

# BOWIE STATE UNIVERSITY

## College of Education

# Graduate Program Manual



Taking Pride in Preparing Tomorrow's Educators

***“Preparing Effective, Caring, and Collaborative Educators for a Global Society”***



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### Graduate

#### *Mission*

Bowie State University, a regional comprehensive university of the University System of Maryland, embraces diversity, which includes its African American heritage, emphasizes its foundational heritage in teacher education, facilitates interdisciplinary learning, fosters research, and produces graduates who are technologically astute, think critically, and demonstrate proficiency in their chosen fields.

Bowie State University, through the effective and efficient management of its resources, provides high-quality and affordable educational opportunities at the bachelor's, master's, and doctoral levels for a diverse student population of Maryland citizens and the global community.

The educational programs are designed to broaden the knowledge base and skill set of students across disciplines and to enable students to think critically, value diversity, become effective leaders, function competently in a highly technical world, and pursue advanced graduate study

The university is committed to increasing the number of students from under-represented minorities who earn advanced degrees in computer science, mathematics, information technology, and education.

Constituent needs, market demands, and emerging challenges confronting socioeconomic cultures serve as important bases in the university's efforts to develop educational programs and improve student access to instruction.

#### *Vision*

Bowie State University will be an important higher education access portal for qualified persons from diverse academic and socioeconomic backgrounds who seek a high quality and affordable public comprehensive university. The university will empower our students and improve our world through rising enrollments, improving graduation rates, and service to the community. We will do so while placing special emphasis on the science, technology, teacher education, business, and nursing disciplines within the context of a liberal arts education.

Building on its image as a student-centered institution and its history as an HBCU, Bowie State University will provide its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

#### *Institutional Identity*

Established in 1865, Bowie State University is the oldest Historically Black Institution of higher learning in Maryland and one of the oldest in the nation. The University evolved from a normal school into a comprehensive university that offers a wide array of undergraduate, graduate, and professional programs. Currently, Bowie State University serves a diverse student population, providing educational opportunities that enable students to function in a highly technological and interdependent world. The University continues to honor its heritage of providing access to higher education for under-represented populations, with a commitment to African Americans. The University remains a leader in graduating African Americans in technological fields.

Bowie State University fosters a supportive, rigorous, and collaborative environment that nurtures excellence in academics and in professional and cross-cultural relationships. The University places particular emphasis on excellence in teaching and research on teaching methodology in order to improve the teaching-learning process. Bowie State University produces graduates who are leaders among their peers in a global community, who think critically, who value diversity, and who are committed to high moral standards.

Bowie State University is a leader in the infusion of technology into the curriculum while maintaining its role as an institution grounded in the liberal arts. The University is committed to providing a high-quality education that fosters learning and enhances skill acquisition and knowledge discovery based on proven pedagogies and an up-to-date curriculum for students at all levels. The University offers a comprehensive set of undergraduate programs that include the arts and humanities, business and management, teacher education, science and technology, and health and human services.

At the post-baccalaureate level, program offerings include the social sciences, information science and technology, and education. Students are able to pursue certificate programs as well as master's degrees in such disciplines as applied computational mathematics, business, computer science, counseling, counseling psychology, education, English, management information systems, nursing, and organizational communications. The University also offers two doctoral programs—one in computer science and one in Educational Leadership—and is exploring other doctoral programs in information technology and teaching.

The University is aggressively collaborating with its sister institutions and other agencies to address student retention issues (i.e., Coppin State University; Morgan State University; University of Maryland Eastern Shore; University of the District of Columbia; and the Maryland Higher Education Commission); increase the number of student internships; and provide research opportunities for faculty and students (i.e., Towson University; National Aeronautics and Space Administration; Naval Research Laboratory; University of Maryland, Baltimore; Howard University; and City University of New York); increase the number of computer technologists (i.e., University of Maryland, College Park; Morgan State University; Johns Hopkins University; University of Maryland, Baltimore County; and Honeywell, formerly Allied Signal Corporation); enhance the quality of the police force (Prince George's County Police Academy); and enhance the quality of teaching in the county and State through Professional Development Schools, induction programs, and critical issues workshops (i.e., Prince George's County Schools; University of Maryland, College Park, Towson University; and Prince George's Community College).

The University is committed to recruiting and retaining a student mix that reflects a population of honor students as well as those who demonstrate leadership qualities, display academic potential, and exhibit the motivation to learn. Bowie State University delivers instruction to a global audience of adult learners through traditional and alternative means.

Bowie State University's workforce consists of a diverse group of dedicated professionals who are committed to implementing the mission of the University. The full-time faculty, complemented by a highly qualified adjunct faculty and supported by a skilled staff, distinguishes itself through excellence in teaching, scholarship/research, and service. Effectively and efficiently, the University will continue to provide excellent educational services to its students through recruitment, development, and retention of a talented workforce.

### *Accreditation and Memberships*

#### ACCREDITATION

Association of Collegiate Business Schools and Programs (ACBSP)  
 Computer Science Accreditation Commission (CSAC) of the Computing Sciences  
 Accreditation Board (CSAB)  
 Maryland Board of Nursing  
 Maryland State Department of Education  
 Middle States Association of Colleges and Schools  
 National Council for the Accreditation of Teacher Education  
 National Council on Social Work Education  
 National League for Nursing Accrediting Commission

#### MEMBERSHIPS

American Association for Higher Education  
 American Association of Colleges of Nursing  
 American Association of Colleges of Teacher Education  
 American Association of State Colleges and Universities  
 American Association of University Women  
 American Council on Education  
 Association of Teacher Education and Institutions  
 College Entrance Examination Board  
 Council for the Advancement of Secondary Education  
 Maryland Association of Higher Education  
 National Association for Equal Opportunity in Higher Education  
 National League for Nursing

### *Core Values*

Everything we do as a University will be directed towards enhancing our quality and value to students, alumni, and the community. As the University progresses, we will continue to promote student academic success, public service, and scholarship while incorporating our core values:

**Excellence** - Promote a love for learning, discovery, and integration across a wide range of disciplines and interests.

**Civility** - Foster an environment in which each individual is valued, can live safely, and can express himself or herself without fear of reprisal.

**Integrity** - Promote a sense of justice, trust, consistency, and fair play.

**Diversity** - Promote an awareness of and sensitivity toward differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

**Accountability** - Provide effective and efficient service all University constituents.

### *Institutional Goals*

Goal 1 Provide high-quality and affordable academic programs and support services for all students

Goal 2 Support growth by enhancing recruitment, access, and retention efforts University-wide

Goal 3 Promote regional economic and workforce development

Goal 4 Increase the University's external funding

Goal 5 Promote effective and efficient use of institutional resources

Goal 6 Enhance the University's image

### **CARNEGIE CLASSIFICATION**

Master's (Comprehensive) Colleges and Universities I (MA I)

**Dean:** Traki Taylor-Webb

The programs in the College of Education are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education. The School graduates competent teaching personnel for positions in local educational agencies within the State of Maryland and many other areas. Students majoring in early childhood/special education receive dual certification upon graduation. Students majoring in elementary education complete a comprehensive program of liberal arts studies and a concentration of professional courses in teaching.

### **MISSION**

The mission of the College of Education at Bowie State University is to prepare instructional leaders of all races who are competent in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland and school systems in other states. The School's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Established in September 2010, the College of Education has adopted the following theme for its academic programs: "Preparing Effective, Caring, and Collaborative Educators for a Global Society." The School strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, and reflective practitioners in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic departments: the Department of Counseling; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.

### **VISION STATEMENT**

The College of Education has the primary responsibility for coordinating University efforts designed to prepare individuals to assume positions of teaching, counseling and educational leadership in P-12 school settings. This task is accomplished through the development and delivery of the School's professional curriculum and competent faculty. The undergraduate and graduate programs are structured to prepare professionals to meet the teaching-learning challenges of contemporary society. Based on a strong liberal arts foundation, the pedagogical curriculum prepares candidates to meet world class standards with the knowledge, skills and dispositions necessary to be effective and proficient professionals in a variety of education settings. Candidates master the use of technology as an instructional tool, assess students through the use of multiple approaches, and create positive learning environments for diverse populations.

### **GOALS**

The overarching goals of the Bowie State University College of Education are to:

1. Provide a general education experience that includes theoretical and practical knowledge gained from studies in communications, humanities and fine arts, mathematics, science, and social sciences;
2. Ensure, through a professional studies component, the transmission of knowledge about the social, historical, and philosophical foundations of education; theories of human development and learning; research and experience-based principles of effective practice; and the impact of technology and social changes on schools;
3. Provide a well-planned sequence of field experiences in diverse settings that enable candidates to relate professional knowledge to the realities of practice in schools and classes;
4. Offer opportunities for candidates to reflect upon the effectiveness of their teaching, to develop insights and judgments about what they do and why they do what they do, and to make decisions about teaching that will enhance pupil understanding and success;
5. Ensure, through courses and experiences, the development of critical thinking and values-based decision-making, effective communication, and positive professional collaboration in the educational arena;
6. Maintain the viability of its programs through systematic and continuous evaluation and modification; and
7. Maintain linkages with community stakeholders for the mutual benefit of the School and its departments, the University, and the community.

The College of Education at Bowie State University fosters exemplary teaching, supports scholarly research, and endeavors to improve the lives of the citizenry of the state of Maryland. Toward this end, the School offers contemporary, relevant, and service-oriented educational programs that are guided by the standards of excellence set forth by professional associations and accrediting organizations. The School offers a sequence of courses for secondary teaching majors and works collaboratively with the University's departments of Mathematics, Natural Sciences, English and Modern Languages, and History and Government to prepare secondary teachers. Since becoming a separate professional school within the Bowie State University structure, the College of Education has accomplished major goals in the areas of technology, marketing, retention, high-quality programming at the undergraduate and graduate levels, and professional development school partnerships.

College of Education continues this legacy through cultivating students who are committed to performing key roles in education. The College's goal is to produce effective educators prepared to impact the teaching-learning process. Our exceptional curriculum, stellar faculty and highly specialized technology strengthen instincts and talents in the classroom and beyond. We take pride in producing highly qualified, caring educators who are skillful instructional leaders and agents of change for an increasingly diverse learning environment.

The College of Education offers graduate programs leading to the Master of Arts degree in Counseling Psychology, Mental Health Counseling, and School Psychology and in Teaching, the Master of Education degree in the areas of School Counseling, Elementary Education, Reading Education, School Administration and Supervision, Secondary Education, and Special Education. A Doctor of Education in Educational Leadership is also offered. The College of Education includes the Departments of Counseling, Educational Studies and Leadership and Teaching, Learning, and Professional Development.

The College of Education is structured to accommodate the lives of today's busy students. Students graduate from the College of Education prepared to enter the job market. For additional information please visit our website at [www.bowiestate.edu](http://www.bowiestate.edu) or call the following departments

Department of Counseling: 301-860-3367

Department of Educational Studies & Leadership: 301-860-3246

Department of Teaching, Learning & Professional Development: 301-860-3130



## COE PROGRAMS (TAB FOUR)

## GRADUATE ADMISSION REQUIREMENTS

**General Graduate Admission Requirements**

Applicants must hold a bachelor's degree from a regionally accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0 point scale).

Applicants with a cumulative grade point average between 2.0 and 2.49 *may* be granted *conditional admission*. Conditional admission will be removed with the attainment of a cumulative grade point average of 3.0 or better after the completion of the first nine graduate credit hours.

Applicants who have admissions material outstanding *may* be granted *provisional admission* if it is determined that he/she meets the admissions requirements for the graduate degree program. This determination will be made by the degree program or its designee. Full admission will be granted upon receipt of missing or incomplete admissions material by the Office of Graduate Admissions. If the provisionally admitted student does not have missing or incomplete admissions material submitted by the last day of classes of the semester in which provisional admission was made, the students will not be allowed to continue in the graduate degree program.

Program requirements for admission vary by program and/or department (see program information).

**Application for Admission**

Persons seeking to take graduate classes on a degree or certificate basis must complete a graduate application, pay the application fee, and have official transcripts from all colleges or universities that he or she has attended, be sent directly to the Office of Graduate Admissions at Bowie State University, including the institution that will confirm the completion of the bachelor's degree. Continuing students who have not been enrolled at Bowie State for more than one year but less than seven years are required to complete a *Readmission Application*.

Priority dates have been established for the submission of applications for each entering term. These dates insure the timely processing of graduate applications. Applications submitted after this date will not receive the same guarantee of timely processing and in the case of some programs, acceptance will not be made due to enrollment capacities. The priority date for the admission application packets for Graduate School should be completed by the following dates:

<b>Semester</b>	<b>Deadline Date</b>
Fall	April 1st
Spring	November 1st
Summer	April 1st

Admission requirements may vary by graduate program. Review the specific admission requirements relevant to each degree program.

Send the application and all required materials to:

Office of Graduate Admissions  
Henry Administration Building  
Bowie State University  
14000 Jericho Park Road  
Bowie, Maryland 20715-9465

**Admission for Non-Degree Students**

Students who wish to pursue courses for re-certification, or professional development must file a *Non-Degree Application*, and submit a non-refundable application fee.

Send non-degree applications to:

The Office of Continuing Education & External Programs  
Henry Administration Building  
Bowie State University  
14000 Jericho Park Road

Bowie, Maryland 20715-9465

## GRADUATE PROGRAMS

### DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

Chair: Dr. Josephine Wilson  
(301) 860-3151  
jwilson@bowiestate.edu

#### *Master of Arts in Teaching*

Graduate Program Coordinator:  
Dr. Constance E. Brooks  
Room 233P, Center for Learning and Technology

The Master of Arts in Teaching (MAT) Degree is awarded to MAT Program participants who complete the prescribed program of studies in pedagogy and have an undergraduate degree from a institution of higher learning in arts and sciences or others that meet regional accreditation standards (ex: English, mathematics, science, social studies, others). The Program offers an alternative route to certification in the State of Maryland. The MAT Program's rigor is embedded in the preparation of highly qualified teachers who seek certification eligibility in content areas approved by the Maryland State Department of Education (MSDE).

The Bowie State University MAT Program is a Maryland Approved Program (MAP) through the MDSE and meets the National Council for Accreditation of Teacher Education (NCATE) standards. Additionally, participants must complete a comprehensive program of study with a collaborative cohort structure that supports a solid knowledge base in the teaching profession including: (1) a foundation in Cognitive Psychology to understand how people learn; (2) developmental psychology (early childhood to adolescence) to understand when students are ready to learn at various stages of mental and physical growth and maturity; (3) application and research on effective pedagogy to improve their teaching and raise their level of quality and effectiveness; (4) knowledge of contemporary issues in education to assist in making ethical decisions in the school setting; (5) curriculum development that relates to standards and technology that impact on society; and (6) action research skills to enhance methodology skills. Interns complete required courses in the methods of teaching, develop techniques for working with diverse populations that have special needs relative to variability (culture, learning, ethnicity, gender, age, SES, others), acquire knowledge for the application of technology in learning and teaching, and enhance their interpersonal communications skills while communicating positive dispositions.

#### *Program Goals and Objectives of the Master of Arts in Teaching*

Upon completion of the program, each intern will:

1. Evaluate the cognitive, emotional, and philosophical developments of children and youth.

2. Demonstrate a mastery of the knowledge of theory and practice necessary to apply Maryland's Essential Dimensions of Teaching to the student and classroom.
3. Demonstrate appropriate techniques for integrating curriculum, technology and instructional methods.
4. Demonstrate skills related to effective planning.
5. Create appropriate learning environments.
6. Demonstrate effective teaching methods and best practices that address learning styles of a diverse population.
7. Demonstrate alternative approaches for changing behavior and increasing achievement of students.
8. Conduct research and annotate research studies related to schools, classrooms, teachers, youth and parents.
9. Demonstrate proficiency in a certifiable subject area; and
10. Demonstrate reflective (inter and intra personal) and professional practices, communication skills, and community collaboration culminating in an electronic portfolio.

### **Program Admission Requirements**

#### **Admission to the Program**

To be admitted for the Graduate Studies program at Bowie State University, the applicants must hold a Bachelor's degree from a regionally accrediting association. In addition, the student must present an official transcript with a cumulative grade point average (GPA) of 2.5 or better (on a 4.0 scale).

Students requesting admission to the MAT Program must complete an application and submit it to the Department of Teaching, Learning and Professional Development (TLPD). In addition, applicants to the MAT Program must submit proof of the following:

1. A 3.0 overall (GPA) on a 4.0 scale in the undergraduate courses
2. Passing scores on the PRAXIS I: Academic Assessment Tests
3. An interview (provide a resume or curriculum vitae, writing samples, three letters of recommendation packaged as part of an entrance portfolio) with the Department of Teaching, Learning and Professional Development
4. Students must sign a Letter of Intent (LOI) to register in the MAT Program and declare the area of certification eligibility sought.
5. A Bachelor's degree in *preparation* for eligibility in the areas below:
  - **Secondary Education Preparation (SCED)** – undergraduate degree in a content area as indicated above/or others at the discretion of the Department of Teaching, Learning and Professional Development.
  - **Elementary Education Preparation (ELED)** – interdisciplinary, undergraduate or a content area degree as indicated above and/or a minimum of six credits in mathematics, eight credits in science to include biology and a physical science, six credits in social studies to include US

History, and six credits in English Composition with a minimum passing grade of “C” in each of the courses.

- **Early Childhood Education Preparation (ECED) or (ECED/Special Education)** – interdisciplinary, undergraduate or a content area degree as indicated above and/or minimum of six credits in mathematics, four credits in science to include biology or a physical science, six credits in social studies to include US History, and six credits in English Composition with a minimum passing of ‘C’ in each of the courses. In addition, students that seek ECED preparation must provide proof of a minimum of nine credits in Child Development, Parent and Family relations, and special education.

- **Others are considered on a case-by-case basis.**

If all of the above criteria are met, students can be admitted unconditionally.

### ***Degree Requirements***

Prior to admission all **Students** must pass **PRAXIS I**: Academic Achievement Tests or other qualifying tests approved by the MSDE. The student must decide upon a certifiable area identified by the Maryland State Department of Education (MDSE). All student transcripts are reviewed to determine the specific courses necessary to meet certification eligibility in a specific area based upon an evaluation from the MSDE. Students complete **core and professional courses**, a **150 hour practicum** and all **requirements** needed for certification eligibility. Upon completion, students advance to candidacy. Following candidacy status, **Candidates** enroll in the **Methods Courses, Supervised Internship Phase I** and pass the **comprehensive examination**. After successfully completing the minimum twenty (20) day Supervised Internship I, the Intern prepares for PRAXIS II examination(s) in the certification area and enrolls in a seminar course to complete the **Thesis or Seminar Paper**. The candidate continuously may enroll in thesis advisement until completion of the **Master’s Thesis or Seminar Paper**. Once the **Intern** passes the **PRAXIS II** examination(s) in the content and pedagogical area(s), completes **Supervised Internship Phase II**, (80 days) of the yearlong at a Professional Development School (PDS) or at a current teaching assignment at a school regionally accredited by the accreditation organization, the final portion of the program, meets all MAT Program and University requirements and is eligible for certification in an area recognized by the MSDE the **Master of Arts in Teaching Degree** is awarded.

### ***Transfer Credits***

Up to twelve (12) graduate credits may be transferred into the Master of Arts in Teaching Program. The courses for which transfer of credits is sought must have been completed with a grade of ‘B’ or better and must be content specific to courses outlined in the Program of Study. In addition, the MAT Program Coordinator must approve any transfer credits. Students must complete the MAT Program of Study within seven (7) years or file a Program Extension Form in the Graduate Studies Office, which must be approved by the Program Coordinator. However, transfer credits only can be viable for use to satisfy MAT Program requirements within the seven year period.

### **Program Requirements**

The Master of Arts in Teaching program consists of the following six (6) core courses:

Core Professional Requirements (18 credit hours of core courses)

EDUC 501	Learning and Teaching
EDUC 510	Educational Assessments and Evaluations
SPED 511	Special Education Perspectives
EDUC 532	Classroom Practices and Procedures
EDUC 543	Curriculum and Technology
EDUC 544	Principles and Techniques of Reading Instruction

One (1) Research and four (4) Professional Courses:

EDUC 601	Research Methods and Skills
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Internship I and Methods I (Only select one three credit course).

EDUC 705	Supervised Internship I: Perspectives and Methods I (Elementary Education) or
EDUC 707	Supervised Internship I: Perspectives and Methods I (Secondary Education) or
EDUC 708	Supervised Internship I: Perspectives and Methods I (Early Childhood)

EDUC 704	Perspectives and Methods in Teaching II (Research Seminar)
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Internship II\* (Only select one six credit course)

EDUC 807*	Supervised Internship II in Elementary Education or
EDUC 808*	Supervised Internship II in Secondary Education or
EDUC 809*	Supervised Internship II in Early Childhood Education

**Total 15 Credits**

\*This is a six (6) credit course.

**Additional Reading Courses (Students must complete the prescribed courses at the master's level that meet MDSE certification requirements.)**

EDUC 545	Reading in the Content Area (Secondary and Elementary Education)
EDUC 633	Children's Literature (Elementary and Early Childhood Education)
EDUC 646	Diagnostic and Prescriptive Techniques of Reading (Elementary and Early Childhood Education)

**Others**

Processes and Acquisition of Reading (Elementary and Early Childhood Education)

**Comprehensive Examination**

A written Comprehensive Examination is required. This examination embraces questions related to research and theory that must be answered. Candidates can select three other questions from concepts and understandings resultant from the entire program. Thus, each candidate will answer a total of five questions. Answers are written in expository style using the computers in a designated computer laboratory.

**For more information, please contact:**

Dr. Constance E. Brooks  
Room 233P, Center for Learning and Technology  
cebrooks@bowiestate.edu  
(301) 860-3133

### **Master of Education in Reading Education**

Graduate Program Coordinator:

Dr. Lucille Strain

Room 233H, Center for Learning and Technology

The graduate program in Reading Education leads to a Master of Education degree with a concentration in reading. The program is designed to enable graduates to meet the qualifications of several career options. Principal among these options is the career of diagnostic and remedial-reading specialist. Classroom teachers are prepared to meet responsibilities required in teaching developmental reading and reading in content areas more effectively. Candidates in the program are helped to understand the significance of various competencies and their development for implementation of a total-school approach to reading instruction for the variety of populations found in the schools.

### **Program Goals and Objectives**

#### **Objectives of the Program**

As a result of meeting the requirements of the graduate reading education program, candidates demonstrate knowledge, understanding and competencies related to:

1. Helping students develop lifelong reading habits;
2. Promoting literacy in a technologically oriented society;
3. Developing literacy programs in classrooms and schools;
4. Implementing various approaches to reading instruction;
5. Individualizing instruction in classroom and clinical settings;
6. Measuring and evaluating all aspects of literacy development;
7. Involving parents and community in development of literacy;
8. Designing and implementing staff development for improvement of literacy in school settings;
9. Fulfilling various roles required of the diagnostic-remedial reading specialist;
10. Analyzing and using published reading research results;
11. Recognizing the “teacher as researcher” perspective;
12. Participating in relevant professional organizations;
13. Administering a literacy development program, and
14. Working with parents and paraprofessionals.

### **Program Admission Requirements**

Admission to the Graduate School and certification at any level of schooling are required for admission to the program. Through consultation with an advisor, candidates will learn if their career experiences are suitable for beginning a graduate program in reading education. Problems related to acquiring proper sequence can be solved by consultation with an advisor.



**Admission to Candidacy**

Students must apply for admission to candidacy at the completion of fifteen semester hours. Application procedures are found on line. See an advisor for further details.

**Certification Requirements**

Completion of the Master's degree with concentration in reading, with three years teaching experience, prepares an individual to meet certification requirements as a reading specialist in the State of Maryland.

**Program Requirements****Semester-hours of credit required in the Program**

Completion of the Graduate Reading Education Program requires thirty-nine semester hours of credit. The 39 semester-hour program includes a minimum of 27 semester hours in the core program of reading education, nine (9) semester hours of coursework in related fields, and three (3) semester hours of recommended electives in reading and other language arts designed to meet individual needs and interests. Numbers and names of courses follow:

EDUC 544	Principles and Techniques of Reading Instruction
EDUC 645	Reading in Content Fields
EDUC 646	Diagnostic, Corrective and Remedial Reading
EDUC 647	Current Issues in Reading
EDUC 749	Laboratory Experiences in Diagnosis, Correction and Remediation of Reading Difficulties: Practicum
EDUC 751	Seminar in Reading (Seminar Paper Required)
EDUC 534	Problems of Teaching The Language Arts
EDUC 653	Teaching Reading to Multicultural Populations
EDUC 650	Measurement and Evaluation in Reading

**Electives in Reading and Other Language Arts**

One elective should be selected from the following language arts or reading education courses: (Other electives may be acceptable with special permission.)

EDUC 648	Teaching Reading in Secondary Schools
EDUC 633	Literature for Children
EDUC 501	Issues in Early Childhood Education
SPED 511	Special Education Perspectives
SPED 626	Reading and Language Development

**Other Required Courses**

EDUC 706	Introduction to Research
PSYC 603	Mental Hygiene <b>or</b>
PSYC 529	Personality Theory
EDUC 507	Human Growth and Development <b>or</b>
PSYC 612	Educational Psychology

### **Comprehensive Examination**

A written Comprehensive Examination is required. This examination embraces questions related to research and theory that must be answered. Candidates can select three other questions from concepts and understandings resultant from the entire program. Thus, each candidate will answer a total of five questions. Answers are written in expository style using the computers in a designated computer laboratory.

### **On-Line Courses**

Several courses in the Graduate Reading Education Program are on line. See an advisor for details.

### **For more information, please contact:**

Dr. Lucille Strain  
Room 233H, Center for Learning and Technology  
lstrain@bowiestte.edu  
(301) 860-3139

### **Master of Education Elementary Education**

Graduate Program Coordinator:  
Dr. Jennifer Johnson  
Room 233L, Center for Learning and Technology

The concentration area of Elementary Education is designed to serve those elementary school teachers who wish to remain in the classroom as master teachers. Some Elementary Education graduates go on to become mentor teachers. The 30-hour program consists of 24 hours of core content and six (6) hours of electives from professional areas.

### **Program Goals and Objectives**

### **Program Admission Requirements**

The applicant must meet the general admissions criteria for the Graduate School. In addition, the program in elementary education requires that all individuals majoring in elementary education hold a current Professional Certificate certifying eligibility to teach in the elementary school.

### **Degree Requirements**

The requirements of the degree program include the completion of: 30 credit hours, a written Comprehensive Examination, and a written seminar paper. The written Comprehensive Examination may not be taken before the student has completed a minimum of 24 credit hours. Before enrolling in the final course EDUC 863 Seminar in Elementary Education, the student must have been advanced to candidacy and passed the written Comprehensive Examination.

### **Transfer credits**

Up to twelve (12) credits may be transferred into the Master of Education program. The courses for which transfer is sought must have been completed with a grade of 'B' or better and must be related to courses and degree requirements offered in the program. Courses accepted for transfer credit can only be viable for use to satisfy program requirements seven (7) years from the date of completion.

### **Objectives of the Program**

The graduate elementary education student will:

1. Identify, develop and demonstrate knowledge of instructional best practices in the field of elementary education.

2. Demonstrate and articulate an increased comprehension of the psychological foundations and their implications for education, as applied to current educational problems.
3. Demonstrate research knowledge and skills necessary to plan and complete a seminar paper as defined by Bowie State University.
4. Demonstrate competence in the management and use of information systems and computers.
5. Identify and assess programs, which have been shown to be effective in working with handicapped, high risk and other categories of diverse students.
6. Understand and apply state and national standards, as espoused by the Learned Societies, to all areas of the curriculum.
7. Understand and apply the five Core Propositions advocated by the National board of Professional Teaching Standards, throughout the curriculum.
8. Understand Best Practice in the area of performance assessment in all content area curricula.
9. Understand current brain research as it relates to teaching and learning.
10. Demonstrate high levels of the professional knowledge and dispositions that are embedded within the graduate program and that allows functioning as academic scholars and effective practitioners.

### Program Requirements

The program consists of the following eight (8) core courses:

EDUC 505	Recent Issues in Education
EDUC 534	Advanced Teaching of Language Arts
EDUC 536	Advanced Teaching of Arithmetic
EDUC 538/535	Elementary School Science/Social Studies
EDUC 543	Curriculum & Technology (no pre-requisite for M.Ed Majors)
EDUC 545	Reading in the Content Area
EDUC 706	Introduction to Research
EDUC 836	Seminar in Elementary Education

### Total 24 Credits

Note: Select two (2) Electives from the following related areas and for Course substitutions (if needed)

EDUC 501	Learning and Teaching
EDUC 507	Advanced Human Growth and Development
EDUC 513	Curriculum Changes and Instructional Methods
EDUC 531	School Curriculum Development
EDUC 532	Classroom Practices and Procedures
EDUC 544	Principles and Techniques of Reading Instruction
EDUC 553	Teaching Reading to Multicultural Populations
EDUC 633	Literature for Children
EDUC 647	Contemporary Issues in Reading
SPED 511	Special Education Perspectives

SPED 502  
PSYC 603

Mat, Science & Social Studies  
Mental Hygiene of Children and Youth

Candidates must obtain permission from their Advisor before making course curriculum decisions.

### **Degree Requirements**

The requirements of the degree program include the completion of: 30 credit hours, a written Comprehensive Examination, and a written seminar paper. The written Comprehensive Examination may not be taken before the student has completed a minimum of 24 credit hours. Before enrolling in the final course EDUC 863 Seminar in Elementary Education, the student must have been advanced to candidacy and passed the written Comprehensive Examination.

### **Transfer credits**

Up to twelve (12) credits may be transferred into the Master of Education program. The courses for which transfer is sought must have been completed with a grade of 'B' or better and must be related to courses and degree requirements offered in the program. Courses accepted for transfer credit can only be viable for use to satisfy program requirements seven (7) years from the date of completion.

### **For more information, please contact:**

Dr. Jennifer Johnson  
Room 233L, Center for Learning and Technology  
[jmjohnson@bowiestate.edu](mailto:jmjohnson@bowiestate.edu)  
(301) 860-3129

### **Master of Education in Special Education**

Graduate Program Coordinator:

Dr. Waseem Mazher.

Room 233G, Center for Learning and Technology

The Graduate Special Education program is based on a conceptual framework, which focuses on the following perspectives: *Academic Scholar, Collaborative Practitioner, Reflective Practitioner, and Professional Dispositions*. The preparation of skilled and knowledgeable practitioners who understand reflective and inquiry-based teaching is also emphasized. The program is based on the notion that all students can achieve. Graduate teacher candidates learn how assessment drives instruction and the importance of data-based decision making.

The program is designed to produce teachers who understand the purpose of education as well as the developmental aspects of learning. Another major program emphasis is placed on preparing teacher candidates to perform skillful and continuous monitoring of students' learning.

The program further provides the candidate with a foundation for the teaching and management of students with disabilities based on current knowledge, research, and practice in the field. Action research is emphasized to document the efficacy of teaching methodology. The candidate is expected to demonstrate an understanding of students with disabilities relative to their cultural, emotional, social, academic, cognitive, transitional, and physical needs. Candidates become proficient in the use of computer technology, and application of behavior management techniques. As an extension of the inclusion model, candidates learn to work collaboratively with other staff members in an interactive process in order to generate creative solutions to mutually defined problems.

The program is generic in nature and focuses on students with mild and moderate disabilities from elementary through middle school (grades 1-8). The program consists of 36 credit hours grouped sequentially to provide the student with a hierarchy of knowledge and skills. The program requires three field-based experiences.

### **Program Goals and Objectives**

The student shall:

1. Demonstrate knowledge and skills related to the philosophical, historical, and legal foundations of special education.
2. Demonstrate knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; the implications of those individual difference; and the effects of the child's cultural milieu.
3. Demonstrate knowledge formal assessment instruments used for identification of disability and of informal assessment, diagnosis, and evaluation procedures

- (academic, cognitive, communicative, social emotional, and physical) used for IEP development and ongoing instructional revision. The use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decision-making.
4. Demonstrate knowledge and skills of both general and special curricular necessary to develop instructional content and appropriate practice in response to individual needs of learners.
  5. Demonstrate the knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning needs.
  6. Demonstrate knowledge and skills related to managing student behavior and the support of intercultural social interaction skills development.
  7. Demonstrate appropriate communication with parents and students from diverse backgrounds in order to assist them in becoming active collaborators in the educational partnership.
  8. Demonstrate knowledge of effective collaboration approaches among professionals, community and family members and particularly between general and special education professionals.
  9. Exhibit knowledge of the importance of teachers as models of professionalism and ethical practice and demonstrate commitment to developing the highest potential of individuals with exceptional learning needs.
  10. Design, conduct, analyze and apply various types of research.
  11. Use reflection as a means of judging the effectiveness of their performance.
  12. Demonstrate knowledge of educational applications of current technology.
  13. Articulate problems and issues that cut across cultural, economic, political, and technological systems are interconnected. Students will also identify the differences and commonalities that exist in various global perspectives and the ways they shape education today.

## **Program Admission Requirements**

### **Program Requirements**

All prospective graduate special education candidates whose undergraduate degrees are not in the field of education are required to complete foundation courses. The exact number of courses required is based on an evaluation of each student's transcript. The student's advisor will conduct transcript evaluations.

Students are required to have three semester hours in Human Growth and Development prior to entry into the program, maintain a 3.25 average during the program, and pass a written comprehensive examination prior to graduation. Students are also required to pass Praxis I as an entrance requirement and Praxis II as an exit requirement. A program of study is also required and must be completed by a University assigned advisor with appropriate signatures prior to the candidate taking any courses.

**Program of Study**

SPED 511	Special Education Perspectives
SPED 545	Computers and Technology in Special Education
SPED 522	Behavioral Intervention and Classroom Management
SPED 520	Instructional Methods and Curriculum Planning
SPED 649	Partnerships and Lifestyles
SPED 615	Practicum I in Special Education
SPED 602	Math, Science and Social Studies Curriculum
SPED 626	Language and Reading Development
SPED 629	Interdisciplinary Team: Assessment, Communication, and Intervention
EDUC 706	Introduction to Research
SPED 730	Seminar in Special Education
SPED 716	Practicum II in Special Education

**Total 36 Credits****Degree Requirements**

*All prospective graduate special education candidates whose undergraduate degrees are not in the field of education are required to complete foundation courses. The exact number of courses required is based on an evaluation of each student's transcript. The student's advisor will conduct transcript evaluations.*

Students are required to have three semester hours in Human Growth and Development prior to entry into the program, maintain a 3.25 average during the program, and pass a written comprehensive examination prior to graduation. **Students are also required to pass Praxis I as an entrance requirement and Praxis II as an exit requirement. A program of study is also required and must be completed by a University assigned advisor with appropriate signatures prior to the candidate taking any courses.**

**For more information, please contact:**

Dr. Waseem Mazher  
Room 233G, Center for Learning and Technology  
[wmazher@bowiestate.edu](mailto:wmazher@bowiestate.edu)  
(301) 860-3137



### **Master of Education in Secondary Education**

Graduate Program Coordinator:

Dr. Bruce Crim

Room 233Q, Center for Learning and Technology

The Secondary Education program is designed to serve those secondary school teachers who desire to remain classroom teachers. The goal of the program is to provide the classroom teacher with the expertise, knowledge, and skills to become a Master Teacher.

There are four areas of specialization: (a) academic content major, (b) curriculum specialist, and (c) mathematics. The Master of Education degree program requires the completion of: 33 semester hours, a written Comprehensive Examination and a seminar paper.

### **Program Goals and Objectives**

The program makes provisions for the student to acquire:

1. Broad knowledge of school curriculum;
2. An in-depth understanding of current issues in secondary education;
3. Knowledge of principles of teaching and learning related to classroom practices, procedures, and assessment;
4. Knowledge and skills of classroom management and supervision;
5. Knowledge and skills related to school community relations;
6. Increased comprehension of the foundations of secondary education;
7. An interdisciplinary conceptualization of the role of the school and the society it serves, including special needs, multicultural and global populations;
8. Skills in research techniques and the use of various forms of assessment in the interpretation and evaluation of best practices as they relate to secondary education;
9. Technological knowledge and skills related to curriculum design and implementation;
10. Ability to interpret the curriculum to students and parents and to involve parents and students in the process of curriculum change;
11. Skills in recognizing the importance of being a reflective practitioner and the value of theory in practice; and
12. Skills as a mentor teacher to assist others in developing effective teaching strategies.

### **Program Admission Requirements**

Applicants must be admitted to the Graduate School and must present proof of holding a current professional teaching certificate certifying qualifications to teach an appropriate area of specialty.

### **Degree Requirements**

An area of specialization within secondary education must be selected. The student in consultation with his/her graduate advisor should make the selection of an area of specialization. The program includes: a total of 33 semester hours; a written Comprehensive Examination; and, a written research paper.

The written Comprehensive Examination may not be taken until the student has completed a minimum of 24 semester hours. Before an individual may take the final course, EDUC 840 Seminar in Secondary Education, the student must have been advanced to candidacy and have passed the written Comprehensive Examination.

## Program Requirements

### Areas of Specialization

#### **I. Academic Content Field**

Four courses of electives in an elected content area (up to 12 hours may be transferred)

EDUC 501 Learning and Teaching  
 EDUC 706 Introduction to Research  
 EDUC 731 School Curriculum Development  
 EDUC 727 School Law

Two (2) Electives

EDUC 840 Seminar in Secondary Education

**Total 33 Credits**

#### **II. Curriculum Specialist**

EDUC 501 Learning and Teaching  
 EDUC 505 Recent Issues in Education  
 EDUC 706 Introduction to Research  
 EDUC 513 Curriculum Change and Instructional Methods  
 EDUC 731 School Curriculum Development  
 EDUC 522 School Administration  
 EDUC 727 School Law  
 EDUC 539 Curriculum Materials and Appraisal  
 EDUC 840 Seminar in Secondary Education  
 EDUC 557 School Supervision

One Elective

**Total 33 Credits**

#### **III. Secondary Mathematics**

EDUC 501 Learning and Teaching  
 EDUC 706 Introduction to Research  
 EDUC 731 School Curriculum Development  
 EDUC 840 Seminar in Secondary Education  
 MATH 501 Transition to Abstract Mathematics

MATH 502 Introduction to Abstract Algebra  
MATH 503 Euclidean and Non-Euclidean Geometries  
MATH 507 History of Mathematics

Two education electives from the following:

EDUC 503 Statistical Methods in Education  
EDUC 505 Recent Issues in Education  
EDUC 727 School Law  
EDUC 510 Tests and Measurements  
EDUC 532 Classroom Practices and Procedures  
EDUC 567 The Middle School  
EDUC 576 The Talented and Gifted

Two mathematics electives from the following:

MATH 504 Introduction to Number Theory  
MATH 505 Overview of College Mathematics  
MATH 506 Software and Technology for Mathematics  
MATH 508 Probability and Statistics  
MATH 509 Linear Algebra  
MATH 510 Introduction to Analysis  
MATH 511 General Topology

**Total 36 Credits**

**For more information, please contact:**

Dr. Bruce Crim  
Room 233Q, Center for Learning and Technology  
bcrim@bowiestate.edu  
(301) 860-3127

## DEPARTMENT OF EDUCATIONAL STUDIES AND LEADERSHIP

Chair: Dr. J. Winona Taylor  
Phone: 301-860-3246  
Email: jwttaylor@bowiestate.edu

The Department of Educational Leadership offers the Master of Education in School Administration and Supervision, and Administrative I Certification Program and the Doctor of Education in education leadership. The programs are designed to produce competent and caring educators who become skillful and reflective educational leaders in the schools and communities they serve. Opportunities are provided for candidates to clarify their personal values and goals and develop a dynamic philosophy of education. Candidates develop positive attitudes about lifelong learning and demonstrate an appreciation for the ethical and legal professional responsibilities of an educational leader. Through its course offerings, the department promotes a respect for the diversity of learners and instills in its candidates the desire to develop all learners to their maximum potential.

Our mission is consistent with that of the University and is driven by the conceptual framework of the College of Education, which emphasizes five key areas: knowledge of subject matter, knowledge of effective pedagogy, knowledge of students and society, field-based experience, and professional dispositions. Thus, the aspirations of faculty are to produce graduates who are leaders in a global community, think critically, value academics, and are committed to serving diverse student populations. To these ends, our goal is to prepare competent and caring educational leaders for a diverse world.

The Department of Educational Leadership is committed to: (1) providing graduate learning environments that afford candidates the opportunity to observe, study, and interact meaningfully with practicing specialists in educational arenas; and (2) exposing candidates to unique experiences for cultural, political, social, and economic exchanges to educate them to the realities of leading educational institutions in the 21st century. The department specifically prepares its candidates to assume educational leadership responsibilities in pre-kindergarten through 12th grade settings. The programs lead to state certification as local school principals, instructional supervisors, curriculum developers, school superintendents, and researchers.

### EDUCATIONAL STUDIES AND LEADERSHIP - GRADUATE PROGRAMS

#### **School Administration and Supervision**

##### **Program Goals and Objectives**

The program in School Administration and Supervision is housed in the College of Education, which is accredited by the National Council for the Accreditation of Teacher Education (NCATE). It offers the Master of Education (MEd) degree, which leads to administrative certification in the state of Maryland. Candidates are required to complete a state-

approved, 41-semester-hour program of graduate study, which is designed to prepare the candidate to function as a competent and caring administrator.

The program is structured on the premise that schools need effective leaders; that leadership is provided through the role of the principal, who is the instructional leader of the school; and that leadership can be taught. Effective administrators must be effective leaders and should have a sound theoretical knowledge base, with the specific skills necessary to identify problems and make appropriate decisions; and their decisions must be based upon a combination of research and practice.

The program fosters an academically rigorous and collaborative environment that nurtures quality in academics, encourages reflection, and supports the development of personal and interpersonal skills. Research on teaching and learning methodologies is emphasized to enable the expansion of teacher excellence. Computer applications in all courses are stressed and various forms of technology are embedded. The seminar and practicum are the last phases of the program. They validate the candidate's ability to translate theory into practice. In the practicum course, candidates are required to apply knowledge and skills in the major area of responsibility.

All courses in this program are aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards that were developed by the Council of Chief State School Offices in collaboration with the National Policy Board for Educators. Administration. (ISLLC 2008). [Click here to access the ISLLC Standards](#)

## **Program Admission Requirements/Admission Criteria**

### **ADMISSION REQUIREMENTS**

This graduate program is designed for experienced local school educators. Thus, in addition to regular graduate school requirements, the candidates must have a bachelor's degree in education, three years of successful teaching experience, and a letter of recommendation from their immediate supervisor before entering the program. Candidates may make application and enroll in the program for both the fall and spring semesters.

Application forms for admittance to the program and for financial aid are available from the Office of Admissions and the Office of Financial Aid. Application forms can also be downloaded online. In order to be considered for admission, applicants must meet the announced deadline for submission for all application materials, including financial aid requests.

### **ADMISSION CRITERIA**

To be admitted to the School Administration and Supervision Program, evidence of the following must be provided:

- A bachelor's degree from an accredited college;
- A cumulative undergraduate grade point average of 2.5;
- A current teaching certificate;
- Verification of three years teaching experience; and
- A letter of recommendation from your immediate supervisor

**Applicant must submit the following:**

- A written application;
- Two official transcript of undergraduate work;
- A current curriculum vitae/resume;

**ADMINISTRATOR I CERTIFICATION PROGRAM****Certification Program in Educational Administration  
Administrator I**

In conjunction with Code of Maryland Regulation (COMAR) 13A.12.04 B requirements for certification in the state of Maryland as Administrator I, Bowie State University offers a program leading to such certification which includes:

**PROGRAM FEATURES**

1. A Maryland State Department of Education and NCATE approved, and fully accredited program, in administration and supervision
2. Personalized learning environment
3. Experienced-based professional faculty
4. Highly competitive tuition rate

**PROGRAM REQUIREMENTS**

This program is offered for those graduate students who have both a:

1. Master's degree from an accredited institution; and
2. 27 months of satisfactory teaching performance or satisfactory performance as a specialist as defined in COMAR 13A.12.03

This program consists of 19 semester hours of graduate coursework\* in administration and supervision to include:

1. School Administration (3 credit hours)
2. Clinical Supervision (3 credit hours)
3. Curriculum Design (3 credit hours)
4. Group Dynamics (3 credit hours)
5. School Law (3 credit hours)
6. Practicum/Internship (4 credit hours/2 semesters)

\* COMAR requires 12 semester hours of the total required are taken at the same institution and BSU limits transfer of credit into the program of a maximum of 6 credit hours.

All courses are aligned to the Interstate School Leaders Licensure Consortium (ISLLC) Standards that were developed by the Council of Chief State School Officers in collaboration with the National Policy Board for Educational Administration (ISSLC 2008). Click here to download the ISLLC Standards

**For inquiries and further information, please contact:**

Department Chair: Dr. J. Winona Taylor

Phone: 301-860-3246

Email: [jwtaylor@bowiestate.edu](mailto:jwtaylor@bowiestate.edu)

Administrative Assistant: Ms. Kelly R. Alexander

Phone: 301-860-3246

Email: [kalexander@bowiestate.edu](mailto:kalexander@bowiestate.edu)

## **Educational Leadership Doctoral Degree Program**

### **Doctoral Program**

#### **Program Goals and Objectives**

The College of Education offers a Doctor of Education (EdD) degree in education leadership. This advanced, terminal degree leads to certification in administrative positions for pre-kindergarten through 12th grade educational institutions. The program is designed for educators who are already serving in leadership roles in pre-K-12 settings.

The doctoral candidates are required to complete a minimum of 60 credit hours of state-approved advanced graduate coursework, inclusive of a major research study that contributes to the body of knowledge in the area of educational leadership. Such research, which may be quantitative or qualitative, should have practical application for schools in both urban and suburban settings. Emphasis is placed on preparing the candidates in the areas of leadership, organization, communication, change, development, and policy, as well as human, technical, and managerial skills.

The doctoral program is provided through a cohort model, in which students are admitted to pursue courses concurrently. Candidates are granted seven years to complete the program.

#### **Doctoral Program Admission Requirements**

The Educational Leadership Program is intended to serve educators who will become change agents in the cultural, economic, social and educational development of the teaching-learning enterprise. The doctorate is the ultimate academic degree that a university can award. It is an institution's endorsement of the professional capacity of an individual. The terminal degree signifies that the individual has submitted his or her academic work to serious scholastic scrutiny and that the individual is able to pursue independent activity in the public arena. Also, the University in conferring the degree acknowledges that the student has become an authority in the topic of the dissertation and that he or she is master of the data under study.

The pursuit of the doctorate requires an immense personal sacrifice on the part of the aspirant as well as on the part of the academic advisor who undertakes the training of the advisee. Entry into the course of study leading to this highest academic degree is not an action to be taken lightly. Specifically, the Doctor of Education is designed for those who anticipate significant leadership careers in public education serving an urban/suburban educational clientele.

#### **How to apply**

Students should obtain an application from the Office of Admissions or apply online after completing the downloaded application; students should return it to the Office of Admissions with the required nonrefundable application fee. The fee is \$50 for doctoral programs. Checks should be payable to Bowie State University.



**Requirements**

To be admitted to the doctoral program, evidence of the following must be provided:

- A master's degree, from an accredited institution, in school administration or a closely related field. Applicants with master's degrees in fields other than education may be considered at the discretion of the Admissions Committee;
- An overall GPA of at least 3.5 (on a 4.0 scale) for all post-baccalaureate study;
- At least three years of recent successful administrative experience in pre-collegiate school settings;
- A satisfactory score on the Millers Analogies Test (MAT) or Graduate Record Examination (GRE) that is no more than five years old; and  
At least three professional references from persons who can attest to the applicant's academic and work experience.

**Applicants must also submit the following:**

- A written application accompanied by a \$50.00 application fee, which is neither deductible nor refundable;
- Two official transcripts of all post – secondary academic studies;
- An essay addressing in detail the applicant's interest in the doctoral program, prior administrative experiences, aspirations as an educational administrator; and
- A current vita.

**DEADLINES**

Students planning to enter in the Fall semester should submit their application materials by April

1. International students should submit their materials by Jan. 1.

Office of Graduate Admissions

Bowie State University

14000 Jericho Park Rd.

Bowie, MD 20715-9465

Phone 301-860-3415 or 1-877-77-BOWIE

Fax 301-860-3518

Email [gradadmissions@bowiestate.edu](mailto:gradadmissions@bowiestate.edu)

How to check your status by e-mail: [gradadmitstatus@bowiestate.edu](mailto:gradadmitstatus@bowiestate.edu)

**For inquiries and further information, please contact:**

Program Director: Dr. Joy Banks

Phone: 301-860-3134

Email: [jbanks@bowiestate.edu](mailto:jbanks@bowiestate.edu)

Department Chair: Dr. J. Winona Taylor

Phone: 301-860-3232

Email: [jwtaylor@bowiestate.edu](mailto:jwtaylor@bowiestate.edu)

Doctoral Administrative Assistant: Ms. Kelly R. Alexander  
Phone: 301-860-3246  
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## DEPARTMENT OF COUNSELING

Chair: Dr. Roselyn Green  
(301) 860-3233  
rgreen@bowiestate.edu

### GRADUATE PROGRAMS

#### *Master of Arts and Certificate of Advanced Study in School Psychology*

Graduate Program Coordinator:  
Dr. Kimberly Daniel  
Room 278, Center for Learning and Technology

This program trains candidates to become competent and caring practitioners in the field of school psychology in order to assist schools in high levels of academic achievement among diverse student populations. They partner with school personnel, parents, and outside agencies to improve supports for children at the individual, classroom and school systems level. It offers a strong foundation in psychological theories, consultation processes, data based decision making, psycho-educational assessment, cultural competencies, prevention and intervention techniques, counseling, and practice. All students will be required to demonstrate a basic knowledge of statistics and research methods and will learn professional ethics and legislation relevant to the educational system. Students are expected to complete **60 credit hours** in order to obtain the Masters degree and the Certificate of Advanced Study. *Graduates of the program will be eligible to apply for certification in Maryland and eligible to apply for certification at the national level based on successful completion of the national certification examination (Praxis II) for school psychologists.*

### Program Goals and Objectives

#### Objectives of the Program

1. To provide a clear understanding of the various knowledge bases inherent in the practice of school psychology.
2. To enhance candidates' recognition of the importance of embracing diversity in all its forms, including racial, socioeconomic, degree of exceptionality, etc.
3. To prepare candidates to practice the highest ethical principles related to the field of school psychology.
4. To increase candidates' understanding of the important roles played by the family, school, and community environments in the development of healthy children and adolescents.
5. To develop candidates' sensitivity toward individual differences as important elements in decision-making regarding academic, behavioral, and social-emotional issues.
6. To provide an understanding of the organization and operation of schools and school systems.

7. To prepare candidates to be effective consultants and collaborators with school personnel and families
8. To develop the ability of candidates to solve problems related to the practice of school psychology, consult research, seek evidenced based information, and make decisions based on data.
9. To develop the ability of candidates to engage in practices that promote prevention and early intervention supports at all levels (i.e., individual, grade, school, system) in schools.
10. To develop the ability of candidates to function as examiners who can evaluate psychological, educational, and social-emotional-behavioral functioning of individuals and groups.
11. To develop the ability of candidates to engage in crisis intervention using a mental health model.
12. To enhance the ability of candidates to think critically, analyze and solve problems, and apply acquired knowledge.
13. To encourage candidates to engage in ongoing professional development, lifelong learning, and keep abreast of technology relevant to their profession.

### **Program Admission Requirements**

#### Admission Criteria

Applicants must hold a bachelor's degree from a regionally accredited institution.

Applicants must submit the following materials:

1. Proof of completion of at least 15 undergraduate credits in Psychology (grade of C or better).
2. Proof of an overall GPA of at least 3.0
3. Three letters of recommendation
4. A copy of your resume outlining professional work and/or volunteer experiences
5. A statement of interest including background information, goals, strengths, and reasons for pursuing graduate studies in this program.

**Students are accepted in the program only once a year after the April 1 deadline.**

**All prospective students are interviewed by an admissions committee comprised of program faculty.**

### **Program Requirements**

While most graduate programs at Bowie State University admit students each semester, the school psychology program only admits potential candidates once a year. Applicants are asked to submit all materials on or prior to April 1 in order to be admitted into the upcoming fall semester. Applicants who apply for the program must submit the following:

- 1) Proof of a bachelor's degree from a regionally accredited institution
- 2) Proof of completion of at least 15 undergraduate credits in psychology (grade of C or better)

- 3) Proof of an overall undergraduate GPA of at least 3.0\*
- 4) Three letters of recommendation (with one to two references from instructors if applicant has recently attended an undergraduate or graduate program)
- 5) A copy of a resume/vitae outlining professional work and/or volunteer experiences
- 6) A statement of interest including background information, goals, strengths, and reasons for pursuing graduate studies in the program

Application materials are initially screened through the graduate admission's office. Eligible applicants' materials are then sent to the program. Next, all eligible applicants are interviewed by program faculty. Applicants are rated by all interviewers. Selection of applicants is based on a combination of ratings, responses to interview questions, and number of program openings.

Admission to the Certificate Program (Only open to BSU Master of Arts degreed candidates) In accordance with university procedures, all mastered degree candidates who wish to obtain their Certificate of Advanced Study (CAS) must reapply for admissions. Most candidates are admitted to the CAS program unless there is evidence that candidates lack sufficient ability and/or dispositions to move forward in the program.

### **Transfer Credit**

Up to six (6) credits may be transferred into the MA/CAS program. The courses for which transfer is sought must have been completed with a grade of 'B' or better and must be related to courses and degree requirements offered in the program. Courses accepted for transfer credit can only be viable for use to satisfy program requirements seven (7) years from the date of completion.

### **Core Courses \***

The course sequence is designed so that each student will be a member of a continuing cohort in the program.

SPSY 501	Introduction to School Psychology
SPSY 503	School-Based Consultation
SPSY 504	Psychopathology of Childhood
SPSY 505	Counseling Children in a School Setting
SPSY 507	School Assessment I
SPSY 610	School Assessment II
SPSY 509	Research Methods and Statistics
SPSY 510	Psychology of Exceptional Children
SPSY 601	Human Learning
SPSY 607	Practicum I
SPSY 608	Practicum II
SPSY 701	Psychological and Educational Interventions
SPSY 702	Seminar in Ethics and Professional Issues
SPSY 703	Cultural Proficiency in School Psychology
EDUC 507	Advanced Developmental Psychology
PSYC 739	Dynamics of Group Behavior
SPSY 805	School Internship I

**SPSY 807 School Internship II**

One course in curriculum theory or instructional methods – ESAS 513 or SPED 520.

One course in special topics or thesis (SPSY 800/801) – are optional

*\*Candidates will be expected to retake a school psychology course (SPSY) if they obtain a grade of C or below for that course.*

**Direct Intervention Project**

All students are expected to complete a Direct Intervention Project during their internship year.

**Program Field Experiences**

SPSY 501 Lab: Candidates will be expected to shadow a school psychologist during the introductory class and spend four to six days in a regular school setting during this class. These experiences will be arranged by the instructor.

Practicum: Candidates enroll in a full year practicum course that includes a placement in a local school system under the supervision of a certified school psychologist. Candidates are expected to work two (approximately 12-14 hours/week) days a week in a school. This experience typically takes place during the second year of the program. See Practicum Guidelines for details.

Internship: Candidates are eligible to apply for internships after successful completion of all required coursework and practicum and passing the comprehensive exams. The 1200 clock hour internship is the culminating experience of the program and is typically completed on a full-time basis for one year. See Internship Guidelines for details.

*Most field experiences will require the candidate to secure a background check and/or fingerprinting. Some sites require candidates to acquire student liability insurance. Field supervisors will delineate details.*

**Praxis II**

Students are required to take this examination in school psychology during the internship year.

**Comprehensive Examination**

At the completion of **30 credit hours of selected courses in the program**, candidates are eligible to take the comprehensive exam. This examination is designed to assess candidates' mastery of the program objectives. It must be completed successfully before a student receives a master's degree or begins internship.

**Academic Performance**

All candidates must **advance to candidacy** in order to move on in the program. According to university policy, candidates must secure a grade point average (GPA) of 3.25 within the **first**

*12-18 semester* hours of coursework in order to advance. In addition, school psychology applicants must pass faculty review to advance to candidacy. If candidates do not advance, the candidate will meet with their advisor to develop a plan of action. They will be allowed to take up to 9 additional semester hours of coursework to re-apply and advance to candidacy. After that time, candidates who lack sufficient aptitude or who fail to show evidence of serious purpose may be requested to withdraw from the program.

In order to remain in good academic standing, candidates must maintain a 3.00 grade point average each semester after they advance to candidacy. If they fall below, the candidate will be placed on academic probation. The candidate will meet with their advisor to develop a plan of action. After completing 9 additional credits, the candidate will be reevaluated to determine if they have regained a cumulative GPA of 3.00. If they have, the candidate will be restored to good standing. If they have not, program faculty will review the candidate's situation to determine if the candidate should continue in the program. Candidates who lack sufficient academic aptitude or who fail to show evidence of serious purpose may be requested to withdraw from the program.

Please see the graduate catalog for policy regarding retention and dismissal.

**For inquiries and further information, please contact:**

Dr. Kimberly Daniel  
Room 278, Center for Learning and Technology  
kdaniel@bowiestate.edu  
(301) 860-3169

*Include Any Additional Program Information Here*

### *Master of Education in School Counseling P-12*

(Eclectic or Adlerian)

Graduate Program Coordinator:

Dr. Kimberly Mills

Room 279, Center for Learning and Technology

The Master of Education (M.Ed.) degree program in School Counseling is a 48 credit hour program (or an optional program with 60 credit hours focusing on various specializations). This 48-hour program is designed to prepare counselors to work with children and youth across all levels in schools from kindergarten to high school (P-12). Candidates may plan programs of study from either an Eclectic theoretical approach to counseling or a specialized approach emphasizing the individual psychology school of thought of Alfred Adler. The program places heavy emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the candidate. Candidates complete ten (10) hours of Professional Development Activity (PDA) in the community for each 3 credit hour course. In addition, candidates participate in field experiences throughout the program, complete a school practicum field placement (100 clock hrs) and a field internship experience (600 hrs), pass a written comprehensive/qualifying examination, and write a seminar paper.

### **Program Goals and Objectives**

### **Program Admission Requirements**

#### **Admission to the Program**

Individuals interested in pursuing the graduate program in School Counseling must qualify for admission to the Graduate School. The following material must be submitted to the Office of Graduate Admissions:

1. Completion of a B.A. or B.S. degree with a minimum grade point average of 2.75 and at least 12 credits in counseling, psychology or a related area.
2. Completed Graduate Application Form with the non-refundable application fee.
3. Submission of three letters of recommendation. Two letters must be from an academic instructor and one letter from an employer/supervisor. Recommendation forms may be obtained from the Office of Graduate Admissions.
4. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following points are addressed:
  - a. **Background information:** Family, education and work.
  - b. **Goals:** What do you expect to be doing in five (5) years? In ten (10) years?



- c. **Strengths:** What strengths do you have that would contribute to your being a good counselor?
- d. **Change:** What do you believe to be the facets of your personality, behavior, and/or outlook that, if modified or changed, would make you a better person/counselor? What plans, if any, do you have for making any such change(s)?
- e. **Why Bowie State University?** Why did you decide to apply to the counseling program at B.S.U.?
- f. **Your comments:** What additional information, thoughts, feelings, concerns and/or questions do you have?

## Program Requirements

### Common Courses for Eclectic and Adlerian Options

#### Core Course

PSYC 502	Principles and Philosophy of Counseling
EDUC 507	Human Growth and Development (Advanced)
COUN 702	Introduction to School Counseling
COUN 608	Career Counseling and Development
COUN 633	Multicultural Counseling
SPED 511	Special Education Perspectives
COUN 731	Group Counseling
COUN 610	Appraisal, Assessment and Evaluation
EDUC 706	Introduction to Research
PSYC 780	Legal and Ethical Issues In Counseling and Therapy
COUN 840	Counseling Children and Adolescents
COUN 836	Practicum in School Counseling (100 hours)
COUN 837	Internship in School Counseling (600 hours)
COUN 861	Seminar in School Counseling
PSYC 603	Mental Hygiene

### Eclectic Counseling Requirements

PSYC 734 Counseling Theory and Practice

or

### Adlerian Counseling Requirements

PSYC 730 Adlerian Theory and Practice and Other Theories

### Sequencing

Upon admission to the graduate program, each candidate is assigned an advisor to review the program options and to develop a plan of study. The majority of candidates in the School Counseling program are part-time candidates who follow the sequence of courses listed below; however, minor variations in sequencing of courses are made to facilitate full-time candidates

enrolled in the degree program. The program requires prerequisites for more advanced courses. To guide candidates in the sequencing of courses, five levels of course sequencing have been identified. **Candidates must get the approval of their advisor before enrolling in any courses.**

### **Level One**

PSYC 502 Principles and Philosophy of Counseling  
 EDUC 507 Human Growth and Development (Adv.)  
 COUN 633 Multicultural Counseling  
 PSYC 603 Mental Hygiene

### **Level Two**

COUN 702 Introduction to School Counseling  
 EDUC 706 Introduction To Research  
 PSCY 730 Adlerian Theory and Practice and Other Theories  
 PSYC 734 Counseling Theory and Practice (Adlerian or other counseling Theories)  
 COUN 610 Appraisal, Assessment and Evaluation

### **Level Three**

COUN 608 Career Counseling and Development  
 PSYC 780 Legal and Ethical Issues in Therapy  
 COUN 731 Group Counseling (Prerequisite: PSYC 534 or PSYC 530 and PSYC 502)

### **Level Four**

COUN 840 Counseling Children and Adolescents  
 SPED 511 Special Education Perspective

COUN 799 CPCE/Comprehensive Exam

### **Level Five**

COUN 861 Seminar in School Counseling\*  
 COUN 836 Practicum in School Counseling (100 hrs)\*  
 COUN 837 Internship in School Counseling (600 hrs)\*

\*Candidates must have completed Levels I, II, and III and have passed the Comprehensive Examination before registering for these classes.

All candidates must complete a total of 700 hours of field experience. The Practicum and Internship experiences for candidates will be designed based upon the experiences they have in teaching or counseling on the P-12 level. If a candidate has not completed the experience, he/she must enroll in a one (1) credit hour independent study course (COUN 601) to complete the requirement.

### **Specific Requirements**

I. The initial course taken by all candidates is PSYC 502: Principles and Philosophy of Counseling. There are three other courses which candidates may choose to take concurrently with this introductory course: COUN 633: Multicultural Counseling, EDUC 507: Adv. Human Growth and Development, and PSYC 603: Mental Hygiene.

II. At Level II, candidates may enroll in SPED 511: Special Education Perspective, COUN 608: Career Counseling and Development, PSYC 734: Counseling Theory and Practice, PSYC 780: Legal and Ethical Issues and COUN 610: Appraisal, Assessment and Evaluation and COUN 702: Intro. to School Counseling

III. After completing twelve (12) credit hours in the program, candidates are required to make application for Advancement to Candidacy. The Counseling Faculty at this point reviews each application. If candidates have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.

IV. At Level III, candidates may enroll in one or both of the following courses: COUN 731: Group Counseling, and EDUC 706: Introduction to Research. After completing thirty (30) credit hours (Levels I, II, and III) in the program, each candidate is eligible to take the three-hour written Comprehensive Examination. The Examination is designed to assess candidates' mastery of the program objectives.

V. At Level IV, candidates may enroll in one or both of the following courses: COUN 840: Counseling Children and Adolescents or COUN 861: Seminar in School Counseling. You must pass the Comprehensive Exam to take seminar at Level IV.

VI. At Level V, candidates may enroll in COUN 836: Practicum in School Counseling (100 hrs) and COUN 861: Seminar in School Counseling concurrently. However, candidates must pass the Comprehensive Examination to be able to enroll in COUN 836, and complete the 100 hours of COUN 836: Practicum in School Counseling before enrolling in COUN 837: Internship in School Counseling.

Prospective Practicum [100 hours] students are required to attend an orientation session one semester prior to enrollment in the practicum course in order to make arrangements for a practicum placement.

(Note: Candidates may not enroll in Level V courses until they have completed courses in Levels I, II, III, and IV and passed the Comprehensive Examination.)

### **Academic Performance**

#### **For inquiries and further information, please contact:**

Dr. Kimberly Mills  
Room 279, Center for Learning and Technology  
kmills@bowiestate.edu  
(301) 860-3233

*Include Any Additional Program Information Here*

### *Master of Arts in Counseling Psychology*

Graduate Program Coordinator:

Dr. Cubie Bragg

Room 285, Center for Learning and Technology

Bowie State University offers a Master of Arts degree in Counseling Psychology. Students may enroll in the program from the Eclectic theoretical approach to counseling or elect a specialized approach emphasizing the Adlerian or Individual Psychology school of thought originated and developed by Alfred Adler and his followers.

The Master of Arts in Counseling Psychology degree program provides professional preparation for persons wishing to become counselors in noneducational institutions, such as community mental health facilities. Concentrations in pastoral counseling and health counseling are offered for persons wishing to qualify in these specialties. Specializations are offered in addiction counseling, career counseling, family counseling, health counseling, human services, pastoral counseling and psychotherapy. Advanced certificates are available in family counseling and psychotherapy. Concentrations and certificate programs are available with either an Adlerian or Eclectic focus.

The Master of Arts in the Counseling Psychology degree program places great emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the student. The student must complete a 48 semester hour program, a practicum placement and pass a Comprehensive Examination before enrolling in PSYC 858, Internship in Counseling Psychology, and a seminar paper. Students must plan their programs in consultation with an assigned advisor from the counseling faculty.

The Eclectic option is designed to allow the counseling student to develop expertise in the diverse array of counseling theories available today. Students develop an in-depth understanding of the origins, development, and latest research on the major psychodynamic, existential, humanistic, behavioral, and cognitive behavioral theories. Through the Eclectic option, students develop competence in counseling strategies that enable them to choose the best approach to counseling clients. Students develop advanced skills in identifying and modifying cognitive, behavioral, and emotional problems. Through the Eclectic program, students are encouraged to develop their own philosophy of counseling to meet the challenge of counseling diverse clients in the modern world.

The Adlerian or individual psychology option is designed to allow the counselor to develop an extensive expertise in Adlerian techniques and philosophy while developing a repertoire of methods and strategies from other appropriate eclectic theoretical orientations. Through the Adlerian option, counselors learn a wide variety of counseling strategies and psychological approaches to human behavior in general and Adlerian Counseling in particular. The student studies means of identifying mistaken convictions and notions about life, means for acquiring responsible behavior patterns, classroom discipline and management strategies, life style

assessment techniques, family constellations, early recollection interpretations, and proven principles of parenting. The Adlerian philosophy also provides for corrective measures to acting-out behaviors of young children (both in the home and in school settings), violence and conflict mediation, insight into and understanding of personality or life style formation, and thematic interpretation of goals and purposes of one's behavior for counseling methodology.

## Program Goals and Objectives

### Program Admission Requirements

Individuals interested in pursuing the graduate program in counseling psychology must qualify for admission to the Graduate School. The following material must be submitted to the Office of Graduate Admissions:

1. Completion of a B.A. or B.S. degree with a minimum grade point average of 2.75 and at least 12 credits in counseling, psychology or a related area.
2. Completed Graduate Application Form with the non-refundable application fee.
3. Submission of three letters of recommendation. Two letters must be from an academic instructor and one letter from an employer/supervisor. Recommendation forms may be obtained from the Office of Graduate Admissions.
4. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following points are addressed:
  - a. **Background information:** Family, education and work.
  - b. **Goals:** What do you expect to be doing in five (5) years? In ten (10) years?
  - c. **Strengths:** What strengths do you have that would contribute to your being a good counselor?
  - d. **Change:** What do you believe to be the facets of your personality, behavior, and/or outlook that, if modified or changed, would make you a better person/counselor? What plans, if any, do you have for making any such change(s)?
  - e. **Why Bowie State University?** Why did you decide to apply to the counseling program at B.S.U.?
  - f. **Your comments:** What additional information, thoughts, feelings, concerns and/or questions do you have?

### Program Requirements

#### Common Courses for Both Options

EDUC 706	Introduction to Research
EDUC 507	Human Growth and Development (Advance)
COUN 731	Group Counseling
COUN 732	Family Counseling
COUN 633	Multicultural Counseling
PSYC 836	Practicum in Counseling Psychology I (100 hours)

PSYC 858	Internship in Counseling Psychology (600 hours)
PSYC 502	Principles and Philosophy of Counseling
COUN 608	Career Counseling and Development
PSYC 744	Psychodynamics of Psychopathology (DSMIV) <b>or</b>
PSYC 714	Clinical Assessment
PSYC 861	Seminar in Counseling Psychology
PSYC 780	Legal and Ethical Issues In Counseling and Therapy
PSYC 710	Psychometric Testing I
PSYC 711	Psychometric Testing II <b>or</b>
COUN 762	Drug and Alcohol Counseling

**Eclectic Option**

PSYC 734	Counseling Theory and Practice
COUN 610	Appraisal, Assessment and Evaluation

**Total 48 Credits****Adlerian Option**

PSYC 730	Adlerian Theory and Practice and Other Theories
PSYC 737	Life Style Assessment

**Total 48 Credits****Specific Requirements:**

1. Seminar paper to be written in Seminar in Counseling Psychology: PSYC 861. Candidates **MUST** have passed the Comprehensive Examination to be able to enroll in this course. They must have passed the Comprehensive Examination before they can take either practicum or internship also.
2. Written Comprehensive Examination. Prerequisite – completion of or enrollment in EDUC 706: Introduction to Research, and 30 semester hours in program. The Qualifying Examination must be passed prior to enrollment in the Internship [600 hours] and Seminar.
3. Prospective Practicum [100 hours] students are required to attend an orientation session one semester prior to enrollment in the practicum course in order to make arrangements for a practicum placement, and a passing grade on the Comprehensive Examination.
4. The Internship [600 hours] cannot be taken prior to the completion of 30 semester hours in the program. Prerequisites: PSYC 502, PSYC 730 or 734, COUN 731, COUN 608, COUN 633, COUN 610, PSYC 780, PSYC 744 OR PSYC 714, PSYC 836, EDUC 706, passing grade on the Comprehensive Examination and completion of the Practicum experience.

**Academic Performance*****Additional Program Information***

### Eclectic Program Sequencing

Upon admission to the graduate program, each student is assigned an advisor to review the program options and to develop a plan of study. The majority of students in the Masters of Arts degree in Counseling Psychology program are part-time students who follow the sequence of courses listed below; however, minor variations in sequencing of courses are made to accommodate full-time students enrolled in the degree program. The program requires prerequisites for more advanced courses. To guide students in the sequencing of courses, five levels of course sequencing have been identified. *Students must obtain the approval of their advisor before enrolling in any courses.*

#### **Level One**

PSYC 502 Principles and Philosophy of Counseling  
 EDUC 507 Human Growth and Development  
 COUN 633 Multicultural Counseling

#### **Level Two**

COUN 608 Career Counseling and Development  
 COUN 610 Appraisal, Assessment and Evaluation  
 PSYC 734 Counseling Theory and Practice  
 PSYC 780 Legal and Ethical Issues

#### **Level Three**

EDUC 706 Introduction to Research  
 COUN 731 Group Counseling  
 COUN 732 Family Counseling

#### **Level Four**

PSYC 744 Psychodynamics of Psychopathology I [DSMIV] **or**  
 PSYC 714 Clinical Assessment in Counseling and Psychotherapy [DSMIV]  
 PSYC 710 Psychometric Testing I  
 PSYC 711 Psychometric Testing II **or**  
 COUN 762 Drug and Alcohol Counseling

#### **Level Five**

PSYC 836 Practicum in Counseling Psychology (100 hrs)\*\*  
 PSYC 861 Seminar in Counseling Psychology  
 PSYC 858 Internship in Counseling Psychology (600 hrs)\*\*

**\*\*The Practicum (100 hrs) and Internship (600 hrs) require an orientation the semester prior to enrolling in the class. Also, students must have passed the Comprehensive Examination before they can enroll in practicum.**

1. The initial course taken by all students is PSYC 502: Principles and Philosophy of Counseling. There are two other courses that students may choose to take concurrently with this introductory



course. They are COUN 633: Multicultural Counseling and EDUC 507: Human Growth and Development.

2. At Level II, students may enroll in PSYC 734: Counseling Theory and Practice or PSYC and Other Theories: Adlerian Theory and Practice; COUN 732: Family Counseling; COUN 610: Appraisal, Assessment and Evaluation; COUN 608: Career Counseling; or PSYC 780: Legal and Ethical Issues.

**At the completion of twelve (12) hours in the program, students are required to make application for Advancement to Candidacy. The Counseling faculty at this point reviews each application. If students have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.**

3. At Level III, students may enroll in one or more of the following courses: EDUC 706: Introduction to Research, COUN 732: Family Counseling, and COUN 731: Group Counseling.

**After completing Levels I, II and III in the program, students are eligible to take the Comprehensive Examination. The Examination is designed to assess students' mastery of the program objectives.**

4. At Level IV, students may enroll in PSYC 744: Psychodynamics of Psychopathology [DSMIV] or PSYC 714: Clinical Assessment in Counseling and Psychotherapy [DSMIV]; PSYC 710: Psychometric Testing I; and PSYC 711: Psychometric Testing II. COUN 762: Drug and Alcohol Counseling may be taken in lieu of PSYC 711.

**After completing thirty (30) credit hours in the program, each student is eligible to take the written Comprehensive Examination. The Comprehensive Examination is designed to assess students' mastery of the program objectives. The Comprehensive Examination may be taken prior to or during enrollment in Level IV courses. However, the Comprehensive Examination must be passed prior to enrollment in Level V courses (PSYC 836: Practicum in Counseling Psychology; PSYC 861: Seminar in Counseling Psychology; PSYC 858: Internship in Counseling Psychology).**

5. At Level V, students may enroll in PSYC 836: Practicum in Counseling Psychology (100 hrs) and PSYC 861: Seminar in Counseling Psychology concurrently. However, students **must complete** the 100 hour Practicum in Counseling Psychology before enrolling in PSYC 558: Internship in Counseling Psychology (600 hrs)

**Students may not enroll in these Level V courses until they have completed Level III courses, passed the Comprehensive Examination and completed Level IV courses.**

If a student has not completed the internship experience by the end of the semester, he/she must enroll in a one (1) credit hour independent study course (PSYC 801).

#### Adlerian Program Sequencing

Upon admission to the graduate program, each student is assigned an advisor to review the program options and to develop a plan of study. The majority of students in the Masters of Arts degree in Counseling Psychology program are part-time students who follow the sequence of courses listed below; however, minor variations in sequencing of courses are made to accommodate full-time students enrolled in the degree program. The program requires prerequisites for more advanced courses. To guide students in the sequencing of courses, four levels of course sequencing have been identified. ***Students must obtain the approval of advisor before enrolling in any courses.***

#### **Level One**

PSYC 502 Principles and Philosophy of Counseling\*  
 EDUC 507 Human Growth and Development  
 COUN 633 Multicultural Counseling

#### **Level Two**

COUN 608 Career Counseling and Development  
 PSYC 730 Adlerian Theory and Practice and Other Theories  
 PSYC 737 Life Style Assessment  
 PSYC 780 Legal and Ethical Issues in Counseling and Therapy

#### **Level Three**

EDUC 706 Introduction to Research  
 COUN 731 Group Counseling  
 COUN 732 Family Counseling

#### **Level Four**

PSYC 744 Psychodynamics of Psychopathology I [DSMIV] **or**  
 PSYC 714 Clinical Assessment in Counseling and Psychotherapy [DSMIV]  
 PSYC 710 Psychometric Testing I  
 PSYC 711 Psychometric Testing II **or**  
 COUN 762 Drug and Alcohol Counseling

#### **Level Five**

PSYC 836 Practicum in Counseling Psychology (100 hrs)\*\*  
 PSYC 861 Seminar in Counseling Psychology  
 PSYC 858 Internship in Counseling Psychology (600 hrs)\*\*

**\*All counseling programs, Adlerian and Eclectic, use a common principles course; Adlerian concepts, philosophy, and theory will be covered in all principles classes. [\*\*The Practicum (100 hrs) and Internship (600 hrs) require an orientation the semester prior to enrolling in the class]**

1. The initial course taken by all students is PSYC 502: Principles and Philosophy of Counseling. There are two other courses that students may choose to take concurrently with this introductory

course. They are COUN 633: Multicultural Counseling and EDUC 507: Human Growth and Development.

2. At Level II, students may enroll in COUN 608: Career Counseling; PSYC 730: Adlerian Theory and Practice and Other Theories; PSYC 737: Life Style Assessment (PSYC 730 required first); and PSYC 780: Legal and Ethical Issues in Counseling and Therapy.

**At the completion of twelve (12) hours in the program, students are required to make application for Advancement to Candidacy. The Counseling Faculty at this point reviews each application. If students have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.**

3. At Level III, students may enroll in one or more of the following courses: EDUC 706: Introduction to Research, COUN 731: Group Counseling, and COUN 732: Family Counseling.

**After completing Levels I, II and III in the program, students are eligible to take the Comprehensive Examination. The Examination is designed to assess students' mastery of the program objectives.**

4. At Level IV, students may enroll in one or more of the following courses: PSYC 744: Psychodynamics of Psychopathology [DSMIV] or PSYC 714: Clinical Assessment in Counseling and Psychotherapy [DSMIV]; PSYC 710: Psychometric Testing I; PSYC 711: Psychometric Testing II. COUN 762: Drug and Alcohol Counseling may be taken in lieu of PSYC 711.

**After completing thirty (30) credit hours in the program, each student is eligible to take the written Comprehensive Examination. The Comprehensive Examination is designed to assess students' mastery of the program objectives. The Comprehensive Examination may be taken prior to or during enrollment in Level IV courses. However, the Comprehensive Examination must be passed prior to enrollment in Level V courses (PSYC 836: Practicum in Counseling Psychology; PSYC 861: Seminar in Counseling Psychology; PSYC 858: Internship in Counseling Psychology).**

5. At Level V, students may enroll in PSYC 836: Practicum in Counseling Psychology (100 hrs) and PSYC 861: Seminar in Counseling Psychology concurrently. However, students **must complete** the 100 hour Practicum in Counseling Psychology before enrolling in PSYC 858: Internship in Counseling Psychology (600 hrs)

**Students may not enroll in these Level V courses until they have completed Level III courses, passed the Comprehensive Examination and completed Level IV courses.**

If a student has not completed the internship experience by the end of the semester, he/she must enroll in a one (1) credit hour independent study course (PSYC 801).

**For inquiries and further information, please contact:**

Dr. Cubie Bragg  
Room 285, Center for Learning and Technology  
cbragg@bowiestate.edu  
(301) 860-3241

## CERTIFICATE PROGRAMS

Certificates (except for the psychotherapy certificate) may be earned concurrently with the M.A. or M.Ed. or may be obtained after obtaining a master's degree. Certificate programs are offered in family counseling, human services, and psychotherapy. Students may find that a combination of a degree and certificate program may best serve their long-range professional needs.

### *Certificate in Family Counseling*

#### **Adlerian Option**

The certificate program in family counseling consists of 24 semester hours. All coursework taken in this program may be applied to the M.A. or M.Ed. degree in counseling. This certificate program is recommended for students who anticipate working with families or whose work will be enhanced by an understanding of family dynamics.

#### **Course Requirements**

COUN 731 Group Counseling  
 COUN 633 Multicultural Counseling **or**  
 PSYC 540 Social Equality  
 COUN 840 Counseling Children and Adolescents  
 COUN 843 Marital Counseling **or**  
 PSYC 509 Adlerian Classroom Discipline and Management  
 PSYC 730 Adlerian Theory and Practice and Other Theories  
 COUN 732 Family Counseling  
 PSYC 837 Life Style Assessment  
 PSYC 838 Practicum in Family Counseling

**Total 24 Credits**

#### **Eclectic Option**

The certificate program in family counseling consists of 24 semester hours. All coursework taken in this program may be applied to the M.A. or M.Ed. degree in counseling. This certificate program is recommended for students who anticipate working with families or whose work will be enhanced by an understanding of family dynamics.

#### **Course Requirements**

COUN 731 Group Counseling  
 COUN 633 Multicultural Counseling **or**  
 COUN 840 Counseling Children and Adolescents  
 COUN 732 Family Counseling  
 COUN 843 Marital Counseling **or**  
 PSYC 734 Counseling Theory and Practice  
 PSYC 730 Adlerian Theory and Practice and Other Theories  
 COUN 610 Appraisal, Assessment and Evaluation  
 PSYC 538 Practicum in Family Counseling

**Total 24 Credits*****Certificate in Human Services*****Adlerian and Eclectic**

The certificate in human services consists of 18 semester hours. All coursework taken in this program may be applied to the M.A. or M.Ed. degree in counseling. Students are trained to understand and to identify the purposes of behavior manifested by their clients. Significant time is devoted to developing effective counseling strategies which take into account both the subjective views of the client and the cultural-social milieu in which the client exists. Students learn to evaluate the effectiveness of counseling programs in terms of positive behavior change of clients.

This program is designed specifically for parole and probation officers; however, it can be easily modified to meet the needs of human service workers in other rehabilitative settings. This program is available to non-degree holders and candidates.

**Course Requirements**

PSYC 502	Principles and Philosophy of Counseling
PSYC 734	Counseling Theory and Practice <b>or</b>
PSYC 730	Adlerian Theory and Practice and Other Theories
COUN 633	Multicultural Counseling <b>or</b>
PSYC 540	Social Equality
COUN 610	Appraisal, Assessment and Evaluation <b>or</b>
COUN 762	Drug and Alcohol Counseling
PSYC 598	Adlerian Workshop: Human Services
PSYC 836	Practicum in Counseling

**Total 18 Credits*****Advanced Certificate in Psychotherapy***

The advanced certificate program in psychotherapy consists of thirty (30) semester hours beyond the master's degree. Students must have completed at least a master's degree in counseling psychology, or a closely related field prior to starting the certificate program in psychotherapy. Many students pursuing the psychotherapy certificate are licensed or are post-doctoral. **This program does not result in licensure as a psychologist in Maryland.**

**Prerequisites**

PSYC 502	Principles and Philosophy of Counseling
PSYC 734	Counseling Theory and Practice <b>or</b>
PSYC 730	Adlerian Theory and Practice and Other Theories

*Psychotherapy certificate courses can be chosen from the following courses:*

**Core Courses**

COUN 610	Appraisal, Assessment and Evaluation
COUN 731	Group Counseling
COUN 732	Family Counseling

COUN 633	Multicultural Counseling
COUN 840	Counseling Children and Adolescents
COUN 843	Marital Counseling
COUN 852	Group Counseling II
COUN 755	Biofeedback Theory and Practices
COUN 762	Drug and Alcohol Counseling
PSYC 604	Psychological Foundations
PSYC 606	Biological Bases of Human Behavior
PSYC 607	Social Bases of Human Development
PSYC 714	Clinical Assessment in Counseling and Psychotherapy
PSYC 734	Counseling Theory and Practice <b>or</b>
PSYC 730	Theory and Practice of Group Therapy
PSYC 838	Practicum in Family Counseling*
PSYC 540	Social Equality
PSYC 744	Psychodynamics of Psychopathology I [DSMIV]
PSYC 545	Psychodynamics of Psychopathology II [DSMIV]
PSYC 775	Psychopharmacology
PSYC 780	Legal and Ethical Issues in Therapy
PSYC 710	Psychometric Testing I <b>or</b>
COUN 762	Drug and Alcohol Counseling
PSYC 711	Psychometric Testing II

\*Practicum in Psychotherapy I

\*Practicum in Psychotherapy II

### **Total 12 Credits**

\*Students must have completed Family Counseling before taking Practicum in Psychotherapy.

## **Specializations**

### ***Addiction Counseling***

#### **Course Requirements**

COUN 762	Drug and Alcohol Counseling
PSYC 714	Clinical Assessment in Counseling and Psychotherapy <b>or</b>
PSYC 744	Psychodynamics of Psychopathology (DSM-IV)
PSYC 775	Psychopharmacology (Drugs/Diagnoses)
PSYC 609	Internship In Addiction Counseling (300 Hours)

#### **Total 12 Credits**

### ***Career Counseling***

#### **Course Requirements**

COUN 608	Career Counseling or an approved substitute
PSYC 611	Critical Adult Life Stages
PSYC 547	Practicum in Individual Therapy

PSYC 603 Internship in Career Counseling [100/300hours]  
**Total 12 Credits**

### *Art Therapy*

#### **Course Requirements**

PSYC 793 Art Therapy for Children  
 PSYC 794 Art Therapy for Adults  
 PSYC 595 Theory and Practices in Art Therapy  
 PSYC 602 Internship in Art Therapy [100/300 hours]

**Total 12 Credits**

### *Family Counseling*

#### **Course Requirements**

COUN 732 Family Counseling  
 PSYC 737 Marital Counseling  
 PSYC 546 Theory and Practices in Group Therapy **or**  
 COUN 840 Counseling Children and Adolescents  
 PSYC 604 Internship in Family Counseling [100/300 hours]

**Total 12 Credits**

### *Psychotherapy*

#### **Course Requirements**

COUN 755 Biofeedback Therapy  
 COUN 762 Drug and Alcohol Counseling **or**  
 PSYC 775 Psychopharmacology [drugs/diagnosis] [DSMIV]  
 PSYC 714 Clinical Assessments in Counseling and Psychotherapy [DSMIV] **or**  
 PSYC 744 Psychodynamics of Psychopathology I [DSMIV]  
 PSYC 546 Theory and Practices in Group Therapy  
 PSYC 806 Internship in Mental Health Therapy [100/300 hours]

**Total 12 Credits**

### *Psychological Assessment*

#### **Course Requirements**

PSYC 714 Clinical Assessment in Counseling and Psychotherapy [DSMIV] **or**  
 PSYC 744 Psychodynamics of Psychopathology I [DSMIV]  
 PSYC 540 Research Analysis  
 PSYC 607 Internship in Psychological Assessment (100/300 hours)  
 PSYC 710 Psychometric Testing I  
 PSYC 711 Psychometric Testing II **or**  
 COUN 755 Biofeedback Therapy

**Total 12 Credits**



### *Pastoral Counseling*

Clinical Pastoral Counseling is interdisciplinary in nature and utilizes many of the existing Counseling Psychology course requirements. The core courses for a specialization in Clinical Pastoral Counseling are:

#### **Course Requirements**

PSYC 701 History and Theory of Pastoral Care/Counseling

PSYC 703 Pastoral Diagnosis and Psychopathology [DSMIV]

COUN 608 Career Counseling and Development

One or both of the following:

PSYC 705 Religious and Spiritual Resources in Counseling

PSYC 707 Congregational Interpersonal Relations and Pastoral Care

**Total 12 Credits**

### *Health Counseling*

#### **Course Requirements**

COUN 612 Optimal Health Through the Life Span **or**

COUN 613 Nutritional Counseling

COUN 762 Drug and Alcohol Counseling

PSYC 611 Critical Adult Life Stages

PSYC 805 Internship in Health Counseling [100/300 hours]

**Total 15 Credits**

### **Adlerian Counseling and Psychotherapy**

#### **Course Requirements**

(May take four or all five, depending on need)

PSYC 502 Principles and Philosophy of Adlerian Counseling

PSYC 509 Adlerian Classroom Discipline and Management

PSYC 730 Adlerian Theory and Practice and Other Theories

PSYC 737 Life Style Assessment

PSYC 608 Internship in Adlerian Theory and Practice [100/300 hours]

**Total 15 Credits**

Note: Attendance at an orientation session is required during the semester prior to enrolling in a Practicum or Internship course.

### *Master of Arts in Mental Health Counseling*

Graduate Program Coordinator:

Dr. Frank Norton

Room 284, Center for Learning and Technology

#### **PROGRAM DESCRIPTION**

The Master's of Arts Degree in Mental Health Counseling is a 60-credit hour program that gives students an option to complete the courses required for initial licensure in the State of Maryland as a part of a degree. In addition, this program has three field experiences that gives students the maximum amount of hours accepted pre-degree for licensure, 1000 hours.

#### **Program Goals and Objectives**

#### **Program Admission Requirements**

1. Completion of a B.A. or B.S. Degree with a minimum of a 3.0 Cumulative GPA and at least 12 undergraduate credit hours in counseling, psychology or a related area.
2. Submission of three letters of recommendation. These letters of recommendation must come from an academic instructor or employer/supervisor.
3. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following points are addressed:
  - a. **Background information:** Family, education and work.
  - b. **Goals:** What do you expect to be doing in five (5) years? In ten (10) years?
  - c. **Strengths:** What strengths do you have that would contribute to your being a good counselor?
  - d. **Change:** What do you believe to be the facets of your personality, behavior, and/or outlook that, if modified or changed, would make you a better person/counselor? What plans, if any, do you have for making any such change(s)?
  - e. **Why Bowie State University?** Why did you decide to apply to the counseling program at B.S.U.?
  - f. **Your comments:** What additional information, thoughts, feelings, concerns and/or questions do you have?

Students will be able to apply for a Licensed Graduate Professional Counselor License (LGPC) after completing the program. The University will be seeking specialized accreditation for this program from CACREP.

#### **Program Requirements**

#### **SEQUENCING**

**The program shall have a logical sequence of study.**

Upon admission to the graduate program, each student is assigned an advisor to review the program options and to develop a plan of study. The majority of students in the Masters of Arts degree in Mental Health Counseling program are part-time students who follow the sequence of courses listed below; however, minor variations in sequencing of courses are made to accommodate full-time students enrolled in the degree program. The program requires prerequisites for more advanced courses. To guide students in the sequencing of courses, six levels of course sequencing have been identified. ***STUDENTS MUST OBTAIN THE APPROVAL OF THEIR ADVISOR BEFORE ENROLLING IN ANY COURSES.***

### Level One

PSYC 502 Principles and Philosophy of Counseling\*  
 EDUC 507 Adv Human Growth and Development  
 COUN 633 Multicultural Counseling  
 Total 9 Credits

### Level Two

COUN 608 Career Counseling and Development  
 PSYC 734 Counseling Theory and Practice **or**  
 PSYC 730 Adlerian Theory: and other Counseling Theories  
 PSYC 780 Legal and Ethical Issues  
 Total 9 Credits

### Level Three

COUN 610 Appraisal, Assessment & Evaluation  
 EDUC 706 Introduction to Research  
 COUN 731 Group Counseling  
 Total 9 Credits

### Level Four

COUN 732 Family Counseling  
 COUN 762 Drug & Alcohol Counseling  
 PSYC 744 Psychodynamics of Psychopathology I [DSM-IV-TR] **or**  
 PSYC 714 Clinical Assessment in Counseling and Psychotherapy [DSM-IV-TR]  
 MHCO 836 Practicum in Counseling Psychology (200 hrs)\*\*\*  
 PSYC 799 CPCE/Comprehensive Exam  
 Total 12 Credits

### Level Five

PSYC 833 Adv. Techniques in Psychotherapy  
 PSYC 775 Psychopharmacology  
 PSYC Elective\*\*  
 MHCO 858 Internship in Counseling Psychology (400 hrs.)\*\*\*  
 Total 12 Credits

### Level Six

PSYC 806 Internship in Mental Health Counseling (400 hrs.)\*\*\*

PSYC 861 Seminar in Counseling Psychology  
 Elective\*\*  
 Total 9 Credits

Total = 60 credits

*\*All counseling programs, Adlerian and Eclectic, use a common principles course; Adlerian concepts, philosophy, and theory will be covered in all principles classes. \*\*Electives may be taken such as PSYC 610/PSYC 611. They include any of the Adlerian course options.*

**[\*\*\*The Practicum (200 hrs) and Internships (400 hrs each) require an orientation the semester prior to enrolling in the class]. Practicum may be taken the semester the comprehensive exam is taken.**

1. The initial course taken by all students is PSYC 502 Principles and Philosophy of Counseling. There are two other courses that students may choose to take concurrently with this introductory course. They are: GUCO 633 Multicultural Counseling; EDUC 507 Human Growth and Development.

2. At level II, students may enroll in PSYC 734 Counseling Theory and Practice; GUCO 608 Career Counseling; GUCO 731 Group Counseling or PSYC 780 Legal and Ethical Issues. At the end of level II and the completion of 21 hours, students are required to meet with their advisor to insure they have met all Level I and Level II requirements to then take Practicum. Requirements at this point include having an overall GPA of at least 3.25, have been advanced to candidacy, and have the recommendation again of two professors to continue in the program. **At the completion of twelve (12 to a maximum of 18) hours in the program, students are required to make application for *Advancement to Candidacy*. The Counseling faculty at this point reviews each application. If students have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.**

3. At level III, students may take Practicum and enroll in one or more of the following courses: EDUC 706 Introduction to Research, GUCO 610 Appraisal, Assessment, & Evaluation, and GUCO 732 Family Counseling. It is recommended that students take EDUC 706 Introduction to Research at the same time as GUCO 610, Appraisal, Assessment & Evaluation in order to facilitate working on the seminar paper.

**After completing Levels I, and II in the program students are eligible to take the Comprehensive Examination. The Examination is designed to assess students' mastery of the program objectives.**

4. At level IV, students may enroll in PSYC 744 Psychodynamics of Psychopathology [DSMIV] or PSYC 714 Clinical Assessment in Counseling and Psychotherapy [DSMIV]; and PSYC 775 Psychopharmacology. Electives choices available include such courses as PSYC 810 Psychometric Testing I (Intelligence Testing), PSYC 793 Art Therapy for Children, PSYC 794 Art Therapy for Adults, PSYC 737 Marital Counseling and such courses as Adlerian Theory & Practice, and Life Style Assessment.

After completing twenty-one 21 credit hours in the program, each student is eligible to take the written *Comprehensive Examination*. The *Comprehensive Examination* is designed to assess students' mastery of the program objectives. The *Comprehensive Examination* may be taken prior to or during enrollment in Level III courses or in the Level IV course in PSYC 536 Practicum in Mental Health Counseling/Counseling Psychology (200 hrs). However, the *Comprehensive Examination* must be passed prior to enrollment in Level Four or Level Five Internship courses.

5. At level VI, students may enroll in PSYC 861 Seminar in Counseling Psychology and the internship courses after passing the comprehensive exam. However, students must complete the 200 hour Practicum in Counseling Psychology before enrolling in PSYC 858 Internship in Counseling Psychology (400 hrs) or PSYC 806 Internship in Mental Health Counseling (400). **Students may not enroll in these level IV internship courses until they have completed level II and Level III courses, and passed the Comprehensive Examination.**

**Students may not enroll in these level IV internship courses until they have completed level II and Level III courses, and passed the Comprehensive Examination.**

If a student has not completed the internship experience during the spring semester, he/she must enroll in a one (1) credit hour independent study course (PSYC 801) to be completed by the end of the summer session.

### Academic Performance

**For inquiries and further information, please contact:**

Dr. Frank Norton  
Room 284, Center for Learning and Technology  
fnorton@bowiestate.edu  
(301) 860-3236

*Include Any Additional Program Information Here*

## **Certificate in Addictions Counseling**

The certificate in addictions counseling may be earned concurrently with the M.A. in Mental Health Counseling or Counseling Psychology or M.Ed. in School Counseling or may be obtained after earning the master's degree. Students may find that a combination of a degree and the addictions certificate may be best for them in their long range professional development and career planning. The certificate in addictions counseling consists of 30 graduate semester credits.

### **Course Requirements**

Core requirements consist of 15 credits with all students required to take the following five courses:

COUN 762	Drug and Alcohol Counseling
PSYC 775	Psychopharmacology
PSYC 609	Internship in Addictions*
PSYC 731	Addiction Treatment Delivery
PSYC 833	Advanced Techniques in Psychotherapy

Choose 5 of the following 8 courses for the additional 15 credits:

COUN 610	Appraisal, Assessment, & Evaluation
COUN 731	Group Counseling
COUN 732	Family Counseling
EDUC 507	Adv. Human Growth and Development
PSYC 502	Principles and Philosophy of Counseling
PSYC 734	Counseling Theory & Practice
PSYC 744	Psychodynamics of Psychopathology-DSM-IV-TR
PSYC 780	Legal and Ethical Issues in Counseling and Therapy

### **Total 30 credits**

Frank Norton, Ph.D., ABPP  
Department of Counseling

\* PSYC 609 Internship in Addictions can be taken after the completion of at least 21 hours of Addiction Certificate Courses

## GENERAL PROGRAM INFORMATION (TAB FOUR)

### FINANCIAL INFORMATION

#### **Financial Obligations**

A student is eligible for registration only after all financial obligations to the University have been met. Reports of grades, transcripts, or other statements of record will be withheld should the student be in arrears at the close of any semester.

#### **Financial Requirements for Registration**

All students who register for classes incur a financial obligation to the Bowie State University. Students are responsible for all charges incurred at the University. Failure to attend classes does not constitute withdrawal from the Institution or a class. Students must formally withdraw from the University or a class through the Registrar's Office. Any adjustment in charges will follow the policy presented in the *Schedule of Classes* ([www.bowiestate.edu](http://www.bowiestate.edu)).

Returning students will not be permitted to register for a subsequent semester until all financial obligations, including current semester fees, parking violations, library fines, and any other outstanding charges, have been paid. Account balances must be cleared before students will be allowed to participate in future registrations and graduation or to receive transcripts or diplomas. Only the Director of Student Accounts may issue a waiver to maintain the student's registration when payment requirements have not been satisfied or allow a student to register with a prior outstanding balance.

Cancellation of a student's registration may occur if the bill is not paid in full or if approved arrangements have not been made to cover the outstanding balance. Bill due dates and class cancellation dates are published on the University website ([www.bowiestate.edu](http://www.bowiestate.edu).) Failure to receive a billing statement does not relieve the student of the payment obligation.

#### **Payment Policy**

Acceptable payment methods are cash, check, money order, cashier's check, certified check, MasterCard, Visa, American Express, and Discover Card. Payment may be made at the Student Accounts Office, by credit card on-line through Bulldog Connection, or by check or credit card through the Interactive Voice Response System. Students who register before the billing date will receive a bill via e-mail and must make payment or approved payment arrangements prior to the bill due date or their enrollment may be canceled. Students who register after the billing date may review their bill on-line via Bulldog Connection and must pay their bill or make approved payment arrangements prior to the due date of the bill or enrollment may be cancelled.

Students who register for the second 8-week session are expected to make payment or approved payment arrangements at the time of registration.

Approved payment arrangements authorized by Board of Regents policy are:

1. Students who are approved for a Guaranteed Student Loan;
2. Third Party Billings (sponsor pays all or part of the students' charges);
3. Students who are enrolled in a University approved installment payment program; and
4. Financial aid awarded by the institution that has not been completely processed.

Students who register during late registration will incur a \$50.00 late registration fee. During late registration, payment for semester charges is due and payable at the time of registration.

### **Returned Checks**

In the event that a check rendered as payment is returned by the bank unpaid for any reason, the privilege of using a personal check as payment to the University will be immediately revoked. A fee of \$30.00 will be assessed for any returned check. If the University determines that a student's check is invalid, his/her courses are removed for the PeopleSoft Registration system and he/she must officially withdraw from the University. If the student fails to withdraw, he/she remains liable to the University for all incurred charges.

### **Errors in Billings**

The University retroactively adjusts accounts and bills if accounting errors or charge omissions are identified. The student is responsible for all costs incurred while attending Bowie State University.

### **Referral to Collection Agency**

The University will make every effort to collect all outstanding balances pursuant to State of Maryland regulations. Accounts are reviewed and considered for submission to the State Central Collections Unit (SCCU) ninety (90) days after the official start date of classes. As an agency of the State of Maryland, the University is required by state law to refer delinquent accounts to the State Central Collections Unit. At the time of referral, a collection charge of 17% is added to the balance of the account, plus any additional attorney and/or court costs. In addition, SCCU is authorized by state law to intercept an individual's state income tax refund or other payment made through the State to apply toward an outstanding debt. The SCCU also reports delinquent accounts to credit bureaus.

### **Fees**

A list of fees and charges established by action of the Board of Regents of the University System of Maryland is published on the official Bowie State website each semester. All fees and tuition are subject to change.

### **Graduation**

A graduation fee is charged. The fee covers the cost of the diploma, administrative processing, and graduation activities. All students must apply for graduate in order to be processed. Students who do not intend to participate in the Commencement ceremony must apply for graduation. The deadline for filing the *Application for Graduation* is published in the student information system (PeopleSoft) and on the official Bowie State University website. The graduation fee must be paid when the application is submitted. If a student does not graduate as planned, the application for graduation must be filed again without an additional charge. Graduate academic regalia and invitations are separate purchases.



**Procedure:**

- I. The date for applying for graduation is published in the University Calendar at the beginning of the school year.
- II. Application for graduation is located online.
- III. The student will log into their PeopleSoft account and apply for the appropriate graduation (i.e., Spring, Fall, Summer) by the stated deadline.
- IV. The student will pay the graduation fee by the stated deadline.

**Transcript**

A student is permitted to obtain transcripts without charge. Transcript requests should be made in writing at least two weeks in advance of the date required. These requests should be addressed to: Office of the Registrar, Bowie State University, Bowie, Maryland 20715. The request can be received as a faxed document.

**Procedure:**

- I. Request for the transcript will be made to the Office of the Registrar.
- II. Obtain a copy of the Transcript Request form from the Office of the Registrar or from the Bowie State University website.
- III. Complete the request form and submit to the Office of the Registrar in person or by fax (301) 860-3438.
- IV. A fee will be required if the request is made during the “While you Wait” service time which is to be paid at the Office of Student Accounts. “While you Wait” service is available on Wednesday.
- V. If the transcript is ordered and mailed, there is no fee and it will take up to 48 hours.

**Withdrawals and Refunds**

Students wishing to receive a course refund are responsible for officially withdrawing. Withdrawal procedures begin in the Office of the Registrar. The date the withdrawal is received determines the amount of refund. Students withdrawing from the University after completing registration are not entitled to the refund of any fees.

Refunds for all courses offered whether 16-week, 8-week, weekend or workshop format shall be awarded based upon a schedule established by the Office of Student Accounts for each semester.

**Graduate Assistantships**

Graduate students are invited to apply for graduate or teaching assistantships through their respective department. Benefits include tuition remission and a stipend. Students may serve as graduate assistants in 31-42 credit programs for up to two academic years. Students who enroll in programs with more than 42 credits may serve as graduate assistants for up to three academic years. The level of commitment required is 20 hours/week of service to the University, attendance at monthly Graduate Assistantship Program (GAP) meetings, and active membership in the Graduate Student Association (GSA).

To be eligible, the student must:

1. Enroll in a minimum of nine (9) graduate credits each semester of the assistantship;

2. Enroll in less than 13 graduate credits per semester;
3. Maintain a minimum GPA of 3.0.

Students who serve as graduate or teaching assistants must follow the regulations governing these positions. Graduate assistants who violate or who do not adhere to policies will be released from the graduate or teaching assistantship programs.

### **Scholarships and Fellowships**

Students interested in obtaining information regarding scholarships and fellowships are encouraged to contact the University's Financial Aid Office. Students may also contact the University's Career Services Office for further financial assistance information.

## ATTENDANCE

Students are expected to attend every session for which the course is scheduled unless otherwise agreed to by professor and student.

## STANDARDS OF ACADEMIC WORK

In order to remain in good standing, candidates for the master's Degree must maintain a 3.00 grade point average after being advanced to candidacy. If the cumulative average falls below 3.00, the student will be placed on probation. After completing nine additional hours of work, if the cumulative average returns to the acceptable level of 3.00, the student will be restored to good standing. A student on probation will not be permitted to take the Comprehensive Examination, Seminar, or Practicum. Required courses in which the candidate earns a grade of "F" must be repeated. Students who lack sufficient academic aptitude or who fail to show evidence of serious purpose may be requested by the Graduate Dean to withdraw from their graduate program.

### Grading Criteria

A grade of "A" represents superior academic performance:

1. The student demonstrates critical, analytical, and applied understanding of the subject matter in excellent written and oral form.
2. The student regularly contributes substantive knowledge and appropriate discussion to the class experience.

A grade of "B" represents good academic performance:

1. The student demonstrates good understanding of the subject matter in acceptable written and oral form.
2. The student contributes substantive knowledge and appropriate comments to the class experience.

A grade of "C" represents the minimal acceptable academic performance:

1. The student demonstrates interest in concepts of the course and a minimum mastery of subject matter in acceptable written and oral form.
2. The student contributes a minimum of substantive contributions to the class experience.

The grade of "D" is not issued; Grade "F" indicates the student has not met the minimum requirements of the course.

A student who withdraws from a course after the tenth week of the semester will receive a grade of "F" unless special permission is granted for withdrawal without penalty. Students taking 8-week courses will receive a grade of "F" after the fifth week of class unless special permission is granted for withdrawal without penalty.

A student may repeat a course to raise a grade of "B", "C" or "F." Only the higher grade received for a course will be counted in the student's cumulative grade point average.

Letter grades are not assigned to students in Practicum, INSS 890-Professional Seminar and PSYC 540-Social Equity. Students who successfully complete the work in these courses receive a grade of “Pass.” Students who do not successfully complete the requirements receive a grade of “Fail.” A grade of “I” indicates “Incomplete” and is used only in exceptional circumstances. Students who receive a grade of Incomplete (I) have one academic year from the date of the end of the semester in which the course was taken to have the grade changed. If a grade of incomplete (I) is not changed after one year, it converts to an "F".

Students who receive an Incomplete (I) in Seminar must enroll in Research Advisement for one graduate credit hour with the Seminar instructor. The student has two semesters to remove the Incomplete (I) in Seminar.

A student may not be advanced to candidacy, allowed to take the Comprehensive Examination, or graduate until all grades of Incomplete (I) have been removed from courses in the student's degree program. A final examination is required for all courses, except Seminar and Practicum.

### **Appeal System**

Students desiring to ask for an exception to the requirements a College should address appeals to the Dean of the respective College.

Students appealing a failing grade on the Comprehensive Examination should address the request to the Graduate Dean. Such appeals must be filed within 30 days of the notification letter. Upon receipt of such an appeal, the Graduate Dean will identify a new group of readers from the student's area of concentration to review the examination. Results of the appeal reading shall be final.

Students with grievances concerning other matters, including course grades, should address the appeals to the Graduate Dean, *after* exhausting all remedies available in the originating College. Such appeals must be filed no later than midsemester following the semester in which the alleged offense occurred.

### *Dismissal Policy*

The following dismissal policy applies to graduate students: A student whose cumulative grade point average (GPA) falls below 3.0 is placed on academic probation; any student on academic probation is permitted to take a maximum of nine (9) credit hours to raise the GPA to 3.0; failure to obtain a 3.0 GPA will result in academic dismissal.

The duration of the dismissal is one (1) semester; the period of dismissal for a graduate nursing student is one (1) year. Courses taken at other institutions during the dismissal period cannot be transferred to Bowie State University. In order to be considered for readmission, the student must

petition the Graduate Dean. The seven (7) year time limitation for degree completion shall include the period of dismissal. A student dismissed for academic dishonesty may not reapply.

### **Policy on Plagiarism**

1. Plagiarism is the act of representing another's idea, words, or information as one's own. Every student writing a paper should be aware of the following principles.

- a. All directly quoted materials must be identified as such by quotation marks. The source(s) of this material must be acknowledged.
- b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
- c. The sources of ideas or information lying well within the realm of common knowledge (i.e. material that would be known by **anyone** familiar with the subject under discussion) need not be acknowledged.

2. Students guilty of plagiarism are subject to severe penalties, ranging from failure for the assignment to failure in the course or, in extreme cases, dismissal from the University. The instructor shall determine the appropriate sanction to be imposed. If the instructor is unable to determine the appropriate sanction to be imposed or if the student disagrees with the sanction imposed, the instructor may communicate promptly a written charge setting forth the essential facts of the case to the chair of the instructor's department. Students appealing the imposed sanction must follow the due process procedures.

### **Procedure:**

- I. Faculty members are required to deal directly with any academic infractions. Actions taken must reflect the seriousness of the infractions and could range from a verbal warning, administrative withdrawal, an assigned grade of "F" for the course, to dismissal from the University.
- II. In cases where the faculty member feels that the infraction was severe enough to pose a stiffer penalty, the case can be submitted to the dean of the school in which the course is offered for possible academic suspension or dismissal from the University.
- III. Likewise, students may submit a written appeal to the dean disputing alleged infractions.
- IV. In either case, the dean may arrange a hearing with individuals (faculty members from another department and student from the Judicial Board) to evaluate the appeal.

### **STUDENT ADVISEMENT**

Candidates for a graduate degree should pay particular attention to the proper sequencing of courses. A quality degree program is not an accumulation of credit hours, but is a carefully developed sequence of educational activities and experiences designed to help the student achieve the specified objectives of the program. Thus, it is extremely important to properly sequence the program. Introductory courses and electives should be taken prior to the advanced courses. Some courses require prerequisites that are necessary in order for students to perform satisfactorily in the specified courses.

It is important to secure a faculty advisor and plan the program immediately **after** initial enrollment. This procedure will insure maximum flexibility in arriving at educational goals and possibly preclude loss of credits. Each graduate program assigns advisors. For assignment of an advisor, contact the appropriate graduate program office.

### Steps in Completing Degree Requirements

1. Meet with a graduate advisor to establish an approved program of study.
2. Qualify for Advancement to Candidacy (12-18 credit hours completed in approved program of study with G.P.A. of 3.25 or better).
3. Apply for Advancement to Candidacy.
4. Register for the Comprehensive Examination.
5. Complete the written Comprehensive Examination satisfactorily.  
Students must successfully complete the Comprehensive Examination prior to enrollment in the concluding seminar. Students in the Computer Science program have the option to complete a thesis or project.
6. Prepare a research/seminar paper (or a thesis) according to subject area specifications and satisfactorily complete an oral examination on the thesis, if applicable.
7. Complete the required number of course hours as outlined in the program of study with a minimum grade point average of 3.0. Show written approval of advisor and the Dean for any change in program.
8. Submit Application for Graduation at the beginning of the fall semester of the academic year in which you plan to graduate.
9. Attend graduation ceremony for the conferring of the degree.

### Time Limitation

Requirements for the master's degree must be completed within a **seven-year period**, (five years for the M.S. in Nursing) as established by the Board of Regents of the University System of Maryland (USM). The scheduled time may be computed by noting the date of admission to the University or by noting the date when credits allowed in transfer were taken, whichever is earlier. The seven-year period is computed on calendar time. An extension will be granted if the University does not offer a required course during the last semester of the student's seven-year period.

### POLICY STATEMENT ON NEPOTISM

The University Policy on Nepotism states that members of the same family are eligible for employment with BSU, however a direct supervisor-subordinate relationship may not exist between family members; nor may one member of a family assume for the other the role of advocate or judge with respect to conditions of employment or promotion. When members of the same family are recommended to work for the same supervisor, the President or Senior Director of Human Resources must approve the arrangement in advance.

Similarly, it is the policy of the College of Education that members of the same family, who are either seeking admission, enrolled in, and/or or employed by the same academic program in the College, may not assume the role of advocate, evaluator or judge for one another. Faculty members may not participate in admissions or graduate-assistant employment decisions, serve as a major professor, or serve on the supervisory committee of a family member.

Should a faculty member become aware that a family member is either seeking admission to the College of Education, seeking to enroll in a course taught by the faculty member, seeking an appointment as a graduate assistant or is engaging in any other academic activity in the College in which the faculty member would be in the position of acting as an advocate, evaluator or judge, that faculty member must immediately inform her or his department chair or the Dean.

Students seeking to enroll in a course in the College which will be taught by a family member, seeking an appointment as a graduate assistant, or seeking to engage in any other academic activity in the College in which a family member would be in the position to act as an advocate, evaluator or judge, must immediately inform her or his department chair or the Dean and obtain written approval from the Dean prior to enrolling in the course or engaging in the activity.

Applicants to the College of Education must disclose all family members currently enrolled or employed by the College at the time of application.

Failure to comply with this policy may result in revocation of admission or dismissal from College of Education programs and activities.

For the purposes of this policy “family member” means spouse, children, parents, siblings, grandparents, aunts, uncles, nephews, nieces, as well as person who assumes such status by marriage (**NOTE THIS IS DERIVED FROM USM POLICY DEFINITION OF FAMILY MEMBER**).

#### CAMPUS CONTACT INFORMATION

##### **Important Campus Contact Information**

##### **COLLEGE OF EDUCATION DEAN’S OFFICE**

Dr. Traki Taylor-Webb  
Center for Learning & Technology Building  
Dean’s Suite, Room 224  
**301-860-3230-; FAX 301-860-3242**

##### **OFFICE OF ADMISSIONS**

Henry Administration Building, 1st Floor Suite 1400  
**301-860-3415 - Fax 301-860-3518**

##### **BOOKSTORE-FOLLETT**

Wiseman Centre, Room 108  
**301-860-4350 Fax 301-805-4628**

**BOWIECARD-STUDENT  
IDENTIFICATION Card**  
Wiseman Centre, Room 118  
**301-860-3795**

**OFFICE OF FINANCIAL AID**  
Henry Administration Building, 1st Floor Suite 1100  
**301-860-3540 - Fax 301-860-3549**

**OFFICE OF THE REGISTRAR**  
Henry Administration Building, 1st Floor Suite 1200  
**301-860-3730 - Fax 301-860-3438**

**OFFICE OF STUDENT ACCOUNTS**  
Henry Administration Building, 1st Floor Suite 1300  
**301-860-3490 - Fax 301-860-3488**

**THURGOOD MARSHALL LIBRARY**  
Reference & Special Collections, 2nd Floor  
**301-860-3850 - Fax 301-860-3848**

**COMPUTER CENTER (STUDENT LABS)**  
Thurgood Marshall Library, Basement  
Computer Science

**Source:**

American Association of School Administrators (nd). Code of Ethics. <http://www.aasa.org/content.aspx?id=1390>



