



BOWIE STATE UNIVERSITY

School Counseling Program Handbook



Bowie State University is the only public institution in Maryland with CACREP accreditation for the Mental Health and School Counseling programs.

Department of Counseling and Psychological Studies
College of Education
2023-2024

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I. Welcome and Introduction

Welcome to the School Counseling Program in the Department of Counseling and Psychological Studies! This Handbook is designed to assist you with your academic and professional plan for completing your Master of Education degree in School Counseling. You will find information pertaining to the department, program policies and procedures, steps in completing your degree requirements, sequencing of courses, general academic expectations and requirements, and forms. All students in the program are assigned, and must meet with, an Academic Advisor, to discuss their program of study. Students must also read and will be held accountable for the information pertaining to the degree requirements in the Bowie State University Graduate Catalog. You have chosen a commendable profession and the faculty here will assist you in developing academically, personally, and professionally. We wish each of you a successful university experience.

Marja Humphrey

School Counseling Program Coordinator

II. University Mission and Vision Statements

Mission

Bowie State University empowers a diverse population of students from Maryland, the nation, and the world to reach their full potential through its high-quality, liberal-arts-based bachelor's, master's, and doctoral programs. The University provides a nurturing environment distinguished by a culture of success that supports students in completing their course of study. As Maryland's first historically black university, Bowie State inspires and prepares ethical and socially responsible leaders who can think critically, discover knowledge, commit to lifelong learning, value diversity, and function effectively in a highly technical and dynamic global community.

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.

III. University Core Values

Excellence: Bowie State University expects students, faculty, staff, and administrators to demonstrate outstanding levels of performance by fostering a stimulating learning and work environment.

Inclusivity: Bowie State University is intentional about creating a community that encourages involvement, respect, and connection among students, faculty, staff, and administrators regardless of differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

Integrity: Bowie State University students, faculty, staff and administrators demonstrate high ethical standards in their interactions with one another and the larger community.

Accountability: Bowie State University expects each member of the University community to be responsible and accountable for the outcomes of their efforts and actions.

Innovation: Bowie State University aspires to infuse innovative practices into academic and administrative functions by encouraging students, faculty, staff, and administrators to utilize best practices and pursue new opportunities.

IV. University Accreditation

Bowie State University is accredited by the Middle States Association of Colleges and Schools (MSCHE). University departments are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the National Council of Social Work Education (CSWE), the National League for Nursing Accrediting Commission (NLNAC) Accreditation Commission for Education in Nursing (ACEN), Maryland Board of Nursing (MBON), Association of Collegiate Business Schools and Programs (ACBSP), Network of Schools of Public Policy, Affairs, and Administration (NASPAA); and the Computer Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET). The University is a member of the Council of Graduate Schools in the United States and the Northeastern Association of Graduate Schools. The College of Education programs are approved by the Maryland State Department of Education.

V. CACREP Accreditation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredits counselor education programs that meet identified national standards for counselor training. Graduating from a CACREP accredited program offers a level of distinction that can impact attainment of licensure, certification, and employment opportunities. The master's Mental Health Counseling and School Counseling programs are both CACREP accredited.

VI. College of Education Mission Statement

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 base 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 College'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 2000, the College of Education has adopted the following theme for its academic programs: "Preparing Effective and Caring Educators for a Global Society." The College 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 and Psychological Studies; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.

VII. Program Mission

It is the Mission of the School Counseling program to prepare highly skilled, knowledgeable, and competent professional school counselors who are equipped to carry out the roles and responsibilities of professional school counselors who are endorsed by the American School Counseling Association, the Maryland State Department of Education, and the Council for Accreditation of Counseling and Related Educational Programs. Graduates of the School Counseling program will be skilled in understanding the needs of and working with diverse populations with a myriad of learning styles and abilities. The faculty shall possess the training and experience to prepare students to address the needs of the entire school community as an advocate, leader, consultant, and coordinator. The curriculum will provide a range of academic experiences that focus on the changing needs of a diverse population of Pre-K – 12 students.

VIII. Program Descriptions, Goals, and Objectives

The Master of Education (M.Ed.) degree program in School Counseling is a 60-credit hour program. This program is designed to prepare counselors to work with children and youth across all levels in schools from kindergarten to high school (P-12) and ensure graduates have all the required coursework to be eligible to apply for Maryland state licensure as a professional school counselor.

The Master of Education (M. Ed.) program in School Counseling provides a basic understanding of individuals as cultural, economic, physical, psychological, and social beings:

- a. by incorporating multicultural and global perspectives of people in the school, community and the world,
- b. by assisting candidates in developing knowledge of counseling theory and practice through classroom and field experiences that are meaningful for their professional growth and development of skills as reflective practitioners,
- c. by demonstrating an understanding of a personal and interpersonal perspective through supporting and upholding the ethical and legal standards of the counseling profession, standards and values of the educational community; further by showing respect for the diversity of all persons, serving the needs of all candidates in helping them to achieve their maximal potential, and
- d. by becoming effective practitioners through using technological applications and research to enhance candidates' awareness of educational, career, emotional, social, cultural, psychological/cognitive and physical development.

The program integrates the theoretical with the practical by combining academic preparation in the area of behavioral sciences, as well as related areas of counseling and research, with practical experiences relevant to a diverse and multicultural school-age population.

The program in School Counseling, in accordance with the Department of Counseling and Psychological Studies' mission, advocates equality of opportunity for all Candidates. It is designed to educate counselors in understanding and applying various counseling methods and techniques to aid a multicultural and diverse population with educational, vocational, and personal concerns. This broad approach will permit the counselor to develop a repertoire of methods and select the most appropriate for the particular problem and the specific student. The counselor will accomplish this repertoire of methods in keeping with the Department of Counseling and Psychological Studies' mission and themes by becoming an academic scholar and effective practitioner using technological applications; demonstrating an understanding of multicultural and global perspectives, special populations, and personal and interpersonal perspectives. Through this program, the counselor-in-training obtains a variety of conceptual approaches to counseling and the understanding of social and psychological factors in influencing human development and behavior and addressing the need for social equity and the closing of the achievement gap.

The program strives to prepare highly effective and ethical counseling professionals who will positively impact their students, families, clients, the counseling profession, and the diverse populations they serve in the community. Candidates are expected to demonstrate knowledge, skills and professional dispositions as articulated in the CACREP standards.

1. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the CACREP eight Common Core Standards.

1. Professional orientation and ethical practice
2. Social and cultural diversity
3. Human growth and development
4. Career development
5. Helping relationships
6. Group work
7. Assessment
8. Research and program evaluation

2. Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the CACREP School Counseling Program Area Standards.

1. Foundation, Knowledge, skills and practices of the history, roles, functions, professional identity, current models (such as ASCA), effects of diverse contexts and needs, and processes and operational management of the counseling practices.
2. Counseling, Prevention, and Intervention. Knowledge, skills and practices of theories, processes, design, development and implementation of counseling programs, and strategies to manage program effectiveness and impact.
3. Diversity and Advocacy. Knowledge, skills and practices of addressing educational policies, programs, and practices and needs in multicultural settings, able to identify opportunities and maximize impact.
4. Assessment. Knowledge, skills and practices on factors that affect personal, social, and academic functioning, including various forms of needs assessments for academic, career, and personal/social development.
5. Research and Evaluation. Knowledge and skills of current research and promising practices, models and strategies of evaluation, and methods of using data for improvement.

6. Academic Development. Knowledge, skills and practices of concepts, principles, strategies to promote academic success and close achievement gap; utilize curriculum design, instructional and management strategies for teaching counseling and guidance related material.

7. Collaboration and Consultation. Knowledge, skills and practices of theories, models, and processes of consultation in school system settings; strategies to build effective working teams, and methods for collaboration with the communities.

8. Leadership. Knowledge, skills and practices regarding roles of and strategies for effective leadership in design, implementation and evaluation of comprehensive school counseling program and related activities.

Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the COE Institutional Standards. Centered on the theme of Preparing Effective, Caring, and Collaborative Educators, Counselors and Clinicians for a Global Society, the College strives to develop candidates who become academic scholars, reflective practitioners, and collaborative leaders with a strong commitment to professional dispositions and innovative use of technology in the schools and communities in which they work.

IX. Program Transition Requirements

T1. Admission

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:

- a. 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 social science area.
- b. Completed Graduate Application Form with the non-refundable application fee.
- c. Submission of three letters of recommendation. Two letters must be from an academic instructor and one letter from an employer/supervisor.
- d. Recommendation forms may be obtained from the Office of Graduate Admissions. The letters should address both your academic experiences and/or your experiences working with children and/or adolescents.
- e. Submission of a professional Resume/CV reflecting related work or volunteer experiences.

f. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following are addressed:

1. Discuss your knowledge of the school counseling profession.
2. Discuss your experience working with school-age (P-12) students.
3. What personal qualities do you possess that would make you a good school counselor?

g. Students who meet the above qualifications and are most suitable for admissions to the program will be invited for an interview as the final stage of the admissions process.

T2. Core and Foundation

Upon acceptance into the program, candidates are required to complete the required 12-18 credit hours, achieving an overall grade point average of 3.25 minimum.

T3. Advancement to Candidacy

At the completion of 12-18 credit hours in the program, candidates are required to apply 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.

T4. Program Exit

Candidates are required to complete five (5) hours of professional development activities (PDA) in the community for each 3-credit hour course. In addition, candidates participate in field experiences in the schools throughout the program, complete a school practicum field experience (100 clock hrs.) and an internship field experience (600 clock hrs.), pass a standardized Counselor Preparation Comprehensive Examination (CPCE) examination, develop a Comprehensive School Counseling program, and conduct a research study on a contemporary issue in schools, to be presented as a seminar paper.

1. Professional Dispositions

Candidates are evaluated on professional work characteristics by field supervisors on the practicum and internship evaluation forms. Also, faculty provides ongoing feedback to candidates on dispositions during personal discussions and in other settings which showcase classroom projects, presentations, and professional development activities.

2. Program of Study

A quality degree program is not an accumulation of credit hours, but it is a carefully developed sequence of educational activities and experiences designed to help you achieve the specified objectives of the program. Thus, it is extremely important to properly sequence your program.

You should complete the first level courses prior to advancing to the second level courses and so forth as indicated on the sequencing sheet. Some courses require prerequisites, and these are necessary in order for Candidates to satisfactorily perform in the specified courses. Students need to complete a program of study form and submit it to their advisor for signature. The Dean of Education and the Graduate School Dean must also sign the program of study. The student receives a copy of the signed program of study. Students are required to maintain a copy of the program of study, as the approved program of study for completing the program. If the student changes major or tracks, the student needs to submit a new program of study. The student cannot graduate without an approved program of study for the program the student is to complete.

Transition 1: Admission		
Complete BSU and Program Admission Requirements Overall GPA Requirement of 2.75 or above Admission Portfolio: Personal Statement: Interpersonal, Writing Skills, Academic Background & Experience (CV/Resume), Academic Transcript(s), and Candidate Interview		
Transition 2: Core Foundations		
<i>Level One</i>		
COUN	502	Principles and Philosophy of Counseling
EDUC	507	Advanced Human Growth and Development
COUN	633	Multicultural Counseling
<i>Level Two</i>		
COUN	734	Counseling Theory and Practice
COUN	608	Career Counseling and Development
COUN	610	Appraisal, Assessment, and Evaluation
<i>Level Three</i>		
Transition 3: Advancement		
COUN	780	Legal and Ethical Issues in Therapy
COUN	731	Group Counseling (Prerequisites: COUN 502 & COUN 734)
COUN	706	Introduction to Research for Counselors (Prerequisite: COUN 610)

COUN	799	CPCE/Comprehensive Exam. Note: After completing the first nine (9) classes, you may take the CPCE (Comp Exam). You must register and pass the CPCE/Comp Exam before registering for COUN 861, COUN 836, and COUN 837.
Level Four		
COUN	840	Counseling Children and Adolescents
COUN	702	Introduction to School Counseling
SPED	511	Special Education Perspectives
COUN	603	Mental Health Counseling for Young Children and Adolescents
Level Five (Courses Needed for Maryland Professional Counselor Licensure)		
COUN	732	Family Counseling
COUN	762	Drug & Alcohol Counseling
MHCO	744	Psychodynamics of Psychopathology [DSM-5]
MHCO	833	Advanced Techniques in Psychotherapy
Transition 4: Program Exit		
COUN	836	Practicum in School Counseling (100 hrs.)***
COUN	861	Seminar in School Counseling***
COUN	837	Internship in School Counseling (600 hrs.)***

***Candidates must have completed Levels I, II, and III and have passed the CPCE/comprehensive examination before registering for these classes.

3. Practicum and Internship Requirements

a. Practicum

COUN 836 Practicum in School Counseling is designed and designated for those Candidates who are enrolled in the Master of Education degree (M.Ed.) program. Candidates must complete all courses in their program of study prior to entering COUN 836 with the exception of COUN 861 Seminar in School Counseling. Candidates must have also passed the CPCE/comprehensive exam prior to enrolling in COUN 836. The School Counseling program at Bowie State University was developed to meet the needs of its degree-seeking Candidates. In so doing, the School Counseling program adheres to the Maryland State Department of Education's Certification requirements and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) guidelines and standards.

All Candidates in the School Counseling program must attend a Field Placement Orientation the semester prior to enrollments in COUN 836. Candidates failing to attend the Field Placement Orientation one semester prior to enrollment in COUN 836 will not be permitted to complete the course or receive a field placement. During the Field Placement Orientation, Candidates must complete all required Placement Applications and documents (Fieldwork information). Please note, all Practicum placement arrangements and procedures must be executed by the Field Placement Coordinator. Dates for the Field Placement Orientation will be posted on the School Counseling and Counseling Department Bulletin Board located in the James E. Proctor building and announced through the Counseling Department listserv.

b. Internship

COUN 837 Internship in School Counseling is designed and designated for those Candidates who are enrolled in the Master of Education degree (M.Ed.) program. Candidates must complete all courses in their program of study prior to entering COUN 837 with the exception of COUN 861 Seminar in School Counseling. Candidates must have also passed the CPCE/comp exam prior to enrolling in COUN 837 and completed Practicum in School Counseling COUN 836.

All Candidates in the School Counseling program must attend a Field Placement Orientation the semester prior to enrollments in COUN 837. Candidates failing to attend the Field Placement Orientation one semester prior to enrollment in COUN 837 will not be permitted to complete the course or receive a field placement. During the Field Placement Orientation, Candidates must complete all required Placement Applications and documents (Fieldwork information). Please note, all placement arrangements and procedures must be executed by the Field Placement Coordinator. Dates for the Field Placement Orientation will be posted on the School Counseling and Counseling

Department Bulletin Board located in the James E. Proctor building and announced through the Counseling Department listserv.

c. Grading

Candidates will receive either a Passing (P) or Failing (F) Grade for Practicum and Internship in School Counseling. Successful completion of 600 hours, a satisfactory evaluation from the field supervisor and the university supervisor are required to receive a passing grade. If the Candidate is unable to complete the hours and satisfactorily demonstrate both academic and professional competencies during COUN 837, the Candidate MUST register for COUN 805 Internship Advisement, to be able to satisfactorily complete the internship experience. COUN 805 is one (1) credit hour.

iSuccess/Student Learning and Licensure

To ensure success throughout the academic program, the COE has implemented the iSuccess, powered through Student Learning and Licensure, as its assessment and accountability system that tracks candidate performance, program quality, and unit operations. Candidates are expected to meet performance criteria throughout course-embedded and field-based signature assignments and surveys. These assessments are strategically designed to measure competencies as articulated in national, state, and professional standards. The signature assignments and surveys are mandatory for course completion. Grades of "incomplete" will be submitted for candidates who do not complete required signature assignments in accordance with COE designated iSuccess/Student Learning and Licensure processes and timelines. Bowie State University's grading policies and procedures regarding "incomplete" grades will be applied.

4. Program and University Policies & Procedures

d. Endorsements

The School Counseling program is structured according to the guidelines and standards of the American School Counseling Association, the Council for Accreditation of Counseling and Related Educational Programs, and the Maryland State Department of Education. The School Counseling Program is certified by the Maryland State Department of Education for meeting the state requirements. The program is guided by the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and the roles and responsibilities of professional school counselor as set out by the American School Counseling Association (ASCA). The School Counseling program is also considered a National Board of Certified Counselors approved graduate program. The School Counseling program provides a dual purpose; with the addition of 12 credits, candidates also meet the requirements for licensure as a

Maryland State Licensed Clinical Professional Counselor and are eligible to sit for the National Counselor Exam.

e. Retention

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 counselor's applicants must pass faculty review which includes a review of the portfolio and candidate dispositions. If candidates do not advance, the candidate will meet with their advisor to develop a plan of action (via Academic Progress Form per Graduate School policy). 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.

Per policy of the graduate school, candidates must maintain a 3.00 grade point average each semester prior to and after advancement 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 which is documented on the Graduate School's Academic Progressive Plan form. After completing 9 additional credits, the candidate will be re-evaluated 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, per graduate policy, the candidate will be dismissed from the program. Dismissed candidates may re-apply to the school counseling program after sitting out at least one semester (i.e., fall or spring). These individuals must make a formal request to the Graduate School and the School Counseling program to be reinstated. These individuals will also be asked to re-interview with the School Counseling Admissions committee. The committee will make a final determination regarding re-admittance into the program. Please see the graduate catalog for policy regarding retention and dismissal.

f. Academic Appeal Policy

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

Students with grievances concerning other matters, including course grades, should address the appeals to the Assistant to the Provost for Graduate Studies, after exhausting all remedies available in the originating school. Such appeals must be filed no later than mid semester following the semester in which the alleged offense occurred.

g. University Policies and Procedures

All candidates are expected to review the graduate catalog for a full explanation of all university and graduate policies and procedures.

Student Code of Conduct

Students are expected to conduct themselves in a manner which is consistent with the Core Values (Excellence, Inclusivity, Integrity, Accountability, and Innovation), purpose, goals, and objectives of Bowie State University. In particular, all students have the privilege to learn, subject only to their own initiative and ability, uninhibited by the behavior of others. The University reserves the right to deny admission to any applicant, to discontinue the enrollment of any student, or to withhold the degree of any student if, in the opinion of University authorities, a student's behavior is in continuous or serious violation of the Student Code of Conduct established by the faculty, students, and administration and published in the Student Handbook. Academic honesty, as defined in the Student Handbook, is required of all students.

Academic Integrity

University Policy Regarding Academic Honesty Students are expected to conform to a strict standard of academic honesty. Cheating on examinations, plagiarism, unauthorized collaboration with others on assignments, submitting without authorization duplicate assignments for credit in more than one course, and improper acknowledgment of sources of material are intolerable offenses that carry serious penalties.

Policy on Plagiarism

Plagiarism is the act of representing another's ideas, 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.

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, in consultation with the Departmental Chair and the College Dean, shall determine the appropriate sanction to be imposed. Students appealing the imposed sanction must present their appeal in writing to the Provost for a final resolution.

Academic Dishonesty/Plagiarism Academic Dishonesty

Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record.

Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. Most course instructors use the resources of safe assign, which searches the web for possible plagiarism and is over 90% effective. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland.

Falsification of Information

Falsification of information includes any form of providing false or misleading information, written or oral, in a manner which has the intent or effect of deceiving authorized University personnel, including members of judicial hearing panels, or of altering or falsifying official institutional records. Misrepresentation of oneself or of an organization as an agent of the University will also be considered a violation of this section. Any student who commits any of the above is subject to discipline as outlined in the Student Code of Conduct and by Bowie State University.

Network System Misuse and Dishonesty

The University considers any misuse of its software programs to be a serious offense. A student may not attempt to degrade the performance of the software programs, to seek to penetrate its security, or in any way deprive other users of resources or access to the computer. Further violations include, but are not limited to, (a) using a computer account belonging to another individual without the explicit permission of that individual; (b) tampering with the operation of the University's software programs including both its

equipment and its software; (c) using the system for commercial purposes; (d) using the network system to send abusive, obscene, or otherwise harassing communications.

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such materials is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a BSU student, you are required to follow the institution's copyright policy.

Email Use

The University has adopted email as the primary means for sending official communications to students. Academic advisors, faculty, and campus administrative offices use email to convey important information and time-sensitive notices. All enrolled students are provided a University email address. Students are responsible for keeping their email address up to date or for forwarding email to another address. Failure to check email, errors in forwarding email, and returned email due to mailbox full or user unknown situations will not excuse a student from missing announcements or deadlines. All major status notifications are communicated for graduate students using their Bowie student email.

Dropping a Class/Withdrawal

Dropping a Class: Students who wish to drop a course(s) may do so through Bulldog Connection self- service during open enrollment and during the drop period only. If students drop a course during the drop period, this means that all entries for the course are dropped completely from their transcript. It is students' responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct. The last day on which courses may be dropped is published in the Academic Calendar for each semester/term. All courses in which students are enrolled after the final drop date will be entered permanently on their academic record.

Withdrawal from Class

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.

Incomplete "I" Grade

For Graduate Students, an "Incomplete" 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 automatically converts to an "F".

Class Cancellation

When severe weather creates hazardous road conditions in the area or response to other emergencies, classes may be canceled or postponed. Notice of cancellation will broadcast on the following radio and television stations: 680 AM (WCBM-Baltimore); 1430 AM (WNAV Annapolis); 1300AM (WFBR-Baltimore); 630 AM (WMAL-DC); B-104 FM (Baltimore); 1500 AM and 107.7 FM (WTOP-DC); Channel 2 (WMAR-ABC, Baltimore); Channel 4 (WRC NBC, Washington); Channel 5 (WTTG-Fox, Washington); Channel 7 (WJLA-ABC, Washington); Channel 9 (WUSA-CBS, Washington); Channel 11 (WBAL-NBC, Baltimore); Channel 13 (WJZ-CBS, Baltimore).

BEES

All students are to sign up for BEES (Bowie State University Electronic Emergency System). BEES registration is located on the homepage of the Bowie Website.

X. Professional Organizations, Resources, and Engagement

Department of Counseling and Psychological Studies Advisory Board

In an effort to have strong School Counseling and Mental Health programs, the Department of Counseling and Psychological Studies Advisory Board receives invaluable input from community partners who can advise us about important issues in the field of Counseling as it relates to our students. The Advisory Board will meet twice per year. Additionally, the Advisory Board will sponsor events at the college, such as special speakers, workshops and trainings.

Graduate Student Association

Bowie State University's Graduate Student Association (GSA) invites graduate student involvement in the campus academic community. Students in the Graduate School are represented collectively by the Graduate Student Association, which provides a forum

for students to address issues across the Graduate School and University. The GSA office is located in the Library Room #1126, the phone number is 301-860-3310. For more information visit the website at

<https://www.bowiestate.edu/about/admin-and-governance/graduate-student-association/>

Chi Sigma Iota Honor Society, Mu Chapter

Chi Sigma Iota Honor Society is the international honor society for students, professional counselors and counselor educators established at Ohio University in 1985. Their mission is to promote scholarship, research, professionalism, leadership and excellence in counseling, and to recognize high attainment in the pursuit of academic and clinical excellence in the profession of counseling. <http://www.csi-net.org/>

Requirements for Membership:

- a. Enrollment in a Counseling Program
- b. Must have completed 12 credit hours
- c. Must have a 3.5 GPA or better

Bowie State University Chapter of the Maryland School Counselor Association (BSU-MSCA)

Founded in July 2020, BSU-MSCA creates a network of support for school counseling students attending Bowie State University by providing professional and leadership development, outreach, and advocacy. BSU-MSCA promotes excellence in the profession of school counseling and fosters the full potential of all students through a variety of activities and leadership opportunities. For more information, contact bsu-msca@gmail.com

XI. Student Academic and Disposition Process (Effective Fall 2014)

The student in the Mental Health Counseling Program and the School Counseling Programs are monitored throughout the program to maximize their potential for success. The process is 5 tiered.

- a. Students are screened during the admission process. In Mental Health Counseling, students are paper screened when they submit their applications. First, they are screened at the graduate Admission's Office and then by the Mental Health Counseling Program Admission's committee. They must have a GPA that is 3.0 or above and provide answers to the narrative questions which are reviewed by the admissions committee. If in range, they are offered admission into the program.

b. The admissions process in School Counseling is slightly different. All other tiers are the same. School Counseling students are also paper screened by the graduate Admissions Office and the School Counseling Admissions Committee. The minimum GPA for admission to the School Counseling program is 2.75. Students who do not meet the program expectations may be eliminated at either round of the paper screening. The School Counseling Admissions Committee then interviews students who are moved forward after the two rounds of paper screening. All interviewees are asked the same questions and the responses are scored on a rubric. Students who pass the interview are admitted into the program.

c. In the second tier, students attend classes. All classroom professors have an incident report form which is called the Student Professional Development Recommendation (SPDC). All instructors are to fill out an SPDC form on any student who is having a professional or academic problem. These forms are moved forward to the Department Chair. It is then moved forward to the advisor or to the full faculty for remediation depending on the severity of the issue.

d. At Advancement to Candidacy the file is pulled to see if there has been any incidents and remediation. The student must submit an application with a picture and the GPA at 12- 18 hours in the program. A form evaluating their dispositions is collectively completed by the faculty. If there is a problem, the student is referred to the advisor for remediation. If the student has the requisite GPA and dispositions, they are advanced to candidacy.

e. All students are reviewed again during and at the end of Practicum. Practicum is 100 hours for the School Counseling Program and 200 hours for the Mental Health Counseling Program. Formative and Summative evaluations are completed by the On-site Professional School Counselor who supervises the student and the Individual University Practicum Supervisors who listens to their recordings and provides one-to-one or one-to-two supervision. Students also reflect and submit a form at the mid-term and final portions of the Practicum experience. All forms are reviewed with the Professor of the course and a decision is made about whether the student is ready to move forward. The professor gives the final grade. A final grade of Pass is given to students who are allowed to move forward to internship. A remediation plan is put in place for students who are having difficulty at this level.

f. The last tier of this process occurs during Internship. School Counseling students have one Internship (600 hrs.) and Mental Health students have two

Internships (400 +400 hrs.). Students must complete the signature assignments for this course(s); the assignments vary by program. Additionally, supervisors and class professors complete Formative and Summative evaluations. The final grade is given by the professor. If a student is having difficulty at this point, a remediation plan can be put in place. This usually includes additional supervised hours. The final part of the exiting process includes a review by the registrar's office, completion of a contact information sheet and the student's evaluation of their placement.

XII. Contact Information

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XIII. APPENDIX

**Bowie State University
The Graduate School
Graduate Program of Study**

Name:	Student ID Number:
Address:	Enrollment Date:
	Program: School Counseling
Telephone: (H)	
(W)	Advisor:
Email:	Email:

	Dept.	Course #	Course Title	Credits
1.	COUN	502	Principles & Philosophies of Counseling	3
2.	EDUC	507	Advanced Human Growth & Development	3
3.	COUN	633	Multicultural Counseling	3
4.	COUN	734	Counseling Theory and Practice	3
5.	COUN	608	Career Counseling and Development	3
6.	COUN	610	Appraisal, Assessment, & Evaluation	3
7.	COUN	780	Legal and Ethical Issues in Therapy	3
8.	COUN	731	Group Counseling (Prerequisite: COUN 502 AND COUN 734)	3
9.	COUN	706	Introduction to Research for Counselors (Prerequisite: COUN 610)	3
	COUN	799	Comprehensive Examination ** (Must register for as a class)	0

10.	COUN	840	Counseling Children and Adolescents	3
11.	COUN	702	Introduction to School Counseling	3
12.	SPED	511	Special Education Perspectives	3
13.	COUN	603	Mental Health for Children and Youth	3
14.	COUN	861	Seminar in School Counseling	3
15.	COUN	836	Practicum in School Counseling (100 hrs.)	3
16.	COUN	837	Internship in School Counseling (600 hrs.)	3

**You must pass COUN 799 before you can register for COUN 861, 836, and 837

17.	COUN	732	Family Counseling	3
18.	COUN	762	Drug & Alcohol Counseling	3
19.	MHCO	744	Psychodynamics of Psychopathology [DSM-5]	3
20.	MHCO	833	Advanced Techniques in Psychotherapy	3
			Total	60

Expiration Date:

Signatures and Date:

Student:
Advisor:
College Dean:
Graduate School Dean:

Student Agreement of Handbook Form

I am signing below to confirm I have received the School Counseling Program Handbook at the beginning of my program. I also confirm that I have attended the new student orientation during which the program handbook was disseminated and discussed, students' ethical and professional obligations and professional disposition expectations as counselors-in-training were explained, and eligibility for licensure/certification was reviewed.

Printed Name

Signature

Date