

BOWIE STATE UNIVERSITY

College of Education

Undergraduate Program Manual



Taking Pride in Preparing Tomorrow's Educators

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



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INTRODUCTION

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INSTITUTIONAL MISSION STATEMENT

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.

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

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.

TAB THREE

COE MISSION

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COLLEGE OF EDUCATION MISSION STATEMENT

COLLEGE OF EDUCATION

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 2000, 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.

TAB FOUR
UNDERGRADUATE PROGRAMS IN THE
COLLEGE OF EDUCATION

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COE UNDEGRADUATE PROGRAMS**DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT**

Chair: Dr. Josephine Wilson

Room CLT 291

(301) 860-3151

jwilson@bowiestate.edu

Elementary Education

Program Coordinator

Dr. Juanita Ashby Bey

233M, Center for Learning and Technology

301-860-3311

jashbybey@bowiestate.edu

Program Goals and Objectives

The Elementary Education Program prepares candidates for careers in elementary teaching. Candidates complete a comprehensive, multidisciplinary program of study and a sequence of professional courses in education, theory, and a method of elementary teaching. Candidates pursuing a degree in Elementary Education must complete 123 semester hours of course work.

The undergraduate program in Elementary Education has a three-fold purpose:

1. To give candidates a solid knowledge base that includes a multi-disciplinary academic program of study, knowledge of pedagogy, and knowledge of learners and their characteristics.
2. To give candidates an opportunity to practice a repertoire of best teaching practices.
3. To encourage in student's attitudes and skills necessary for reflection and problem solving, and an attitude and belief that "learning to teach" is a lifelong process.

Program Admission Requirements**Admission to the Teacher Education Program**

The Teacher Education Interview Committee meets at least once a year to address any issues or changes that may need to be changed to the process. After completion of appropriate courses and requirements, candidates formally apply for admission to the Teacher Education Program. All candidates must schedule a formal interview with the Director of Field Placement. Interviews are held each semester. Before admission is granted, a candidate's application for admission to the Teacher Education Program must be formally approved by an Interview Panel. The Panel consists of Faculty, Staff and/or Educators from the metropolitan Community. The Panel's

decision is final. Candidates may be referred for additional course work, support, counseled into other non-teaching areas, and/or encouraged to retake the interview.

Listed are the requirements for formal application to be admitted to Teacher Education. The Teacher Education interview is only one of the criteria for admission as indicated in #9 and #10. Please read carefully.

1. _____ Completed APPLICATION FOR ADMISSION TO TEACHER EDUCATION.
It must be signed by your Program Coordinator.
2. _____ Minimum semester hours equal to 32 with 2.5 total GPA
3. _____ Copy of unofficial transcript
4. _____ GRADE of "C" or better for EDUC 101 and EDUC 201
5. _____ Grade "C" or better in English 101 and English 102
6. _____ Passed the English Proficiency Examination
7. _____ Passed PRAXIS I (Commencing Fall 2012) Currently students must have taken all three sections of the Praxis in order to be eligible to interview.

In lieu of the Praxis I, the college will accept the following options:

- SAT taken from 1995 to present, math and verbal (or critical reading) composite score of 1100;
- SAT taken prior to 1995, math and verbal composite score of 1000;
- ACT score of 24;
- GRE math and verbal composite score of 1000.

The SAT composite score is the sum of the math and verbal scores. Both tests must have been taken before April 1995 (score of 1100).

The ACT composite score is the average of 4 tests with scores that range from 1-36: English, Mathematics, Reading and Science Reasoning (not writing).

The following are acceptable forms of documentation and should be submitted to Praxis Lab Coordinator

- Photocopy of the examinee's score report; or
 - Official transcript (college or high school) which includes scores;
- or
- Scores sent from the respective testing vendor(s).

8. _____ Submission of two (2) Faculty Evaluation Forms (One from the Department of Teaching Learning and Professional Development)
9. _____ Five (5) Copies of autobiographical sketch incorporating:
 - a. Philosophy of Education
 - b. Direct experience with children
 - c. Work experience
 - d. Special interests
 - e. Out-of-state experience related to education
 - f. Membership in department clubs, activities, etc.
10. _____ Formal interview with a Panel of Educators.
11. _____ Receipt of Committee Approval.

English Proficiency Examination, PRAXIS I and PRAXIS II

All degree-seeking undergraduate teacher education majors must pass the Bowie State University *English Proficiency Examination*. Students are required to take this examination after the completion of ENGL 101 *Expository Writing* and ENGL 102 *Argument and Research*. The *English Proficiency Examination* is a prerequisite for several courses and a graduation requirement.

The PRAXIS I is a requirement for all candidates who declare education as a major. Scores from the PRAXIS I will be compared to the criterion set by the Maryland State Department of Education. Students not scoring at the acceptable criterion will be required to seek additional assistance.

Candidates must take PRAXIS I and PRAXIS II and achieve a passing score set by the Maryland State Department of Education in order to be certified by the State of Maryland. Passing scores on the PRAXIS I are prerequisites for several courses in the professional sequence, including methods courses and student teaching. Passing scores on all PRAXIS II related to the declared major are required for graduation.

Students have the option of taking EDUC 220, or become enrolled in the PLATO series. Both experiences are designed to maximize students' success on the PRAXIS I.

TASKSTREAM

All students must be a member of TaskStream and have the ability to upload required assessments after the Interview and all through their Phase I and II experiences.

(Yearlong Internship Phase I and Phase II) YEARLONG INTERNSHIP

To become eligible for the Yearlong Internship Phase II, a candidate must meet all of the Admission to Teacher Education criteria and the following eight requirements at the time of application (one semester *prior* to yearlong internship):

1. Admission to Teacher Education.
2. Must pass the Bowie State University *English Proficiency Examination*.
3. Completion of a minimum of 100 semester hours which includes the requirements indicated on the student's Program of Study.
4. Cumulative grade point average of 2.5 in the major and in all courses completed.
5. A grade of "C" or better in all professional sequence courses offered in the Department.
6. Completion of required education courses, method courses, Year Long Internship Phase I & II and PRAXIS I & II.
7. Passing scores on the PRAXIS I.
 - a. Reading. (passing score 177)
 - b. Writing. (passing score 173)
 - c. Mathematics (passing score 177)OR
Minimum SAT score of 1100 or ACT score of 24
8. Passing scores on the PRAXIS II.
(Specialty areas)

a. Specialty Area (SA) is a graduation requirement. ECED/SPED majors must take two early childhood education tests and two special education content knowledge area tests.

9. Recommendation and approval for Yearlong Internship by the undergraduate education program coordinator is mandatory (secondary education majors only).

Year Long Internship Phase II

The final grade in the Year Long Internship Phase II must be a “C” or better. Phase II of the Year Long Internship experience is a non-paid, full-time public school experience in a Professional Development School (PDS). It is fulfilled in the county/city schools with which the University has a Professional Development School Agreement. Both phase I and phase II of the yearlong internship is in a professional development school and lasts a minimum of 100-days in the same site with the same mentor teacher unless it is a dual certification program. The yearlong internship is guided by the Maryland State Department of Education Implementation Manual for Professional Development Schools and the PDS standards and components outlines in this manual.

Second Bachelor’s Degree: Teacher Certification

Candidates who hold a baccalaureate degree and wish to become certified teachers must enroll as *second-degree* students. Each student also must schedule an interview with The Department Chair in the Department of Teaching, Learning, and Professional Development and obtain (prior to the interview) an evaluation of his/her transcript by the Maryland State Department of Education (200 West Baltimore Street, Baltimore, MD 21201; Attention: Division of Certification and Accreditation).

The Department Chairperson must advise all second-degree candidates. Second-degree candidates must meet the PRAXIS testing requirement and fulfill all of the course requirements of their selected major. In their first semester at the University, second-degree candidates also must pass the Bowie State University *English Proficiency Examination* and be admitted to teacher education.

Independent Study

Independent Study cannot be used to satisfy any of the General Education requirements. A student must receive permission from the Department Chair before being allowed to take *Independent Study*.

Field Experiences

The field experience components of EDUC 101, Introduction to Education, and EDUC 201, Human Growth and Development, cannot be taken within the same semester.

Certificate of Eligibility to Teach

A *Certificate of Eligibility for State Certification* is given to candidates who successfully complete all requirements of a Maryland state-approved teacher education program. The *Certificate of Eligibility* may be obtained by the applicant’s employer or by the applicant directly from the Teacher Certification Division of the Maryland State Department of Education in Baltimore, Maryland.

Program Requirements

Core Professional Requirements

Education

EDUC 101	Introduction to Education
EDUC 201	Human Growth and Development
EDUC 242	Materials for teaching reading
EDUC 311	Managing the Diverse Classroom
EDUC 316	Foundations of Education
EDUC 315	Processes and Acquisition of Reading
EDUC 320	Instructional Technology for the Classroom
SPED 403	Orientation to Special Education
SPED 406	Observation and Participation of the Mildly and Moderately Disabled

Curriculum and Methods/Elementary Education

ELED 301	Theory and Practice/ELED
EDUC 314	Assessment for Reading Instruction
ELED 304	Teaching Reading and Other Language Arts
ELED 306	Methods of Teaching Science/ELED
ELED 310	Methods of Teaching Social Studies/ELED
ELED 314	Methods of Teaching Mathematics/ELED
ELED 316	Practicum III (Yearlong Internship Phase I)
ELED 401	(Yearlong Internship Phase II) and Seminar/ELED
Total Core Professional Sequence Requirements = 55	

Core Requirements

MATH 115	Mathematics for Elementary School Teachers
MATH 116	Intro to Math Ideas or
MATH 125	College Algebra
MATH 210	Geometry
MUSC 101	Fundamentals of Music
PHSC 101	Earth Science
PHED 190	Movement Education for Elementary and Early Childhood
SPAN 101	First-Year Spanish I or
FREN 101	First-Year French I or
EDUC 403	Fundamental of Sign Language
Total Core Requirements = 21	

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See the full list of University General Education and Institutional Requirements. *Bowie State University*

English Composition (6 semester hours)

ENGL 101	Expository Writing
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ENGL 102 Argument and Research

Arts and Humanities (6 semester hours and 3 additional departmental requirements)

ART 299 Art Survey

ENGL 211 Literatures of the World

COMM 101 Oral Communication

Sciences (7-8 semester hours)

BIOL 101 Biological Science

PHSC 100 Physical Science

Mathematics (3 semester hours)

MATH 116 Introduction to Mathematical Ideas

Social Sciences (6 semester hours and 6 additional departmental requirements)

GEOG 101 Elements of Geography

HIST 114 African-American History to 1865 **or**

HIST 115 African-American History since 1865

HIST 201 United States History I to 1865 **or**

HIST 202 United States History II since 1865

PSYC 101 General Psychology

Technology (3 semester hours)

COSC 110 Computer Literacy and Applications

Institutional Requirements (6 semester hours)

FRSE 101 Freshman Seminar

HEED 102 Life and Health/ Fund. of Sex Education

Candidates are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

Note: The Department reserves the right to adjust students' programs to provide the best possible option for graduation and certification requirements.

For more information, please contact:

Dr. Juanita Ashby Bey
Room 233M, Center for Learning and Technology
jashbybey@bowiestate.edu
(301) 860-3311

Early Childhood/Special Education

Program Goals and Objectives

The Early Childhood/Special Education Program is organized to provide prospective teachers with essential competencies needed to effectively meet the intellectual, emotional, and social needs of young children. The goal of the program is to prepare prospective teachers with the methodology, knowledge, and diagnostic skills imperative to meeting the diverse needs of typical and atypical primary students. The Early Childhood/Special Education Program views learning from a cognitive behavioral developmental perspective and universal design theory. Particular emphasis is placed on determining what the child already knows, while acknowledging the fact that many children will not have had experiences commensurate with their peers. The Program prepares prospective teachers to build on the child's strengths, background knowledge, and experiences. From this perspective, the child is conceptualized as an active learner who functions within a broader ecological context that includes the family, the community, and a culturally and linguistically pluralistic society. Upon graduation, early childhood/special education majors qualify for dual certification by the State of Maryland. Candidates pursuing a degree in Early Childhood/Special Education must complete 126 semester hours of course work.

Program Admission Requirements

Admission to the Teacher Education Program

The Teacher Education Interview Committee meets at least once a year to address any issues or changes that may need to be changed to the process. After completion of appropriate courses and requirements, candidates formally apply for admission to the Teacher Education Program. All candidates must schedule a formal interview with the Director of Field Placement. Interviews are held each semester. Before admission is granted, a candidate's application for admission to the Teacher Education Program must be formally approved by a Interview Panel. The Panel consists of Faculty, Staff and/or Educators from the metropolitan Community. The Panel's decision is final. Candidates may be referred for additional course work, support, counseled into other non-teaching areas, and/or encouraged to retake the interview.

Listed are the requirements for formal application to be admitted to Teacher Education. The Teacher Education interview is only one of the criteria for admission as indicated in #9 and #10. Please read carefully.

1. _____ Completed APPLICATION FOR ADMISSION TO TEACHER EDUCATION.
It must be signed by your Program Coordinator.
2. _____ Minimum semester hours equal to 32 with 2.5 total GPA
3. _____ Copy of unofficial transcript
4. _____ GRADE of "C" or better for EDUC 101 and EDUC 201
5. _____ Grade "C" or better in English 101 and English 102
6. _____ Passed the English Proficiency Examination
7. _____ Passed PRAXIS I (Commencing Fall 2012) Currently students must have taken all three sections of the Praxis in order to be eligible to interview.

In lieu of the Praxis I, the college will accept the following options:

- SAT taken from 1995 to present, math and verbal (or critical

reading) composite score of 1100;

- SAT taken prior to 1995, math and verbal composite score of 1000;
- ACT score of 24;
- GRE math and verbal composite score of 1000.

The SAT composite score is the sum of the math and verbal scores. Both tests must have been taken before April 1995 (score of 1100).

The ACT composite score is the average of 4 tests with scores that range from 1-36: English, Mathematics, Reading and Science Reasoning (not writing).

The following are acceptable forms of documentation and should be submitted to Praxis Lab Coordinator

- Photocopy of the examinee's score report; or
 - Official transcript (college or high school) which includes scores;
- or
- Scores sent from the respective testing vendor(s).

8. _____ Submission of two (2) Faculty Evaluation Forms (One from the Department of Teaching Learning and Professional Development)
9. _____ Five (5) copies of an autobiographical sketch incorporating:
 - a. Philosophy of Education
 - b. Direct experience with children
 - c. Work experience
 - d. Special interests
 - e. Out-of-state experience related to education
 - f. Membership in department clubs, activities, etc.
10. _____ Formal interview with a Panel of Educators.
11. _____ Receipt of Committee Approval.

English Proficiency Examination, PRAXIS I and PRAXIS II

All degree-seeking undergraduate teacher education majors must pass the Bowie State University *English Proficiency Examination*. Students are required to take this examination after the completion of ENGL 101 *Expository Writing* and ENGL 102 *Argument and Research*. The *English Proficiency Examination* is a prerequisite for several courses and a graduation requirement.

The PRAXIS I is a requirement for all candidates who declare education as a major. Scores from the PRAXIS I will be compared to the criterion set by the Maryland State Department of Education. Students not scoring at the acceptable criterion will be required to seek additional assistance.

Candidates must take PRAXIS I and PRAXIS II and achieve a passing score set by the Maryland State Department of Education in order to be certified by the State of Maryland. Passing scores on the PRAXIS I are prerequisites for several courses in the professional sequence, including methods courses and student teaching. Passing scores on all PRAXIS II related to the declared major are required for graduation.

Students have the option of taking EDUC 220, or become enrolled in the PLATO series. Both experiences are designed to maximize students' success on the PRAXIS I.

TASKSTREAM

All students must be a member of TaskStream and have the ability to upload required assessments after the Interview and all through their Phase I and II experiences.

(INTERNSHIP PHASE II) YEARLONG INTERNSHIP

To become eligible for the Yearlong Internship Phase II, a candidate must meet all of the Admission to Teacher Education criteria and the following eight requirements at the time of application (one semester *prior* to student teaching):

1. Admission to Teacher Education.
2. Must pass the Bowie State University *English Proficiency Examination*.
3. Completion of a minimum of 100 semester hours which includes the requirements indicated on the student's Program of Study.
4. Cumulative grade point average of 2.5 in the major and in all courses completed.
5. A grade of "C" or better in all professional sequence courses offered in the Department.
6. Completion of required education courses, method courses, Year Long Internship Phase I & II and PRAXIS I & II.
7. Passing scores on the PRAXIS I.
 - a. Reading. (passing score 177)
 - b. Writing. (passing score 173)
 - c. Mathematics (passing score 177)OR
Minimum SAT score of 1100 or ACT score of 24
8. Passing scores on the PRAXIS II.
 - a. Specialty areas
 - a. Specialty Area (SA) is a graduation requirement. ECED/SPED majors must take two early childhood education tests and two special education content knowledge area tests.
9. Recommendation and approval for Yearlong Internship by the undergraduate education program coordinator is mandatory (secondary education majors only).

**Student teaching applications must be submitted to counties the semester before placement. All requirements must be fulfilled before initiation of the admission process.*

Year Long Internship Phase II

The final grade in the Year Long Internship Phase II must be a "C" or better. Phase II of the Year Long Internship experience is a non-paid, full-time public school experience in a Professional Development School (PDS). It is fulfilled in the county/city schools with which the University has a Professional Development School Agreement.

Second Bachelor's Degree: Teacher Certification

Candidates who hold a baccalaureate degree and wish to become certified teachers must enroll as *second-degree* students. Each student also must schedule an interview with the Department Chair

in the Department of Teaching, Learning, and Professional Development and obtain (prior to the interview) an evaluation of his/her transcript by the Maryland State Department of Education (200 West Baltimore Street, Baltimore, MD 21201; Attention: Division of Certification and Accreditation).

The Department Chairperson must advise all second-degree candidates. Second-degree candidates must meet the PRAXIS testing requirement and fulfill all of the course requirements of their selected major. In their first semester at the University, second-degree candidates also must pass the Bowie State University *English Proficiency Examination* and be admitted to teacher education.

Independent Study

Independent Study cannot be used to satisfy any of the General Education requirements. A student must receive permission from the Department Chair before being allowed to take *Independent Study*.

Field Experiences

The field experience components of EDUC 101, Introduction to Education, and EDUC 201, Human Growth and Development, cannot be taken within the same semester.

Certificate of Eligibility to Teach

A *Certificate of Eligibility for State Certification* is given to candidates who successfully complete all requirements of a Maryland state-approved teacher education program. The *Certificate of Eligibility* may be obtained by the applicant's employer or by the applicant directly from the Teacher Certification Division of the Maryland State Department of Education in Baltimore, Maryland.

Program Requirements

Core Professional Requirements (65 semester hours)

Education

EDUC 101	Introduction to Education
EDUC 201	Human Growth and Development
EDUC 242	Materials for Teaching Reading
EDUC 316	Foundations of Education
EDUC 315	Processes and Acquisition of Reading
EDUC 320	Instructional Technology for the Classroom

Curriculum and Methods/Early Childhood/Special Education

ECED 301	Theory and Practices/ECED
ECED 305	Teaching Reading and Other Language Arts
ECED 306	Methods of Teaching Science/ECED
ECED 310	Methods of Teaching Social Studies ECED
EDUC 314	Assessment for Reading Instruction
ECED 314	Methods of Teaching Mathematics/ECED
ECED 316	Practicum III (Year Long Internship Phase I)

ECED 320	Creative Learning Experiences
ECED 327	Parent, Family, and Community Involvement/ ECED/SPED
ECED 401	Year Long Internship Phase II Seminar/ECED
SPED 401	Year Long Internship Phase II Seminar/SPED
SPED 403	Orientation to Special Education
SPED 405	Diagnostic and Prescriptive Teaching
SPED 406	Observation and Participation of the Mildly and Moderately Disabled
SPED 407	Theory and Research in Special Education
SPED 409	Management and Program Planning for SPED
Total Core Professional Sequence Requirements = 65	

Core Requirements

MATH 115	Mathematics for Elementary School Teachers
MATH 210	Geometry
PHED 190	Movement for Elementary and Early Childhood
PSYC 302	Child Psychology
SPAN 101	First-Year Spanish I or
FREN 101	First-Year French I or
EDUC 403	Fundamentals of Sign Language
Total Core Requirements = 14	

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See the full list of University General Education and Institutional Requirements. *Bowie State University*

English Composition (6 semester hours)

ENGL 101	Expository Writing
ENGL 102	Argument and Research

Arts and Humanities (6 semester hours and 3 additional departmental requirements)

ART 299	Art Survey
ENGL 211	Literatures of the World
COMM 101	Oral Communication

Sciences (7-8 semester hours)

BIOL 101	Biological Science
PHSC 100	Physical Science

Mathematics (3 semester hours)

MATH 116	Introduction to Mathematical Ideas or
MATH 125	College Algebra

Social Sciences (6 semester hours and 6 additional departmental requirements)

GEOG 101	Elements of Geography
HIST 114	African-American History to 1865 or
HIST 115	African-American History since 1865

HIST 201 United States History I to 1865 **or**
HIST 202 United States History II since 1865
PSYC 101 General Psychology

Technology (3 semester hours)

COSC 110 Computer Literacy and Applications

Institutional Requirements (6 semester hours)

FRSE 101 Freshman Seminar
HEED 102 Life and Health/ Fund. of Sex Education

Candidates are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

Note: The Department reserves the right to adjust students' programs to provide the best possible option for graduation and certification requirements.

For inquiries and further information, please contact:

Dr. Josephine Wilson
Room 291, Center for Learning and Technology
jwilson@bowiestate.edu
(301) 860-3122

Bachelor of Science in Secondary Education Program

Undergraduate Program Coordinator
Center for Learning and Technology

Program Goals and Objectives

Secondary Teacher Education may be selected as a track for candidates enrolled in departments with state-approved programs and with courses in the methods of teaching the major subject.

The Secondary Education Track is designed to buttress the theoretical knowledge base with sound educational classroom practices. The Secondary Education candidate has field experiences embedded in EDUC 101, Introduction to Education, EDUC 201, Human Growth and Development, and SPED 403 Orientation to Special Education. The methods courses are coordinated conceptually through the inclusion of a common core of teaching strategies and issues.

Program Admission Requirements

Admission to the Teacher Education Program

The Teacher Education Interview Committee meets at least once a year to address any issues or changes that may need to be changed to the process. After completion of appropriate courses and requirements, candidates formally apply for admission to the Teacher Education Program. All candidates must schedule a formal interview with the Director of Field Placement. Interviews are held each semester. Before admission is granted, a candidate's application for admission to the Teacher Education Program must be formally approved by an Interview Panel. The Panel consists of Faculty, Staff and/or Educators from the metropolitan Community. The Panel's decision is final. Candidates may be referred for additional course work, support, counseled into other non-teaching areas, and/or encouraged to retake the interview.

Listed are the requirements for formal application to be admitted to Teacher Education. The Teacher Education interview is only one of the criteria for admission as indicated in #9 and #10. Please read carefully.

1. _____ Completed APPLICATION FOR ADMISSION TO TEACHER EDUCATION.
It must be signed by your Program Coordinator.
2. _____ Minimum semester hours equal to 32 with 2.5 total GPA
3. _____ Copy of unofficial transcript
4. _____ GRADE of "C" or better for EDUC 101 and EDUC 201
5. _____ Grade "C" or better in English 101 and English 102
6. _____ Passed the English Proficiency Examination
7. _____ Passed PRAXIS I (Commencing Fall 2012) Currently students must have taken all three sections of the Praxis in order to be eligible to interview.

In lieu of the Praxis I, the college will accept the following options:

- SAT taken from 1995 to present, math and verbal (or critical reading) composite score of 1100;
- SAT taken prior to 1995, math and verbal composite score of 1000;

- ACT score of 24;
- GRE math and verbal composite score of 1000.

The SAT composite score is the sum of the math and verbal scores. Both tests must have been taken before April 1995 (score of 1100).

The ACT composite score is the average of 4 tests with scores that range from 1-36: English, Mathematics, Reading and Science Reasoning (not writing).

The following are acceptable forms of documentation and should be submitted to Praxis Lab Coordinator

- Photocopy of the examinee's score report; or
 - Official transcript (college or high school) which includes scores;
- or
- Scores sent from the respective testing vendor(s).

8. _____ Submission of two (2) Faculty Evaluation Forms (One from the Department of Teaching Learning and Professional Development)
9. _____ **Five (5) copies of an autobiographical sketch incorporating:**
 - a. Philosophy of Education
 - b. Direct experience with children
 - c. Work experience
 - d. Special interests
 - e. Out-of-state experience related to education
 - f. Membership in department clubs, activities, etc.
10. _____ Formal interview with a Panel of Educators.
11. _____ Receipt of Committee Approval.

English Proficiency Examination, PRAXIS I and PRAXIS II

All degree-seeking undergraduate teacher education majors must pass the Bowie State University *English Proficiency Examination*. Students are required to take this examination after the completion of ENGL 101 *Expository Writing* and ENGL 102 *Argument and Research*. The *English Proficiency Examination* is a prerequisite for several courses and a graduation requirement.

The PRAXIS I is a requirement for all candidates who declare education as a major. Scores from the PRAXIS I will be compared to the criterion set by the Maryland State Department of Education. Students not scoring at the acceptable criterion will be required to seek additional assistance.

Candidates must take PRAXIS I and PRAXIS II and achieve a passing score set by the Maryland State Department of Education in order to be certified by the State of Maryland. Passing scores on the PRAXIS I are prerequisites for several courses in the professional sequence, including methods courses and student teaching. Passing scores on all PRAXIS II related to the declared major are required for graduation.

Students have the option of taking EDUC 220, or become enrolled in the PLATO series. Both experiences are designed to maximize students' success on the PRAXIS I.

TASKSTREAM

All students must be a member of TaskStream and have the ability to upload required assessments after the Interview and all through their Phase I and II experiences.

(INTERNSHIP PHASE II) YEARLONG INTERNSHIP

To become eligible for the Yearlong Internship Phase II, a candidate must meet all of the Admission to Teacher Education criteria and the following eight requirements at the time of application (one semester *prior* to student teaching):

1. Admission to Teacher Education.
2. Must pass the Bowie State University *English Proficiency Examination*.
3. Completion of a minimum of 100 semester hours which includes the requirements indicated on the student's Program of Study.
4. Cumulative grade point average of 2.5 in the major and in all courses completed.
5. A grade of "C" or better in all professional sequence courses offered in the Department.
6. Completion of required education courses, method courses, Year Long Internship Phase I & II and PRAXIS I & II.
7. Passing scores on the PRAXIS I.
 - a. Reading. (passing score 177)
 - b. Writing. (passing score 173)
 - c. Mathematics (passing score 177)OR
Minimum SAT score of 1100 or ACT score of 24
8. Passing scores on the PRAXIS II.
(Specialty areas)
 - a. Specialty Area (SA) is a graduation requirement. ECED/SPED majors must take two early childhood education tests and two special education content knowledge area tests.
9. Recommendation and approval for Yearlong Internship by the undergraduate education program coordinator is mandatory (secondary education majors only).

**Student teaching applications must be submitted to counties the semester before placement. All requirements must be fulfilled before initiation of the admission process.*

Year Long Internship Phase II

The final grade in the Year Long Internship Phase II must be a "C" or better. Phase II of the Year Long Internship experience is a non-paid, full-time public school experience in a Professional Development School (PDS). It is fulfilled in the county/city schools with which the University has a Professional Development School Agreement.

Second Bachelor's Degree: Teacher Certification

Candidates who hold a baccalaureate degree and wish to become certified teachers must enroll as *second-degree* students. Each student also must schedule an interview with the Department Chair in the Department of Teaching, Learning, and Professional Development and obtain (prior to the interview) an evaluation of his/her transcript by the Maryland State Department of Education (200 West Baltimore Street, Baltimore, MD 21201; Attention: Division of Certification and Accreditation).

The Department Chairperson must advise all second-degree candidates. Second-degree candidates must meet the PRAXIS testing requirement and fulfill all of the course requirements of their selected major. In their first semester at the University, second-degree candidates also must pass the Bowie State University *English Proficiency Examination* and be admitted to teacher education.

Independent Study

Independent Study cannot be used to satisfy any of the General Education requirements. A student must receive permission from the Department Chair before being allowed to take *Independent Study*.

Field Experiences

The field experience components of EDUC 101, Introduction to Education, and EDUC 201, Human Growth and Development, cannot be taken within the same semester.

Certificate of Eligibility to Teach

A *Certificate of Eligibility for State Certification* is given to candidates who successfully complete all requirements of a Maryland state-approved teacher education program. The *Certificate of Eligibility* may be obtained by the applicant's employer or by the applicant directly from the Teacher Certification Division of the Maryland State Department of Education in Baltimore, Maryland.

Program Requirements

Core Professional Requirements (37 semester hours)

EDUC 101	Introduction to Education (prereq. ENGL 101)
EDUC 201	Human Growth and Development
ENGL PRO	Pass the English Proficiency Examination
EDUC 311	Managing the Diverse Classroom
EDUC 402	Assessment and Evaluation
EDUC 316	Foundations of Education
SPED 403	Orientation to Special Education
SCED 450	Methods of Teaching Reading: Secondary Level
SCED 451	Practical Applications of Teaching Reading
SCED 305	Phase One Yearlong Internship
MATH 414	Methods of Teaching Mathematics
HIST 390	Methods of Teaching History
ENGL 470	Methods of Teaching English
SCED 303	Methods of Teaching Sciences
SCED 401	Phase Two Yearlong Internship
Total Professional Sequence Requirements = 37	
(Admission to teacher education)	

Recommended Courses**

EDUC 402 Tests and Measurements

PSYC 202 Psychology of Learning

***In addition to the core professional education courses above, the Department strongly urges students enrolled in secondary education to take the above named courses.*

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See the full list of University General Education and Institutional Requirements. *Bowie State University*

English Composition (6 semester hours)

ENGL 101 Expository Writing

ENGL 102 Argument and Research

Arts and Humanities (6 semester hours and 3 additional departmental requirements)

ART 299 Art Survey

ENGL 211 Literatures of the World

COMM 101 Oral Communication

Sciences (7-8 semester hours)

BIOL 101 Biological Science

PHSC 100 Physical Science

Mathematics (3 semester hours)

MATH 116 Introduction to Mathematical Ideas **or**

MATH 125 College Algebra

Social Sciences (6 semester hours and 6 additional departmental requirements)

GEOG 101 Elements of Geography

HIST 114 African-American History to 1865 **or**

HIST 115 African-American History since 1865

HIST 201 United States History I to 1865 **or**

HIST 202 United States History II since 1865

PSYC 101 General Psychology

Technology (3 semester hours)

COSC 110 Computer Literacy and Applications

Institutional Requirements (6 semester hours)

FRSE 101 Freshman Seminar

HEED 102 Life and Health/ Fund. of Sex Education

Candidates are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

Note: The Department reserves the right to adjust students' programs to provide the best possible option for graduation and certification requirements.

For inquiries and further information, please contact:

Dr. Josephine Wilson
Room 291, Center for Learning and Technology
jwilson@bowiestate.edu
(301) 860-3127

DRAFT

Bachelor of Science in Sports Management

Program Coordinator
Dr. John Organ
Room 118, James Gym

Program Goals and Objectives

The Bachelor of Science Degree in Sport Management is designed to address current deficiencies specific to the growing needs of the Sport Management Industry. The program is designed to provide opportunities for students to attain specific foundational training in the area of managing sports in society and also specialize in areas of concentrations associated with Sport Management. Bowie State University's program is also designed to produce sport managers who will contribute to the expansion of Maryland's competitiveness in the growing sporting industry. Furthermore, the management of sport programs is constructed to provide a comprehensive education with enrichment experiences that will enable students to develop the proper skills and necessary competencies needed for the public as well as the private work force sector settings.

Program Admission Requirements

Program Requirements

The undergraduate course of study will require four academic years to complete. The total numbers of hours for completion of the degree will be 120 semester hours. Students who transfer into the Sport Management program from other institutions or from majors within the University should expect to complete at least 54 – 60 hours of work within the Department, depending on the track, in addition to any unfulfilled University requirements.

Detailed Requirements (120 semester hours)

Students are required to earn 120 semester hours in three knowledge areas, general education (46 semester hours), Sport Management (47 semester hours) and a Concentration (27 semester hours). Students choose their concentration in consultation with their advisor.

SPORT MANAGEMENT COURSES

SPM 101	Introduction to Sport Management
SPM 210	Role of Sports in Society
SPM 203	Ethics in Sport
PSYC 312	Sports Psychology
SPM 303	Sports Marketing and Promotion
SPM 305	Facility Management and Design
SPM 313	Independent Study

SPM 310	Governance in Sport Management
SPM 410	Diversity in Sport Management
SPM 315	Legal Aspects of Sports
SPM 405	Organization and Administration of Sports
SPM 325	Finance and Economics of Sport
SPM 451	Internship in Sport Management

Internship in Sport Management: The student must secure his/her own placement based on his/her interest, but the placement must be approved by the coordinator or advisor. Each student must have a 2.8 GPA before doing his/her internship.

GENERAL EDUCATION AND INSTITUTIONAL REQUIREMENTS

See the full list of University General Education and Institutional Requirements. *Bowie State University*

English Composition (6 semester hours)

ENGL 101	Expository Writing
ENGL 102	Argument and Research

Arts and Humanities (6 semester hours and 3 additional departmental requirements)

ART 299	Art Survey
ENGL 211	Literatures of the World
COMM 101	Oral Communication

Sciences (7-8 semester hours)

BIOL 101	Biological Science
PHSC 100	Physical Science

Mathematics (3 semester hours)

MATH 116	Introduction to Mathematical Ideas
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Social Sciences (6 semester hours and 6 additional departmental requirements)

GEOG 101	Elements of Geography
HIST 114	African-American History to 1865 or
HIST 115	African-American History since 1865
HIST 201	United States History to 1865
PSYC 101	General Psychology

Technology (3 semester hours)

COSC 110	Computer Literacy and Applications
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Institutional Requirements (6 semester hours)

FRSE 101	Freshman Seminar
HEED 102	Life and Health/ Fund. of Sex Education

Candidates are encouraged to take SUMMER courses and attend MINI-SEMESTER in order to have a manageable semester load.

Note: The Department reserves the right to adjust students' programs to provide the best possible option for graduation and certification requirements.

For inquiries and further information, please contact:

Dr. John Organ
James Gym, Room 118
jorgan@bowiestate.edu
(301) 860-3773

DRAFT

TAB FIVE
GENERAL PROGRAM INFORMATION

DRAFT

GENERAL PROGRAM INFORMATION (TAB FIVE)FINANCIAL AIDLocation:

Henry Administration Bldg, Suite, 1100, 301-860-3540

Fax: 301-860-3549

www.bowiestate.edu

The Office of Financial Aid offers financial assistance to students in the form of scholarships, grants, loans, and student employment. These programs are funded by the U.S. Department of Education, the State of Maryland, the District of Columbia and Bowie State University. Grants and loan programs are need based; scholarships use merit, special talents and academic achievements as the criteria for awarding funds. Students who need assistance with college costs should apply for financial aid. Aid programs help with the difference in the cost of education and the contribution of the student and or parent.

Upon completion of the Free Application for Federal Student Aid (FAFSA), The U.S. Department of Education calculates the student's expected family contribution (EFC). The EFC is determined from a formula that considers factors such as income, assets, family size and number of family members in college.

Need is determined using the following formula:

$$\frac{\text{Cost of Education (COA)} - \text{Expected Family Contribution (EFC)}}{\text{Financial Need}}$$

The cost of education includes costs such as tuition and fees, room and board, which are considered direct cost, other components including transportation, books and personal expenses are indirect cost.

Deadlines and Application Procedures

Students interested in applying for financial assistance, must complete the FAFSA form, this is an annual process which is available to students after January 1 and can be complete at the U.S. Department of Education's website: www.fafsa.gov.

Students and parents must also apply for a Personal Identification Number (PIN) at www.pin.gov. The PIN is an electronic access code that serves as your personal identifier; it allows you to sign binding documents electronically, access documents and correct your FAFSA on line.

Students should complete the FAFSA each year by March 1. March 1 is the priority deadline for federal and institutional funding. It is also the deadline for Maryland Higher Education

Programs. Students must list Bowie State (002062) as a recipient of information processed by the central processor for the Department of Education.

Applications are processed on a rolling basis with March 1st being a priority for all completed applications. Students who submit their documentation resulting in a completed application by June 1 are guaranteed a financial aid offer prior to the start of the semester. However students who apply late should not expect consideration for limited campus based financial aid.

It is highly recommended that students follow the steps listed below to ensure maximum funding in a timely manner:

- Complete the FAFSA as soon as possible after January 1
- Complete the admissions process early
- Submit all requested documentation when requested

Important Deadlines

January 1	The Free Application for Federal Student Aid becomes available (www.fafsa.gov)
March 1	The priority date for full consideration of all aid for Bowie State University
March 1	Maryland residents must complete the FAFSA to be considered for state grants offered by MHEC
April 15	Students interested in applying for BSU Institutional Scholarships must complete the BSU Institutional Scholarship Application.
June 1	All documents must be received to ensure an official financial aid offer prior to start of the FALL semester
June 29	District of Columbia residents must apply for DC app. www.seo.dc.gov
December 1	Final deadline to submit documents for FALL only student
December 1	All documents must be received to ensure an official financial aid offer prior to start of the SPRING semester

Eligibility Requirements

Students must meet the following general requirements for determining eligibility for federal and institutional aid:

- demonstrate financial need
- be a U.S. citizen or eligible non-citizen
- have a high school diploma or GED

- have a valid Social Security number
- maintain Satisfactory Academic Progress
- be enrolled or accepted as a degree-seeking student
- be registered with the Selective Service (if required)
- certification that you are not in default on a federal loan or do not owe money on a federal student grant

Verification

The U.S. Department of Education selects random applications for verification. If selected, students must provide signed copies of federal income tax returns, verification worksheets and other requested supporting information. The Office of Financial Aid may also request verification documents if information submitted is inconsistent.

Financial needs will be recalculated based on submitted verification documents and corrections will be transmitted electronically to the U.S. Department of Education to update the Student Aid Report (SAR). Differences between information reported on the FAFSA and verification documents may result in adjustments to financial aid. *Bowie State University 55*

The Office of Financial Aid encourages students to respond promptly and completely to any request for additional information. Verification documentation must be submitted by the last date of attendance. Failure to respond to the request for verification documents will result in the cancellation of any financial aid award(s).

Changes in Aid

Federal Title IV regulations will not permit a student to receive aid totaling more than the cost of education. Bowie State University may revise or cancel federal or institutional aid whenever the university becomes aware of information that changes a student's eligibility for aid, including changes in the student's Cost of Education or EFC. Other examples of circumstances that can result in revision or cancellation of existing aid includes the following:

- receiving additional aid at any time not already considered as a part of the student's aid package
 - changes in residency (for example, from on-campus to commuter)
 - change from out-of-state to in-state tuition
 - changes to EFC resulting from verification
 - changes to enrollment level (for example, from full-time to part-time)
 - withdrawal from the university

Transferring of Financial Aid

Not all financial Aid is transferrable. Most aid will not transfer from one institution to another. Eligibility for the Federal Pell Grant, and some state grants may transfer. Students who have already processed a FAFSA to attend a school must request that the U.S. Department of Education send a copy of the FAFSA results to Bowie State University by indicating the school code on the FAFSA form. Students who have accepted state aid, must contact the state agency to ensure funds will be sent to BSU.

ATTENDANCE

All students are required to register officially and pay tuition and fees before attending classes.

Students are expected to attend classes and laboratory experiences, take all examinations, and participate in other learning activities as designated by the instructor. A student may be advised by the instructor to withdraw from a course for excessive absences. Five (5) or more unexcused absences may result in the student's receiving a grade of "F" for the course.

A student who is absent from class because of circumstances beyond his/her control and wishes to obtain an excuse must submit documentation to the Chair of his/her academic school requesting an official written excuse to be given to the instructor. The student must provide to his/her instructor the written excuse from the Chair.

Course Time Scheduling

Most day classes are offered between 8:00 a.m. and 5:00 p.m. as follows: Monday, Wednesday, and Friday for 50 minutes; Tuesday and Thursday for 75 minutes. Evening classes are usually scheduled from 5:00 p.m. to 7:30 p.m. or 7:35 p.m. to 10:05 p.m. and meet once a week. Additionally, courses may be offered on Saturday and Sunday for longer periods. Off-campus courses may be offered in eight-week sessions meeting twice a week for two and one-half hours or once a week for five hours. Distance learning options are also available via Internet and interactive video. Students should review the *Schedule of Classes* (<http://bulldogconnect.bowiestate.edu/>) published online each semester for more information about specific classes.

STANDARDS OF ACADEMIC WORK

Standards of Work Required

Each student at Bowie State University must demonstrate that he/she is making satisfactory academic progress in accordance with University policy. Satisfactory academic progress is determined solely on the basis of grade point average. A cumulative grade point average of at least 2.0 is considered satisfactory.

Amount of Work Required

A student who attempts at least twelve (12) credit hours per semester is considered a fulltime student. Full-time students should expect to spend thirty-five (35) or more hours per week on their college work, in addition to those hours spent in class.

Grading Criteria

Grading System

The following is a description of the criteria used in assigning letter grades:

A 4.0 Superior

B	3.0	Above Average
C	2.0	Average
D	1.0	Below Average
F	0.0	Failure
S	0.0	Satisfactory (Cannot be used for developmental courses.)
U	0.0	Unsatisfactory (A student must repeat any course in which he/she receives a grade of "U.")
I	0.0	Incomplete "I" Grade (A grade of "I" is given by a faculty member when a student is unable to complete required course work because of verifiable medical reasons or documented catastrophic events beyond the control of the student and only with approval of the School Dean. No credit is given for the incomplete grade until the faculty member assigns a regular grade. In any event, the "I" must be converted to a regular grade within six weeks of the start of the following semester. After six weeks, the grade of "I" automatically becomes "F" if the professor does not submit the grade.)
PS	0.0	Pass
CR	0.0	Credit for Experience
AU	0.0	Audit (Given when a student has registered and attended a course for audit rather than for credit. A student wishing to audit course(s) must indicate this intent during registration or the time period specified in the <i>Schedule Bulletin</i> . Tuition for audits will be assessed on the same basis as tuition for credit courses.)
W	0.0	Withdrawal (Given for courses that are officially dropped within the specified period of time printed in each semester's <i>Schedule Bulletin</i> .)
NG	0.0	No Grade (Given when grades are not submitted by faculty.)

Grade Point Average (GPA)

1. Grade point average is computed by dividing the total number of quality points accumulated in courses for which a grade of "A," "B," "C," "D," or "F" has been assigned by the total number of semester hours attempted in those courses. Courses for which a grade of "CR," "PS," "S," "W," "I," "U," or "NG" has been assigned are not included in computing the GPA.
2. Each of the following letter grades has a numerical value. Multiplying this value by the number of semester hours for a particular course gives the number of quality points earned for that course.
3. When a course is repeated, only semester hours and quality points for the higher grade assigned for that course are counted in the total semester hours attempted and total quality points.
4. An example of how a semester GPA and a cumulative GPA are calculated is given below:

Course	Quality Hours	Grade	Quality Points
ENGL 101	3 x 2	C	6
MATH 120	3 x 3	B	9
BIOL 102	4 x 4	A	16
PSYC 101	3 x 1	D	3
HIST 110	3 x 0	F	0

Current Semester Totals	16	34
Previous Semester Totals	27	74
43	108	

Appeal System

Student Grade Appeal Procedures

Students who have documentation that an error was made in the determination of a course grade or desire to appeal a grade due to alleged arbitrary and capricious grading must first discuss the concern with the faculty member involved. If there are unresolved issues, the student may initiate the grade appeal process. The student must direct the appeal in writing, with documentation, through the appropriate channels: Instructor, Department Chair, School Dean, and Provost. If a course assignment grade is in dispute, the student must initiate the appeal no later than ten (10) working days after receiving the grade. If a final grade is in dispute, the student must submit an appeal no later than thirty (30) days from the end of the semester during which the grade was received. Procedures are detailed below.

1. The student must initially consult with the instructor for a satisfactory resolution of the appeal. If the instructor is no longer with the University or if the student is unable to resolve the issue with the instructor, the student must present the complaint in writing to the Department Chair.
2. The Department Chair will convene a Departmental Appeals Committee for resolution. If the student is not satisfied with the decision of the Departmental Appeals Committee, the Chair renders a decision.
3. If the complaint cannot be resolved at the Departmental level, the student must present the complaint in writing to the School Dean within fifteen (15) days after receiving notification of the Department's decision.
4. The School Dean will render a final resolution.

Dismissal Policy

Unsatisfactory Performance

Students with a cumulative grade point average of less than 2.00 FALL into one of three categories: warning probation or academic dismissal. Credit hours are earned at Bowie State University with grades of 'A', 'B', 'C', or 'D'.

1. Academic Warning

Any student who for the first time, fails to meet the requirement for satisfactory performance will be placed on academic warning.

2. Probation

Students whose cumulative grade point average FALLs below 2.00 at the end of a second semester will be notified in writing to seek counseling and guidance from the Academic Advising Center.

3. Academic Dismissal

Students who have incurred a warning and probation will be academically dismissed at the end of any semester if their cumulative grade point average FALLs below 2.00. A student dismissed from the University for poor academic performance must wait a minimum of one year from the date of a dismissal before being eligible to reapply for admission to the University.

Any student who for the third time fails to meet the requirements for satisfactory performance will be permanently dismissed from the University.

After attempting forty-five (45) or more semester hours, any student who receives a probationary warning for two consecutive semesters will be automatically dismissed.

No student transferring to Bowie State University will be academically dismissed at the end of the first semester if his/her cumulative grade point average is 1.00 or higher. After this first semester, the student will be subject to normal standards for academic progress. This provision does not apply to students reinstated or readmitted to Bowie State University.

POLICY ON PLAGIARISM

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

1. 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.

2. 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.

3. 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 School 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.

Procedures for Handling Cases of Alleged Infractions of Academic Honesty

1. 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, an assigned grade of “F” for the course, academic suspension, to dismissal from the University.
2. In cases where the instructor concludes that the infraction is severe, a recommendation may be made to the Dean for academic suspension or dismissal from the University.
3. The Dean may arrange a hearing with individuals (faculty members from another department and student from the Judicial Board) to evaluate the appeal. The Dean will render a final resolution.

STUDENT ADVISEMENT

All students must meet with their advisor to prepare for registration each semester and in a proactive manner throughout the semester. Advisement sessions are used for planning student progression, discussing professional issues and concerns, and obtaining assistance that may be needed. Students are encouraged to make an appointment for advisement.

Academic Advisement Center

The Academic Advisement Center (AAC) at Bowie State University is committed to assisting students in identifying and completing their educational goals in a friendly, helpful, and professional environment. The Center’s professional advisors deliver services to all students at the University, but they focus primarily on the advisement, development, and retention of first- and second-year students.

Upon acceptance to Bowie State University (BSU), each student is assigned an Academic Advisement Specialist who, in partnership with a faculty advisor, guides the student through an educational journey. Successful academic advisement occurs when the student, Academic Advisement Specialist, and faculty work together as partners with the shared responsibility of ensuring the academic progression and success of the student. Academic advisement involves assisting students in the selection of courses, identification of programs of study, and review of their life and career goals.

All students are expected to meet with their assigned Academic Advisement Specialist twice during each semester, especially during Academic Advisement Week, and the FALL and SPRING registration periods. In addition to the standard advisement services, the Center provides intervention services and academic monitoring for conditionally admitted students and probationary students.

The goals of the Academic Advisement Center are to:

- Inform students about educational and career options, graduation requirements, and academic policies and procedures;
- Assist students in personal and professional growth and development;
- Aid students in the creation of educational programming consistent with their interests, abilities, and career aspirations;
- Monitor student performance and progression each semester;
- Promote relationships with students that are characterized by trust, mutual respect, and openness; and
- Refer students to the available campus resources.

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

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT

Dr. Josephine Wilson
Center for Learning & Technology Building
Suite 291
301-860-3151 OR FAX 301-860-3144

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