

# CAMERON UNIVERSITY

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## GRADUATE CATALOG 2010 – 2012

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2800 West Gore Boulevard  
Lawton, Oklahoma 73505

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### 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. To obtain information about applicable laws or to file a complaint of discrimination, including harassment, on the basis of race, color, national origin, sex, age, religion, disability, or status as a veteran, contact Dr. Sylvia Burgess at (580) 581-7962 or via email at [sylviab@cameron.edu](mailto:sylviab@cameron.edu).

## 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 and Educational Leadership in addition to courses that support professional licensure in a number of counseling fields. We are a leader in online graduate education. Cameron University also offers courses in a variety of weekend and distance learning formats at remote sites throughout Oklahoma and features graduate programs that rank among the most affordable in the United States.

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

## 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 University and any person.

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.

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## ACCREDITATION

Cameron University is accredited by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education, 30 North LaSalle, Suite 2400, Chicago, Illinois 60602-2504. They can be reached by phone at 800-621-7440, or at [www.ncahigherlearningcommission.org](http://www.ncahigherlearningcommission.org).

Teacher education programs at Cameron University are accredited by the Oklahoma Commission for Teacher Preparation, 3033 N. Walnut Avenue, Suite 220E, Oklahoma City, Oklahoma 73105-2833 and by the National Council for the Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue N.W., Suite 500, Washington D.C. 20036-1023.

Cameron University, through its School of Business, is accredited by the Association of Collegiate Business Schools and Programs (ACBSP), 7007 College Boulevard, Suite 420, Overland Park, Kansas 66211, to offer the following business degrees: the Bachelor of Business Administration (B.B.A.) with specializations in Business Systems, General Business, Economics, Finance, Management and Marketing; the Bachelor of Accounting (B of Acctg); and the Master of Business Administration (M.B.A.). The School of Business is also a member of the International Association for Management Education (AACSB), 600 Emerson Road, Suite 300, St. Louis, Missouri 63141-6762.

## GENERAL INFORMATION

### *HISTORY*

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

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

In 1988, the State Regents expanded Cameron's functions further by including graduate-level courses and master's degrees. This change in function was the first granted to an Oklahoma institution since Cameron was given authority to offer bachelor's degrees more than 10 years earlier. The first master's degrees were awarded to forty-one graduates in May of 1990.

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

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

## ***GRADUATE PROGRAMS***

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

Master of Business Administration

Major in Business Administration

Master of Education in Education

Major in Education with concentrations in:

Elementary Education

Literacy

Secondary Education  
Special Education  
Teaching and Learning

Master of Education in Reading

Master of Science

Major in Behavioral Sciences with concentrations in  
Psychology  
Alternate  
Major in Educational Leadership

## ACADEMIC POLICIES AND REGULATIONS

### *GENERAL ADMISSIONS PROCEDURE*

Students must submit an application for admission and official transcripts from all undergraduate and graduate institutions attended and pay an application fee. Applications are available online at [www.cameron.edu/graduate](http://www.cameron.edu/graduate) and through the Office of Admissions, located in North Shepler 227 on the Cameron University main campus. The Office of Admissions may be reached via telephone at (580) 581-2236 or via email at [graduate@cameron.edu](mailto: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 will 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 [www.cameron.edu/graduate](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***

Tuition waivers applications are available at [www.cameron.edu/graduate](http://www.cameron.edu/graduate). Open work-study positions are posted online at

[www.cameron.edu/financial\\_aid/workstudy](http://www.cameron.edu/financial_aid/workstudy). Graduate assistantships are available through the office of academic research at [www.cameron.edu/academic\\_research/ga-policies-request](http://www.cameron.edu/academic_research/ga-policies-request). Qualified students may also apply for loans through the Office of Financial Assistance or at [www.cameron.edu/financial\\_aid](http://www.cameron.edu/financial_aid).

### ***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 the online enrollment schedule 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. The time permitted shall not exceed one full year. A grade of “I” will become permanent one year from the last day of the course if course work is not completed. ~~and~~ These grades cannot be removed.

## ***GRADES OF “C” OR LOWER***

No grade below C (2.00) is acceptable for graduate credit at Cameron University. No more than six semester hours 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 the Science Complex, Room 138G.

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

5. which the student's degree program is located and the Cameron OSLEP campus coordinator prior to student enrollment in the course; and
6. 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(S) IN A SPECIFIC COURSE***

Final examination(s) in a specific course will be administered at the date and time indicated in the class schedule and/or in the course syllabus. 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 [www.cameron.edu/graduate](http://www.cameron.edu/graduate) 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.

Refer to the current Thesis Instruction Booklet, available online, for additional information.

## ***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 shall 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.

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

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 Vice President for Academic Affairs, 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 probationary or dismissal action should be removed from the student's transcript and other academic records. If this is the case, the Graduate Council may set conditions for further study and recommend the student be allowed to enroll in additional graduate classes at Cameron University.

The recommendation of the Graduate Council shall be forwarded in writing to the student and Vice President for Academic Affairs 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, chair of the Graduate Council, and the Vice President for Academic Affairs. 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 Vice President, the student may file the grievance with the President. The President or his/her designee shall investigate the complaint and make such disposition as is warranted.

# MASTER OF BUSINESS ADMINISTRATION

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

- Provide graduates with foundational theory, principles and knowledge at an advanced level for effective management of modern businesses and organizations;
- Provide graduates with critical business skills and competencies needed for effective management of modern businesses and organizations;
- Provide graduates with an understanding of the process of integrating and applying core competencies and skills in business or business-related environments and/or situations.

## PROGRAM

The M.B.A. student will take from 33 to 45 semester hours of approved graduate course work in satisfying course requirements for the degree. The exact number of required hours will be recommended by the 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.

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

BUS	5013	Business Administration Concepts
ECON	5023	Economic Concepts
ACCT	5033	Accounting & Information Systems Concept
FIN	5053	Financial & 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. The following is a list of one such combination of courses:

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

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

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

### Common Core Courses (18 hours)

BUS	5103	Applied Business Statistics
FIN	5613	Managerial Finance
ACCT	5243	Accounting for Management
MGMT	5853	Management Information Systems OR
ENT	5303	Technological Entrepreneurship
MKTG	5513	Contemporary Marketing Problems
BUS	5983	Applied Business Strategies

### Core Area I – Economics (3 hours)

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

Core Area II – Human/Organizational Administration (3 hours)

- MGMT 5443 Current Issues in Organizational Design OR
- MGMT 5843 Current Issues /Human Resource Mgmt OR
- MGMT 5703 Organizational Behavior

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

- a. Nine hours of elective graduate courses approved by the graduate advisor and the Dean of the School of Business OR
- b. Three hours of elective graduate courses and six hours of thesis approved by the graduate advisor and the Dean of the School of Business. Students who choose to write a thesis must complete the following steps:
  - i. Complete 24 hours of required core courses,
  - ii. Secure the approval of the 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 the Dean of the School of Business prior to data collection, and
  - vi. Enroll in BUS 5993-6 Thesis.

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

D. 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 & HOODING***

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

# MASTER OF EDUCATION IN EDUCATION

## ***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 hold a teaching license or certificate.

## ***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. The objectives of the M.Ed. program are to assist and provide opportunities for students to

- Develop and deliver curriculum based on theoretical foundations of the discipline;
- Demonstrate the use of technology in support of teaching and learning;
- Know and/or demonstrate the subject matter, professional knowledge, and skills outlined by the respective Specialized Professional Association (SPA);
- Analyze, utilize, and conduct research critically;
- Identify developmental and individual differences and adjust practices accordingly;
- Monitor and assess pupil learning;
- Communicate and collaborate as members of learning communities; and
- Reflect upon and evaluate his/her own practices.

## ***ADMISSION TO PROGRAM***

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.

## ***ENGLISH PROFICIENCY REQUIREMENT***

Prior to completing nine (9) hours in the M.Ed. program, students must take and pass the English Proficiency Exam. Should a student fail the English Proficiency Test, he or she must take and pass ENGL 5003 English Usage and Composition for Graduate Students prior to the completion of 9 hours in the program. Candidates who take ENGL 5003 will complete the program with a total of 36 credit hours (rather than 33) as the English course does not count for credit toward the Plan of Graduate Study. In addition, students must have taken and passed the English Proficiency Test or taken and passed ENGL 5003 as prerequisite for EDUC 5103 Introduction to Graduate Research.

## ***PROGRAM***

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: Elementary Education, Literacy, Secondary Education, Special Education, or Teaching and Learning (for those who obtain alternative certification).

## ***REQUIREMENTS***

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

## ***PLAN OF GRADUATE STUDY***

Note: All M.Ed. candidates are required to enroll in and attend EDUC 5100: Introductory Seminar during their first full semester.



**Core Courses (15 hours) for all M.Ed. in Education Options**

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

**Elementary Education Option**

EDUC	5443	Advanced Studies of Communication in Elementary School Curriculum
EDUC	5463	Elementary School Social Studies
EDUC	5473	Advanced Studies in Science in the Elementary School
EDUC	5483	Diagnosis of Arithmetical Difficulties of the Elementary School Child
EDUC	5603	Methods of Teaching Reading in the Classroom
EDUC	5703	Teaching & Learning Practicum OR
EDUC	5653	Practicum in Reading I*

\*This practicum creates a 36 hour program due to prerequisites.

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

\*Depending on Licensure

**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
SPED	5413	Instructional Methods for Students with Mild/Moderate Disabilities
EDUC	5703	Practicum in Teaching & Learning

**Special Education Option**

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

**Teaching and Learning Option (Designed for Candidates Seeking Alternative Teacher Certification)**

EDUC	5073	Advanced Methods in Secondary School
EDUC	5713	Advanced Foundations of Teaching Secondary
EDUC	5746	Internship in Middle/Junior High School
EDUC	5756	Internship in Senior High School
		OR
EDUC	5766	Internship in Elementary School
EDUC	5776	Internship in 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 [www.sde.state.ok.us/pro/tcert/pdfs/AltPlacePacket.pdf](http://www.sde.state.ok.us/pro/tcert/pdfs/AltPlacePacket.pdf).

Any candidate who plans to pursue or is currently pursuing alternative certification is not eligible for admission to any graduate level education program until teacher certification has been obtained. 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 a license or certificate. Once the candidate obtains his or her teaching certification, 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 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 score on all recommendations and dispositional assessments;
- Passing scores on mid- and final-program portfolio checks;
- Successful completion of the Analysis of Growth;
- 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 interview.

### ***PARTICIPATION IN COMMENCEMENT & HOODING***

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

## **MASTER OF EDUCATION IN READING**

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

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

### ***ADMISSION***

Please refer to the admission standards for the Master of Education in Education program.

### ***ENGLISH PROFICIENCY REQUIREMENT***

Please refer to the English proficiency requirement for the Master of Education in Education program.

### ***PROGRAM OBJECTIVES***

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

- Have a knowledge of the foundation of reading and writing processes and instruction;
- Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;
- Use a variety of assessment tools and practices to plan and evaluate effective reading instruction;

- Create a literature environment that fosters reading and writing by integrating foundational knowledge; use of instructional practices, approaches, and methods; curriculum materials; and the appropriate use of assessments; and
- View professional development as a career-long effort and responsibility.

**PLAN OF GRADUATE STUDY** (Leading to Reading Specialist Certification)

**Required Courses (30 hours)**

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

**Guided Electives (3 hours)**

Select one of the following literature courses:

EDUC 5693	Adv. Studies in Children’s Literature OR
EDUC 5593	Adv. Studies in Adolescent Literature

Possible Prerequisite

EDUC 5783	Foundations of Literacy
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***OUTCOME ASSESSMENT***

Please see Outcome Assessment for M.Ed. in Education program.

***DEGREE CONFERENCE***

Please see Degree Conference for M.Ed. in Education program.

***PARTICIPATION IN COMMENCEMENT & HOODING***

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

## **MASTER OF SCIENCE IN EDUCATIONAL LEADERSHIP**

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 21<sup>st</sup> century.

### ***PROGRAM OBJECTIVES***

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

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

### ***PLAN OF GRADUATE STUDY***

EDUC 5103	Introduction to Graduate Research	OR
EDUC 5873	Research & Technology for School Administrators	
EDUC 5203	Fundamentals of Public School Administration	
EDUC 5213	School Culture	
EDUC 5223	Assessment of Personnel & Programs	
EDUC 5233	Supervision of Curriculum & Instruction	

EDUC 5243	Community & School Relations
EDUC 5253	Legal & Ethical Aspects of School Administration
EDUC 5263	Public School Finance & Accounting
EDUC 5293	Resource Management for School Administration
EDUC 5283	Internship in 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 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 interview.

## MASTER OF SCIENCE IN BEHAVIORAL SCIENCES

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

### ***PROGRAM OBJECTIVES***

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

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

### ***PROGRAM***

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

### ***PLAN OF GRADUATE STUDY***

All students must complete 9 hours of core coursework.

PSY 5003      Ethical Principles in Counseling, Assessment, &  
Research

PSY 5013      Research Methods in the Behavioral Sciences  
PSY 5053      Introduction to Statistics in the Behavioral Sciences

The core courses must be completed in the first 18 hours of study. After completion of the core, students who have selected the non-thesis track qualify to sit for the core comprehensive examination. (See Assessment Procedures.)

### **Specialties and Electives**

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

#### **Psychology Specialty**

All elective courses within the Psychology Specialty must be graduate-level psychology courses. Appropriate behavioral science related courses completed at other regionally accredited institutions and transferred to Cameron University may, with the permission of the graduate advisor, the Chair of the Department of Psychology & Human Ecology, and the Dean of the School of Education and Behavioral Sciences be used to fulfill part of the elective requirements within the Psychology specialty. Students selecting the thesis option will receive six (6) hours of graduate credit by enrolling and completing PSY 5993-6: Psychology Thesis.

#### **Alternative Specialty**

A student whose educational goals are best met by a selection of courses other than those solely within psychology may develop a plan of study by combining four (4) graduate courses from one of Cameron's other graduate programs in business or education. The plan must be developed with the advice and consent of the graduate advisor and must be approved by the Dean of the School of Education and Behavioral Sciences. Students selecting the thesis option will receive ~~size~~ six (6) hours of graduate credit by enrolling and completing BSC 5993-6 Behavioral Science Thesis.

## **Assessment Procedure**

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

## ***DEGREE CONFERMENT***

The M.S.B.S. 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 two-part comprehensive examination as determined by the assessment committee;

OR

A satisfactory grade on the thesis and bound copies delivered to the Dean of the School of Education and Behavioral Sciences, the Cameron University Library, and the student's thesis director.

3. Completion of "Application for Graduate Degree";
4. Payment of the graduation fee; and
5. Completion of an Exit Interview.

## ***PARTICIPATION IN COMMENCEMENT***

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

## **LICENSURES and PROFESSIONAL ENDORSEMENTS**

### **LICENSED MARITAL AND FAMILY THERAPIST**

The School of Education and Behavioral Sciences, offers the academic requirements for certification leading to Licensed Marital and Family Therapist (LMFT) in the State of Oklahoma.

Although some courses offered at Cameron University have met LMFT licensure requirements in the past, the Oklahoma State Department of Health determines if specific courses are acceptable at the time of application for licensure.

### **LICENSED PROFESSIONAL COUNSELOR**

The School of Education and Behavioral Sciences, offers the academic requirements for certification leading to Licensed Professional Counselor (LPC) in the State of Oklahoma.

Although some courses offered at Cameron University have met LPC licensure requirements in the past, the Oklahoma State Department of Health determines if specific courses are acceptable at the time of application for licensure.

## COURSE DESCRIPTIONS

### SCHOOL OF BUSINESS

#### ACCOUNTING

##### **ACCT 5033 Accounting and Information Systems Concepts**

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

##### **ACCT 5243 Accounting for Management**

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

##### **ACCT 5253 Advanced Financial Accounting Theory**

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

##### **ACCT 5263 Advanced Managerial Accounting**

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

##### **ACCT 5273 Advanced Auditing**

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

##### **ACCT 5993 Seminar in Accounting**

Group projects designed to meet special needs of graduate accounting students of the MBA program. Courses may be repeated with different topics. Prerequisite: permission of graduate advisor.

#### BUSINESS

##### **BUS 5013 Business Administration Concepts**

This course is designed as an introductory course for non-business majors who desire to enter either the MBA or MSE program at Cameron University. The focal point of this course is to prepare students in the fundamentals of management and marketing techniques. Satisfies the prerequisites of courses requiring MGMT 3013 & MKTG 3414.

##### **BUS 5013 Applied Business Statistics**

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

##### **BUS 5223 International Business**

This course examines the opportunities and risks firms face in today's world and provides conceptual tools for analyzing how governments and social institutions influence global competition among firms in different national settings. Public policies and institutions that shape competitive outcomes are examined through cases and analytical readings on different companies and industries operating in both developed and emerging markets.

##### **BUS 5941-3 Independent Study in Business**

Independent study of specific problems or special subjects, based on pre-approved outlines of plans, with conferences and written reports. No more than three credit hours of this course may be counted toward the requirements for MBA or MSE degrees. Prerequisite: permission of graduate advisor.

##### **BUS 5951-3 Graduate Readings in Business**

Supervised readings of significant literature not included in regularly scheduled courses. No more than three credit hours of this course may be counted toward the requirements for the MBA or MSE degrees. Prerequisite: permission of graduate advisor.

##### **BUS 5961-3 Seminar in Business**

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

### **BUS 5973 Legal and Ethical Environment of Business**

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

### **BUS 5983 Applied Business Strategy**

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

### **BUS 5993-6 Thesis**

Supervised research on a topic related to the student's field of study. Includes the development of a research proposal, collection of data and/or information, and preparation and submission of an acceptable thesis. Prerequisites: completion of the MBA core and permission of graduate advisor.

## **ECONOMICS**

### **ECON 5023 Economic Concepts**

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

### **ECON 5113 Microeconomics**

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

### **ECON 5213 Macroeconomics**

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

### **ECON 5323 Managerial Economics**

The focus of the course is on applications of microeconomic theory to business problems and decision making. Topics covered will include: demand analysis, theory and forecasting; international trade, exchange rates and exports; production

economics, cost analysis and applications of cost theory to practical business problems; prices, output and strategy under different market conditions structure; market structure, government regulation and antitrust policy; and corporate long term investment decisions. The topics will be covered through lectures and discussion of exercises and case exercises from the text. Student participation and class discussion will also be essential ingredients in the course mix.

### **ECON 5933 Issues in Global Economics**

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

## **FINANCE**

### **FIN 5053 Financial and Statistical Concepts**

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

### **FIN 5613 Managerial Finance**

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

### **FIN 5863 Portfolio Management I**

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

### **FIN 5873 Portfolio Management II**

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



## **MANAGEMENT**

### **MGMT 5443 Current Issues in Organizational Design**

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

### **MGMT 5703 Organizational Behavior**

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, & group functioning.

### **MGMT 5803 Global Policy and Strategy**

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

### **MGMT 5813 Strategic Management in Electronic Commerce**

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

### **MGMT 5833 E-Commerce Ventures and Development**

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

### **MGMT 5843 Current Issues in Human Resource Management**

This course identifies current issues in Human Resource Management (HRM), new developments relating to HRM, with particular emphasis on the legal aspects of the work place, including an analysis and discussion of the regulation of the employment relationship, discrimination in employment, the employment environment, and other forms of work place regulation. Prerequisites - MGMT 3013, MKTG 3413, or BUS 5013.

### **MGMT 5853 Management Information Systems**

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

### **MGMT 5873 Technology Transfer**

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

## **MARKETING**

### **MKTG 5513 Contemporary Marketing Problems**

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

### **MKTG 5523 International Marketing**

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

### **MKGT 5863 New Product Development**

This course develops the topic of new product management by focusing upon a conceptual model of new product development. Particular emphasis, including analytical models and procedures, is given to concept generation, concept evaluation, product development, and product launch.

## **SCHOOL OF EDUCATION AND BEHAVIORAL SCIENCES**

### **BEHAVIORAL SCIENCES**

#### **BSC 5503 Practicum in Behavioral Sciences**

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

#### **BSC 5601-3 Special Topics in Behavioral Sciences**

An advanced study in behavioral sciences topics of special interest. These may be repeated once with a change of topic with a maximum of six credits earned in this course.

#### **BSC 5993 or 5996 Thesis**

Supervised research on a topic related to the student's field of study. Includes the development of a research proposal, collection of data and/or information, and preparation and submission of an acceptable thesis. Prerequisite – Completion of core classes (PSY5003, PSY 5013, PSY 5053) with a grade of B or better and have met the English proficiency requirement with a grade of B or better. Any student interested in thesis must meet with the MSBS graduate advisor.

### **EDUCATION**

#### **EDUC 5073 Advanced Methods in Secondary Education**

An examination of the principles and practices of effective classroom teaching used in secondary schools.

#### **EDUC 5100 M.Ed. Introductory Seminar**

A detailed review of the requirements of all of the Master of Education programs offered at Cameron University and an introduction to the use of the electronic portfolio that candidates will use throughout their programs; This course is to be taken in the candidate's first full-semester.

#### **EDUC 5100 MSEL Introductory Seminar**

A detailed review of the requirements of the Master of Science in Educational Leadership program and an introduction to the use of the electronic portfolio that candidates will use throughout their programs; The course is to be taken in the candidate's first full-semester.

#### **EDUC 5103 Introduction to Graduate Research**

An introduction to the place of historical, experimental, descriptive, and survey research in seeking solutions to problems. The techniques of research, examination of research results, and the use of the research are explored. Prerequisite – successful completion of any English Proficiency Requirement of the student's graduate program.

#### **EDUC 5113 History of American Education**

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

#### **EDUC 5133 History of Educational Thought: Ancient and Modern**

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

#### **EDUC 5143 Multicultural and American Education**

An inter-disciplinary study of the effects of race, class, gender, and ethnicity on school experience in the United States. The field component addresses racial/ethnic diversity.

#### **EDUC 5203 Fundamentals of Public School Administration**

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

#### **EDUC 5213 School Culture**

A course intended to prepare administrators and teachers to work effectively with children, adolescents, and adults of varied backgrounds in the school, district, and community settings; Coursework focuses on issues related to culture, values,

ethnicity, race, gender, religion, socioeconomic status, and exceptionalities and their interaction with the educational process. Students are to become aware of the ambience (or culture) of each school and how this ambience may suggest useful approaches to making the school better.

#### **EDUC 5223 Assessment of Personnel and Programs**

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

#### **EDUC 5233 Supervision of Curriculum and Instruction**

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

#### **EDUC 5243 Community and School Relations**

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

#### **EDUC 5253 Legal and Ethical Aspects of School Administration**

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

#### **EDUC 5263 Public School Finance and Accounting**

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

#### **EDUC 5273 Advanced Tests and Measurements**

This course provides an examination of the design and construction of assessment instruments and the use of test results. The course emphasizes test construction, statistical-based evaluation processes, the interpretation of standardized test results,

and the analysis and application of assessment information by the classroom teacher. The course includes a field component in which assessment results are analyzed to determine the impact of instruction on student learning.

#### **EDUC 5283 Internship in School Administration**

A course designed to provide opportunities for the development of school administration skills and competencies needed to provide leadership and direction to carry out a school system's purposes, program, policies, procedures, regulations, and agreements as they related to the operation of a school or school district. Students must have completed six (6) hours of the program to include 5203 or concurrent enrollment in 5203.

#### **EDUC 5293 Resource Management for School Administration**

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

#### **EDUC 5333 Elementary Curriculum Development and Practicum**

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

#### **EDUC 5343 Secondary Curriculum Development and Practicum**

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

#### **EDUC 5443 Advanced Studies of Communication Skills in Elementary School Curriculum**

A course designed to facilitate the teacher's understanding of methods and techniques of instruction in written expression, spelling, handwriting, grammar, and mechanics, which foster developmental skills and creativity.

**EDUC 5463 Elementary School Social Studies Curriculum**

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

**EDUC 5473 Advanced Studies in Science Curriculum for the Elementary School**

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

**EDUC 5483 Diagnosis of Arithmetical Difficulties of the Elementary School Child**

A study of the administration, interpretation, and applications of standardized and informal diagnostic instruments and preparation of case study reports. Contemporary issues in teaching elementary school arithmetic will receive emphasis.

**EDUC 5503 Principles of Guidance**

A historical development and perspective of the guidance movement. The role, procedures, and administration of a guidance program in the public schools will be described.

**EDUC 5523 Learning Theories**

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

**EDUC 5553 Communicating Through Websites**

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

**EDUC 5583 Writing for Professional Portfolios and Presentations**

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

**EDUC 5593 Advanced Studies in Adolescent Literature**

This course presents a thorough overview of the trends and issues in adolescent literature including multicultural literature. Includes critical and literary analysis of diverse adolescent literature and development of instructional strategies for a variety of settings.

**EDUC 5603 Methods of Teaching Reading in the Classroom**

This course emphasizes current practices as well as the newest approaches to the teaching of reading. Techniques are presented for working with ~~with~~ all levels of readers in both whole class and small group situations. Prerequisites: EDUC 3515 (Teaching Primary Reading), EDUC 3533 (Teaching Intermediate Reading), and LIBS 3423 (Children's Literature) or equivalent coursework.

**EDUC 5613 Reading Curriculum Development K-12**

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

**EDUC 5623 Theoretical Foundations of Reading**

This course examines the historical, philosophical, sociological, physiological, and psychological foundations of reading. The roles of language in classroom settings and language differences as they apply to reading instruction are presented. Prerequisites: EDUC 3515 (Teaching Primary Reading), EDUC 3533 (Teaching Intermediate Reading), and LIBS 3423 (Children's Literature) or equivalent coursework.

**EDUC 5633 Administering and Individualizing the Reading Program**

The course emphasis is in 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 students who find reading difficult. Prerequisite: EDUC 3513 (Teaching Primary Reading), EDUC 3522 (Teaching Intermediate Reading), or equivalent coursework.

### **EDUC 5643 Advanced Diagnosis of Reading Difficulties**

Diagnostic, standardized, and informal assessment procedures will be studied, evaluated, and practiced. Instructional strategies for elementary and secondary students with reading difficulties will be linked to assessment procedures. Prerequisites: EDUC 4633 (Reading Assessment) or equivalent coursework.

### **EDUC 5653 Practicum in Reading I**

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

### **EDUC 5663 Teaching Reading in the Content Area**

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

### **EDUC 5683 Practicum in Reading II**

Candidates work with middle school or high school students in a supervised setting to assess reading abilities, to plan appropriate strategies which improve assessed abilities, and to implement those strategies in a classroom/clinical setting. The course includes a seminar in which information, insights, strategies, and/or concerns will be addressed. 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./Literacy specialty MUST take Practicum II if certification in Secondary Education.

### **EDUC 5693 Advanced Children's Literature**

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. Prerequisite: Undergraduate course in children's literature or equivalent.

### **EDUC 5703 Practicum in Teaching and Learning**

This course includes teaching in the elementary, middle school, or high school classroom for a minimum of 30 hours, along with 10 hours of seminar focused on reflection from the field experience. It may be repeated once for an additional 3 hours with a different focus. **Prerequisites: Student must hold a teaching position, be admitted to the M.Ed. program, and have completed EDUC 5713, and EDUC 5073.**

### **EDUC 5705 The Secondary Learner**

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

### **EDUC 5713 Advanced Foundations of Teaching in the Secondary School**

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

### **EDUC 5723 Language and Literacy Development**

This course provides a comprehensive overview of modern linguistic theories and their application to child language and literacy development, cognitive development, the anatomy and physiology of speech, language diversity, language processes, cultural diversity, and children with language difficulties.

**EDUC 5746 Internship in the Junior/Middle School**

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

**EDUC 5756 Internship in the Senior High School**

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

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

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

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

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

**EDUC 5781-3 Workshop in Education**

Selected educational activities for use in classrooms. Course may be repeated with different topics.

**EDUC 5871-3 Selected Topics in Education**

An intensive study of a special topic or problem in education. This subject will be named in the title. May be repeated once with a different topic.

**EDUC 5903 Research in Education**

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

**EDUC 5913 Multimedia in the Classroom**

Includes learning to create multimedia projects using specific authoring or application software found in the classroom such as PowerPoint, HyperStudio, HyperCard, ClarisWorks and AppleWorks, Digital Chisel, and other selected computer application programs. Application Programs that may be tried by students

in this class beyond those above are KidsPix, Astound, and Leonardo, all multimedia application programs specifically designed for educators.

**EDUC 5991-6 Thesis**

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

**HEALTH & PHYSICAL EDUCATION****HPET 5013 Seminar in Health, Physical Education, and Recreation**

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

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

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

**PSYCHOLOGY****PSY 5003 Ethical Principles in Counseling, Assessment, and Research**

This course covers the ethical and legal responsibilities of counselors, psychometricians, and researchers. Students will be expected to understand the rationale supporting contemporary codes of ethics and develop the ability to critically evaluate case studies and research studies in the context of ethical and legal problems.

**PSY 5013 Research Methods in Behavioral Sciences**

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

**PSY 5021-3 Special Topics in Psychology**

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

**PSY 5053 Introduction to Statistics in the Behavioral Sciences**

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

**PSY 5065 Advanced Statistics in Behavioral Sciences**

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

**PSY 5073 Crisis Intervention**

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

**PSY 5113 Behavioral Management**

A study of the basic principles in analysis of human behavior, with emphasis on techniques to change behaviors.

**PSY 5203 Human Development**

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

**PSY 5213 Group Dynamics**

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

**PSY 5243 Advanced Psychology of Personality**

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

**PSY 5253 Career Counseling and Lifestyle Development**

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

**PSY 5313 Psychology of Interpersonal Communication**

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

**PSY 5323 Theoretical Foundations of Marital & Family Systems**

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

**PSY 5333 Assessment of Marriage and Family**

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

**PSY 5343 Marriage and Family Counseling**

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

**PSY 5353 Theories of Marriage and Family Therapy**

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

**PSY 5363 Psychopathology**

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

**PSY 5373 Drug and Alcohol Addiction**

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

**PSY 5383 Multicultural Psychology**

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

**PSY 5413 Advanced Human Cognition**

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

**PSY 5423 Drug and Alcohol Counseling Theories** A comprehensive overview of assessment and treatment models and issues relevant to alcohol and drug dependency. An in-depth look at diagnostic and treatment techniques will be explored. Topics include, but are not limited to, psychoanalytic; behavioral; existential; and humanistic perspectives in addition to cognitive-behavioral approaches. Prochaska's change theory and solution-focused therapies will be incorporated.

**PSY 5433 Counseling Theories**

Various theories in counseling including cognitive therapy, behavior therapy, person-centered therapy, psychoanalytical therapy, Adlerian therapy, and Existential therapy.

**PSY 5453 Psychopharmacology**

This course will examine the actions, limitations, and side effects of the major classes of psychoactive drugs. Effects of sedatives, tranquilizers, stimulants, opiates,

alcohol, marijuana, and psychedelics will be covered in detail.

**PSY 5473 Advanced Physiological Psychology**

An intensive examination of selected topics in physiological psychology.

**PSY 5513 Assessment in Personality**

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

**PSY 5523 Assessment of Intelligence**

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

**PSY 5573 Practicum in Psychological Testing**

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

**5583 Advanced Social Psychology**

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

**PSY 5703 Individual and Group Counseling**

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

**PSY 5743 Clinical Practicum**

Supervised practical experience in the clinical techniques previously learned. Emphasis on counseling and group work. Weekly conferences on case problems. Prerequisites – PSY 5703, 5363, 5073, either 5513, 5523, or 5333, and 3 hrs of graduate psychology courses with a grade of “B” or higher in each course.



**PSY 5893 Practicum in Marriage and Family Therapy**

Supervised practical experience in the clinical techniques previously learned. Emphasis on counseling and group work. Weekly conferences on case problems. Prerequisites: PSY 5333, 5343, 5353, 5363, and 3 hrs of graduate courses with a grade of “B” or higher in each course.

**PSY 5991-6 Thesis**

Supervised research on a psychology topic. Includes the development of 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.

**SPECIAL EDUCATION****SPED 5203 Children and Youth with Special Needs**

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

**SPED 5223 Advanced Assessment and Evaluation in Special Education**

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

**SPED 5243 Applied Behavior Analysis**

Theories and principles of behavioral analysis. Emphasis will be given to observation, measurement, recording, and visual display techniques. Students will be

given the opportunity to develop skills in behavioral intervention for children and youth. The course includes the development of a management plan using principles and methods needed by children and youth to acquire self-management skills. The management plan is based on a thorough analysis of intervention strategies. Other topics include maintenance and generalization of behavior change, contingency contracting, and motivation methods.

**SPED 5263 Historical and Modern Foundations of Special Education**

The course focuses on the philosophical, historical and legal foundations of special education. The course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting disabled children and examines the principles of P.L. 94-142 and similar principles in state legislation. Study will address the issues that professionals (educators, physicians, allied health providers, attorneys, and others) and families of disabled children and youth face in the context of public values and attitudes. The course includes directed research utilizing library data bases and internet sources in order to explore a topic that is of interest to the graduate student and appropriate for this course.

**SPED 5413 Instructional Methods for Students with Mild/Moderate Disabilities**

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

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

Studies the techniques and material used in the instruction of children who have emotional disturbance/behavioral disorders. Focus is on equipping participants with skills needed for instructional programming applicable to the education of students with emotional disturbance/behavior disorders. The course includes an in-depth examination of research related to the teaching of students who require extensive intervention related to emotional disturbance and behavior disorders. Instructional

and behavior management plans supported by individual research are required. Prerequisite- SPED 5203 or permission of the graduate coordinator.

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

Examines the learning procedures and techniques that are essential to programming efforts for programs as well as techniques for measuring and evaluating behavior. Skills needed for planning systemic instructional interventions are addressed. The course includes an in-depth examination of the research related to the teaching of students who require extensive intervention related to emotional disturbance and behavior disorders. Instructional and behavior management plans supported by individual research are required. Prerequisite: SPED 5203 or departmental permission.

**SPED 5503 Characteristics of Emotionally Disturbed Children**

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

**SPED 5541-4 Practicum in Emotional Disturbance**

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

**SPED 5621-4 Practicum Mild/Moderate Disabilities**

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

**SPED 5641-4 Practicum-Severe Profound/Multiple Disabilities**

Observation and participation in educational settings which serve children and youth with severe and profound/multiple disabilities. In addition to the application of learned competencies, graduate students will review current research related to the

instruction of students with severe and profound/multiple disabilities as a basis for comparing practicum experiences with best practices. Prerequisite: SPED 5473 or concurrent enrollment. May be repeated for a total of three semester hours.

**SPED 5703 Teaching the Gifted and Talented Student**

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

**SPED 5713 Speech, Hearing, and Language Disorders**

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

**5723 Curriculum for Exceptional Individuals**

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

**SPED 5773 Advanced Educational Strategies in Special Education**

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

### **SPED 5803 Special Topics in Special Education**

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

### **5821-3 Workshop in Special Education**

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

### **5843 Research in Special Education**

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

## **SCHOOL OF LIBERAL ARTS**

### **ART**

#### **ART 5913 Seminar in Art**

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

### **COMMUNICATION**

#### **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 Communication.

#### **COMM 5911-3 Workshop in Communication**

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

### **ENGLISH**

#### **ENGL 5003 English Usage and Composition for Graduate Students**

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

#### **ENGL 5113 Shakespeare**

Intensive study and analysis of selected plays. Prerequisite: admission to the graduate program and permission of the English Department.

#### **ENGL 5121-3 English Teachers' Workshop**

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

#### **ENGL 5413 Seminar in British Literature**

Study of selected authors, works, themes, or literacy developments. May be repeated with different subjects for a total of six hours. Prerequisite: admission to the graduate program and permission of the English Department.

#### **ENGL 5613 Seminar in American Literature**

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

#### **ENGL 5813 Development of the English Language**

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

#### **ENGL 5961-3 Special Topics in English**

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

## **HISTORY**

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

### **HIST 5013 Reading Seminar in United States History**

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

### **HIST 5023 Research Seminar in United States History**

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

### **5031-3 Special Topics in United States History**

Independent study/research on a topic dealing with United States history. Prerequisites: admission to the graduate program and permission of the instructor.

### **5043 Reading Seminar in European History**

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

### **HIST 5053 Research Seminar in European History**

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

## **MUSIC**

### **MUSIC 5913 Seminar in Music**

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

## **THEATRE ARTS**

### **THTR 5913 Seminar in Theatre Arts**

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

## **UNIVERSITY LEVEL**

### **UNIV 5001-3 Special Topics in Graduate Studies**

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

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