academic requirements in graduate programs 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 programs of study.

Course Numbering

Graduate courses, which are numbered 5000 and above, are open only to graduate students.

Enrollment

The completed application form and official transcripts of all previous undergraduate and graduate credit should be submitted to the Office of Admissions 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 day of classes of each semester. Before the first graduate enrollment, the student must be admitted to

graduate studies. To receive credit, a student must enroll prior to taking the course.

Refer to current *Enrollment Schedule* (online at <http://www.cameron.edu/info/schedules> or on AggieAccess) for specific dates and details regarding enrollment and payment of tuition and fees for each academic session.

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

1. Completing a tentative enrollment schedule,
2. Enrolling in the course(s) through their graduate advisor, and
3. Obtaining a class schedule printout.

Electronic messages sent from students to their advisors 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 of the schedule sought by a given student.

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 used in figuring the graduate grade point average (GPA). For example, if a graduate course is later repeated, both grades will be used in calculating the graduate GPA. Repeated courses will only be counted once in the Plan of Graduate 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.

It is the responsibility of the student to satisfy the requirements specified by the instructor at the time of the assignment of the "I". It is the responsibility of the instructor to submit a "Grade Correction" form to the Registrar. Students who receive an "I" will have no more than one year from the end of the semester in which the course was taken to complete the required work for the course. If, by the end of the year, no change in grade has been submitted, the grade of "I" will become permanent. In no case will an "I" be changed to an "F" after a student has graduated.

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 with a grade of C will 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.
- One-half time: at least 5 hours of graduate credit.
- One-quarter time: at least 3 hours of graduate credit.

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

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

Any student using VA benefits or a student loan should contact the Office of Veteran Affairs or Office of Financial Assistance to verify course load requirements.

A student who is approved as a graduate assistant and is enrolled in at least six hours of graduate credit during the semester of the assistantship shall be classified as a full-time graduate student.

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-three (33) 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. A student must meet the requirements for his or her specific graduate degree program to be awarded that degree.

Transfer of Credits

A student may request that a maximum of twelve (12) 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 already been applied to another graduate degree. Transfer credit 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 Graduate Study.

Students may petition for transfer of credits after they have completed twelve (12) hours of graduate courses at Cameron University with a cumulative GPA of 3.00 or above. Forms may be obtained from the student's graduate advisor.

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 collegiate credit. In order to be eligible for an OSLEP seminar, students must carry a GPA of 3.0 or above. Admission to OSLEP is by application only. Applications are available from the OSLEP website at <http://www.oslep.org/> or from the OSLEP campus coordinator located in Cameron Exchange, Room 101C.

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 plan of study. Granting of graduate credit is contingent upon student's adherence to the following guidelines:

1. All graduate students enrolling in an OSLEP seminar for graduate credit must enroll in Cameron's UNIV 5001-3;

2. Receipt of a grade of “S” in an OSLEP seminar will be considered only part of the requirements for the completion of Cameron’s UNIV 5001-3;
3. 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.);
4. A list of additional requirements, signed by the faculty advisor and the student’s graduate advisor, must be submitted to the dean of the school in which the student’s degree program is located and the Cameron OSLEP campus coordinator prior to student enrollment in the course; and
5. 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 campus coordinator. The OSLEP campus coordinator will subsequently assign an official grade of “S”, “U”, or “I” for UNIV 5001-3. In order to receive a grade of “S”, the student must complete all components of the course including the OSLEP seminar.

Final Examination in a Specific Course

The final examination in a specific course will be administered at the date and time indicated in the class schedule and/or in the course syllabus. Any deviation from the designated schedule of final examinations must be approved in advance by the school’s dean. 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 at <http://www.cameron.edu/graduate/current> and through graduate advisors. Students are responsible for knowing the required dates for these assessments. In particular, students must determine the dates of their comprehensive evaluations, the deadlines for applications of these examinations, and apply to take them in advance with their advisors. Applications are available from graduate advisors on or before the posted date.

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 six hours, they must enroll in 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 a student intends to work on his or her thesis during a summer term, he or she must be enrolled in a thesis course.

After completing the thesis, the student should apply for oral defense with the dean of his/her school. Applications are available through graduate advisors and online. 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 Graduate Study.

Additional information regarding thesis instructions may be found in the current Thesis Instruction Booklet, available online, at <http://www.cameron.edu/graduate/research/theses>.

Comprehensive Examinations

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

Comprehensive examinations are administered once a semester during the fall, spring, and summer and on dates and times as determined by the Graduate Council. Those dates, along with the deadlines to register, are available online and through the program advisors. Students are solely responsible for determining the date of their comprehensive examinations and for applying to take the exam on or before application deadlines. Applications are available through graduate advisors.

Students who fail a comprehensive examination may be able to repeat the exam on a limited basis. Students should check with their graduate advisors for information regarding the maximum number of retakes permitted. Students who fail comprehensive examinations and are eligible to take it again must re-apply for permission through their graduate advisors.

Application for a Graduate Degree

Each candidate for a graduate degree must file an Application for a Graduate Degree with the Registrar during the semester in which s/he plans to graduate. The deadline for filing is the end of the tenth week of classes during the 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 s/he will complete all program requirements. The Application for a Graduate Degree is available in the Office of the Registrar and online at <http://www.cameron.edu/registrar/graduation.html>.

Applying for Graduation and Graduate Degree Check

Upon filing an Application for a Graduate Degree, candidates will have a file audit conducted by personnel in the Office of the Registrar. Applicants will be informed by the Registrar of any remaining requirements for the degree.

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 the exit survey prior to graduation. These interviews, which are conducted online serve two purposes: 1) they allow students to identify what they perceive as strengths and weaknesses associated with their degree programs, and 2) they allow program administrators to implement improvements based on the information provided. Specific information regarding the exit interviews is available from graduate advisors.

Participation in Ceremonies

A graduate student must meet specified requirements for his/her master’s degree program before participating in commencement and hooding ceremonies. Students should contact their graduate advisor for these requirements.

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 student’s test paper, laboratory report, or other report; etc. (see the *Cameron University Student Handbook* at <http://www.cameron.edu/student-services/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 dean and/or chair of the student’s major department and the student’s graduate advisor.

Sanctions for Academic Dishonesty

Cameron University recognizes 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 will result in a minimum of 0% on the assignment.

The second documented offense of academic misconduct will result in a minimum of

1. % on the assignment;
2. “F” or “U” in the course. Students who wish to appeal an “F” or “U” in the course must follow the procedures for appeal of a final grade; and
3. Suspension for the semester(s) following the term in which the misconduct is reported:
 - 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 semesters.
 - c. If the offense occurred in the summer session, 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 or Dismissal.

The third documented offense of academic misconduct will result in

1. 0% on the assignment;
 - a. “F” or “U” in the course. Students who wish to appeal an “F” or “U” in the course must follow the procedures for appeal of a final grade; and
 - b. 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 dismissal for academic misconduct penalties should 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 assigned 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.

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 of 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.

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 conflict over grades must be resolved at the department or school level.

Initiating a Formal Appeal

The student shall submit a completed grade appeal form to the chair of the Graduate Council, 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 graduate-level grade appeals.

The chair of the Graduate Council 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 Graduate Council members. A hearing will normally be scheduled within one month of the date on which the chair of the

Graduate Council received the request by the student for a formal hearing if, in the judgment of the dean, the criteria for a formal appeal have been met. The chair of the Graduate Council has the authority to determine if a postponement is justified. If it is determined that the postponement is not justified, the chair 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.

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

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.

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.

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.

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.

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.

The Graduate Council can recommend either of the following:

- The grade as given by the faculty member is appropriate and should not be changed; OR
- The grade is inappropriate and should be changed to the grade approved by at least two-thirds majority vote of Graduate Council members present. All Graduate Council members present are required to vote. After receiving notice from the Graduate Council, the chair will request that the Registrar initiate the appropriate procedure for the grade change.

The chair of the Graduate Council is responsible for forwarding the written recommendation of the committee to the Provost, the dean of the school in which the course was located, the department chair, the faculty member, 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

The Registrar will notify the student of the probationary or dismissal status.

The Graduate Council serves as an appellate body for the appeal process. The student who has been placed on probation or who has been dismissed from graduate studies is the only person who may initiate the appeal process. Within sixty (60) calendar days of the date of the notice of probation or dismissal, the student shall present a written statement explaining the reasons for the appeal to the chair of the Graduate Council. No appeal can be instituted more than sixty (60) calendar days after the notice of probation or dismissal.

The chair 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.

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. Following the presentation of information, the Graduate Council may, at its option, excuse all parties to the appeal prior to beginning its deliberation.

After completing its deliberations, the Graduate Council may recommend by a majority vote of the members present, one of the following:

- The probationary or dismissal action should not be changed; OR
- The Graduate Council may set conditions for further study and recommend the student be allowed to enroll in additional graduate classes at Cameron University. If so, the probation, suspension, or dismissal action will remain on the student's transcript and other academic records with a notation concerning the Council's decision.

The recommendation of the Graduate Council shall be forwarded in writing to the student and Provost by the chair of the Graduate Council.

The chair shall initiate the appropriate action with the Registrar.

Academic Grievance Policy

All academic grievances involving graduate courses, faculty, or students are investigated successively by the department chair, the dean, Chair of the Graduate Council, and the Provost. When a grievance is successfully resolved at any level, the investigation and grievance procedure end. In the event that the grievance cannot be resolved by the Provost, 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.

STUDENT SERVICES

Office of Financial Assistance

The Office of Financial Assistance provides financial counseling, administers scholarships, grants, loans and student employment. Interested students should reference the Financial Information section of this catalog. Students can also contact the Financial Assistance Office (581-2293) for further information on application procedures or access Cameron's website at http://www.cameron.edu/financial_aid.

Disability Services

Cameron University recognizes that all students deserve an equal opportunity to participate in university life and attain a higher education. The Student Development Office coordinates accommodations for students with disabilities and develops programs to support disability awareness. If an accommodation on the basis of a disability is required, please contact the office at least four weeks before classes begin or as soon as possible to complete the required documentation for accommodations. Please contact the office immediately if you have any concerns or problems with an accommodation. For more information, please call 581-2209.

Student Handbook

The *Student Handbook* is an official publication of the University which explains University policies and procedures and provides University information for all aspects of University life. Students are responsible for knowing its contents. Copies are available in the Office of Student Services and online at <http://www.cameron.edu/student-services/handbook>.

Student Conduct

Rules and regulations for the conduct of students attending Cameron University are listed in the *Student Handbook*. A primary purpose of these regulations is to help maintain a safe learning environment for members of the academic community. Student violations of these rules and regulations are reviewed by administrative officers having disciplinary responsibilities. The decisions made by these officers are subject to an appeal, either administratively or by proper referral to an appropriate judicial committee. When a student is suspended or dismissed for disciplinary reasons, the grades recorded for the student for that semester shall be determined in the same way as if the student had withdrawn voluntarily and any refund of fees shall be determined by the regular refund policy.

Access to Student Records

Student records are filed in a variety of offices. The administrative officers are responsible for the records under their control and for the appropriate release of information contained in these records. Cameron University forwards educational records on request to other educational institutions in which a student seeks or intends to enroll without providing any further notice to the individual regarding the transfer of records.

Release of Student Information. Student records are confidential in the sense that the information contained in these records is given voluntarily by the student for the private use of the institution for educational purposes only. The information contained in student records is of two different types: Directory Information and Personally Identifiable Information.

Directory Information. This information may be freely released by University officials without the consent of the student. Upon written request by the student, this information will be treated as confidential and released only with the student's written consent. Forms for withholding student "directory information" are available in the Office of the Registrar. This information consists of:

Name	Degrees and awards received
Address	Dates of attendance
Telephone number	Date of graduation
Enrollment status	Major
Athletic program information	Classification
Participation in officially recognized organizations or activities	

Previous institution most recently attended and other similar information as permitted in the Family Education Rights and Privacy Act (FERPA) (Pub. L. 93-568, Sec. 99.3).

Personally Identifiable Information. All other information contained in student records and not listed as directory information falls into the second, or restricted category. This type of restricted information is found mainly in

- (1) the academic record maintained by the Office of the Registrar and controlled by the Registrar;
- (2) the student conduct record kept in the Office of Student Development; and
- (3) the records of the various other University offices of Financial Assistance, Student Development, Public Safety and Student Housing, supervised by their respective directors.

To protect the rights of the student or graduate, it shall be the policy of the University to release this restricted information to other persons or agencies, only as provided by FERPA. However, a student may choose to release information to a third party by completing a FERPA waiver. Forms and information are available in the Office of Student Services, N. Shepler 324, 581-2244.

Emergency situations may develop which could necessitate the release of restricted information without the approval of the student or proper legal action. In these emergency situations, where the immediate welfare of the student or the University may be in jeopardy, the administrative official in charge of the office maintaining the requested information will make the decision regarding the release of the information. In cases where the responsible administrator is not available to make the decision, or, if he or she decides not to release the information, an appeal to secure the information may be made to the University President.

SCHOOL OF BUSINESS

Oris “Buddy” Odom II – Dean

Mark Washburn – Assistant to the Dean

Kelly “Suzy” Jouben – Graduate Coordinator

The mission of the Cameron University School of Business is to provide quality education designed to produce skilled business leaders, to promote ethical practices, and to foster economic development in a dynamic global environment. The mission is based upon a dedication to continuous improvement, scholarly activity, and service.

SCHOOL OF

BUSINESS

The School of Business offers Master of Business Administration and Master of Science in Organizational Leadership degrees.

MASTER OF BUSINESS ADMINISTRATION (630)**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

Current objectives for the M.B.A. program are listed on the Cameron University Transparency webpage: <http://www.cameron.edu/transparency/business>.

PROGRAM REQUIREMENTS

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 graduate advisor following an evaluation of the student's previous academic course work. This recommendation is subject to the approval of the Dean of School of Business. Students must take 33 hours beyond the prerequisite courses. The M.B.A. program consists of four parts as outlined below.

- I. LEVELING COURSES* 0-12 hours**
 BUS 5013 Business Administration Concepts
 ECON 5023 Economic Concepts
 ACCT 5033 Accounting and 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 economic subjects. The waiver, if any, will be recommended by the graduate advisor and approved by the Dean of the School of Business.

There are many possible combinations of undergraduate courses that would prepare a student for entry into graduate studies. There are others that would also be helpful, but the following list contains the most important courses for graduate studies in business: Principles of Economics I & II, Principles of Accounting I & II, Finance, Business Statistics, Management, and Marketing.

- II. BUSINESS CORE COURSES.....24 hours**
Common Core..... 18 hours
 ACCT 5243 Accounting for Management
 BUS 5103 Applied Business Statistics
 BUS 5983 Applied Business Strategy
 FIN 5613 Managerial Finance
 MGMT 5853 Management Information Systems OR
 ENT 5303 Technological Entrepreneurship
 MKTG 5513 Contemporary Marketing Problems
Core Area I – Economics 3 hours
 ECON 5213 Macroeconomics OR
 ECON 5313 Managerial Economics OR
 ECON 5933 Issues in Global Economics

Core Area II – Human/Organizational Administration 3 hours
 MGMT 5443 Current Issues in Organizational Design OR
 MGMT 5843 Current Issues in Human Resource Management OR
 MGMT 5703 Organizational Behavior

III. ELECTIVE COURSES.....**9 hours**

Courses may include:

- a. 9 hours of courses approved by graduate advisor and Dean OR
- b. 3 hours of courses and 6 hours of thesis approved by the graduate advisor and Dean.
 Students who choose to write a thesis must complete the following steps:
 - i. Complete 24 hours of required core courses,
 - ii. Secure approval of graduate advisor,
 - iii. Obtain a faculty supervisor in the discipline area of the thesis study,
 - iv. Form a thesis advisory committee in accordance with the Thesis Information Handbook,
 - v. Complete the Thesis Topic Form, obtaining approval of Dean, prior to data collection, and
 - vi. Enroll in BUS 5993-6 Thesis.

For further details regarding the thesis option, contact graduate advisor. Students who plan to work toward a doctorate are strongly encouraged to select the thesis option.

IV. COMPREHENSIVE EXAMINATION

A Master of Business Administration (M.B.A.) 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 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, 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 of scheduling and taking the comprehensive examination may be obtained from the graduate advisor. Under no circumstances will a student be allowed to take the M.B.A. comprehensive examination more than three times. Those students who fail their third attempt will be unable to complete their M.B.A. 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 those hours may be selected as thesis option. The exact number of required hours will be recommended by the graduate advisor following an evaluation of the student's previous academic course work that is approved by the Dean. 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:

- Completion of core and core area courses,
- Completion of a minimum of 33 graduate hours listed on the Graduate Plan of Study with a cumulative GPA of 3.0 or above,
- Passing the written comprehensive examination,
- Completion of the Application for Graduate Degree, and
- Completion of an exit interview.

PARTICIPATION IN COMMENCEMENT AND HOODING

Please check with the graduate advisor about requirements to participate in commencement and hooding.

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP (774)

PROGRAM DESCRIPTION

The Master of Science in Organizational Leadership at Cameron is designed to prepare men and women to be leaders in military, governmental, entrepreneurial, and corporate ventures as well as for further graduate study.

PROGRAM OBJECTIVES

Current objectives for the M.S.O.L. program are listed on the Cameron University Transparency webpage: <http://www.cameron.edu/transparency/business>.

PROGRAM OPTIONS

The Master of Science in Organizational Leadership has two options. The first option is the non-thesis option, which consists of a minimum of 33 semester hours of graduate credit in three parts: a core of 18 hours, electives or possible specialization classes totaling 12 hours, and a master's project/research paper class (3 hours). Students selecting the first option will be required to successfully complete a written comprehensive exam. The second option is the thesis option, which consists of a minimum of 36 semester hours of graduate credit in three parts: a core of 18 hours, electives or possible specialization classes totaling 12 hours, and a thesis (6 hours). Students selecting the second option will not be required to complete a written comprehensive exam.

PROGRAM ADMISSION

The entrance requirements are to be based upon a combination of undergraduate GPA and GMAT or GRE scores. To be admitted to the Master of Science in Organizational Leadership program, students must complete the following procedure:

1. Take either the GMAT or GRE exam and have the scores sent directly to Cameron University,
2. Apply and be admitted to the School of Graduate Studies at Cameron University;
3. Submit a letter of application describing career objectives and how the particular degree will contribute to those objectives. Additional information on leadership positions, previous work experience and other factors should also be highlighted when appropriate;
4. Attend an orientation meeting with the Graduate Coordinator via e-mail, phone, or in person; and
5. Sign a formal Plan of Graduate Study.

PROGRAM REQUIREMENTS

A minimum of thirty-three (33) semester hours in approved graduate courses is required in the MSOL program.

I. CORE COURSES.....**18 hours**

MGMT 5703 Organizational Behavior
 MGMT 5723 Training & Development and Human Resources in the Organization
 MGMT 5803 Global Policy and Strategy
 ORGL 5713 Leadership and Knowledge Management
 ORGL 5733 Strategic Knowledge and Change Management
 ORGL 5743 Data-driven decision-making

II. ELECTIVES/CONCENTRATION.....**12 hours**

Although not required to do so, students may choose an area of specialization within the program by completing 12 hours of electives within a single discipline (Management or Finance). (Note: Not all specializations may be offered during any given two year period.) All elective/specialization graduate courses must be approved by the M.S.O.L. Graduate Advisor, the Dean of the School of Business, and the Graduate Council.

III. CAPSTONE EXPERIENCE* **3-6 hours**

Select one of the following options:

Research Paper, Non-Thesis Option (3 hours)

ORGL 5893 Master's Project/Research Paper

Students who choose the non-thesis option will be required to complete ORGL 5893 Master's Project/Research Paper. Students pursuing this option will be required to pass a written comprehensive exam administered by the School of Business.

Thesis Option (6 hours)

Students who choose the thesis option (six hours) will not be required to complete the written comprehensive exam administered by the School of Business. Students who choose to write a thesis must complete the following steps prior to enrolling in ORGL 5991-6 Thesis:

- complete 18 hours of required core courses (Part I above),
- secure the approval of the M.S.O.L. Graduate Advisor,
- obtain a faculty supervisor in the discipline area of the thesis study,
- form a thesis advisory committee in accordance with the Thesis Information Handbook, and
- complete the Thesis Topic Form, obtaining approval of the Office of Graduate Studies prior to data collection.

*Students who select the thesis option must complete six hours of Thesis, although all six hours do not have to be completed in one semester. Students who complete ORGL 5893 and subsequently decide to switch to the thesis option must complete six hours of Thesis credit. ORGL 5893 will not substitute for ORGL 5991-6.

GRADUATION REQUIREMENTS

Students in the Master of Science in Organizational Leadership program must participate in Cameron University'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 either a written comprehensive examination or a thesis. Students who do not complete a Thesis in the Master of Science in Organizational Leadership Program will be required to successfully pass a comprehensive exam based upon applied case studies within three attempts.

Also 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 weakness associated with the degree program. Administrators and graduate faculty use this information to effect programmatic improvements. Specific information regarding the exit interview is provided by the appropriate Graduate Advisor following the filing of an Application for a Graduate degree, and the completion of a file audit.

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.

PARTICIPATION IN COMMENCEMENT AND HOODING

Please check with the graduate advisor about requirements to participate in commencement.

ACCOUNTING COURSES (ACCT)**5033 ACCOUNTING AND INFORMATION SYSTEMS CONCEPTS, 3 hours credit**

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 and 2023.

5243 ACCOUNTING FOR MANAGEMENT, 3 hours credit

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 and 2023 or ACCT 5033.

5993 SEMINAR IN ACCOUNTING, 3 hours credit

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 COURSES (BUS)**5013 BUSINESS ADMIN CONCEPTS, 3 hours credit**

This course is designed as an introductory course for non-business majors who desire to enter the MBA 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 and MKTG 3413.

5103 APPLIED BUSINESS STATISTICS, 3 hours credit

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: STAT 3613 or FIN 5053 or equivalent.

5941-3 INDEPENDENT STUDY IN BUSINESS, 1-3 hours credit

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 degrees. Prerequisite: Permission of graduate advisor.

5961-3 SEMINAR IN BUSINESS, 1-3 hours credit

Group projects designed to meet special needs of graduate students in any of the disciplines or tracks of the MBA program. Courses may be repeated with different topics. Prerequisites: Permission of graduate advisor and instructor.

5973 LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS, 3 hours credit

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.

5983 APPLIED BUSINESS STRATEGY, 3 hours credit

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. Prerequisites: ACCT 5033, ECON 5023, FIN 5053, and BUS 5013; or equivalents.

5991-6 THESIS, 1-6 hours credit

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 graduate advisor.

ECONOMICS COURSES (ECON)

5023 ECONOMIC CONCEPTS, 3 hours credit

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

5213 MACROECONOMICS, 3 hours credit

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

5313 MANAGERIAL ECONOMICS, 3 hours credit

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 and 2023 or ECON 5023.

5933 ISSUES IN GLOBAL ECONOMICS, 3 hours credit

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

ENTREPRENEURIAL STUDIES COURSES (ENT)

5103 ENTREPRENEURIAL STUDIES, 3 hours credit

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.

5203 NEW BUSINESS VENTURES, 3 hours credit

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.

5303 TECHNOLOGICAL ENTREPRENEURSHIP, 3 hours credit

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.

5403 GLOBAL ENTREPRENEURSHIP, 3 hours credit

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.

5903 APPLIED ENTREPRENEURIAL CASE STUDIES, 3 hours credit

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 COURSES (FIN)

5053 FINANCIAL AND STATISTICAL CONCEPTS, 3 hours credit

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.

5613 MANAGERIAL FINANCE, 3 hours credit

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.

5863 PORTFOLIO MANAGEMENT I, 3 hours credit

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.

5873 PORTFOLIO MANAGEMENT II, 3 hours credit

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 COURSES (MGMT)

5443 CURRENT ISSUES IN ORGANIZATIONAL DESIGN, 3 hours credit

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.

5703 ORGANIZATIONAL BEHAVIOR, 3 hours credit

This course shall focus on topics such as the dynamics of behavior within organizations, concepts of behavior within organizations, motivation, personality, stress management, goal-setting and group functioning. Prerequisite: MGMT 3013 or BUS 5013.

5723 TRAINING AND DEVELOPMENT AND HUMAN RESOURCES IN THE ORGANIZATION, 3 hours credit

This course examines topics such as instructional design process, human resource management processes, organizational learning, training across the organization, technology and learning, group processes and collaborative learning and evaluating and assessing training and change. Prerequisite: MGMT 3013 or BUS 5013.

5803 GLOBAL POLICY AND STRATEGY, 3 hours credit

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.

5813 STRATEGIC MANAGEMENT IN ELECTRONIC COMMERCE, 3 hours credit

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.

5833 E-COMMERCE VENTURES AND DEVELOPMENT, 3 hours credit

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.

5841 ISSUES IN SMALL BUSINESS, 1 hour credit

Written case studies and/or research activities in conjunction with MGMT 5842. Must concurrently enroll in and complete MGMT 5842 to receive credit. Prerequisites: BUS 5013 and ACCT 5033 and enrollment in MGMT 5842.

5842 ISSUES IN SMALL BUSINESS, 2 hours credit

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. Must concurrently enroll in and successfully complete MGMT 5841 to receive credit for this course. Prerequisites: BUS 5013 and ACCT 5033.

5843 CURRENT ISSUES IN HUMAN RESOURCE MANAGEMENT, 3 hours credit

This course identifies current issues in Human Resource Management (HRM), new developments relating to HRM with particular emphasis on the legal aspects of the workplace, an analysis and discussion of regulations in the employment relationship, discrimination in employment, the employment environment, and other forms of workplace regulation. A detailed analysis of discrimination issues will cover Title VII of the Civil Rights Act of 1964, affirmative action, sexual harassment, and discrimination based on race, gender, affinity orientation, religion, national origin, age, and disability. In discussing the employment environment, this course covers testing, evaluation and regulation of job performance, and the right to privacy and other protections from employer intrusions. This course covers employment law compliance issues such as the Occupational Safety and Health Act, Employee Retirement Income Security Act, and the Fair Labor Standards Act. Also, employee insurance programs, such as Social Security, Worker's Compensation, and unemployment compensation will be reviewed. The information gleaned from this course will provide managers with the appropriate knowledge of legal issues necessary for good organizational leadership and managerial skills.

5853 MANAGEMENT INFORMATION SYSTEMS, 3 hours credit

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. Prerequisites: Permission of the Graduate Advisor and Instructor.

MARKETING COURSES (MKTG)**5513 CONTEMPORARY MKTG PROBLEMS, 3 hours credit**

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 and MKTG 3413 or BUS 5013.

5873 MARKETING RESEARCH FOR DECISION MAKING, 3 hours credit

Marketing Research for Decision Making is designed to develop students' understanding of primary and secondary research in the field of marketing. In addition to addressing the topics of qualitative and quantitative research methodologies, the importance of conceptualizing the marketing opportunity or problem is given significant coverage. The course also includes coverage of major sampling as well as univariate and multivariate analysis techniques that characterize successful marketing research projects and programs. Professional lectures and professor supervised student research projects are the primary modes of delivery. Prerequisites: MKTG 5513 or equivalent and ORGL 5743 or equivalent.

ORGANIZATIONAL LEADERSHIP COURSES (ORGL)**5713 LEADERSHIP AND KNOWLEDGE MANAGEMENT, 3 hours credit**

This course is a survey course designed to introduce the concepts and best practices of organizational leadership; institutional change and strategic knowledge management, including topics such as the new leader, problem solving in organizations, and the effects of change within the organization, including planned change; human capital and the organization, and diversity and cultural effect in the organization. Prerequisite: MGMT 5703.

5733 STRATEGIC KNOWLEDGE AND CHANGE MANAGEMENT, 3 hours credit

This course shall focus on topics such as organization knowledge, organizational change and the leader, leadership and management of knowledge, people, skills, knowledge and tasks in the organization, organizational memory, remediation and knowledge management and predicting trends and change management.

5743 DATA-DRIVEN DECISION MAKING, 3 hours credit

This course shall focus on the topics such as data collection techniques, design of process and outcomes measures with the organization, evaluation techniques and practices, interpreting data within the organization, statistical methods and communicating the results of statistical analyses.

5893 MASTER'S PROJECT/RESEARCH PAPER, 3 hours credit

The Master's Project/Research Paper course is an experiential leadership exercise that involves serving as a leader within a community/civic organization and writing a paper detailing the leadership experience. Prerequisite: Completion of the MSOL core and permission of the Graduate Advisor. This course is open only to students in the MSOL program.

5991-6 THESIS, 1-6 hours credit

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 MSOL Core and permission of the Graduate Advisor. This course is open only to students in the MSOL program.

SCHOOL OF
EDUCATION AND BEHAVIORAL SCIENCES

Ronna Vanderslice – Dean

DEPARTMENT OF EDUCATION
Jennifer Dennis – Chair

DEPARTMENT OF HEALTH AND PHYSICAL EDUCATION
Stephanie Boss – Chair

DEPARTMENT OF PSYCHOLOGY
Mary Dzindolet – Chair

The mission of the School of Education and Behavioral Sciences is to provide a diverse and dynamic student body the opportunity to acquire a wide range of knowledge and skills so they can contribute to their profession and enrich their lives. The School provides undergraduate course work in the fields of Education, Health and Physical Education, and Psychology. These primary areas of study encompass several specialties. In addition to supporting general education preparation and undergraduate degrees, the School provides graduate degrees in Education and Behavioral Sciences. Several disciplines blend academics with field based and practical experiences as a regular part of the educational process.

Excellence in teaching and learning is highly prized and is viewed as the most significant role of the School and University. Faculty, students, and administration work interactively with communities by providing economic research support, cultural opportunities, and educational outreach experiences.

DEPARTMENT OF

EDUKATION

The Department of Education offers Master of Education in Education and Master of Education in Reading as well as Master of Science in Educational Leadership degrees.

MASTER OF EDUCATION IN EDUCATION (650)

PROGRAM DESCRIPTION

The Master of Education in Education (M.Ed.) program is designed to serve persons in the field of education. It is designed as a practitioner's degree enabling students to develop the competencies of accomplished teaching according to the National Board of Professional Teaching standards. Students who wish to pursue the M.Ed. degree must have a bachelor's degree in education, hold a teaching license, or have passed the Oklahoma General Education Test (OGET) and an Oklahoma Subject Area Test (OSAT).

PROGRAM OBJECTIVES

Teaching is in a continuous state of development, and the education of excellent teachers is an ongoing process. Individuals who wish to achieve full potential as teachers continue to strive for both depth and breadth of knowledge and skills in their discipline. Current objectives for the M.Ed. program are listed on the Cameron University Transparency webpage: <http://www.cameron.edu/transparency/education>.

PROGRAM ADMISSION

Students who wish to pursue the M.Ed. in Education should follow these procedures:

- Apply and be admitted to graduate studies at Cameron University;
- Provide evidence of holding a teaching license or certificate to the graduate advisor. Those who are not currently certified teachers should refer to the Alternative Certification section that follows;
- Develop a formal Plan of Graduate Study with the assistance of the graduate advisor;
- Have two (2) acceptable recommendation forms submitted on their behalf;
- Have a GPA of 3.0 or above.

PROGRAM CONCENTRATIONS

The M.Ed. program is designed to serve those educators who wish to enhance their teaching skills. The student must choose to concentrate in one of the following areas: Literacy, Secondary Education, Special Education, or Teaching and Learning (for those who obtain alternative certification).

PROGRAM REQUIREMENTS

A minimum of thirty-three (33) semester hours in approved graduate courses is required in the M.Ed. in Education program. Each option requires fifteen (15) hours of core courses and eighteen (18) hours of specialty courses.

I. CORE COURSES (FOR ALL OPTIONS)15 hours

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

II. OPTION18 hours

Choose one of the following four options:

Literacy Option**

EDUC 5603 Methods for Teaching Struggling Readers
EDUC 5613 Reading Curriculum Development K-12

EDUC 5623 Theoretical Foundations of Reading
 EDUC 5643 Advanced Diagnosis of Reading Difficulties
 EDUC 5663 Teaching Reading in the Content Area
 EDUC 5653 Practicum in Reading I* OR
 EDUC 5683 Practicum in Reading II*
 *Depending on Licensure
 **Possible prerequisite: EDUC 5873 Foundations of Literacy

Secondary Education Option

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

Special Education Option

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 of Students with Mild/Moderate Disabilities
 SPED 5723 Curriculum for Exceptional Individuals
 SPED 5623 Practicum: Mild/Moderate Disabilities OR
 SPED 5643 Practicum: Severe Profound/Multiple Disabilities

Teaching and Learning Option (for candidates seeking Alternative Teacher Certification)

EDUC 5073 Advanced Methods in Secondary School
 EDUC 5713 Advanced Foundations of Teaching in the Secondary School
 EDUC 5746 Internship in the Middle/Junior High School
 EDUC 5756 Internship in the Senior High School OR
 EDUC 5766 Internship in the Elementary School
 EDUC 5776 Internship in the Secondary School OR
 EDUC 5703 Two 3-hour Practica AND
 Two 3-hour Guided Electives (see graduate advisor)

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 contact the graduate advisor or go to <http://www.ok.gov/sde> → Educators → Teacher Certification → Options for Non-traditional Teacher Licensure and Certification Programs. Any candidate who plans to pursue or is currently pursuing alternative certification is not eligible for admission to any graduate-level education program until both the OGET and OSAT tests have been passed. However, candidates who wish to begin their graduate studies while working toward alternative certification may apply for admission under the Degree Seeking-Alternate Placement code. Candidates are allowed to complete up to twelve (12) credits hours without having passed the exams. Once the candidate passes both exams, s/he may then be admitted into a 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 outlined previously.

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 is designed especially for candidates who are alternatively certified. Under this option, candidates have the opportunity to receive extensive hands-on classroom experience and practice.

OUTCOME ASSESSMENT

Each student must complete an electronic portfolio. The portfolio will be evaluated at the department level at the mid-point (21 hours) of the program and again at program completion.

DEGREE CONFERMENT

The Master of Education in Education degree will be awarded when the student has met all of the following requirements within six years:

- Completion of a minimum of 33 graduate hours listed on the Plan of Graduate Study with a cumulative GPA of 3.0 or above;
- Satisfactory scores on all recommendations and dispositional assessments;
- Passing scores on mid- and final-program portfolio checks;
- Successful completion of the Analysis of Growth paper;
- No more than two (2) C's on the Plan of Graduate Study;
- Completion of the "Application for Graduate Degree" form;
- Payment of the graduation fee; and
- Completion of the online exit survey.

PARTICIPATION IN COMMENCEMENT AND HOODING

Please check with the graduate advisor about requirements to participate in commencement and hooding.

MASTER OF EDUCATION IN READING (620)

PROGRAM DESCRIPTION

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. This state licensure exam requires that candidates demonstrate mastery of International Reading Association (IRA) Standards for Reading Professionals.

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 IRA. Current objectives for the M.Ed. program are listed on the Cameron University Transparency webpage: <http://www.cameron.edu/transparency/education>.

PROGRAM ADMISSION

Students who wish to pursue the M.Ed. in Reading should follow these procedures:

- Apply and be admitted to graduate studies at Cameron University;
- Provide evidence of holding a teaching license or certificate to the graduate advisor. Those who are not currently certified teachers should refer to the previous section about Alternative Certification;
- Develop a formal Plan of Graduate Study with the assistance of the graduate advisor;
- Have two (2) acceptable recommendation forms submitted on their behalf;
- Have a GPA of 3.0 or above.

PROGRAM REQUIREMENTS

A minimum of thirty-three (33) semester hours in approved graduate courses is required in the M.Ed. in Reading program.

I. REQUIRED COURSES*30 hours

EDUC 5103 Introduction to Graduate Research
 EDUC 5603 Methods for Teaching Struggling Readers
 EDUC 5613 Reading Curriculum Development K-12
 EDUC 5623 Theoretical Foundations of Reading
 EDUC 5633 Organization and Individualization of School Reading Programs
 EDUC 5643 Advanced Diagnosis of Reading Difficulties
 EDUC 5653 Practicum in Reading I

EDUC 5663 Teaching Reading in Content Area
 EDUC 5683 Practicum in Reading II
 EDUC 5723 Language and Literacy Development
 *Possible Prerequisite: EDUC 5873 Foundations in Literacy

II. GUIDED ELECTIVES3 hours

Select one of the following literature courses:
 EDUC 5593 Adv. Studies in Adolescent Literature OR
 EDUC 5693 Adv. Studies in Children's Literature

OUTCOME ASSESSMENT

Each student must complete an electronic portfolio. The portfolio will be evaluated at the department level at the mid-point (21 hours) of the program and again at program completion.

DEGREE CONFERMENT

The Master of Education in Reading degree will be awarded when the student has met all of the following requirements *within six (6) years*:

- Completion of a minimum of 33 graduate hours listed on the Plan of Graduate Study with a cumulative GPA of 3.0 or above;
- Satisfactory scores on all recommendations and dispositional assessments;
- Passing scores on mid- and final-program portfolio checks;
- Successful completion of the Analysis of Growth paper;
- No more than two (2) C's on the Plan of Graduate Study;
- Completion of the "Application for Graduate Degree" form;
- Payment of the graduation fee; and
- Completion of the online exit survey.

PARTICIPATION IN COMMENCEMENT AND HOODING

Please check with the graduate advisor about requirements to participate in commencement and hooding.

MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP (670)

PROGRAM DESCRIPTION

The Master of Science in Educational Leadership (M.S.E.L.) 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 prepare program participants for the challenges faced by school administrators in the 21st century.

PROGRAM OBJECTIVES

Current objectives for the M.S.E.L. program are listed on the Cameron University Transparency webpage: <http://www.cameron.edu/transparency/education>.

PROGRAM REQUIREMENTS

A minimum of thirty-three (33) semester hours in approved graduate courses is required in the M.S. in Educational Leadership program.

I. REQUIRED COURSES33 hours

EDUC 5103 Introduction to Graduate Research OR
 EDUC 5873 Selected Topics in Education
 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
 EDUC 5253 Legal and Ethical Aspects of School Administration
 EDUC 5263 Public School Finance and Accounting

EDUC 5283 Internship in School Administration*
 EDUC 5293 Resource Management for School Administration
 *Must complete six (6) semester hours of internship

DEGREE CONFERMENT

The Master of Science in Educational Leadership degree will be awarded when the student has met all of the following requirements *within six (6) years*:

- Completion of a minimum of 33 graduate hours listed on the Plan of Graduate Study with a cumulative GPA of 3.0 or above;
- Satisfactory scores on all recommendations and dispositional assessments;
- Passing scores on mid- and final-program portfolio checks;
- No more than two (2) C's on the Plan of Graduate Study;
- Completion of "Application for Graduate Degree" form;
- Payment of the graduation fee; and
- Completion of the online exit survey.

EDUCATION COURSES (EDUC)

5073 ADVANCED METHODS IN SECONDARY EDUCATION, 3 hours credit

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

5100 INTRODUCTORY SEMINAR FOR GRADUATE PROGRAMS, 0 hours credit

This is a required seminar for all graduate candidates in Education during the first semester of their respective programs. It provides an overview of each program's policies and requirements as well as an overview of the portfolio assessment.

5103 INTRODUCTION TO GRADUATE RESEARCH, 3 hours credit

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.

5143 MULTICULTURALISM AND AMERICAN EDUCATION, 3 hours credit

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.

5203 FUNDAMENTALS OF PUBLIC SCHOOL ADMINISTRATION, 3 hours credit

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

5213 SCHOOL CULTURE, 3 hours credit

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.

5223 ASSESSMENT OF PERSONNEL AND PROGRAMS, 3 hours credit

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.

5233 SUPERVISION OF CURRICULUM AND INSTRUCTION, 3 hours credit

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.

5243 COMMUNITY AND SCHOOL RELATIONS, 3 hours credit

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.

5253 LEGAL AND ETHICAL ASPECTS OF SCHOOL ADMINISTRATION, 3 hours credit

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.

5263 PUBLIC SCHOOL FINANCE AND ACCOUNTING, 3 hours credit

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.

5273 ADVANCED TESTS AND MEASUREMENTS, 3 hours credit

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.

5283 INTERNSHIP IN SCHOOL ADMINISTRATION, 3 hours credit

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.

5293 RESOURCE MANAGEMENT FOR SCHOOL ADMINISTRATORS, 3 hours credit

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.

5333 ELEMENTARY CURRICULUM DEVELOPMENT AND PRACTICUM, 3 hours credit

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.

5343 SECONDARY CURRICULUM DEVELOPMENT AND PRACTICUM, 3 hours credit

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.

5443 ADVANCED STUDIES OF COMMUNICATION SKILLS IN ELEMENTARY SCHOOL CURRICULUM, 3 hours credit

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.

5463 ELEMENTARY SCHOOL SOCIAL STUDIES CURRICULUM, 3 hours credit

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.

5473 ADVANCED STUDIES IN SCIENCE CURRICULUM FOR THE ELEMENTARY SCHOOL, 3 hours credit

An overview of contemporary issues of the nature and structure of science as they relate to the elementary

school-aged 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.

5483 DIAGNOSIS OF ARITHMETICAL DIFFICULTIES OF THE ELEMENTARY SCHOOL CHILD, 3 hours credit

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.

5513 MENTORING IN THE CLASSROOM, 3 hours credit

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.

5523 LEARNING THEORIES, 3 hours credit

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.

5553 COMMUNICATING THROUGH WEBSITES, 3 hours credit

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.

5593 ADVANCED ADOLESCENT LITERATURE, 3 hours credit

This course presents a thorough overview of the trends and issues in adolescent literature including multicultural literature. It also 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.

5603 METHODS FOR TEACHING STRUGGLING READERS, 3 hours credit

This course emphasizes 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. The course emphasis is on working with classroom teachers who need to provide instruction for children who struggle with reading. Prerequisites: EDUC 3513, EDUC 3533, and LIBS 3423 or equivalent course work.

5613 READING CURRICULUM DEVELOPMENT K-12, 3 hours credit

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. Prerequisites: EDUC 3513, EDUC 3533 or equivalent.

5623 THEORETICAL FOUNDATIONS OF READING, 3 hours credit

This course examines the historical, philosophical, sociological, physiological, and psychological foundations of reading and literacy coaching. A 10-hour field experience as a literacy coach is required. Prerequisites: EDUC 3513, EDUC 3533, and LIBS 3423 or equivalent coursework.

5633 ORGANIZATION AND INDIVIDUALIZATION OF SCHOOL READING PROGRAMS, 3 hours credit

The course emphasis is 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. The course also addresses research-based methods and strategies for working with adults (teachers) as learners. Prerequisites: EDUC 3513, 3533 or equivalent coursework.

5643 ADVANCED DIAGNOSIS OF READING DIFFICULTIES, 3 hours credit

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. A 10-hour field experience is required. Prerequisite: EDUC 4553 or equivalent coursework.

5653 PRACTICUM IN READING I, 3 hours credit

Candidates work with elementary school students in a supervised setting to assess reading abilities, to plan appropriate strategies and to implement those strategies in a classroom/clinical setting. The course includes a seminar in which information, insights, strategies, and concerns will be addressed. Prerequisites: 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 I if certification is Elementary Education.

5663 TEACHING READING IN THE CONTENT AREA, 3 hours credit

This course addresses reading skills in content areas with an emphasis on adaptations for English language learners and diverse cultures.

5683 PRACTICUM IN READING II, 3 hours credit

Candidates work with Middle School or High School students in a supervised setting to assess reading abilities, to plan appropriate strategies, and to implement those strategies in a classroom/clinical setting. The course includes a seminar in which information, insights, strategies, and concerns will be addressed. Prerequisites: 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 if certification is Secondary Education.

5693 ADVANCED CHILDREN'S LITERATURE, 3 hours credit

This course provides a thorough overview of the trends and issues in children's literature, including multicultural literature. It also includes critical and literary analysis of diverse children's literature and development of instructional strategies for a variety of settings.

5701 CLINICAL/FIELD EXPERIENCES, 3 hours credit

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.

5703 PRACTICUM IN TEACHING AND LEARNING, 3 hours credit

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.

5713 ADVANCED FOUNDATIONS OF TEACHING IN THE SECONDARY SCHOOL, 3 hours credit

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.

5723 LANGUAGE AND LITERACY DEVELOPMENT, 3 hours credit

This course provides a comprehensive overview of major theories and experimental research that clarify the linguistic and socio-cultural foundations of child language and literacy development, birth through age 18. There will be an emphasis on teaching strategies that address language, culture, and other forms of diversity that exist in society and their influences on learning to read and write. A 5-hour field experience with an ELL child is required.

5746 INTERNSHIP IN THE MIDDLE/JUNIOR HIGH SCHOOL, 6 hours credit

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. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073.

5756 INTERNSHIP IN THE SENIOR HIGH SCHOOL, 6 hours credit

Students observe, participate, and teach in senior high school classrooms under the supervision and guidance of a public school mentor and university supervisor. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073.

5766 INTERNSHIP IN THE ELEMENTARY SCHOOL (K-12), 6 hours credit

Students observe, participate, and teach in elementary school classrooms under the supervision and guidance of a public school mentor and university supervisor. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073.

5776 INTERNSHIP IN THE SECONDARY SCHOOL (K-12), 6 hours credit

Students observe, participate, and teach in secondary school classrooms under the supervision and guidance of a public school mentor and university supervisor. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073.

5781-3 WORKSHOP IN EDUCATION, 1-3 hours credit

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.

5871-3 SELECTED TOPICS IN EDUCATION, 1-3 hours credit

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.

5903 RESEARCH IN EDUCATION, 3 hours credit

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.

5913 MULTIMEDIA IN THE CLASSROOM, 3 hours credit

An exploration and hands-on practice course in the use of software tools for creating multimedia resources. This course is designed for the individual educator's use in communication with students, parents, classes and/or other schools. Course will make maximum use of laboratory settings on campus. This course is designed for educators. 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.

5991-6 THESIS, 1-6 hours credit

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.

SPECIAL EDUCATION COURSES (SPED)

5203 CHILDREN AND YOUTH WITH SPECIAL NEEDS, 3 hours credit

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.

5223 ADVANCED ASSESSMENT AND EVALUATION IN SPECIAL EDUCATION, 3 hours credit

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).

5263 HISTORICAL AND MODERN FOUNDATIONS OF SPECIAL EDUCATION, 3 hours credit

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 databases and internet sources in order to explore a topic that is of interest to the graduate student and appropriate for this course.

5413 INSTRUCTIONAL METHODS FOR STUDENTS WITH MILD/MODERATE DISABILITIES, 3 hours credit

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.

5621-3 PRACTICUM MILD/MODERATE DISABILITIES, 1-3 hours credit

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.

5641-4 PRACTICUM SEVERE PROFOUND/MULTIPLE DISABILITIES, 1-4 hours credit

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. May be repeated for a total of three semester hours credit.

5723 CURRICULUM FOR EXCEPTIONAL INDIVIDUALS, 3 hours credit

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. Prerequisite: SPED 5403 or SPED 5603 or permission of the graduate advisor.

5803 SPECIAL TOPICS IN SPECIAL EDUCATION, 3 hours credit

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

5821-3 WORKSHOP IN SPECIAL EDUCATION, 1-3 hours credit

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.

5843 RESEARCH IN SPECIAL EDUCATION, 3 hours credit

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.

DEPARTMENT OF
H **EALTH AND PHYSICAL EDUCATION**

The Department of Health and Physical Education does not offer a graduate degree but does provide several graduate courses. Consult a departmental advisor with questions regarding these courses.

HEALTH AND PHYSICAL EDUCATION THEORY COURSES (HPET)

5013 SEMINAR IN HEALTH, PHYSICAL EDUCATION, AND RECREATION, 3 hours credit

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.

5031-3 INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION AND RECREATION, 3 hours credit

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.

DEPARTMENT OF
P **SYCHOLOGY**

The Department of Psychology offers the Master of Science in Behavioral Science Degree.

MASTER OF SCIENCE IN BEHAVIORAL SCIENCES (610)

PROGRAM DESCRIPTION

The Master of Science in Behavioral Sciences (MSBS) 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. The majority of the students enrolled in the MSBS program in the last five years have expressed an interest in gaining counseling licensures (LPC and LMFT).

MSBS students choose one of three tracks: (1) Counseling, (2) Marriage and Family, and (3) General Psychology. The MSBS/Counseling track is designed for graduate students who would like to become Licensed Professional Counselors (LPC). The MSBS/Marriage and Family track is designed for graduate students who would like to become Licensed Marital and Family Therapists (LMFT). To earn an MSBS with a track in either of these areas (Counseling or Marriage and Family), students will complete 48 credit-hours of coursework. The MSBS/General Psychology track is designed for graduate students who are not going to gain licensure. These students will complete 33 credit-hours of coursework. Regardless of the graduate student's track, there are four student learning outcomes for the MSBS program.

PROGRAM OBJECTIVES

The goal of the MSBS program is to develop the knowledge base and professional competencies of individuals interested in professions in the behavioral sciences. Current objectives for the MSBS program are listed on the Cameron University Transparency webpage: <http://www.cameron.edu/transparency/education>.

PROGRAM TRACK DESCRIPTIONS

COUNSELING TRACK

The MSBS/Counseling track was designed to meet the needs of students who wish to pursue licensure as a Licensed Professional Counselor (LPC). According to the American Counseling Association,

Licensed professional counselors provide mental health and substance abuse care to millions of Americans. Licensed professional counselors (LPCs) are master's-degreed mental health service providers, trained to work with individuals, families, and groups in treating mental, behavioral, and emotional problems and disorders. LPCs make up a large percentage of the workforce employed in community mental health centers, agencies, and organizations, and are employed within and covered by managed care organizations and health plans. LPCs also work with active duty military personnel and their families, as well as veterans.

The practice of professional counseling includes, but is not limited to, the diagnosis and treatment of mental and emotional disorders, including addictive disorders; psychoeducational techniques aimed at the prevention of such disorders; consultation to individuals, couples, families, groups, and organizations; and research into more effective therapeutic treatment modalities. Counselors' training in the provision of counseling and therapy includes the etiology of mental illness and substance abuse disorders, and the provision of the well-established treatments of cognitive-behavioral, interpersonal, and psychodynamic therapy. Counselors' education and training is oriented toward the adoption of a truly client centered, and not primarily illness centered, approach to therapy. Licensed professional counselors and members of the other non-physician mental health professions of psychology, clinical social work, marriage and family therapy, and psychiatric nursing provide the large majority of mental health services in the U.S.

More than 120,000 professional counselors are licensed across the country, under licensure laws enacted in all 50 states, the District of Columbia, and Puerto Rico. LPC education and training standards for licensure are on par with those of the other two master's level mental health providers (clinical social workers and marriage and family therapists).

The MSBS/Counseling track was designed to meet the academic requirements for the LPC in the state of Oklahoma and to prepare students to perform well on the state licensure examination. In addition to the 21-credit-hour core for all tracks, MSBS/Counseling students will complete an additional 27 credit-hours.

Certificate In Counseling Proficiency (671)

The Certificate in Counseling Proficiency was designed for students who wish to pursue licensure as a Licensed Professional Counselor (LPC), which in the State of Oklahoma, requires 60 credit-hours of graduate work. Cameron University students pursuing LPC will complete the 48 hour MSBS/Counseling program and then earn the 12 hour Certificate in Counseling Proficiency to meet the 60 credit hour licensure requirement.

After graduating from Cameron University with an MSBS with a Counseling or Marriage and Family track (or a master's degree in a counseling-related field from another university) with a GPA of 3.0 or higher, students will be able to apply to earn a Certificate of Counseling Proficiency at Cameron University. **Students who graduate from Cameron University following the MSBS/General Psychology track are not eligible to earn the Certificate in Counseling Proficiency.** To earn the Certificate of Counseling Proficiency, students must successfully complete 12 hours of graduate work selected from the areas of development, abnormal behavior, assessment, counseling theories, professional orientation/ethics, research, practicum, life style/career development, social and cultural foundations, personality theories, crisis intervention, marriage and family counseling, or psychopharmacology. Please note that LPC licensure requires two assessment courses (six credit-hours); the MSBS/Counseling track only requires one; therefore most students will take an additional assessment class as part of their Certificate in Counseling Proficiency.

MARRIAGE AND FAMILY TRACK

The MSBS/Marriage and Family track was designed to meet the needs of students who wish to pursue licensure in marriage and family therapy. According to the American Association of Marriage and Family Therapy,

Licensed Marriage and Family Therapists (LMFTs) are mental health professionals trained in psychotherapy and family systems, and licensed to diagnose and treat mental and emotional disorders within the context of marriage, couples and family systems. Marriage and family therapists are a highly experienced group of practitioners. They evaluate and treat mental and emotional disorders, other health and behavioral problems, and address a wide array of relationship issues within the context of the family system.

Marriage and Family Therapists broaden the traditional emphasis on the individual to attend to the nature and role of individuals in primary relationship networks such as marriage and the family. LMFTs take a holistic perspective to health care; they are concerned with the overall, long-term well-being of individuals and their families. A family's patterns of behavior influences the individual and therefore may need to be a part of the treatment plan. In marriage and family therapy, the unit of treatment isn't just the person - even if only a single person is interviewed - it is the set of relationships in which the person is imbedded. Marriage and family therapy is brief, solution-focused, specific, with attainable therapeutic goals, and designed with the "end in mind".

Marriage and family therapists treat a wide range of serious clinical problems including: depression, marital problems, anxiety, individual psychological problems, and child-parent problems. Research indicates that marriage and family therapy is as effective, and in some cases more effective than standard and/or individual treatments for many mental health problems such as: adult schizophrenia, affective (mood) disorders, adult alcoholism and drug abuse, children's conduct disorders, adolescent drug abuse, anorexia in young adult women, childhood autism, chronic physical illness in adults and children, and marital distress and conflict.

Today more than 50,000 marriage and family therapists treat individuals, couples, and families nationwide. Membership in the American Association for Marriage and Family Therapy (AAMFT)

has grown from 237 members in 1960 to more than 23,000 in 1996. This growth is a result, in part, of renewed public awareness of the value of family life and concern about the increased stresses on families in a rapidly changing world.

The MSBS/Marriage and Family track was designed to meet the academic requirements for the LMFT in the state of Oklahoma and to prepare students to perform well on the written and oral sections of the licensure examination. In addition to the 21 credit-hour core, MSBS/Marriage and Family students will complete an additional 27 credit-hours.

GENERAL PSYCHOLOGY TRACK

The MSBS/General Psychology track was designed to meet the needs of students who do not wish to pursue a career in counseling. Students who want to increase their understanding of human behavior, those interested in experimental psychology, and students who wish to pursue a Ph.D. in experimental psychology should choose this track. In addition to the 21 credit-hour core, MSBS/General Psychology students will complete 12 additional credit-hours.

PROGRAM REQUIREMENTS

A minimum of thirty-three (33) semester hours in approved graduate courses is required in the MSBS program, with some tracks requiring forty-eight (48) semester hours.

I. CORE COURSES (REQUIRED FOR ALL TRACKS) 21 hours

PSY 5000 MSBS Introductory Seminar
 PSY 5003 Ethical Principles in Counseling, Assessment and Research*
 PSY 5053 Introduction to Statistics in Behavioral Sciences*
 PSY 5013 Research Methods in Behavioral Sciences**
 PSY 5243 Advanced Psychology of Personality**
 PSY 5203 Human Development
 PSY 5363 Psychopathology
 PSY 5383 Multicultural Psychology
 *Must be successfully completed in first nine hours of graduate work.
 **Must be successfully completed in first 18 hours of graduate work.

II. TRACK 12-39 hours

Choose one of the following three options:

Counseling Track without Certificate in Counseling Proficiency (27 hours)

PSY 5033 Basic Counseling Skills
 PSY 5073 Crisis Intervention
 PSY 5433 Counseling Theories
 PSY 5703 Individual Counseling
 PSY 5713 Group Counseling
 PSY 5743 Clinical Practicum I
 PSY 5753 Clinical Practicum II

One assessment course from the following:

PSY 5333 Assessment of Marriage and Family OR
 PSY 5513 Assessment in Personality OR
 PSY 5523 Assessment in Intelligence

One additional graduate level PSY course from the following:

PSY 5043 Human Sexuality
 PSY 5063 Advanced Statistics in the Behavioral Sciences
 PSY 5223 Psychology of Aging
 PSY 5253 Career Counseling and Lifestyle Development
 PSY 5313 Psychology of Interpersonal Communication
 PSY 5373 Drug and Alcohol Addiction
 PSY 5393 Systems Theory
 PSY 5423 Drug and Alcohol Counseling Theories
 PSY 5453 Psychopharmacology

PSY 5583 Advanced Social Psychology

Counseling Track with Certificate in Counseling Proficiency (39 hours)

Track Requirements (27 hours)

PSY 5033 Basic Counseling Skills
 PSY 5073 Crisis Intervention
 PSY 5433 Counseling Theories
 PSY 5703 Individual Counseling
 PSY 5713 Group Counseling
 PSY 5743 Clinical Practicum I
 PSY 5753 Clinical Practicum II

One assessment course from the following:

PSY 5513 Assessment in Personality OR
 PSY 5523 Assessment in Intelligence OR
 PSY 5333 Assessment of Marriage and Family

One additional graduate level PSY course from the following:

PSY 5063 Advanced Statistics in the Behavioral Sciences
 PSY 5223 Psychology of Aging
 PSY 5253 Career Counseling and Lifestyle Development
 PSY 5313 Psychology of Interpersonal Communication
 PSY 5373 Drug and Alcohol Addiction
 PSY 5393 Systems Theory
 PSY 5423 Drug and Alcohol Counseling Theories
 PSY 5453 Psychopharmacology
 PSY 5583 Advanced Social Psychology

Certificate Requirements (12 hours)

To be selected from the following courses:

PSY 5063 Advanced Statistics
 PSY 5223 Psychology of Aging
 PSY 5253 Career Counseling and Lifestyle Development
 PSY 5333 Assessment of Marriage and Family
 PSY 5343 Marriage and Family Therapy
 PSY 5353 Theories of Marriage and Family Therapy
 PSY 5453 Psychopharmacology
 PSY 5513 Assessment in Personality
 PSY 5523 Assessment in Intelligence
 PSY 5583 Advanced Social Psychology

Marriage and Family Track (27 hours)

PSY 5033 Basic Counseling Skills
 PSY 5323 Theoretical Foundations of Marital and Family Systems
 PSY 5333 Assessment of Marriage and Family
 PSY 5343 Marriage and Family Therapy
 PSY 5353 Theories of Marriage and Family Therapy
 PSY 5393 Systems Theory
 PSY 5893 Practicum in Marriage and Family Therapy I
 PSY 5903 Practicum in Marriage and Family Therapy II

Choose one of the following:

PSY 5223 Psychology of Aging OR
 PSY 5313 Psychology of Interpersonal Communication

General Psychology Track (12 hours)

PSY 5413 Advanced Human Cognition
 PSY 5583 Advanced Social Psychology
 Electives (6 hours): To be chosen from any courses for which necessary prerequisites have been

completed. Students interested in pursuing a Ph.D. should consider PSY 5991-6 Thesis.

III. COMPREHENSIVE EXAMINATIONS

The MSBS program requires the successful completion of a comprehensive examination for completion of the graduate degree. Students are solely responsible for determining the date of their comprehensive examinations and for applying to take the exam on or before application deadlines. Applications are available through graduate advisors. Students who fail a comprehensive examination may be able to repeat the exam on a limited basis. Students should check with the graduate advisor for information regarding the maximum number of retakes permitted.

DEGREE CONFERMENT

The MSBS degree will be awarded when the student has met all of the following requirements *within six (6) years*:

1. Completion of a minimum of 33 graduate hours listed on the Plan of Graduate Study with a cumulative 3.0 or above;
2. A grade of pass or marginal pass on all portions of the comprehensive examination as determined by the assessment committee;
3. Completion of "Application for Graduate Degree";
4. Payment of the graduation fee; and
5. Completion of an Exit Interview.

PARTICIPATION IN COMMENCEMENT AND HOODING

Please check with the graduate advisor about requirements to participate in commencement and hooding.

PSYCHOLOGY COURSES (PSY)

5000 MSBS INTRODUCTORY SEMINAR, 3 hours credit

The purpose of this seminar is to provide students with an introduction to the MSBS program. Students will learn about the three MSBS tracks, course requirements for each track, and course requirements for licensure. Information about practicum and thesis will be presented. MSBS students are required to complete this course during their first year of study.

5003 ETHICAL PRINCIPLES IN COUNSELING, ASSESSMENT, AND RESEARCH, 3 hours credit

This course will provide students an in-depth analysis of the ethical, legal, and professional responsibilities of counselors, marriage and family therapists, addiction therapists, psychometricians, teachers, and researchers. Students will be expected to understand the rationale for codes of ethics. Course discussions will focus upon applying ethical codes, identifying issues in practice, and the influence of the law. MSBS students are required to complete this course during their first nine hours of study.

5013 RESEARCH METHODS IN BEHAVIORAL SCIENCE, 3 hours credit

This course will provide students with 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. MSBS students are required to take this course during their first 18 hours of study.

5021-3 SPECIAL TOPICS IN PSYCHOLOGY, 1-3 hours credit

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.

5033 BASIC COUNSELING SKILLS, 3 hours credit

This course will introduce students to the literature on change and how appropriate interviewing skills and client-counselor relationship can facilitate change. Students will learn and practice the basics of motivational interviewing and basic counseling skills. To promote competence in the application of marriage and family theory and counseling theories, counseling skill sets will be developed.

5043 HUMAN SEXUALITY, 3 hours credit

This course will provide students with an overview of human sexuality, its social implications and applications to the practice of psychotherapy.

5053 INTRODUCTION TO STATISTICS IN BEHAVIORAL SCIENCES, 3 hours credit

This course will provide students with an introduction to statistics applied to the behavioral sciences. Conceptual issues, computation and applications of inferential techniques will be discussed. MSBS students are required to take this course during their first nine hours of study.

5063 ADVANCED STATISTICS IN BEHAVIORAL SCIENCES, 3 hours credit

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.

5073 CRISIS INTERVENTION, 3 hours credit

Students will be trained in the application of strategies for crisis intervention and crisis management. To promote competence in the application of counseling and marriage and family theories, crisis intervention skill sets will be developed. Prerequisite: PSY 5033 Basic Counseling Skills.

5113 BEHAVIORAL MANAGEMENT, 3 hours credit

This course will provide students with a study of the basic principles in analysis of human behavior, with an emphasis on techniques to change behaviors.

5203 HUMAN DEVELOPMENT, 3 hours credit

This course will provide students with a study of human intellectual, physical, social, and emotional development from conception to old age.

5213 GROUP DYNAMICS, 3 hours credit

This course will provide students with an in-depth study of the basis for human relations. Emphasis is on the process of communications, problem-solving, decision-making, conflict, and change as they occur in human interactions.

5223 PSYCHOLOGY OF AGING, 3 hours credit

The purpose of this course is to provide students with an introduction to the scientific study of adult development. We will examine the physical, cognitive, social and emotional changes that occur from early through late adulthood. A research-based approach will be used to examine the special problems of the elderly as well as possible intervention strategies.

5243 ADVANCED PSYCHOLOGY OF PERSONALITY, 3 hours credit

This course will provide students with an in-depth study of the theories, methods, and findings in psychology of personality. MSBS students are required to complete this course during the first 18 hours of study.

5253 CAREER COUNSELING AND LIFESTYLE DEVELOPMENT, 3 hours credit

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.

5313 PSYCHOLOGY OF INTERPERSONAL COMMUNICATION, 3 hours credit

This course will provide students with an in-depth study of the psychological foundations of communication theories as they relate to the development of effective interpersonal communication in familial relationships.

5323 THEORETICAL FOUNDATIONS OF MARRIAGE AND FAMILY SYSTEMS, 3 hours credit

This course will expose students to the theories of marriage and family. Students will view marriage and family through a systemic perspective. Prerequisite: PSY 5393 Systems Theory.

5333 ASSESSMENT OF MARRIAGE AND FAMILY, 3 hours credit

This course is designed to expand the knowledge base of the students in the area of assessments from a systemic perspective as it pertains to marriage and family theory. To promote competence in the application of marriage and family theory, assessment skill sets will be developed. Prerequisites: PSY 5393 Systems Theory and PSY 5323 Theoretical Foundations of Marriage and Family Systems.

5343 MARRIAGE AND FAMILY THERAPY, 3 hours credit

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. To promote competence in the application of marriage and family theory, marriage and family therapy skill sets will be developed. Prerequisites: PSY 5393 Systems Theory, PSY 5323 Theoretical Foundations of Marriage and Family Systems, and PSY 5353 Theories of Marriage and Family Therapy.

5353 THEORIES OF MARRIAGE AND FAMILY THERAPY, 3 hours credit

This course will present an overview of the origins, theoretical foundations, and major therapeutic orientations in the field of marriage and family therapy. To promote competence in the application of marriage and family theory, marriage and family therapy skill sets will be developed. Prerequisites: PSY 5393 Systems Theory and PSY 5323 Theoretical Foundations of Marriage and Family Systems.

5363 PSYCHOPATHOLOGY, 3 hours credit

This course will provide students with an in-depth study of the symptoms and etiology of mental disorders as described in the most recent Diagnostic and Statistical Manual of the American Psychiatric Association. Prerequisites: PSY 5003 Ethical Principles in Counseling, Assessment, and Research and PSY 5243 Advanced Psychology of Personality.

5373 DRUG AND ALCOHOL ADDICTION, 3 hours credit

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.

5383 MULTICULTURAL PSYCHOLOGY, 3 hours credit

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.

5393 SYSTEMS THEORY, 3 hours credit

This course is designed to survey the field of Marriage and Family theories. Students will examine the theoretical roots and terminology General Systems Theory, Cybernetics, and Communication Theory as they contribute to the development of Systems Theory. This will offer the student a foundational understanding of the dynamics of family interaction from a systems perspective.

5413 ADVANCED HUMAN COGNITION, 3 hours credit

This course will provide students with an intensive examination of selected research areas and major theories in cognitive psychology. Topics include perception, attention, short- and long-term memory, language, categorization, problem-solving, decision-making, and the development of expertise.

5423 DRUG AND ALCOHOL COUNSELING THEORIES, 3 hours credit

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. Prochaska's change theory, and solution-focused therapies will be incorporated.

5433 COUNSELING THEORIES, 3 hours credit

This course will provide students with a comprehensive study of counseling theories and approaches.

5453 PSYCHOPHARMACOLOGY, 3 hours credit

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.

5473 ADVANCED PHYSIOLOGICAL PSYCHOLOGY, 3 hours credit

This course will provide students with an intensive examination of selected topics in physiological psychology.

5513 ASSESSMENT IN PERSONALITY, 3 hours credit

This course will provide students with an understanding of the essentials in personality test construction; emphasis will be placed upon administration, scoring, and interpretation of current personality tests. Prerequisite: PSY 5243 Advanced Psychology of Personality.

5523 ASSESSMENT IN INTELLIGENCE, 3 hours credit

This course will provide students with training and practice in the administration and scoring of standardized tests of intelligence including the Wechsler tests of intelligence. Other less widely used tests such as the Stanford-Binet, the TONI, and the Slosson will be covered.

5583 ADVANCED SOCIAL PSYCHOLOGY, 3 hours credit

This course will provide students with an intensive examination of major theories, research, and findings in social psychology. Topics include cognitive dissonance, persuasion, prejudice and discrimination, interpersonal attraction, close relationships, altruism, aggression, obedience, conformity, group performance, and group decision-making.

5643 PRACTICUM IN ALCOHOL AND DRUG COUNSELING, 3 hours credit

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.

5703 INDIVIDUAL COUNSELING, 3 hours credit

This course will familiarize students with basic individual counseling skills and with empirically validated treatments. To promote competence in the application of counseling theories, skill sets in individual counseling will be developed. Prerequisites: PSY 5433 Counseling Theories and PSY 5033 Basic Counseling Skills.

5713 GROUP COUNSELING, 3 hours credit

This course will introduce students to the constructs and practices of group counseling. To promote competence in the application of counseling theories, skill sets for group counseling will be developed.

5743 CLINICAL PRACTICUM I, 3 hours credit

This course will provide students with 150 hours of supervised, practical, counseling experience at a predetermined site selected by the department which will allow the student to apply the counseling theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, video presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed contract with the practicum site, the student, and the university will be executed. Prerequisites: Students must earn an "A" or "B" in PSY 5003, PSY 5363, PSY 5433, PSY 5033, PSY 5703, an assessment course (either PSY 5513, PSY 5523, or PSY 5333) and secure departmental permission.

5753 CLINICAL PRACTICUM II, 3 hours credit

This course will provide students with 150 hours of advanced supervised, practical, counseling experience in the community which will allow the student to apply the counseling theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, video presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed contract with the practicum site, the student, and the university will be

executed. The practicum site will be selected by the student. Prerequisites: PSY 5743 and departmental permission.

5893 PRACTICUM IN MARRIAGE AND FAMILY THERAPY I, 3 hours credit

This course will provide students with 150 hours of supervised, practical, marriage and family therapy experience at a predetermined site selected by the department which will allow the student to apply the marriage and family theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed contract with the practicum site, the student, and the university will be executed. Prerequisites: Students must earn an "A" or "B" in PSY 5003, PSY 5343, PSY 5363, PSY 5393, PSY 5323, PSY 5353, PSY 5333, and PSY 5033, and secure departmental permission.

5903 PRACTICUM IN MARRIAGE AND FAMILY THERAPY II, 3 hours credit

This course will provide students with 150 hours of advanced supervised, practical, marriage and family therapy experience in the community which will allow the student to apply the marriage and family theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, video presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed contract with the practicum site, the student, and the university will be executed. The practicum site will be selected by the student. Prerequisites: PSY 5893 and departmental permission.

5991-6 THESIS, 1-6 hours credit

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 Proficiency Exam, and a grade of "B" or higher in each of the three courses PSY 5003, PSY 5013, and PSY 5053. Master of Science, Psychology Specialty students who want to do a thesis must enroll in PSY 5993-6.

SCHOOL OF LIBERAL ARTS

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DEPARTMENT OF MUSIC
James Lambert, Chair

DEPARTMENT OF THEATRE ARTS
Scott Richard Klein, Chair

The mission of the School of Liberal Arts is to offer quality associate and baccalaureate programs in the fine arts, humanities, and social sciences. The School also plays an important role in general education. In our programs and course offerings, the School of Liberal Arts fosters a student-centered academic environment, in keeping with the mission of the University, and is dedicated to guiding students to the highest possible standard of achievement.

The School of Liberal Arts also actively seeks to make the University a driving force in the cultural life and economic development of the region by encouraging faculty scholarship, developing partnerships with the community, and producing concerts, recitals, theatre productions, art exhibitions, lectures, symposia, workshops, camps, and public forums which enrich the intellectual and cultural lives of our constituents.

DEPARTMENT OF

ART

The Department of Art does not offer a graduate degree but does provide a graduate course. Consult a departmental advisor with questions regarding these courses.

ART COURSES (ART)

5913 SEMINAR IN ART, 3 hours credit

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.

DEPARTMENT OF

ENGLISH AND FOREIGN LANGUAGES

The Department of English does not offer a graduate degree but does provide several graduate courses. Consult a departmental advisor with questions regarding these courses.

ENGLISH COURSES (ENGL)

5003 ENGLISH USAGE AND COMPOSITION FOR GRADUATE STUDENTS, 3 hours credit

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.

5121-3 ENGLISH TEACHERS WORKSHOP, 1-3 hours credit

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.

5961-3 SPECIAL TOPICS IN ENGLISH, 1-3 hours credit

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.

DEPARTMENT OF
COMMUNICATION

The Department of Communication does not offer a graduate degree but does provide several graduate courses. Consult a departmental advisor with questions regarding these courses.

COMMUNICATION COURSES (COMM)

5113 COMMUNICATION 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.

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 masters degree at Cameron University.

DEPARTMENT OF
MMUSIC

The Department of Music does not offer a graduate degree but does provide a graduate course. Consult a departmental advisor with questions regarding these courses.

MUSIC COURSES (MUSC)

5913 SEMINAR IN MUSIC, 3 hours credit

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.

DEPARTMENT OF
THEATRE ARTS

The Department of Theatre Arts does not offer a graduate degree but does provide a graduate course. Consult a departmental advisor with questions regarding these courses.

THEATRE ARTS COURSES (THTR)

5913 SEMINAR IN THEATRE ARTS, 3 hours credit

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.

ADULT AND CONTINUING EDUCATION

Sylvia Burgess, Associate Vice President for Academic Affairs

EDUCATIONAL OUTREACH

**Assistant Professors: Karen Hardin, Mary Penick
Lorie Garrison, Coordinator**

The Adult and Continuing Education Division provides quality services to meet the academic and regional community needs for Cameron University constituents by: providing advisement for students in Organizational Leadership; providing support services to academic schools to strengthen traditional and distance delivery of higher education programs delivered in the region; increasing awareness of health care professions and support of learning opportunities for regional health care providers.

DIVISION OF
A

DLT AND CONTINUING EDUCATION

The Division of Adult and Continuing Education does not offer a graduate degree but does provide a variable credit graduate course. Consult a departmental advisor with questions regarding this course.

UNIVERSITY COURSES (UNIV)
5001-3 SPECIAL TOPICS IN GRADUATE STUDIES, 1-3 hours credit

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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