

CAMERON UNIVERSITY

GRADUATE CATALOG

2026–2028

2800 West Gore Boulevard
Lawton, Oklahoma 73505-6377
580-581-2200
admissions@cameron.edu
cameron.edu

NON-DISCRIMINATION POLICY

Cameron University, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity/expression (consistent with applicable law), age (40 or older), religion, political beliefs, disability, or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, housing, financial aid, and education services. Inquiries regarding non-discrimination policies may be directed to Cameron University Equal Opportunity Officer and Title IX Coordinator, 580-581-6712, eo-tix@cameron.edu. This publication is issued by Cameron University as authorized by the Vice President for Academic Affairs in the Office of Academic Affairs. Copies have not been printed but are available through the agency website. (08/2026)

PREFACE

This catalog provides information about the academic 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 administrative officers and 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. All such changes are effective at such time as the proper institutional authorities determine and may apply to prospective students and those who are already enrolled at the University. This catalog should not be construed as a contract between Cameron University and any person. The online [Graduate Catalog](#) reflects the most recent changes to requirements, deadlines, fees, curricula, and courses.

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

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

ACADEMIC CALENDAR

Cameron University's academic calendar is approved by the President or their designee and submitted annually to the Oklahoma State Regents for Higher Education (OSRHE). The academic calendar shall describe any alternative schedules. Submission is due by January 1 prior to the summer semester to which the proposed calendar applies. The traditional academic calendar for institutions in The Oklahoma State System of Higher Education consists of the fall, spring, and summer terms defined as follows:

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

The approved [Academic Calendar](#) is distributed to all departments and is available online.

OUTCOMES ASSESSMENT

Cameron University's comprehensive outcomes assessment program, mandated by OSRHE, consists of entry-level assessment, general education assessment, program outcomes assessment, co-curricular assessment, student satisfaction assessment, and student engagement assessment. Participation by students may be required as a condition of enrollment, continued enrollment, or graduation. Current outcomes for academic programs and non-instructional units may be found on the Student Learning Outcome statements [webpage](#).

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GENERAL INFORMATION

HISTORY

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

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

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

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

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

WHO WE ARE

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

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.

CORE VALUES

Cameron University values:

- Student learning as our top priority;
- Excellence in teaching, scholarship, service, and mentoring:
 - Investment in people: The growth and development of our students, faculty and staff in a learning environment based on integrity, respect, and ethical behavior that encourages and provides opportunities for professional improvement;
- Leadership in our community and region that emphasizes:
 - Stimulating economic development,
 - Forming partnerships and collaborative relationships,
 - Providing cultural and social development, and
 - Serving the community and region by sharing our expertise;
- Shared governance that includes:
 - Emphasizing teamwork,
 - Facilitating open and effective communication, and
 - Providing opportunities for active participation by all constituencies;
- Diversity among our students, faculty, and staff as demonstrated by:
 - Providing access to educational and teaching opportunities for all constituents, and
 - Promoting tolerance through a free and open exchange of ideas;
- Responsible stewardship of public and private resources, the public trust, and Cameron's future that includes:
 - Focusing resources to achieve optimal student learning,
 - Increasing student access to quality higher education,
 - Establishing a reliable stream of public and private revenue,
 - Holding administrative costs to a minimum,

- Enhancing alumni involvement, and
- Providing accountability in key areas such as student learning and management of resources.

UNIVERSITY FUNCTIONS

The functions assigned to Cameron University by the Oklahoma State Regents for Higher Education include:

- A. Participating in programs of economic and community development independently or in cooperation with public and private entities,
- B. Providing general education for all students,
- C. Providing micro-credentials, certificates, and degrees to prepare individuals to enter the workforce,
- D. Responsibility for institutional and applied research in those areas related closely to their programs of study and effectiveness of operation,
- E. Responsibility for public service in the geographic regions in which they are located,
- F. Providing formal and informal programs designed to serve Oklahomans with continuing education and professional enhancement opportunities,
- G. Providing co-requisite instruction for students who lack required high school academic requirements for college admission or competency in the basic academic skills areas, and
- H. Performing other special programmatic activities as authorized by the State Regents.
- I. Provide concurrent enrollment opportunities for area high school students.

Additionally, as a regional institution, Cameron University is assigned the functions of

- A. Both lower- and upper-division undergraduate study fields leading to the baccalaureate degree, and
- B. Programs leading toward the first-professional master's and doctoral degrees when appropriate to the institution's strengths and the needs of the state.

CU is also approved to offer other associate-level degree programs.

PROGRAM PHILOSOPHY

The master's degree and graduate certificate 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 to master specific knowledge and skills pursuant to the goals of their specific program.

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.

GRADUATE COUNCIL

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

ACCREDITATION

Cameron University is accredited by [The Higher Learning Commission](#).

Some of Cameron's academic programs are accredited through discipline-specific accrediting programs. A list of accredited programs and information regarding their respective accrediting bodies is maintained on the [Accreditation](#) webpage.

EQUAL OPPORTUNITY

Cameron University is committed to the principles of equal opportunity and affirmative action and

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

This institution, in compliance with all applicable federal and state laws and regulations, does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity/expression (consistent with applicable law), age (40 or older), religion, political beliefs, disability, or status as a veteran in any of its policies, practices or procedures. This includes, but is not limited to, admissions, employment, housing, financial aid, and education services. Inquiries regarding non-discrimination policies may be directed to Cameron University Equal Opportunity Officer and Title IX Coordinator, 580.581.6712, eo-tix@cameron.edu.

DEGREES, CERTIFICATES, AND MAJORS

Cameron University offers curricula leading to the awarding of master's degrees, graduate certificates, and in support of professional licenses. The following master's degrees are offered: Master of Arts (M.A.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), and Master of Science (M.S.). Academic requirements leading to Marital and Family Therapist licensure, Professional Counselor licensure, K-12 Principal certification, School Counseling certification, and Reading Specialist certification are also offered.

Students are responsible for meeting all degree or certificate requirements. It is essential that each student (1) become familiar with the requirements for the degree or certificate being pursued, (2) formally request substitutions or waivers of courses necessary to meet degree or certificate requirements, and (3) verify each enrollment to ensure courses apply toward degree or certificate requirements, satisfy a prerequisite, or meet a mandated institutional requirement, and (4) review their Degree Works audit for accuracy each semester.

McMahon School of Business

M.B.A. in Business Administration
M.S. in Organizational Leadership

Department of Education

M.Ed. in Education, with options in:
English
Literacy
School Counseling
Special Education

Teaching and Learning
M.Ed. in Reading
M.S. in Educational Leadership
Superintendent

Department of Psychology

M.A. in Mental Health, with options in:
Counseling
Marriage and Family Therapy
M.S. in Behavioral Sciences, with options in:
General Psychology
Certificate in Alcohol and Drug Counseling
(Embedded in Master of Arts in Mental Health)

LICENSURES AND CERTIFICATIONS

LICENSED MARITAL AND FAMILY THERAPIST

The Oklahoma State Board of Behavioral Health Licensure has final determination of the acceptability of specific courses at the time of application for licensure. However, the M.A. in Mental Health: Marriage and Family Therapy option is a pre-licensure program designed to meet the academic requirements for candidacy for Licensed Marital and Family Therapy (LMFT) in the State of Oklahoma.

LICENSED PROFESSIONAL COUNSELOR

The Oklahoma State Board of Behavioral Health Licensure has final determination of the acceptability of specific courses at the time of application for licensure. However, the M.A. in Mental Health: Counseling option is a pre-licensure program designed to meet the academic requirements for licensure candidacy for Licensed Professional Counselor (LPC) in the State of Oklahoma.

LICENSED ALCOHOL AND DRUG COUNSELOR

The Oklahoma Board of Licensed Alcohol and Drug Counselors has final determination of the acceptability of specific courses at the time of application for licensure. However, the embedded certificate in Alcohol and Drug Counseling is a pre-licensure program designed to meet the academic requirements for Licensed Alcohol and Drug Counselors (LADC) in the state of Oklahoma.

SCHOOL COUNSELING, SCHOOL PRINCIPAL AND READING SPECIALIST CERTIFICATION

Cameron University will only recommend graduate candidates for Oklahoma state certification in reading specialist, school counseling, and school principal after candidates have completed all required coursework/degree requirements along with additional state certification requirements. For details about the state requirements, please consult the

Oklahoma State Department of Education (OSDE).

After completing certification and/or degree requirements in one of the aforementioned areas, candidates should complete an Oklahoma application for certification and bring it along with supporting documents—e.g. official transcript with degree or coursework posted and passing Oklahoma Subject Area Test (OSAT) scores—to the Teacher Certification Specialist. Only candidates who request they be recommended for certification will be processed.

Graduate candidates who complete special education boot camp (SPED 5203) may become certified directly through OSDE. Upon completion of the boot camp course, a verification letter will be provided to students to submit to OSDE. Candidates must meet all OSDE requirements within a 3-year provisional period for a standard special education teaching certificate.

ADMISSIONS

GENERAL ADMISSIONS PROCEDURE

Students must submit an application for admission and official transcripts from all undergraduate and graduate institutions attended and pay an application fee. Applications are available [online](#). The Office of Admissions may be reached via telephone at (580) 581-2289 or via [email](#). Applicants will be notified in writing of their admission status by the Office of Admissions.

GENERAL STANDARDS FOR ADMISSION

Applicants will be admitted to graduate studies in accordance with the standards and procedures listed below. Once admission to graduate studies is complete, materials will be forwarded to the academic department for further evaluation for program-level admission. Admission to graduate studies must be approved prior to enrollment in any graduate courses. Some academic departments also require program-level admission 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 an institutionally accredited college or university and has submitted official transcripts from all institutions attended; 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 an institutionally accredited college or university.

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

1. The applicant has a baccalaureate degree from an institutionally accredited college or university but does not meet the requirements for unconditional admission.
2. The applicant has a baccalaureate degree from an institutionally accredited college or university and has requested transcripts from all previously attended institutions be sent to Cameron University, but the transcripts have yet to arrive. Unofficial transcripts are required before a student can enroll in his/her first semester at Cameron. Enrollment is restricted to a single semester until all official transcripts have been received.
3. The applicant is within 16 semester hours of completion of a baccalaureate degree from an institutionally accredited college or university, with a minimum 3.0 retention grade point average and is not on academic probation. Students must submit official transcripts from all undergraduate institutions attended, provide an official degree check from the Registrar's Office at the college or university from which they will receive their undergraduate degree, and provide updated official transcripts after the undergraduate degree has been awarded. During the period of conditional admissions, the student may attempt no more than 9 graduate hours total prior to receiving a baccalaureate degree. Until completion of the baccalaureate degree, students may enroll in no more than 10 total undergraduate and graduate credit hours in a summer term and no more than 16 total undergraduate and graduate credit hours during a regular fall or spring semester. Students seeking financial aid, including student loans, are strongly encouraged to meet with a Financial Aid Counselor before enrolling in both graduate and undergraduate courses in the same term.

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 two regular (Fall or Spring) semesters 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 [online](#).

MILITARY PERSONNEL

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. A student attending an institution while on full-time active duty in the armed forces at an installation in Oklahoma is considered a temporary resident of Oklahoma while attending school; therefore, a student neither gains nor loses resident status solely by such military service.

FINANCIAL INFORMATION

TUITION AND FEES

Tuition and other fees are established by the Oklahoma State Regents for Higher Education. All students are charged mandatory fees, which include charges for academic records, student technology, assessment, library services, student facilities, and student activities. Special fees are charged for other services which are made available to students. Descriptions of mandatory and special student fees are available [online](#).

FINANCIAL AID

Cameron University offers many federal, state and institutional aid programs including tuition waivers, scholarships, grants, loans, and work study opportunities to assist students in their educational endeavors. The types and amounts of aid awarded are determined by financial need, student classification, academic merit, talent, and availability of funds. Students intending to apply for financial assistance

should contact the [Office of Financial Aid](#) well in advance of their desired start term. Application instructions and forms may be obtained [online](#).

Applying for Aid

Applying for financial aid at Cameron University begins with the completion of the [Free Application for Federal Student Aid \(FAFSA\)](#). The FAFSA application is used to apply for nearly all types of financial assistance including federal, state, and institutional aid. The results of the application assist the financial aid office in determining how much and what type of aid may be awarded. Cameron University Scholarships may be viewed [online](#). All admitted students are automatically considered for all auto-matched institutional scholarships offered through the university. A small portion of institutional scholarships require the applicant to submit additional information.

Types of Aid

Federal Grants. Grants are financial awards that typically do not have to be repaid. Grants are normally awarded to students who are determined to have a high financial need based on completion of the FAFSA.

Direct Student Loans. The William D. Ford Federal Direct Loan Program allows students who are enrolled at least half-time to borrow money to help pay for and defer the cost of their college education. These programs require that all funds be repaid.

Scholarships. A scholarship is a type of financial assistance that does not have to be repaid. Funds are provided through the institution, civic and religious organizations, professional groups, foundations, corporations, and cultural groups. Scholarships are based on academic excellence, personal skills, family affiliations, athletic ability, financial need, or other factors.

Tuition Waivers. Tuition waivers are institutional gift aid used to "offset" the cost of tuition. These waivers can be applied against in-state and out-of-state tuition. Most graduate tuition waivers are awarded based upon undergraduate grade point average and/or current graduate grade point average. All admitted students are automatically considered for tuition waivers. The priority deadline to apply is **February 1**.

Work Study. Work study is a student employment program that pays students to work in a variety of positions on campus. Students can use their work study earnings to help pay for tuition, fees, housing, and other expenses. Two types of work study are available: institutionally-funded and federally-funded. Enrolled students can find [open work study positions](#)

[on campus](#) on the Campus life page in AggieAccess.

Graduate Assistants. Graduate students meeting certain criteria may also have the opportunity to assist one or more faculty members conducting academic research or other scholarly work as graduate assistants. Criteria for graduate assistants include: a completed baccalaureate degree; admission into the College of Graduate and Professional Studies; enrollment in six or more graduate-level semester hours during each semester of employment (three semester hours for summer term); and possession of other qualifications determined by the academic unit offering the position, including substantial appropriate subject matter expertise requisite to the research. To apply for graduate assistantship opportunities, please see the job postings on the Cameron University Human Resources page.

VETERANS BENEFITS

Cameron University is certified by the Oklahoma Department of Veterans Affairs State Approving Agency as an approved training institution for certain veterans, eligible dependents or survivors, and active service members who qualify for federally-enacted education benefits administered by the VA. Cameron University is compliant with Public Law 115-407 (the Veterans Benefits and Transition Act of 2018).

[Cameron University's Veterans Affairs Office](#) (VAO) is an excellent source of information regarding various programs offered through the VA. The VAO can help students with the application process for benefits, university admissions requirements, and required VA course certification. A primary function of VAO is certification of student enrollment and attendance to the VA. Eligible students are encouraged to use VAO services regularly.

Initiation and continuation of VA education benefits for eligible students is accomplished through the VAO. Students must submit paperwork indicating their intent to enroll at Cameron University and a request for assistance with benefits at least 10 weeks prior to the beginning of each semester. It is the responsibility of the student to report to the VAO prior to each semester.

Students utilizing VA education benefits must turn in all previous training records and transcripts to be evaluated for prior credit, whether prior credit is granted. Students utilizing VA education benefits may be in debt to the VA for withdrawal or early dismissal from the university. Students utilizing VA education benefits should contact the VAO regarding eligibility for in-state tuition. CU is compliant with 38 U.S. Code § 3679(c).

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government [website](#).

Use of military-themed imagery does not constitute endorsement by the U.S. Department of Defense.

FALSIFICATION AND OWNERSHIP OF RECORDS

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

NAME OR ADDRESS CHANGE

A student who has legally changed their name must provide appropriate documentation to substantiate the change. This documentation is to be submitted to the Registrar's Office. All transcripts are issued under the student's legal name as recorded in the Registrar's Office. Students should ensure their current mailing address is on file at all times to receive all important information and notices. Students should log in to their [AggieAccess](#) account to update address information.

ACADEMIC REGULATIONS

RETENTION STANDARDS

A student, regardless of admission status, will be placed on academic probation if that student's cumulative graduate grade point average (GPA) at Cameron University 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 regular (Fall or Spring) semester from graduate study at Cameron University. Students who are suspended may apply for re-admission on probation at the end of that semester. Following re-admission on probation, students who fail to achieve a 3.0 GPA in any semester while still on probation will be dismissed from Cameron University. The Registrar's Office will notify students of their probation, suspension, or dismissal status.

ADVISEMENT AND PLAN OF GRADUATE STUDY

At the time of admission, each student will be referred by the Office of Admissions to a graduate advisor. The student will work with their 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 their graduate advisor.

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.

DEGREE WORKS (DEGREE AUDIT)

Degree Works provides an individualized degree audit for students, using their specific major and catalog year. Each degree audit includes detailed information such as completed leveling, major core, option, electives, courses applied to each requirement, semester completed, grades, and remaining requirements. The online degree audit can be a useful tool in the advisement process, but it is not an official degree check and should not replace regular consultation with an academic advisor.

Students may view their individual Degree Works audit online in [AggieAccess](#) by clicking the My Info tab, under the Student Quick Links channel, clicking Degree Works, and entering their student ID to display the audit. An academic advisor can assist individual students with interpreting their Degree Works audit.

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.

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 College of Graduate and Professional Studies. Students who wish to petition for an exception may do so by using forms that are available through their respective advisor.

COURSE NUMBERING

Graduate courses, numbered 5000 and above, are open to graduate students and undergraduate students meeting certain criteria for conditional admission.

ENROLLMENT

The completed application, official transcripts of all previous undergraduate and graduate credit and any required exam scores should be submitted to the Office of Admissions. Before the first graduate enrollment, the student must be admitted to graduate studies. Additional program-level admission may also be required to enroll in certain courses. Refer to the [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 advisor to complete the enrollment process. This process includes:

1. Completing a tentative enrollment schedule,
2. Receiving the approval of the appropriate graduate advisor and obtaining permission to enroll.
3. Enrolling in the course(s) through AggieAccess.

Electronic messages sent from students to their advisors are the equivalent of completing a tentative enrollment schedule. However, under no circumstances will Cameron University personnel enroll students 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, 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, the department chair and/or dean of the school responsible for the class or classes and the VPAA or designee. Any student enrolling late will be responsible for making up all work.

ACADEMIC FORGIVENESS POLICY

Under specific conditions, currently enrolled, degree-seeking graduate students at Cameron University may be granted limited academic forgiveness to support recovery from poor academic performance. This policy is intended to promote continued academic progress and degree completion while maintaining the rigor and integrity of graduate education.

Students may repeat up to three graduate courses in which a grade of B, C, D, or F was earned, with a

maximum of nine (9) credit hours eligible for GPA forgiveness. All repeated courses must be taken at Cameron University, and repeatable-for-credit courses such as thesis or internship are excluded, with each attempt counted separately toward both credit and GPA.

For eligible repeats, the highest grade earned will be used to satisfy degree requirements and will be included in the student's retention GPA, while credit will count only once toward the degree. If a student exceeds the limit of three (3) repeated graduate courses or nine (9) credit hours, all grades earned will be included in the cumulative GPA.

To request academic forgiveness, students must submit a Request for Graduate Academic Forgiveness Form to the Office of the Registrar.

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 incomplete may be given at the instructor's discretion to a student to indicate that additional work is necessary to complete the course. It is not a substitute for an "F," and no student may be failing a course at the time an "I" grade is awarded. To receive an "I" grade, the student should have satisfactorily completed a substantial portion of the required course work for the semester or session. Students who receive an "I" will have no more than one year from the end of the semester in which the course was taken to complete the required work for the course. The instructor shall record the conditions and time limit for removing the "I" on the Incomplete Grade Form that is filed with the Registrar's Office.

It is the responsibility of the student to satisfy the requirements specified by the instructor at the time of the assignment of the "I". It is the responsibility of the instructor to submit a "Grade Correction" form to the Registrar. Students who receive an "I" will have no more than one year from the end of the semester in which the course was taken to complete the required work for the course. If, by the end of the year, no change in grade has been submitted, the grade of "I" will become permanent. In no case will an "I" be changed to an "F" after a student has graduated. "I" grades are neutral and not counted in grade point average calculations.

GRADES OF "C" OR LOWER

No grade below C (2.00) may be used to fulfill graduate course requirements at Cameron University. A maximum of 6 credit hours with a grade of C will be applied to graduate hours earned 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: 7-8 hours of graduate credit. One-half time: 5-6 hours of graduate credit. One-quarter time: fewer than 5 hours of graduate credit.

Summer Semester

Full-time: at least 4 hours but not more than 9 hours of graduate credit. Three-quarter time: 3 hours of graduate credit. One-half time: 2 hours of graduate credit. One-quarter time: 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.

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 an institutionally accredited college or university shall be required for a master's degree awarded by Cameron University. Requirements for specific graduate degree programs may exceed these minimums. A student must meet the requirements for their specific graduate degree program to be awarded that degree.

Credits

Cameron University strictly adheres to OSRHE policies when defining academic sessions and credit hours (OSRHE Policy and Procedures Manual, Section 3.19.2.) Per OSRHE mandate, all classes taught during the standard term are expected to meet for sixteen, twelve, or eight weeks in the Fall or Spring semesters; four, six, or eight weeks in a summer session; or an equivalent number of days/weeks between a semester and/or session for intersession. No institution, academic department, or individual faculty member is authorized to reduce the number of academic weeks in the standard semester without specific approval of OSRHE.

The semester-credit-hour is the standard and traditional unit of credit to be used by Cameron University in evaluating a student's educational attainment and progress for all programs. A semester-hour of credit is calculated as follows:

- One semester-hour of credit is normally awarded for completion of a course meeting for 800 instructional minutes, (50 minutes/week for sixteen weeks; 100 minutes/week for eight weeks; 200 minutes/week for four weeks), exclusive of enrollment, orientation, and scheduled breaks. Organized examination days may be counted as instructional days.
- Laboratory credit is normally awarded at a rate not to exceed one-half the instructional rate. One semester-hour of credit is normally awarded for completion of a laboratory meeting a minimum of 1600 minutes (100 minutes/week for sixteen weeks; 200 minutes/week for eight weeks).
- Instruction offered through a combination of class and laboratory meetings would normally observe the standards set forth above on a pro rata basis. For example, a course offered for four semester-hours of credit might meet for 100 minutes of organized instruction plus 200 minutes of laboratory per week for 16 weeks.
- Block or alternative course schedules may also occur within the dates set forth for a semester or summer session. Courses offered during academic terms shorter than a semester will observe the same academic standards involving instructional hours per semester-credit-hour as those courses offered during a standard academic semester. Institutions are encouraged to be flexible in offering courses in alternative schedules to meet student and employer needs.
- A student enrolled in a Study Abroad course is earning course credit, therefore, the course will be considered part of the student's enrollment status for determining Title IV financial aid eligibility.

There are alternatives to reliance on time-in-class as the basis for determining academic credit hours earned. The achievement of academic credit hours should be linked to demonstrated student learning either through regular class assignments and evaluations or demonstration of competencies. When determining the appropriate academic credit for non-traditional or accelerated format courses, institutions must adhere to the Higher Learning Commission

(HLC) Handbook of Accreditation Standards. HLC requires institutions to rigorously assess student learning outcomes consistently across all formats. Institutions offering courses in accelerated or other non-traditional formats are expected to be especially diligent in documenting that students in these courses master the skills and knowledge expected of students in traditional courses.

TRANSFER OF CREDITS

A student may request that a maximum of twelve (12) semester hours of graduate credit earned at an institutionally accredited college or university be transferred to a graduate degree program or graduate certificate at Cameron University. Only coursework with a grade of "A" or "B" is eligible for transfer. 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.

Credits earned at colleges and universities accredited by HLC will be accepted for transfer at full value, excluding continuing education. Credits earned at degree-granting institutions accredited by organizations other than HLC and recognized by the U.S. Department of Education will be reviewed on a course-by-course basis and may be accepted in transfer if the course is determined to be substantially equivalent to a CU course or courses. Credits earned at degree-granting institutions not accredited by organizations recognized by the U.S. Department of Education will be reviewed on a course-by-course basis and may be accepted in transfer if appropriate to a major requirement and determined to be substantially equivalent to a CU course or courses.

SECOND MASTER'S DEGREE

A student may request that a maximum of twelve (12) graduate credit hours be applied toward a second master's degree at Cameron University. The student's graduate advisor must approve the use of those 12 hours.

EXTENSION COURSES

A student may request that a maximum of six (6) semester hours of graduate credit earned through extension courses (e.g. Independent Studies) be counted toward a graduate degree or graduate certificate program at Cameron University. Requests must be approved by the appropriate department.

Extension course credits earned at other institutionally accredited college or university and counted in a graduate degree or graduate certificate 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 program or graduate certificate program at Cameron University.

WORKSHOP CREDIT

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

FINAL EXAMINATION(S) IN A SPECIFIC COURSE

The final examination in a specific course will be administered at the date and time indicated on the finals schedule and/or on 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.

THESIS

Some graduate programs may offer an opportunity to complete a thesis. Students interested in completing a thesis should consult their advisor to determine whether this option is available.

COMPREHENSIVE EXAMINATIONS

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

Comprehensive examinations are administered each semester during the fall, spring, and summer and on dates and times as determined by the department and approved by the dean. 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 advisor 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 GRADUATION AND DEGREE CHECK

Each candidate for a graduate degree or graduate certificate must file an Application for Graduation with the Registrar one semester prior to when they plan to graduate. The [Application for Graduation](#) is available through AggieAccess.

Upon filing an Application for a Graduate Degree or Certificate, candidates will have a degree audit conducted by personnel in the Registrar's Office. Applicants will be informed by the Registrar of any remaining requirements for the degree or certificate. Students may check their degree progress at any time through Degree Works, available on AggieAccess, My Info tab, Student Quick Links channel.

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

EXIT SURVEY

As part of the outcomes assessment process, students must complete the exit survey prior to graduation. These surveys, 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 surveys is available from graduate advisors.

PARTICIPATION IN COMMENCEMENT AND HOODING CEREMONIES

A graduate student must meet specified requirements for their master's degree program or graduate certificate before participating in commencement and hooding ceremonies. Students should contact their graduate advisor for these requirements.

GRADUATION WITH HIGHEST HONOR

Cameron University grants master degrees with the distinction of "High Honors" to students who complete their graduate degree with a 4.00 cumulative grade point average. Students who complete multiple graduate degrees are allowed to earn the "High Honors" designation for additional degrees without regard for their cumulative GPA in previously earned graduate degree program(s).

Recognition of this honor at the commencement and hooding ceremonies is based on the student's

cumulative GPA within their current degree program and will not include courses that are still in progress during the student's final semester of enrollment. A student will only receive the "High Honors" distinction on their academic transcript and diploma if they earn a 4.00 cumulative GPA upon completion of current degree 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 the Cameron University Sanctions for Academic Dishonesty. Academic dishonesty includes a variety of behaviors, including, but not limited to, plagiarism; cheating; and/or copying from another student's test paper, laboratory report, or other report. 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. Please refer to the [Student Handbook](#) for further information regarding [academic offenses and sanctions for academic dishonesty](#).

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.

A 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, a student may pursue the issue by consulting the chair of the appropriate department or the dean 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 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. 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 on their behalf. 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 a 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 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 FOR EARLY RETURN AFTER SUSPENSION

The Registrar will notify the student of probation, suspension, or dismissal. Students who are academically suspended are not allowed to attend for one regular (Fall or Spring) semester. The student may appeal to the Graduate Council to return in an earlier semester.

The Graduate Council serves as an appellate body for the appeal process. The student who has been placed on suspension 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 suspension, 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 suspension.

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 set, by a majority vote of the members present, conditions for further study and recommend that 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, the dean, 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 for Academic Affairs, the student may file the grievance with the President. The President or their designee shall investigate the complaint and make such disposition as is warranted.

STUDENT SERVICES

OFFICE OF FINANCIAL AID

The [Office of Financial Aid](#) provides financial counseling, administers scholarships, grants, loans, and student employment. Interested students should reference the Financial Information section of this catalog. For further information on application procedures, contact the Financial Aid Office, ([e-mail.](#))

DISABILITY SERVICES

Cameron University recognizes that all students deserve an equal opportunity to participate in university life and attain a higher education. The [Office](#)

[of Student Development](#) coordinates accommodations for students with disabilities and develops programs to support disability awareness. If an accommodation on the basis of a disability is required, the student should contact the office prior to the start of the semester or as soon as possible to complete the required documentation for accommodations. The student should contact the office immediately ([e-mail](#)) if they have any concerns or problems with an accommodation or need more information.

STUDENT HANDBOOK AND CONDUCT

The [Student Handbook](#) is an official publication that explains university policies and procedures and provides that information for all aspects of university life. Students are responsible for knowing its contents. For questions regarding the Student Handbook, please contact the [Office of Student Services](#), North Shepler 324.

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

ACCESS TO STUDENT RECORDS

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

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

Directory Information. This information may be freely released by university officials without the

consent of the student. Upon written request by the student, this information will be treated as confidential and released only with the student's written consent. Forms for withholding student "directory information" are available in the Registrar's Office. This information consists of:

- *Full name*
- *Mailing address*
- *Telephone number*
- *Enrollment status*
- *Academic classification*
- *Degrees and awards received*
- *Dates of attendance*
- *Date of graduation*
- *Athletic program information*
- *Previous institution most recently attended*
- *Participation in officially recognized organizations and/or activities*
- *Other similar information as permitted in the Family Education Rights and Privacy Act (FERPA) (Pub. L. 93-568, Sec. 99.3).*

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

1. the academic record maintained by the Registrar's Office and controlled by the Registrar;
2. the student conduct record kept in the Office of Student Development; and
3. the records of the various other university offices of Financial Assistance, Student Development, Public Safety, and Student Housing and Residence Life, supervised by their respective directors.

To protect the rights of the student or graduate, it shall be the policy of the university to release this restricted information to other persons or agencies, only as provided by FERPA. However, a student may choose to release information to a third party by completing a FERPA waiver. Forms and information are available in the [Office of Student Services](#), North Shepler 324.

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

if they decide not to release the information, an appeal to secure the information may be made to the university President.

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

ADMINISTRATION**Krystal Brue–Dean**

McMAHON SCHOOL OF BUSINESS

Jennifer Ellis–Acting Chair

DEPARTMENT OF EDUCATION

Stacie Garrett–Chair

DEPARTMENT OF PSYCHOLOGY

Stephanie White–Chair

DEPARTMENT OF SOCIAL SCIENCES

Edris Montalvo–Acting Chair

DEPARTMENT OF SPORTS AND EXERCISE SCIENCE

Kris Mahlock–Chair**MISSION STATEMENT**

The mission of the [College of Graduate and Professional Studies](#) is to provide a diverse and dynamic student body the opportunity to acquire a wide range of knowledge and skills so they can contribute to their profession and enrich their lives.

GENERAL INFORMATION

The College provides undergraduate coursework in the fields of Business, Education, Organizational Leadership, Psychology, Social Sciences, and Sports and Exercise Science. These primary areas of study encompass several specialties. In addition to supporting general education preparation and undergraduate degrees, the College provides graduate degrees in Business, Education, Mental Health, and Behavioral Sciences and a graduate certificate in Alcohol and Drug Counseling. Several disciplines blend academics with field based and practical experiences as a regular part of the educational process.

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

McMAHON SCHOOL OF BUSINESS

FACULTY

CHAIR–Jennifer Ellis, Instructor

PROFESSORS–K. Brue, S. Hunt, A. Sukar, A. Walton

ASSOCIATE PROFESSORS–A. Soylu

ASSISTANT PROFESSORS– M. Helm, L. Restivo

INSTRUCTOR–J. Lawter

MISSION STATEMENT

The Cameron University [McMahon School of Business](#) exists to educate and prepare the diverse students it serves to become skilled professionals who add value to their organizations, their professions, and their communities. The School strives to expand understanding of the effective and efficient operation of organizations and their dynamic environments. The Department creates a student-centered approach to lifelong learning as well as innovative and experiential business-based learning opportunities.

GRADUATE PROGRAMS OF STUDY

Degrees and Majors:

M.B.A. in Business Administration

M.S. in Organizational Leadership

COURSE DESCRIPTIONS

Course descriptions for the following course prefixes offered in the department are located at the end of the catalog: [Accounting \(ACCT\)](#), [Business \(BUS\)](#), [Economics \(ECON\)](#), [Finance \(FIN\)](#), [Management \(MGMT\)](#), [Marketing \(MKTG\)](#), and [Organizational Leadership \(ORGL\)](#).

GENERAL INFORMATION

The Cameron University McMahon School of Business is a department of the College of Graduate and Professional Studies and is accredited by ACBSP, a specialized accreditation association for business education which embraces teaching excellence.

The McMahon School of Business offers education and experiences in a variety of business disciplines at the Associate, Bachelor and Master level. Programs are continually updated to ensure students are receiving cutting edge business knowledge to prepare them for successful careers in the business and entrepreneurial arenas.

STUDENT ORGANIZATIONS

Accounting Club

The purpose of the accounting club is to encourage growth and academic excellence, as well as bring a closer relationship among those who are business and accounting majors. We sponsor field trips to

various Accounting and Business offices; we closely work with the Oklahoma Society of CPAs and the Oklahoma Accountancy Board; we are actively involved in volunteer efforts, university projects, and various community services.

CU Business Club

CU's Business Club is dedicated to preparing students for professional success by connecting classroom learning with real-world business experiences. Through networking opportunities, leadership development, career exploration, community engagement, and collaboration with business professionals, the club strives to create a supportive environment where students can develop the skills, knowledge, and connections needed to become successful leaders in a dynamic global economy.

Cameron University Chapter of the Society for Human Resource Management (CU SHRM)

CU SHRM provides Cameron University students with opportunity to gain knowledge and insight into the effective management of human capital in the field of Human Resource Management through affiliation with Great Plains SHRM (the local SHRM professional chapter) and the SHRM National organization.

Delta Mu Delta

Delta Mu Delta is a national honor society which recognizes students who have excelled in the field of business administration. Membership in Delta Mu Delta is available to juniors, seniors and graduate students only.

Delta Sigma Pi

Delta Sigma Pi is a professional fraternity organized to foster the study of business in universities; to encourage scholarship, social activity and the association of students for their mutual advancement by research and practice; to promote closer affiliation between the commercial world and students of commerce, and to further a higher standard of commercial ethics and culture and the civic and commercial welfare of the community.



DEGREE REQUIREMENTS: BUSINESS ADMINISTRATION (630)–MASTER OF BUSINESS ADMINISTRATION

College of Graduate and Professional Studies
McMahon School of Business
Catalog Year: 2026-2028

PROGRAM DESCRIPTION

The complexities of the economic, social, and technological environments are increasing the demand for students with advanced business degrees. The overall objective of the program leading to the M.B.A. degree is to prepare graduates to serve as effective managers in businesses, non-profit organizations, or government agencies.

PROGRAM ADMISSION

Admission to the program requires admission to graduate study at CU **and** meeting one of the following criteria: a) have a minimum undergraduate GPA of 3.0, **OR** b) have a min undergraduate GPA of 3.0 in the last 60 cr. hrs. of undergrad coursework, **OR** c) have a min score on the GMAT of 500 or a comparable converted score on the GRE, **OR** d) have one of the following: i) a min composite score of 3200 using the formula: $\text{Score} = \text{GMAT} + (\text{undergrad GPA} \times 1000)$, **OR** ii) a min composite score of 3200 using the formula: $\text{Score} = \text{GMAT} + (\text{undergrad GPA} \times 1000 \text{ on the last 60 credit hours of undergrad coursework attempted})$, **OR** iii) a min GPA of 3.0 on at least 12 cr. hrs. of grad hours completed at another institution or in a different grad degree program at CU, or in a combination of the two.

PROGRAM REQUIREMENTS (33-45 HOURS)

Business Core Courses (24 hours)*

Common Core (18 hours)

ACCT 5243 Accounting for Management^A

BUS 5103 Applied Business Statistics^B

BUS 5983 Applied Business Strategy

FIN 5613 Managerial Finance^C

MGMT 5853 Management Information Systems

MKTG 5513 Contemporary Marketing Problems^D

Core Area I–Economics (3 hours)

ECON 5313 Managerial Economics^E **OR** ECON 5933 Issues in Global Economics^E

Core Area II – Human/Organiz Admin (3 hours)

MGMT 5443 Current Issues in Organizational Design^F **OR** MGMT 5843 Current Issues in Human Resource Management^F **OR** MGMT 5703 Organizational Behavior^F

**Pre-requisite coursework or proof of equivalency may be required prior to enrollment in certain courses. Other courses not listed here may also require pre-requisite coursework or proof of equivalency; contact graduate advisor prior to enrollment.*

^ACourse equivalency: ACCT 2013 and 2023; IVY Proof of Equivalency: Managerial Accounting and Financial Accounting.

^BCourse equivalency: STAT 2613; IVY Proof of Equivalency: Business Math and Statistics.

^CCourse equivalency: FIN 3603; IVY Proof of Equivalency: Corporate Finance.

^DCourse equivalency: MKTG 3413; IVY Proof of Equivalency: Principles of Marketing.

^ECourse equivalency: ECON 2013 and 2023; IVY Proof of Equivalency: Fundamentals of Economics.

^FCourse equivalency: MGMT 3013; IVY Proof of Equivalency: Principles of Management.

Elective Courses (9 hours)

Elective courses for the MBA program may include:

9 hours of courses approved by graduate advisor and Chair **OR**

3 hours of courses and 6 hours of thesis approved by the graduate advisor and Chair.

Students who choose to write a thesis must complete the following: 1) 24 hours of required core courses, 2) secure approval of graduate advisor, 3) obtain a faculty supervisor in the discipline area of the thesis study, 4) form a thesis advisory committee in accordance with the Thesis Information Handbook, 5) complete the Thesis Topic Form, obtaining approval of Dean, prior to data collection, and 6) enroll in BUS 5993-6 Thesis.

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

GRADUATION REQUIREMENTS

Complete 33 graduate hours minimum listed on the Plan of Graduate Study and maintain a GPA ≥ 3.0 .

Complete the Application for Graduation; complete an exit interview; complete an outcomes assessment.

**DEGREE REQUIREMENTS: ORGANIZATIONAL LEADERSHIP (635)–MASTER OF SCIENCE**

College of Graduate and Professional Studies

McMahon School of Business

Catalog Year: 2026-2028

PROGRAM DESCRIPTION

The MSOL is designed to prepare men and women to be leaders in military, governmental, entrepreneurial, and corporate ventures as well as for further graduate study.

PROGRAM ADMISSION

Admission to the program requires admission to graduate study at CU **and** meeting one of the following criteria: a) have a minimum undergraduate GPA of 3.0, **OR** b) have a min undergraduate GPA of 3.0 in the last 60 cr. hrs. of undergrad coursework, **OR** c) have a min score on the GMAT of 500 or a comparable converted score on the GRE, **OR** d) have one of the following: i) a min composite score of 3200 using the formula: $\text{Score} = \text{GMAT} + (\text{undergrad GPA} \times 1000)$, **OR** ii) a min composite score of 3200 using the formula: $\text{Score} = \text{GMAT} + (\text{undergrad GPA} \times 1000 \text{ on the last 60 credit hours of undergrad coursework attempted})$, **OR** iii) a min GPA of 3.0 on at least 12 cr. hrs. of grad hours completed at another institution or in a different grad degree program at CU, or in a combination of the two.

PROGRAM REQUIREMENTS (33 HOURS)**Core Courses (18 hours)***MGMT 5703 Organizational Behavior^AMGMT 5723 Organizational Training and Development^A

BUS 5973 Legal and Ethical Environment

ORGL 5713 Leadership

ORGL 5733 Change Management

BUS 5103 Applied Business Statistics **OR** ORGL 5023 Applied Qualitative Methods **OR** ORGL 5743 Data-Driven Decision Making

**Pre-requisite coursework or proof of equivalency may be required prior to enrollment in certain courses. Other courses not listed here may also require pre-requisite coursework or proof of equivalency; please consult with graduate advisor prior to enrollment.*

^ACourse equivalency: MGMT 3013; IVY Proof of Equivalency: Principles of Management.

Electives/Concentration (12 hours)

Students may choose an area of specialization within the program by completing 12 hours of electives within a single discipline (such as Management). All elective/specialization graduate courses must be approved by the graduate advisor and the Chair.

(Note: Not all specializations may be offered during any given two-year period.)

Capstone Experience (3 hours)

ORGL 5893 Master's Project/Research Paper

GRADUATION REQUIREMENTS

Complete core courses.

Complete 33 graduate hours minimum listed on the Plan of Graduate Study and maintain a GPA ≥ 3.0 .

Successfully complete ORGL 5893.

Complete the Application for Graduation.

Complete an exit interview.

DEPARTMENT OF EDUCATION

FACULTY

CHAIR–Stacie Garrett, Assistant Professor

PROFESSORS–R. Hall, C. Keller, E. Richardson, M. Smith

ASSOCIATE PROFESSORS–H. Rice

ASSISTANT PROFESSORS–S. Phillips

INSTRUCTOR–J. Fishback

MISSION STATEMENT

The [Department of Education](#) believes that competent, caring, and committed educators are successful in their careers.

- Educators who are competent use pedagogical and content knowledge to support learning for all, provide instruction based on standards and student needs, and use assessment and strategies for active engagement so that all can learn.
- Educators who are caring are responsive to individual needs and create learning environments that promote positive social interactions and motivation.
- Educators who are committed collaborate with others by using effective communication skills while being reflective decision makers and lifelong learners who are willing to change in order to continuously improve.

We believe that all of these qualities are fostered through standards-based coursework with coordinated field experiences.

GRADUATE PROGRAMS OF STUDY

Degrees and Majors:

M.Ed. in Education

- English
- Literacy
- School Counseling
- Special Education
- Teaching and Learning

M.Ed. in Reading

M.S. in Educational Leadership

- Superintendent

COURSE DESCRIPTIONS

Course descriptions for the following course prefixes offered in the department are located at the end of the catalog: [Education \(EDUC\)](#) and [Special Education \(SPED\)](#).

GENERAL INFORMATION

The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators who can

successfully work with diverse students.

STUDENT ORGANIZATIONS

Cameron University Council for Exceptional Children (CUCEC)–CUCEC is a student chapter of the Council for Exceptional Children. The dues include two journals. This group meets monthly and students attend one state meeting a year. In addition to the meetings there are activities with children with disabilities. Anyone who is interested is eligible for membership and encouraged to participate.

Students in Early Childhood Education (SECE)–SECE promotes the development of Early Childhood Education students and provides opportunities for those who are going to become educators of young children.

Oklahoma Aspiring Educators Association (OAEA)–OAEA promotes the development of professional attitudes among students preparing to enter the teaching profession.

**DEGREE REQUIREMENTS: EDUCATION (650)–MASTER OF EDUCATION**

College of Graduate and Professional Studies

Department of Education

Catalog Year: 2026-2028

PROGRAM DESCRIPTION

The M.Ed. in Education program serves teachers and other educators who desire to grow as professionals and improve their teaching by obtaining advanced knowledge of pedagogy and classroom practices; who aspire to deepen student learning; and who seek to transform schools and increase educational equity.

PROGRAM ADMISSION

M.Ed. in Education Program admission requirements include: 1) be admitted to graduate studies at CU; 2) have a teaching certificate within the first 12 hours of graduate study; 3) have two acceptable recommendation forms submitted on applicant's behalf; and 4) have a GPA of 3.0 or above.

PROGRAM REQUIREMENTS (33 HOURS)**Core Courses (15 hours)**

EDUC 5100 Intro Seminar for Graduate Programs	EDUC 5273 Advanced Tests and Measurements
EDUC 5103 Introduction to Graduate Research	EDUC 5333 Curriculum Development and Practicum
EDUC 5143 Multiculturalism and American Education	EDUC 5913 Multimedia in the Classroom

Option (18 hours)**English**

Required Courses (9 hours)

ENGL 5313 Advanced Literary Theory

ENGL 5713 Advanced Linguistics

EDUC 5483 Advanced Child/Adolescent Literature

Electives (9 hours)

ENGL 5003 Graduate Composition

ENGL 5123 Teaching English Composition

ENGL 5961-3 Special Topics in English

Literacy*

EDUC 5603 Methods for Teaching Struggling Readers

EDUC 5663 Teaching Reading in the Content Area

EDUC 5693 Advanced Child/Adolescent Literature

EDUC 5723 Language and Literacy Development

EDUC 5743 Practicum in Literacy

EDUC 5773 Phonics/Word Study/Linguistics

**Possible prereq: EDUC 5573 Foundations of Literacy*

School Counseling

EDUC 5123 Foundations of School Counseling

EDUC 5403 Developmental School Counseling

EDUC 5673 Practicum for School Counseling

PSY 5253 Career Assessment and Counseling

PSY 5433 Counseling Theories

PSY 5513 Asmnt/Trtmnt of Children/Adolescents

Special Education

SPED 5203 Children and Youth: Special Needs

SPED 5223 Advanced Assessment in Special Ed

SPED 5263 Historical & Modern Found of Special Ed

SPED 5413 Instr Mthds for Students w/Mild/Mod Disabil

SPED 5723 Curriculum for Exceptional Individuals

SPED 5623 Practicum: Mild-Moderate Disabilities

Teaching and Learning (for candidates seeking alternative teacher certification)

EDUC 5073 Advanced Methods in Teaching

EDUC 5713 Advanced Found of Tchng & Classroom Mgmt

AND ONE OF THE FOLLOWING OPTIONS:

EDUC 5746 Internship in Middle/Jr HS **AND** EDUC 5756 Internship in Sr HS **OR**

EDUC 5766 Internship in Elem Sch (K-12) **AND** EDUC 5776 Internship in Second Sch **OR**

EDUC 5703 Practicum in Teaching and Learning I, EDUC 5753 Practicum in Teaching and Learning II, **AND** Two 3-hour Guided Electives (see graduate advisor)

GRADUATION REQUIREMENTS

Complete electronic portfolio (evaluated at midpoint and at program completion).

Complete 33 grad hours (minimum) listed on the Plan of Graduate Study and maintain a GPA $\geq$ 3.0.

Earn satisfactory scores on all recommendations and dispositional assessments.

Earn passing scores on midpoint portfolio and final program portfolio checks.

Successfully complete the Analysis of Growth paper. Earn no more than two (2) C's on the Plan of Graduate Study.

Complete the Application for Graduation; complete the online exit survey.

**DEGREE REQUIREMENTS: READING (620)–MASTER OF EDUCATION**

College of Graduate and Professional Studies

Department of Education

Catalog Year: 2026-2028

PROGRAM DESCRIPTION

The M.Ed. in Reading provides students with the preparation necessary to serve as reading specialists in the public schools of Oklahoma. This program provides pedagogy in the teaching of reading and specialized knowledge for working with children who find reading difficult. It will also prepare reading specialists to review and develop reading curricula for the schools in which they teach. All M.Ed. in Reading students must possess a qualifying teaching certificate to take more than 12 hours toward the degree. Candidates for this program must also have completed basic reading/literature classes or equivalent coursework prior to beginning the course sequence. The program is designed to accommodate working teaching professionals.

PROGRAM ADMISSION

M. Ed in Reading Program admission requirements include: 1) be admitted to graduate studies at CU; 2) have a teaching certificate within the first 12 hours of graduate study; 3) have two acceptable recommendation forms submitted on applicant's behalf; and 4) have a GPA of 3.0 or above.

PROGRAM REQUIREMENTS (33 HOURS)**Required Courses-(15 hours)***

EDUC 5100 Introductory Seminar for Graduate Programs
 EDUC 5103 Introduction to Graduate Research
 EDUC 5603 Methods for Teaching Struggling Readers
 EDUC 5623 Theoretical Foundations of Reading
 EDUC 5633 Organizational and Individual School Reading Programs
 EDUC 5643 Advanced Diagnosis of Reading Difficulties
 EDUC 5653 Practicum in Reading I
 EDUC 5663 Teaching Reading in the Content Area
 EDUC 5683 Practicum in Reading II
 EDUC 5693 Advanced Child/Adolescent Literature
 EDUC 5723 Language and Literacy Development
 EDUC 5773 Phonics/Word Study/Linguistics

**Possible Pre/Corequisite: EDUC 5573 Foundations of Literacy*

GRADUATION REQUIREMENTS

Complete electronic portfolio (evaluated at midpoint and at program completion).
 Complete 33 graduate hours minimum listed on the Plan of Graduate Study and maintain a GPA $\geq$ 3.0.
 Earn satisfactory scores on all recommendations and dispositional assessments.
 Earn passing scores on midpoint portfolio and final program portfolio checks.
 Successfully complete the Analysis of Growth paper.
 Earn no more than two (2) C's on the Plan of Graduate Study.
 Complete the Application for Graduation.
 Complete the online exit survey.

**DEGREE REQUIREMENTS: EDUCATIONAL LEADERSHIP (670)–MASTER OF SCIENCE**

College of Graduate and Professional Studies

Department of Education

Catalog Year: 2026-2028

PROGRAM DESCRIPTION

The MS in Educational Leadership program at Cameron University is a comprehensive program designed to prepare experienced educators to take on prominent leadership roles in P-12 school systems. Students must complete one year of teaching in an accredited classroom prior to program admission. Cameron's program offers a progressive educational experience, which combines classroom instruction and research with field-based learning experiences. The program will prepare students to be strong educational leaders and increase their capacity to cultivate leadership in others. Students will join a diverse cohort of peers and learn from scholars, active and veteran school administrators as they explore what it means to be a leader in the field.

PROGRAM ADMISSION

M.S. in Educational Leadership program admission requirements include: 1) be admitted to graduate studies at CU; 2) provide evidence of one year of teaching experience as a certified teacher; 3) hold a qualifying teaching certificate; 4) have two acceptable recommendation forms submitted on applicant's behalf; and 5) have a GPA of 3.0 or above.

PROGRAM REQUIREMENTS (33-46 HOURS)**Required Courses (33 hours)**

EDUC 5100 Introductory Seminar for Graduate Programs
 EDUC 5203 Fundamentals of Public School Administration
 EDUC 5213 School Culture
 EDUC 5223 Assessment of Personnel and Programs
 EDUC 5233 Supervision of Curriculum and Instruction
 EDUC 5243 Community and School Relations
 EDUC 5253 Legal and Ethical Aspects of School Administration
 EDUC 5263 Public School Finance and Accounting
 EDUC 5283 Internship in School Administration*
 EDUC 5293 Resource Management for School Administration
 EDUC 5303 Research and Teaching for Education Leadership

**Must complete six (6) semester hours of internship*

Option (13 hours)**Superintendent**

Required Courses (13 hours)

EDUC 5413 The Visionary Superintendent
 EDUC 5423 School Finance and Auxiliary Services
 EDUC 5433 Advanced Legal Aspects
 EDUC 5442 Superintendent Internship I
 EDUC 5452 Superintendent Internship II

GRADUATION REQUIREMENTS

Complete electronic portfolio (evaluated at midpoint and at program completion).
 Complete 33 graduate hours minimum listed on the Plan of Graduate Study and maintain a GPA $\geq$ 3.0.
 Earn satisfactory scores on all recommendations and dispositional assessments.
 Earn passing scores on midpoint portfolio and final program portfolio checks.
 Earn no more than two (2) C's on the Plan of Graduate Study.
 Complete the Application for Graduation.
 Complete the online exit survey.

DEPARTMENT OF PSYCHOLOGY

FACULTY

CHAIR–Stephanie White, Assistant Professor

PROFESSORS–J. Geiger, J. Seger

ASSISTANT PROFESSORS–C. Frye, J. Williams

INSTRUCTORS–M. Culbert, B. Guidry, E. Hilliard, C. Nunnally, C. Sanders

MISSION STATEMENT

The mission of the [Department of Psychology](#) at Cameron University is to prepare the diverse student body for entry-level and advanced positions in the field of psychology, family studies, research, and service; to provide education that is focused on the principles of psychology and counseling that apply to work, family, and responsible citizenship; and to prepare students for further education in the field, licensure, or related careers to support the cultural life and economic development of the region.

GRADUATE PROGRAMS OF STUDY

Degrees and Majors:

M.A. Mental Health (MAMH)

- Counseling
- Marriage and Family Therapy

M.S. Behavioral Science (MSBS)

- General Psychology

Certificates:

Alcohol and Drug Counseling (Embedded in M.A. in Mental Health)

COURSE DESCRIPTIONS

Course descriptions for the following course prefix offered in the department are located at the end of the catalog: [Psychology \(PSY\)](#).

PROGRAM OPTION DESCRIPTIONS

COUNSELING OPTION

The MAMH Counseling option is designed to meet the needs of students who wish to pursue licensure as a Licensed Professional Counselor (LPC). The MAMH Counseling option curriculum has been pre-approved by the Oklahoma State Board of Behavioral Health Licensure to meet the academic requirements for licensure as an LPC. In addition to the 21-credit-hour core for all options, M.A in Mental Health Counseling students will complete an additional 36 credit-hours.

MARRIAGE AND FAMILY THERAPY OPTION

The MAMH Marriage and Family Therapy option is designed to meet the needs of students who wish to pursue licensure as a licensed in Marital and Family Therapist (LMFT). The MAMH Marriage and Family option curriculum has been pre-approved by the Oklahoma State Board of Behavioral Health Licensure

to meet the academic requirements for licensure as an LMFT. In addition to the 24 credit-hour core, MAMH Marriage and Family Therapy students will complete an additional 24 credit hours.

GENERAL PSYCHOLOGY OPTION

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

GENERAL INFORMATION

Psychology is the scientific study of how individuals think, feel, and behave. Psychology is a diverse field with both scientific and professional aspects. As a science, psychology focuses on research. Experimental psychologists collect, quantify, analyze and interpret data describing human and animal behavior. As a profession, psychology focuses on the application of knowledge, skills and techniques to solve individual and social problems.

The Psychology Department is dedicated to preparing students for the professional world and for graduate school. We have high standards, and we work with our students to reach those standards. Students have the opportunity to work with faculty members to do research and possibly publish or present the research. Research interests of the faculty include general experimental psychology, social psychology, developmental psychology, cognitive psychology, counseling psychology, and psychology of the media.

STUDENT ORGANIZATION

Psi Chi (Psychology)

Psi Chi, the International Honor Society in Psychology, was established to promote the field and to recognize students for their scholastic excellence in the field.

**DEGREE REQUIREMENTS: MENTAL HEALTH (600)-MASTER OF ARTS**

College of Graduate and Professional Studies

Department of Psychology

Catalog Year: 2026-2028

PROGRAM DESCRIPTION

The goal of the MAMH program is to develop the knowledge base and competencies for professional practice in mental health services. Specific target populations are persons preparing for counseling or marriage and family therapy licensure in mental health professions.

PROGRAM ADMISSION

Students who wish to pursue the MAMH should apply and be admitted to graduate studies at Cameron University.

PROGRAM REQUIREMENTS (48-60 HOURS)**Core Courses (24 hours)**

PSY 5000 MSBS Introductory Seminar	PSY 5363 Psychopathology
PSY 5003 Ethical Princ of Counseling/Assessment/Research	PSY 5383 Social/Cultural Found in Counseling/Psychology
PSY 5013 Research Methods in Behavioral Sciences	PSY 5393 Systems Theory
PSY 5033 Basic Counseling Skills	PSY 5513 Assessment and Treatment of Children and Adolescents
PSY 5203 Human Development	

Option (24 or 36 hours)**Counseling Option (36 hours)**

PSY 5083 Introduction to Counseling
 PSY 5253 Career Assessment & Counseling
 PSY 5313 Addiction in the Family Counseling
 PSY 5373 Alcohol and Drug Addiction
 PSY 5423 Alcohol & Drug Coun Theories and Techniques
 PSY 5433 Counseling Theories
 PSY 5453 Psychopharmacology and Addiction
 PSY 5473 Addiction and Family Theory
 PSY 5703 Individual Counseling
 PSY 5713 Group Counseling
 PSY 5743 Clinical Practicum I
 PSY 5753 Clinical Practicum II

Marriage and Family Therapy Option (24 hours)

PSY 5043 Human Sexuality
 PSY 5223 Psychology of Aging
 PSY 5323 Foundations of Marriage and Family
 PSY 5333 Assessment of Marriage and Family
 PSY 5343 Marriage and Family Therapy
 PSY 5353 Theories of Marriage and Family
 PSY 5893 Practicum: Marriage and Family Therapy I
 PSY 5903 Practicum: Marriage and Family Therapy II

GRADUATION REQUIREMENTS

Complete the required courses for the appropriate option with a cumulative 3.0 or above.
 Complete the Graduation Application.
 Complete an Exit Interview.

**EMBEDDED CERTIFICATE REQUIREMENTS: ALCOHOL AND DRUG COUNSELING (601)**

(Embedded in Master of Arts in Mental Health)

College of Graduate and Professional Studies

Department of Psychology

Catalog Year: 2026–2028

EMBEDDED CERTIFICATE REQUIREMENTS (15 HOURS)**Required Courses (15 hours)**

PSY 5313 Addiction in the Family Counseling
PSY 5373 Alcohol and Drug Addiction
PSY 5423 Alcohol & Drug Coun Theories and Techniques
PSY 5453 Psychopharmacology and Addiction
PSY 5473 Addiction and Family Theory

**DEGREE REQUIREMENTS: BEHAVIORAL SCIENCES (610)–MASTER OF SCIENCE**

College of Graduate and Professional Studies

Department of Psychology

Catalog Year: 2026-2028

PROGRAM DESCRIPTION

The MSBS program is designed to serve that segment of the population employed in or interested in a broad spectrum of professions in the behavioral sciences. Specific target populations are persons employed or preparing for employment in public or private organizations involved in human resources activities; and persons wishing to pursue doctoral studies in the behavioral sciences or research-related careers or to gain experience in research. The goal of the MSBS program is to develop the knowledge base and professional competencies of individuals interested in professions in the behavioral sciences.

PROGRAM ADMISSION

Students who wish to pursue the MSBS should apply and be admitted to graduate studies at Cameron University.

PROGRAM REQUIREMENTS–33 HOURS**Core Courses (21 hours)**

PSY 5000 Introductory Seminar
 PSY 5013 Research Methods in Behavioral Sciences
 PSY 5053 Introduction to Statistics in Behavioral Sciences
 PSY 5203 Human Development
 PSY 5243 Advanced Psychology of Personality
 PSY 5363 Psychopathology
 PSY 5413 Advanced Human Cognition
 PSY 5583 Advanced Social Psychology

Option (12 hours)**General Psychology Option (12 hours)**

Electives (12 hours): To be chosen from any courses for which necessary prerequisites have been completed. Students interested in pursuing a Ph.D. should consider PSY 5991-6 Thesis.

GRADUATION REQUIREMENTS

Complete the required courses for the appropriate option with a cumulative 3.0 or above.
 Successful complete the comprehensive examination as determined by the assessment committee.
 Complete the Graduation Application.
 Complete an Exit Interview.

COLLEGE OF ARTS AND SCIENCES

ADMINISTRATION**Lance Janda–Dean**

DEPARTMENT OF AGRICULTURE, BIOLOGY, AND HEALTH SCIENCES

Matthew Van Sant–Chair

DEPARTMENT OF ART, MUSIC, AND THEATRE ARTS

Kirsten Underwood–Chair

DEPARTMENT OF CHEMISTRY, PHYSICS, AND ENGINEERING

Kyle Moore–Chair

DEPARTMENT OF COMMUNICATION, ENGLISH AND FOREIGN LANGUAGES

Carie Schneider–Chair

DEPARTMENT OF COMPUTING AND MATHEMATICAL SCIENCES

Muhammad Javed–Chair

DEPARTMENT OF MILITARY SCIENCE

MAJ Christopher McWhirter–Chair**MISSION STATEMENT**

The mission of the [College of Arts and Sciences](#) is to offer quality associate and baccalaureate programs in the fine arts, humanities, and sciences. The College also plays an important role in general education. In our programs and course offerings, the College of Arts and Sciences fosters a student-centered academic environment, in keeping with the mission of the university, and is dedicated to guiding students to the highest possible standard of achievement.

GRADUATE PROGRAMS OF STUDY

The College of Arts and Sciences does not offer any graduate degree programs.

COURSE DESCRIPTIONS

Course descriptions for the following course prefixes offered in departments within the College of Arts and Sciences are located at the end of the catalog: [Art \(ART\)](#), [Communication \(COMM\)](#), [English \(ENGL\)](#), and [Theatre Arts \(THTR\)](#). Consult a departmental advisor with any questions regarding these courses.

GENERAL INFORMATION

Our faculty members believe strongly in creating student-centered learning environments and engaging students in exploration and discovery. We engage students in undergraduate research, internships, and special programs that extend beyond the traditional classroom.

We take pride in being innovative and creative teachers and scholars in guiding and mentoring students to the highest possible standards of academic achievement. We prepare students for a lifetime of learning and contributing in professional and cultural life.

Each year we present a broad array of university events such as theatre productions, art exhibits, concerts, public lectures, readings, film showings and other events to which we invite the campus community and the public. Faculty in the College are also advisors for a wide range of student organizations. We feel strongly that important aspects of a university education take place outside the classroom. We urge all students to be full participants in campus life and to take advantage of the activities and organizations available on our campus.

The departments in the College of Arts and Sciences wish you every success and are here to guide and to help as you pursue your education.

GRADUATE COURSE DESCRIPTIONS

Course Subject Key

<u>ACCT</u>	Accounting, McMahon School of Business
<u>ART</u>	Art, Department of Art, Music, and Theatre Arts
<u>BUS</u>	Business, McMahon School of Business
<u>COMM</u>	Communication, Department of Communication, English and Foreign Languages
<u>ECON</u>	Economics, McMahon School of Business
<u>EDUC</u>	Education, Department of Education
<u>ENGL</u>	English, Department of Communication, English and Foreign Languages
<u>FIN</u>	Finance, McMahon School of Business
<u>HPET</u>	Health and Physical Education Theory, Department of Sports and Exercise Science
<u>MGMT</u>	Management, McMahon School of Business
<u>MKTG</u>	Marketing, McMahon School of Business
<u>MUSC</u>	Music, Department of Art, Music, and Theatre Arts
<u>ORGL</u>	Organizational Leadership, McMahon School of Business
<u>PSY</u>	Psychology, Department of Psychology
<u>SPED</u>	Special Education, Department of Education
<u>THTR</u>	Theatre Arts, Department of Art, Music, and Theatre Arts

ACCOUNTING (ACCT)**Business**

ACCT 5033 ACCOUNTING AND INFORMATION SYSTEMS CONCEPTS *3 credit hours* An accelerated course in accounting for business transactions for single proprietorships, partnerships, and corporations. Includes the use of journals, ledgers, work sheets, and financial statements. An overview of the principles and practices of information systems and solving problems from a managerial perspective. This course may not be taken to satisfy MBA elective requirements. Satisfies the prerequisites of courses requiring ACCT 2013 and ACCT 2023. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program.

ACCT 5243 ACCOUNTING FOR MANAGEMENT *3 credit hours* 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. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (ACCT 2013 and 2023) or satisfactory completion of a required skills examination administered through the equivalent accounting leveling module.

ACCT 5991-3 SEMINAR IN ACCOUNTING *1-3 credit hours* Group projects designed to meet special needs of graduate accounting students of the MBA program. Courses may be repeated with different topics. Seminar 1-3 hours. Prerequisites: Admission to a School of Business graduate program and Permission of the School of Business Graduate Advisor.

ART (ART)**Art, Music, and Theatre Arts**

ART 5913 SEMINAR IN ART *3 credit hours* 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. Seminar 3 hours. Prerequisite: Admission to the graduate program.

BUSINESS (BUS)**Business**

BUS 5013 BUSINESS ADMIN CONCEPTS *3 credit hours* This course is designed as an introductory course for non-business majors in the MBA or MSOL program at Cameron University. The focal point of this course is to prepare students in the fundamentals of management and marketing techniques. This course may not be taken to satisfy MBA elective requirements. Satisfies the prerequisites of courses requiring MGMT 3013 and MKTG 3413. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program.

BUS 5103 APPLIED BUSINESS STATISTICS *3 credit hours* 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. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (STAT 2613) or satisfactory completion of a required skills examination administered through the equivalent statistics leveling module.

BUS 5483 GRADUATE INTERNSHIP IN BUSINESS *3 credit hours* Supervised work experience in a professional setting directly relating to the student's business discipline. The internship will allow students to encounter practical workplace problems within their major field and gain experience in corporate and other business settings. May be repeated for a maximum of 6 hours, but repeat must be with a different business. A minimum of 150 hours of on-the-job training is required to complete the course. Internship 3 hours. Prerequisites: Admission into a School of Business graduate program, minimum GPA of 3.5 in all graduate courses attempted in the degree, Department permission and ACCT 5243, ECON 5313, FIN 5613, and MKTG 5513; or equivalents.

BUS 5941-3 INDEPENDENT STUDY IN BUSINESS *1-3 credit hours* Independent study of specific problems or special subjects, based on pre-approved outlines of plans, with conferences and written reports. No more than three credit hours of this course may be counted toward the requirements for the MBA degree. Independent study 1-3 hours. Prerequisites: Admission to a School of Business graduate program and Permission of graduate advisor.

BUS 5961-3 SEMINAR IN BUSINESS *1-3 credit hours* Group projects designed to meet special needs of graduate students in any of the disciplines or tracks of the MBA program. Courses may be repeated with different topics. Seminar 1-3 hours. Prerequisites: Admission to a School of Business graduate program and Permission of graduate advisor and instructor.

BUS 5973 LEGAL AND ETHICAL ENVIRONMENT OF BUSINESS *3 credit hours* Designed to explore the historical, philosophical, and ethical bases of the legal system as it impacts on business-state and federal governmental controls by administrative agencies; judicial restraints; public policy; social, ethical, and political concepts; and commercial practices. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program.

BUS 5983 APPLIED BUSINESS STRATEGY *3 credit hours* A capstone class employing a combination of analytical and research tools and methods 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. Capstone 3 hours. Prerequisites: Admission to a School of Business graduate program; ACCT 5243; ECON 5213, 5313, or 5933; FIN 5613; and MKTG 5513; or equivalents.

BUS 5991-6 THESIS *1-6 credit hours* 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. Independent study 1-6 hours. Prerequisites: Admission to a School of Business graduate program and Completion of the MBA core and Permission of graduate advisor.

COMMUNICATION (COMM)

Communication, English and Foreign Languages

COMM 5113 COMMUNICATION AND INTERPERSONAL RELATIONSHIPS IN THE WORKPLACE *3 credit hours* 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. Lecture 3 hours. Prerequisites: Admission to the graduate program and permission of the Department of Communications.

COMM 5911-3 WORKSHOP IN COMMUNICATION *1-3 credit hours* 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. Workshop 3 hours.

ECONOMICS (ECON)

Business

ECON 5023 ECONOMIC CONCEPTS *3 credit hours* An integrated survey of both microeconomics and macroeconomics designed for graduate students who have not taken economics at the undergraduate level. Topics covered include supply and demand analysis, elasticity, production and cost, market structure, price and output determination, and resource pricing. This course also focuses on measuring income and price, employment and unemployment, saving and investment, money supply and money demand, monetary policy, fiscal policy and open economy macroeconomics. This course may not be taken to satisfy MBA elective requirements. Satisfies the prerequisites for courses requiring ECON 2013 and ECON 2023. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program.

ECON 5313 MANAGERIAL ECONOMICS *3 credit hours* This course is concerned with the use of economic analysis in business decision-making. Economic theory and quantitative methods are applied to managerial decisions involving prices, production, and profit maximization. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (ECON 2013 and 2023) or satisfactory completion of a required skills examination administered through the equivalent economic leveling module.

ECON 5933 ISSUES IN GLOBAL ECONOMICS *3 credit hours* This course is an overview of global economic issues. Topics covered include the basis of international trade; gains from specialization and exchange; trade restrictions and their economic consequences; balance of payments and economic effects of payment imbalance; determination of exchange rates and exchange rate systems; regional economic integration; and the role of international institutions such as the IMF, WTO, and the World Bank. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (ECON 2013 and 2023) or satisfactory completion of a required skills examination administered through the equivalent economic leveling module.

ECON 5993 SEMINAR IN ECONOMICS *3 credit hours* Seminar presentation and special studies in topic of

current interest in economics. May be repeated under different topic titles for up to 9 hours credit. Seminar 3 hours. Prerequisite: Admission to a School of Business graduate program and permission of the graduate advisor.

EDUCATION (EDUC)

Education

EDUC 5073 ADVANCED METHODS IN TEACHING 3 credit hours This course is designed to teach best practices and methods of effective classroom teaching. Lecture 3 hours.

EDUC 5100 INTRODUCTORY SEMINAR FOR GRADUATE PROGRAMS 3 credit hours This is a required seminar for all graduate candidates in Education during the first semester of their respective programs. It provides an overview of each program's policies and requirements as well as an overview of the portfolio assessment. Seminar 0 hours.

EDUC 5103 INTRODUCTION TO GRADUATE RESEARCH 3 credit hours An introduction to the place of historical, experimental, descriptive, and survey research in seeking solutions to problems. The techniques of research, examination of research results, and the use of research are explored. Includes a field component in which an action-research project is conducted. Lecture 3 hours.

EDUC 5123 FOUNDATIONS OF SCHOOL COUNSELING 3 credit hours The purpose of this course is to provide students a strong foundation of the roles, responsibilities, functions, and characteristics of a professional school counselor. It is further designed to enhance the student's understanding of the comprehensive developmental guidance and counseling process and program. Students will examine the theory, practice, and organization of guidance and counseling services in elementary, middle, and high school settings. Lecture 3 hours.

EDUC 5143 MULTICULTURALISM AND AMERICAN EDUCATION 3 credit hours An inter-disciplinary study of the effects of race, class, gender, and ethnicity on school experience in the United States. Includes a field component in which racial/ethnic diversity is addressed. Lecture 3 hours.

EDUC 5203 FUNDAMENTALS OF PUBLIC SCHOOL ADMINISTRATION 3 credit hours This course is designed to introduce the student to the basic principles and practices of modern school administration. Lecture 3 hours.

EDUC 5213 SCHOOL CULTURE 3 credit hours This course will cover issues and potential problems that arise when dealing with geographically, ethnically and economically diverse populations. The course will

emphasize the development of effective strategies for fostering collegial relationships and to promote skills in problem-solving. Lecture 3 hours.

EDUC 5223 ASSESSMENT OF PERSONNEL AND PROGRAMS 3 credit hours 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. Lecture 3 hours.

EDUC 5233 SUPERVISION OF CURRICULUM AND INSTRUCTION 3 credit hours This course will prepare school and school district leaders to supervise and evaluate instructional and curricular programs in public schools. Additionally, this course will examine best practices in classroom supervision, perspectives for supervision, and foundations for supervisory leadership. Lecture 3 hours.

EDUC 5243 COMMUNITY AND SCHOOL RELATIONS 3 credit hours This course will focus on strategies that promote a collegial relationship among and effective communication with various constituents at the school, district, state, and federal levels. Lecture 3 hours.

EDUC 5253 LEGAL AND ETHICAL ASPECTS OF SCHOOL ADMINISTRATION 3 credit hours This course is designed to explore the historical, philosophical, and ethical bases of the legal system and the manner in which it affects school administrators. Consideration will be given to an understanding of the legal implications of, and ethical standards associated with, the operation and administration of a public school system. Lecture 3 hours.

EDUC 5263 PUBLIC SCHOOL FINANCE AND ACCOUNTING 3 credit hours This course will cover sources of school finance, control of expenditures, and general accounting principles of financial administration. Lecture 3 hours.

EDUC 5273 ADVANCED TESTS AND MEASUREMENTS 3 credit hours An examination of the design and construction of assessment instruments and the use of test results. Emphasizes aligning assessments with instructional design, establishing validity and reliability, and using best practices in educational assessment. Includes a field component in which assessment results are analyzed to determine the impact of instruction on student learning. Lecture 3 hours. Prerequisite: EDUC 5103.

EDUC 5283 INTERNSHIP IN SCHOOL ADMINISTRATION 3 credit hours A course designed to provide opportunities for the development of school administrator skills and competencies needed

to provide leadership and direction to carry out a school system's purposes, programs, policies, procedures, regulations and agreements as they relate to the operation of a school or school district. Internship 3 hours. Prerequisites: Completion of or concurrent enrollment in EDUC 5203 AND completion of one of the following: EDUC 5213, EDUC 5223, EDUC 5233, EDUC 5243, EDUC 5253, EDUC 5263, or EDUC 5303.

EDUC 5293 RESOURCE MANAGEMENT FOR SCHOOL ADMINISTRATORS *3 credit hours* The course will examine strategies and established practices for the effective management of personnel, facilities, and instructional resources employed in public schools. Lecture 3 hours.

EDUC 5303 RESEARCH AND TECHNOLOGY FOR EDUCATIONAL LEADERSHIP *3 credit hours* This course is an examination of research and technology designed specifically for leaders in education. The techniques and uses of research are implemented through the use of technology as a research tool and communications portal. The policies and administration of technology will be the primary focus of research conducted in this class. Lecture 3 hours.

EDUC 5333 CURRICULUM DEVELOPMENT AND PRACTICUM *3 credit hours* 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 schools. Criteria for evaluating curriculum will be examined. Field experience required. Lecture 3 hours.

EDUC 5403 DEVELOPMENTAL SCHOOL COUNSELING *3 credit hours* This course is an overview of contemporary school counseling issues, with a special emphasis on development and administration of comprehensive school counseling programs for students K-12 using the ASCA and state models. Lecture 3 hours.

EDUC 5473 ADVANCED STUDIES IN SCIENCE CURRICULUM FOR THE ELEMENTARY SCHOOL *3 credit hours* 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. Lecture 3 hours. Prerequisite: EDUC 5103 or permission of the graduate advisor.

EDUC 5523 LEARNING THEORIES *3 credit hours* This course is designed to critically examine relevant theory and application of human learning and cognition as they relate to informed instructional practice. It surveys learning from theoretical perspectives and connects these theories to

instructional practice. Lecture 3 hours.

EDUC 5573 FOUNDATIONS OF LITERACY *3 credit hours* An introductory course in the principles and practice of teaching reading in grades K through 6 with emphasis on children's literature, phonics, comprehension and literacy approaches. Intended for graduate students with no undergraduate coursework in the teaching of reading or children's literature. Lecture 3 hours.

EDUC 5593 ADVANCED ADOLESCENT LITERATURE *3 credit hours* This course presents a thorough overview of the trends and issues in adolescent literature including multicultural literature. It also includes critical and literary analysis of diverse adolescent literature and development of instructional strategies for a variety of settings. Lecture 3 hours.

EDUC 5603 METHODS OF TEACHING STRUGGLING READERS *3 credit hours* This course emphasizes current practices as well as the newest approaches to the teaching of reading. Techniques are presented for working with all levels of readers in both whole class and small group situations. The course emphasis is on working with classroom teachers who need to provide instruction for children who struggle with reading. Candidates with limited background should take guided elective, EDUC 5573 Foundations of Literacy. Lecture 3 hours.

EDUC 5623 THEORETICAL FOUNDATIONS OF READING *3 credit hours* This course examines the historical, philosophical, sociological, physiological, and psychological foundations of reading and literacy coaching. A 15-hour field experience as a literacy coach is required. Candidates with limited background should take guided elective, EDUC 5573 Foundations of Literacy. Lecture 3 hours.

EDUC 5633 ORGANIZATION AND INDIVIDUALIZATION OF SCHOOL READING PROGRAMS *3 credit hours* The course emphasis is on organizing a school reading program from the perspective of the school reading specialist/literacy coach, working with classroom teachers as a literacy coach and an overview of current school programs for the teaching of reading. The course also addresses research-based methods and strategies for working with adults (teachers) as learners. Candidates with limited background should take guided elective, EDUC 5573 Foundations of Literacy. Lecture 3 hours.

EDUC 5643 ADVANCED DIAGNOSIS OF READING DIFFICULTIES *3 credit hours* Diagnostic, standardized, and informal assessment procedures will be studied, evaluated, and practiced. Instructional strategies for elementary and secondary students with reading difficulties will be linked to assessment

procedures. A 10-hour field experience is required. Candidates with limited background should take guided elective, EDUC 5573 Foundations of Literacy. Lecture 3 hours.

EDUC 5653 PRACTICUM IN READING I *3 credit hours*

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 an online discussion board in which information, insights, strategies, and concerns are addressed. Prerequisites: EDUC 5603, EDUC 5643, and EDUC 5693. Practicum I and II may NOT be taken concurrently. Practicum 3 hours.

EDUC 5663 TEACHING READING IN THE CONTENT

AREA *3 credit hours* This course addresses reading skills in content areas with an emphasis on adaptations for English language learners and diverse cultures. Lecture 3 hours.

EDUC 5673 PRACTICUM IN SCHOOL COUNSELING *3*

credit hours An academic and experiential class designed to provide candidates foundational knowledge and learning experiences regarding the role of the professional school counselor in the P-12 environment. This course includes counseling in a P-12 classroom for a minimum of 30 hours. Students are required to receive individualized supervision of their instruction and reflect on their experiences to improve their practice. Practicum 3 hours.

EDUC 5683 PRACTICUM IN READING II *3 credit*

hours 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. Information, insights, strategies, and concerns regarding reading will be addressed. Prerequisites: EDUC 5603, EDUC 5643, and EDUC 5693. Practicum I and II may NOT be taken concurrently. Practicum 3 hours.

EDUC 5693 ADVANCED CHILD AND ADOLESCENT

LITERATURE *3 credit hours* This course provides a thorough overview of the trends and issues in child and adolescent literature, including multicultural literature. It also includes critical and literary analysis of diverse child and adolescent literature and development of instructional strategies for a variety of settings. Lecture 3 hours.

EDUC 5701 CLINICAL/FIELD EXPERIENCES *3 credit*

hours 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. Field Experience 3 hours.

EDUC 5703 PRACTICUM IN TEACHING AND LEARNING I *3 credit hours*

This course includes teaching in an approved classroom setting for a minimum of 30 hours with a focus on reflection from the field experience. Prerequisites: EDUC 5073 and EDUC 5713. Practicum 3 hours.

EDUC 5713 ADVANCED FOUNDATIONS OF TEACHING AND CLASSROOM MANAGEMENT *3*

credit hours This course provides a survey of student development and diversity, classroom management techniques, and working with parents. The course includes an overview of historical and modern developments, legal issues, and reform movements in education. A field component is required. Lecture 3 hours.

EDUC 5723 LANGUAGE AND LITERACY

DEVELOPMENT *3 credit hours*

This course provides a comprehensive overview of major theories and experimental research that clarify the linguistic and socio-cultural foundations of child language and literacy development, birth through age 18. There will be an emphasis on teaching strategies that address language, culture, and other forms of diversity that exist in society and their influences on learning to read and write. A 5-hour field experience with an ELL child is required. Lecture 3 hours.

EDUC 5743 PRACTICUM IN LITERACY *3 credit hours*

This course includes teaching literacy in a P-12 classroom for a minimum of 30 hours. Students are required to receive individualized supervision of their instruction and reflect on their experiences to improve their practice. Prerequisites: EDUC 5603 and EDUC 5773. Practicum 3 hours.

EDUC 5746 INTERNSHIP IN THE MIDDLE/JUNIOR

HIGH SCHOOL *6 credit hours*

Students observe, participate, and teach in middle or junior high school classrooms under the supervision and guidance of a public school mentor and university supervisor. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073. Internship 6 hours.

EDUC 5753 PRACTICUM IN TEACHING AND LEARNING II *3 credit hours*

This course includes teaching in an approved classroom setting for a minimum of 30 hours with a focus on reflection from the field experience. Prerequisite: EDUC 5703. Practicum 3 hours.

EDUC 5756 INTERNSHIP IN THE SENIOR HIGH

SCHOOL *6 credit hours*

Students observe, participate, and teach in senior high school classrooms under the supervision and guidance of a public school mentor

and university supervisor. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073. Internship 6 hours.

EDUC 5766 INTERNSHIP IN THE ELEMENTARY SCHOOL (K-12) *6 credit hours* Students observe, participate, and teach in elementary school classrooms under the supervision and guidance of a public school mentor and university supervisor. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073. Internship 6 hours.

EDUC 5773 PHONICS, WORD STUDY, AND LINGUISTICS *3 credit hours* This course provides a comprehensive overview of phonics, word study, and linguistic development as applied to classroom teaching and learning. Lecture 3 hours.

EDUC 5776 INTERNSHIP IN THE SECONDARY SCHOOL (K-12) *6 credit hours* Students observe, participate, and teach in secondary school classrooms under the supervision and guidance of a public school mentor and university supervisor. Student must be admitted to the M.Ed. program and pass the Oklahoma Subject Area Test (OSAT) in the area in which he/she will complete the internship. Prerequisites: EDUC 5713 and EDUC 5073. Internship 6 hours.

EDUC 5781-3 WORKSHOP IN EDUCATION *1-3 credit hours* Selected educational activities for use in classrooms. Course may be repeated with different topics. A maximum of three semester hours of workshop credit may be applied toward a master's degree at Cameron University. Workshop 1-3 hours. Prerequisite: Permission of the graduate advisor.

EDUC 5871-3 SELECTED TOPICS IN EDUCATION *1-3 credit hours* 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. Seminar 1-3 hours. Prerequisite: EDUC 5103 or permission of the graduate advisor.

EDUC 5913 MULTIMEDIA IN THE CLASSROOM *3 credit hours* An exploration and hands-on practice course focused on the knowledge and skills in the selection and integration of current technologies to support learning and teaching. Lecture 3 hours.

ENGLISH (ENGL)

Communication, English and Foreign Languages

ENGL 5003 GRADUATE COMPOSITION *3 credit hours* An intensive study of usage, rhetoric, and composition. Critical scrutiny of structure and style, with attention to how rhetorical principles are used

and can be taught. Lecture 3 hours. (Cross-listed with ENGL 4623)

ENGL 5123 TEACHING ENGLISH COMPOSITION *3 credit hours* Course provides practical preparation for students interested in teaching expository writing at the high school or college level. Topics covered include philosophies of writing pedagogy, curriculum design, classroom management, and techniques for responding to student work. Lecture 3 hours. (Cross-listed with ENGL 3303)

ENGL 5313 ADVANCED LITERARY THEORY *3 credit hours* Intensive study of historical and contemporary theoretical perspectives on language, literature, and culture. Students will learn and apply concepts and vocabulary from literary theory, critical theory, and cultural studies, as well as from relevant interdisciplinary approaches, to improve their understanding of texts, students, and society. Lecture 3 hours. (Cross-listed with ENGL 3813)

ENGL 5713 ADVANCED LINGUISTICS *3 credit hours* The course will focus on studying language universals and language typology, first and second language acquisition, language variations across situations of use (register and style), language variation among social groups (dialects), and historical development in English language. Lecture 3 hours. (Cross-listed with ENGL 4613)

ENGL 5961-3 SPECIAL TOPICS IN ENGLISH *1-3 credit hours* Studies of varied topics in English. May be repeated with different topics for up to 12 hours. Lecture 1-3 hours.

FINANCE (FIN)

Business

FIN 5053 FINANCIAL AND STATISTICAL CONCEPTS *3 credit hours* 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. This course may not be taken to satisfy MBA elective requirements. Satisfies the prerequisites of courses requiring FIN 3603 and STAT 2613. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program.

FIN 5613 MANAGERIAL FINANCE *3 credit hours* Financial decision theory and applications, case problems on capital budgeting, capital structure, leasing, working capital management, and mergers and acquisitions. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the

discipline (FIN 3603) or satisfactory completion of a required skills examination administered through the equivalent finance leveling module.

FIN 5863 ADVANCED BOND ANALYSIS *3 credit hours* Advanced participation in the management of the ongoing BancFirst-Cameron Foundation Investment Portfolio. Activities center on administering a diversified portfolio of fixed income assets. Also explores the placement of funds in alternative assets. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (FIN 3603) or satisfactory completion of a required skills examination administered through the equivalent finance leveling module.

FIN 5873 ADVANCED STOCK ANALYSIS *3 credit hours* Advanced participation in the management of the ongoing BancFirst-Cameron Foundation Investment Portfolio. This course provides an opportunity for students to refine their skills and pursue intensive study of investment in common stock and derivative securities. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (FIN 3603) or satisfactory completion of a required skills examination administered through the equivalent finance leveling module.

HEALTH AND PHYSICAL EDUCATION THEORY (HPET)

[Sports and Exercise Science](#)

HPET 5013 SEMINAR IN HEALTH, PHYSICAL EDUCATION, AND RECREATION *3 credit hours* An examination of relevant literature pertaining to the topics specified in the course subtitle. Course may be repeated with a different topic. Seminar 3 hours. Prerequisites: Admission to the graduate program and permission of the instructor.

HPET 5031-3 INDEPENDENT STUDY IN HEALTH, PHYSICAL EDUCATION AND RECREATION *3 credit hours* 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. Independent study 1-3 hours. Prerequisites: Admission to the graduate program and permission of the instructor.

MANAGEMENT (MGMT)

[Business](#)

MGMT 5443 CURRENT ISSUES IN ORGANIZATIONAL DESIGN *3 credit hours* 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. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (MGMT 3013) or satisfactory completion of a required skills examination administered through the equivalent management leveling module.

MGMT 5463 CONFLICT MANAGEMENT AND NEGOTIATION *3 credit hours* Shared decision making, negotiation, mediation of conflicts, and management skills are essential when managing organizational conflict. This course will use readings, discussions, examples and case studies to help students develop (1) a deeper understanding of conflict and its dynamics; (2) strategies and processes for eliciting cooperation and producing supportive professional environments; (3) workplace negotiation strategies; and (4) a variety of negotiation approaches aimed at overcoming barriers to resolutions. Lecture 3 hours.

MGMT 5703 ORGANIZATIONAL BEHAVIOR *3 credit hours* This course shall focus on topics such as the dynamics of behavior within organizations, concepts of behavior within organizations, motivation, personality, stress management, goal-setting and group functioning. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program.

MGMT 5723 ORGANIZATIONAL TRAINING AND DEVELOPMENT *3 credit hours* This course examines topics related to training and development within organizations. Course topics include: development of training strategies, effective communication techniques relative to training, and evaluation of training. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (MGMT 3013) or satisfactory completion of a required skills examination administered through the equivalent management leveling module.

MGMT 5803 GLOBAL POLICY AND STRATEGY *3 credit hours* 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. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (MGMT 3013) or satisfactory completion of a required skills examination administered through the equivalent management leveling module.

MGMT 5823 ISSUES IN SMALL BUSINESS *3 credit hours* Interdisciplinary course dealing with all aspects of operating a small business. The course focuses on contemporary issues related to the legal aspects of starting a business, market analysis, accounting, special tax problems, and organizational structure. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (MGMT 3013) or satisfactory completion of a required skills examination administered through the equivalent management leveling module.

MGMT 5843 CURRENT ISSUES IN HUMAN RESOURCE MANAGEMENT *3 credit hours* This course identifies current issues in human resource management, changes that are taking place in organizations and human resource management, and the impact of these changes on human resources and organizations. This type of information should assist in providing managers with the appropriate knowledge for organizational leadership and management. Topics include employment law, recruitment, selection, training and development, performance appraisal, compensation and safety and health. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (MGMT 3013) or satisfactory completion of a required skills examination administered through the equivalent management leveling module.

MGMT 5853 MANAGEMENT INFORMATION SYSTEMS *3 credit hours* This course provides the graduate student with the conceptual framework for applying computer technology to the information needs of a business. The course emphasizes the manager's need to know how the computer may be used within an organization for more effective decision making. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program.

MARKETING (MKTG)

Business

MKTG 5513 CONTEMPORARY MARKETING PROBLEMS *3 credit hours* 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. Lecture 3 hours. Prerequisites: Admission to a School of Business graduate program. Prerequisite knowledge may be demonstrated through approved undergraduate coursework in the discipline (MKTG 3413) or satisfactory completion of a required skills examination administered through the equivalent marketing leveling module.

MKTG 5521-3 MARKETING SEMINAR *1-3 credit hours* This graduate course shall focus on special topics in marketing. May be repeated with different topics to a total of six hours. Seminar 1-3 hours. Prerequisite: Admission to School of Business graduate program.

MUSIC (MUSC)

Art, Music, and Theatre Arts

MUSC 5913 SEMINAR IN MUSIC *3 credit hours* An intensive examination of the scholarly literature dealing with the topic or topics specified in the course subtitle. Seminar 3 hours. Prerequisites: Admission to the Graduate Program and permission of the Department of Music or instructor.

ORGANIZATIONAL LEADERSHIP (ORGL)

Business

ORGL 5001-3 SPECIAL TOPICS IN GRADUATE STUDIES *1-3 credit hours* An advanced study in a topic of special interest. This course may be repeated once with a change in topic. Lecture 1-3 hours. Prerequisite: Approval of the student's graduate advisor.

ORGL 5023 APPLIED QUALITATIVE METHODS *3 credit hours* This course is an overview to applied qualitative research, emphasizing the valuable use of this type of research in industry. During this course, we will explore some of the most common qualitative research methods, focusing on how to collect, manage, and analyze non-numeric data for organizational uses. Students will learn about the applications of qualitative methods in organizational settings and how to utilize data collection techniques including observations, interviews, focus groups, and document data. Activities throughout the semester are designed to apply knowledge and develop skills needed to interpret qualitative data. Lecture 3 hours.

ORGL 5713 LEADERSHIP *3 credit hours* This course is an in-depth study of leadership concepts and theories. Course topics include: effective leadership behaviors, seminal leadership theories, emerging leadership theories, cross-cultural leadership, leadership ethics, and development of leadership skills. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program and MGMT 5703.

ORGL 5733 CHANGE MANAGEMENT *3 credit hours* This course examines fundamental concepts related to managing change. Course topics include: organizational change, effective change implementation, organizational redesign, and leading change. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program.

ORGL 5743 DATA-DRIVEN DECISION MAKING *3 credit hours* This course shall focus on the topics such as data collection techniques, design of process and outcomes measures with the organization, evaluation techniques and practices, interpreting data within the organization, statistical methods and communicating the results of statistical analyses. Lecture 3 hours. Prerequisite: Admission to a School of Business graduate program.

ORGL 5893 MASTER'S PROJECT/RESEARCH PAPER *3 credit hours* The Master's Project/Research Paper course is an experiential leadership exercise that involves serving as a leader within a community/civic organization and writing a paper detailing the leadership experience. Independent study 3 hours. Prerequisite: Completion of the MSOL core and permission of the Graduate Advisor. This course is open only to students in the MSOL program.

PSYCHOLOGY (PSY)

[Psychology](#)

PSY 5000 INTRODUCTORY SEMINAR *0 credit hours* The purpose of this seminar is to provide students with an introduction to the graduate programs offered in the Department of Psychology. Students will learn about the course requirements for the MSBS: General Psychology option; MAMH: Marriage and Family option; MAMH: Counseling option, and the embedded Certificate in Alcohol and Drug Counseling. Course requirements for licensure, information about practicum and thesis will also be presented. MSBS and MAMH students are required to complete this during their first year of study. Seminar 0 hours.

PSY 5003 ETHICAL PRINCIPLES IN COUNSELING, ASSESSMENT, AND RESEARCH *3 credit hours* This course will provide students an in-depth analysis of the ethical, legal, and professional responsibilities of counselors, marriage and family therapists, addiction

therapists, psychometricians, teachers, and researchers. Students will be expected to understand the rationale for codes of ethics. Course discussions will focus on applying ethical codes, identifying issues in practice, and the influence of the law. Lecture 3 hours.

PSY 5013 RESEARCH METHODS IN BEHAVIORAL SCIENCE *3 credit hours* This course will provide students with a comprehensive examination of the various experimental and quasi-experimental methods used in the behavioral sciences. The strengths and limitations of the methods with respect to reliability, sensitivity, internal validity, and external validity will be covered. Emphasis will be placed on application of the information to enhance the critical consumption of research in the behavioral sciences. Lecture 3 hours.

PSY 5021-3 SPECIAL TOPICS IN PSYCHOLOGY *1-3 credit hours* 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. Lecture 3 hours.

PSY 5033 BASIC COUNSELING SKILLS *3 credit hours* This course will introduce students to the literature on change and how appropriate interviewing skills and client-counselor relationship can facilitate change. Students will learn and practice the basics of motivational interviewing and basic counseling skills. To promote competence in the application of marriage and family theory and counseling theories, counseling skill sets will be developed. Lecture 3 hours.

PSY 5043 HUMAN SEXUALITY *3 credit hours* This course will provide students with an overview of human sexuality, its social implications and applications to the practice of psychotherapy. Lecture 3 hours.

PSY 5053 INTRODUCTION TO STATISTICS IN BEHAVIORAL SCIENCES *3 credit hours* This course will provide students with an introduction to statistics applied to the behavioral sciences. Conceptual issues, computation and applications of inferential techniques will be discussed. Lecture 3 hours.

PSY 5063 ADVANCED STATISTICS IN BEHAVIORAL SCIENCES *3 credit hours* This course covers advanced topics in statistics applied to the Behavioral Sciences. Focus will be on advanced analysis of variance (ANOVA) techniques, regression, factor analysis, and the use of a statistical software package for implementing these techniques on the computer. Lecture 3 hours.

PSY 5073 CRISIS INTERVENTION *3 credit hours* Students will be trained in the application of strategies for crisis intervention and crisis management. To promote competence in the application of counseling

and marriage and family theories, crisis intervention skill sets will be developed. Lecture 3 hours. Prerequisite: PSY 5033 Basic Counseling Skills.

PSY 5083 INTRODUCTION TO THE COUNSELING PROFESSION *3 credit hours* This course introduces the graduate student to the practice of Licensed Professional Counselors and Licensed Marital and Family Therapists. The course utilizes instructor(s) from the LPC and LMFT fields respectively. This course covers the history, development, and implementation of licensed counselors into secular and religious based counseling options. Lecture 3 hours.

PSY 5113 ADDICTION AND FAMILY THEORY *3 credit hours* Working with individuals and families involving addiction requires a comprehensive understanding of family systems theory. Strategies and interventions incorporating assessment, diagnosis, treatment, and addiction across the family life cycle will be incorporated in the treatment of substance abuse and the family. Lecture 3 hours.

PSY 5203 HUMAN DEVELOPMENT *3 credit hours* This course will provide students with a study of human intellectual, physical, social, and emotional development from conception to old age. Lecture 3 hours.

PSY 5213 GROUP DYNAMICS *3 credit hours* This course will provide students with an in-depth study of the basis for human relations. Emphasis is on the process of communications, problem-solving, decision-making, conflict, and change as they occur in human interactions. Lecture 3 hours.

PSY 5223 PSYCHOLOGY OF AGING *3 credit hours* The purpose of this course is to provide students with an introduction to the scientific study of adult development. We will examine the physical, cognitive, social and emotional changes that occur from early through late adulthood. A research-based approach will be used to examine the special problems of the elderly as well as possible intervention strategies. Lecture 3 hours.

PSY 5243 ADVANCED PSYCHOLOGY OF PERSONALITY *3 credit hours* This course will provide students with an in-depth study of the theories, methods, and findings in psychology of personality. Lecture 3 hours.

PSY 5253 CAREER ASSESSMENT AND COUNSELING *3 credit hours* This course provides an introduction and overview of assessment, including the administration, scoring and interpretation of psychological tests. In addition, students will examine theories of career development, principles for effective education/career planning, and how to offer information and resources to clients based on assessment results. Lecture 3 hours.

PSY 5313 ADDICTION IN THE FAMILY COUNSELING *3 credit hours* This course focuses on addiction and substance abuse counseling, including the adaptation of individual, group, marital and family treatment techniques. Therapeutic strategies and interventions are incorporated with the understanding of biology and addiction across the life span along with the treatment of co-occurring mental disorders. Lecture 3 hours.

PSY 5323 THEORETICAL FOUNDATIONS OF MARRIAGE AND FAMILY SYSTEMS *3 credit hours* This course will expose students to the theories of marriage and family. Students will view marriage and family through a systemic perspective. Lecture 3 hours. Prerequisite: PSY 5393 Systems Theory.

PSY 5333 ASSESSMENT OF MARRIAGE AND FAMILY *3 credit hours* This course is designed to expand the knowledge base of the students in the area of assessments from a systemic perspective as it pertains to marriage and family theory. To promote competence in the application of marriage and family theory, assessment skill sets will be developed. Lecture 3 hours. Prerequisites: PSY 5393 Systems Theory and PSY 5323 Theoretical Foundations of Marriage and Family Systems.

PSY 5343 MARRIAGE AND FAMILY THERAPY *3 credit hours* This course will provide students with a basic understanding of the therapeutic process. Students will gain skills in conducting an initial assessment, planning treatments, managing cases, establishing a therapeutic relationship with clients, and developing interventions for change. To promote competence in the application of marriage and family theory, marriage and family therapy skill sets will be developed. Lecture 3 hours. Prerequisite: PSY 5393 Systems Theory.

PSY 5353 THEORIES OF MARRIAGE AND FAMILY THERAPY *3 credit hours* This course will present an overview of the origins, theoretical foundations, and major therapeutic orientations in the field of marriage and family therapy. To promote competence in the application of marriage and family theory, marriage and family therapy skill sets will be developed. Lecture 3 hours. Prerequisite: PSY 5393 Systems Theory.

PSY 5363 PSYCHOPATHOLOGY *3 credit hours* This course will provide students with an in-depth study of the symptoms and etiology of mental disorders as described in the most recent Diagnostic and Statistical Manual of the American Psychiatric Association. Lecture 3 hours.

PSY 5373 ALCOHOL AND DRUG ADDICTION *3 credit hours* This course examines the historical and emerging theories of alcoholism and drug addiction

and dependencies. Implications for treatment, ethical practice, legal issues, and professional concerns are considered. Lecture 3 hours.

PSY 5383 SOCIAL AND CULTURAL FOUNDATIONS IN COUNSELING AND PSYCHOLOGY 3 credit hours

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. Lecture 3 hours.

PSY 5393 SYSTEMS THEORY 3 credit hours This course is designed to survey the field of Marriage and Family theories. Students will examine the theoretical roots and terminology General Systems Theory, Cybernetics, and Communication Theory as they contribute to the development of Systems Theory. This will offer the student a foundational understanding of the dynamics of family interaction from a systems perspective. Lecture 3 hours.

PSY 5413 ADVANCED HUMAN COGNITION 3 credit hours This course will provide students with an intensive examination of selected research areas and major theories in cognitive psychology. Topics include perception, attention, short- and long-term memory, language, categorization, problem-solving, decision-making, and the development of expertise. Lecture 3 hours.

PSY 5423 ALCOHOL AND DRUG COUNSELING THEORIES AND TECHNIQUES 3 credit hours A comprehensive overview of treatment models, diagnostic and treatment techniques, current treatment research, successful methods in the treatment process of addiction and substance abuse will be extensively examined. Lecture 3 hours.

PSY 5433 COUNSELING THEORIES 3 credit hours This course will provide students with a comprehensive study of counseling theories and approaches. Lecture 3 hours.

PSY 5453 PSYCHOPHARMACOLOGY AND ADDICTION 3 credit hours This course provides an overview of basic neurophysiology and examines the neurochemistry of the major classifications of psychotropic medications as they relate to treating mental disorders. In addition, students will examine the neurophysiology connected to abuse and addiction of alcohol, prescription drugs, and illicit substance abuse, including the connection between the effects of brain changes and resulting problematic behaviors. Lecture 3 hours.

PSY 5473 ADDICTION AND FAMILY THEORY 3 credit hours Working with individuals and families involving addiction requires a comprehensive understanding of family systems theory. Strategies and interventions incorporating assessment, diagnosis, treatment, and addiction across the family life cycle will be incorporated in the treatment of substance abuse and the family. Lecture 3 hours.

PSY 5513 ASSESSMENT AND TREATMENT OF CHILDREN AND ADOLESCENTS 3 credit hours This course will introduce students to some of the basic issues that arise when assessing and treating psychopathology in children and adolescents. Information pertaining to the treatment of childhood disorders based upon empirical evidence will be discussed. Students will also receive an overview of child and adolescent assessment measures and techniques, with emphasis on the importance of assessing different domains, environments, and multiple reporters. Lecture 3 hours.

PSY 5523 ASSESSMENT IN INTELLIGENCE 3 credit hours This course will provide students with training and practice in the administration and scoring of standardized tests of intelligence including the Wechsler tests of intelligence. Other less widely used tests such as the Stanford-Binet, the TONI, and the Slosson will be covered. Lecture 3 hours.

PSY 5583 ADVANCED SOCIAL PSYCHOLOGY 3 credit hours This course will provide students with an intensive examination of major theories, research, and findings in social psychology. Topics include cognitive dissonance, persuasion, prejudice and discrimination, interpersonal attraction, close relationships, altruism, aggression, obedience, conformity, group performance, and group decision-making. Lecture 3 hours.

PSY 5703 INDIVIDUAL COUNSELING 3 credit hours This course will familiarize students with basic individual counseling skills and with empirically validated treatments. To promote competence in the application of counseling theories, skill sets in individual counseling will be developed. Lecture 3 hours. Prerequisites: PSY 5433 Counseling Theories and PSY 5033 Basic Counseling Skills.

PSY 5713 GROUP COUNSELING 3 credit hours This course will introduce students to the constructs and practices of group counseling. To promote competence in the application of counseling theories, skill sets for group counseling will be developed. Lecture 3 hours.

PSY 5743 CLINICAL PRACTICUM I 3 credit hours This course will provide students with 150 hours of supervised, practical, counseling experience at a predetermined site selected by the department which

will allow the student to apply the counseling theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, video presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed contract with the practicum site, the student, and the university will be executed. Practicum 3 hours. Prerequisites: Students must earn an "A" or "B" in PSY 5003, PSY 5363, PSY 5433, PSY 5033, PSY 5703, an assessment course (either PSY 5513, PSY 5523, or PSY 5333) and secure departmental permission.

PSY 5753 CLINICAL PRACTICUM II *3 credit hours* This course will provide students with 150 hours of advanced supervised, practical, counseling experience in the community which will allow the student to apply the counseling theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, video presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed contract with the practicum site, the student, and the university will be executed. The practicum site will be selected by the student. Prerequisites: PSY 5743 and departmental permission.

PSY 5893 PRACTICUM IN MARRIAGE AND FAMILY THERAPY I *3 credit hours* This course will provide students with 150 hours of supervised, practical, marriage and family therapy experience at a predetermined site selected by the department which will allow the student to apply the marriage and family theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed contract with the practicum site, the student, and the university will be executed. Practicum 3 hours. Prerequisites: Students must earn an "A" or "B" in PSY 5003, PSY 5343, PSY 5363, PSY 5393, PSY 5323, PSY 5353, PSY 5333, and PSY 5033, and secure departmental permission.

PSY 5903 PRACTICUM IN MARRIAGE AND FAMILY THERAPY II *3 credit hours* This course will provide students with 150 hours of advanced supervised, practical, marriage and family therapy experience in the community which will allow the student to apply the marriage and family theories and skills learned in academic coursework. The practicum course will include weekly classes with case presentations, video presentations, article reviews, and other methods to explore the various aspects of practicum and theoretical orientation development. A signed

contract with the practicum site, the student, and the university will be executed. The practicum site will be selected by the student. Practicum 3 hours. Prerequisites: PSY 5893 and departmental permission.

PSY 5991-6 THESIS *1-6 credit hours* Supervised research on a psychology topic. Includes the development of a research proposal, collection of data and/or information, and preparation and submission of an acceptable thesis. Thesis 1-6 hours. Prerequisites: A grade of "B" or higher in each of the three courses PSY 5003, 5013, and 5053. MSBS students who want to do a thesis must enroll in PSY 5993-6.

SPECIAL EDUCATION (SPED)

[Education](#)

SPED 5203 CHILDREN AND YOUTH WITH SPECIAL NEEDS *3 credit hours* 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. Lecture 3 hours.

SPED 5223 ADVANCED ASSESSMENT AND EVALUATION IN SPECIAL EDUCATION *3 credit hours* 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). Lecture 3 hours.

SPED 5263 HISTORICAL AND MODERN FOUNDATIONS OF SPECIAL EDUCATION *3 credit hours* The course focuses on the philosophical, historical and legal foundations of special education. The course relates equal protection, procedural due process, and substantive due process doctrines to school practices affecting disabled children and

examines the principles of P.L. 94-142 and similar principles in state legislation. Study will address the issues that professionals (educators, physicians, allied health providers, attorneys, and others) and families of disabled children and youth face in the context of public values and attitudes. The course includes directed research utilizing library databases and internet sources in order to explore a topic that is of interest to the graduate student and appropriate for this course. Lecture 3 hours.

SPED 5413 INSTRUCTIONAL METHODS FOR STUDENTS WITH MILD/MODERATE DISABILITIES

3 credit hours 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. Lecture 3 hours.

SPED 5623 PRACTICUM MILD/MODERATE DISABILITIES

3 credit hours Observation and participation in educational settings which serve children and youth with mild to moderate disabilities. In addition to the application of learned competencies, graduate students will review current research related to the instruction of students with mild/moderate disabilities as a basis for comparing practicum experiences with best practices. Practicum 3 hours. Prerequisite: SPED 5413 or concurrent enrollment. May be repeated for a total of three semester hours.

SPED 5723 CURRICULUM FOR EXCEPTIONAL INDIVIDUALS

3 credit hours 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. Lecture 3 hours. Prerequisite: Permission of the graduate advisor.

SPED 5803 SPECIAL TOPICS IN SPECIAL EDUCATION

3 credit hours An advanced study of

topics of special interest in special education. May be repeated once with a change of topic. Seminar 3 hours.

SPED 5821-3 WORKSHOP IN SPECIAL EDUCATION
1-3 credit hours 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 CU. Workshop 3 hours.

THEATRE ARTS (THTR)

[Art, Music, and Theatre Arts](#)

THTR 5913 SEMINAR IN THEATRE ARTS

3 credit hours 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. Seminar 3 hours. Prerequisite: Admission to the graduate program.

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GRADUATE FACULTY

ARGYROS, IOANNIS K. (1990) *Computing and Mathematical Sciences*, B.S., University of Athens (Greece); M.S., Ph.D., University of Georgia.
BRUE, KRYSTAL (2013) *Dean, College of Graduate and Professional Studies*, B.A., B.B.A, M.A., Abilene Christian University; Ph.D., Northcentral University.
CARNEY, WILLIAM (2007) *Communication, English and Foreign Languages*, B.A., M.A., University of Texas at San Antonio; Ph.D., Texas Tech University.
FRYE-DAVIES, CHARLES (2023) *Psychology*, B.A., Indiana University; B.S., Purdue University; Ph.D., Utah State University.
GARRETT, STACIE (2013) *Chair, Department of Education*, B.A., Nevada State College, M.Ed., Cameron University, Ed.D., Northcentral University.
GEIGER, JOHN (2001) *Psychology*, B.S., Northeast Missouri State University; M.A., Ph.D., Northern Illinois University.
HALL, RAMONA (2003) *Education*, B.S., University of Louisville; M.Ed., Northwestern State University; Ed.D., Tennessee State University.
HELM, MITTIE (2024) *Business*, M.B.A., Chadron State College; Ph.D., National University.
HODGSON, JOHN (2000) *Communication, English and Foreign Languages*, B.A., The Citadel; M.A., Florida Atlantic University; Ph.D., University of Oklahoma.
JANDA, LANCE (1999) *Dean, College of Arts and Sciences*, B.A., M.A., University of Central Oklahoma; Ph.D., University of Oklahoma.
JOHARI, ABBAS (1999) *Computing and Mathematical Sciences*, B.S., Metropolitan State College of Denver; M.Tech., Ph.D., Arizona State University.
KELLER, CHRISTOPHER (2000) *Education*, B.A., M.A.T., Cameron University; Ph.D., University of Oklahoma.
KINGSLEY, MARGERY A. (1994) *Vice President for Academic Affairs* A.B., Princeton University; M.A., Ph.D., University of California at Los Angeles.
LIU, YINGQIN (2008) *Communication, English and Foreign Languages*, B.A., Xi'an Foreign Languages University; M.A., Western Kentucky University; Ph.D., Texas Tech University.
MONTALVO, EDRIS (2010) *Chair, Social Sciences*, B.A., M.S., Ph.D., Texas State University; M.B.A., Texas A&M-Corpus Christi.
MORRIS, JOHN (1988) *Communication, English and Foreign Languages*, B.A., University of Wisconsin at Eau Claire; M.A., Ph.D., Arizona State University.

NALLEY, ELIZABETH ANN (1969) *Chemistry, Physics, and Engineering*, B.S., Northeastern Oklahoma State University; M.S., Oklahoma State University; Ph.D., Texas Woman's University.

PHILLIPS, STEPHANIE (2021) *Education*, B.S.Ed., Baylor University; M.Ed., Midwestern State University; Ed.D., University of North Texas.

RESTIVO, LISA (2009) *Business*, B.B.A., B.Acctg., M.B.A., Cameron University; M.S., D.B.A., National University.

RICE, HOLLY (2011) *Education, Director of Educator Preparation*, B.A., University of Oklahoma; M.A., George Washington University; Ph.D., University of Oklahoma.

RICHARDSON, EILEEN (2014) *Education*, B.S., M.Ed., Northeastern State University; Ph.D., Capella University.

SEGER, JEFFREY (2011) *Psychology*, B.S., M.S., Ph.D., Oklahoma State University.

SMITH, MICHELLE (2000) *Education*, B.A., Cameron University; M.S., Southwestern Oklahoma State University; Ed.D., Oklahoma State University.

SOYLU, ALI (2008) *Business*, B.A., Anadolu University (Turkey); M.B.A., Drexel University; Ph.D., Temple University.

SUKAR, ABDULHAMID (1987) *Business*, B.S.C., Addis Ababa University (Ethiopia); M.A., West Texas State University; Ph.D., Texas Tech University.

WALTON, AUBREE (2002) *Business*, B.Acct., Cameron University; J.D., University of Oklahoma; C.P.A.

WHITE, STEPHANIE (2025) *Psychology*, B.S., Texas Tech University; M.S. Oklahoma State University; Ph.D. University of Oklahoma.

WILLIAMS, JOE (2025) *Psychology*, B.S., M.S., Cameron University; Ph.D., Capella University.

ZHAO, CHAO (1999) *Computing and Mathematical Sciences*, B.S., Liaoning Normal University (China); M.S., Ed.D., Texas A&M University-Commerce.

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