BOWIE STATE UNIVERSITY
College of Education

Graduate Special Education Program Handbook

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

College of Education
Department of Teaching,
Learning and Professional Development

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

GRADUATE SPECIAL EDUCATION PROGRAM HANDBOOK

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**Table of Contents**

Introduction of Graduate Special Education Program
Advisement Handbook ......................................................... 1

Graduate Special Education Program Philosophy .......................... 2

Program Conceptual Framework Thematic Overview ........................ 3

Professional Standards ............................................................ 8

Graduate Special Education Description .................................... 12

Steps in Completing Degree Requirements .................................. 17

General Information on Graduate School

Appendix

Program, Department, and University Forms
Graduate Special Education Program of Study
Request for Change of Study Program
Request for Advancement to Candidacy
Comprehensive Exam Focused Plan of Study
Introduction

The graduate division of the College of Education and Bowie State University offers a Master of Education in Special Education. The program is accredited by the Council for Exceptional Children, the Maryland State Department of Education, and the National Association for the Accreditation of Teacher Education. Students are required to complete a state-approved 36 hour program of graduate study. The program is designed to prepare the candidate to function as an effective, caring, and collaborative educator.

The advisement handbook was developed to assist candidates in meeting the requirements of their academic program and those of the School of Graduate Studies and Research. Information included in this handbook gives a detailed program description, outlines steps in completing degree requirements, and provides forms frequently requested by candidates. In addition to reading this Handbook, candidates are strongly encouraged to consult regularly (at least once a semester) with their advisor to assure that program and University requirements are being addressed. Additional information can be obtained by reading the Bowie State University Graduate Catalog and visiting the Special Education Taskstream website.
Our program philosophy is rooted in the acceptance of individual differences and life long learning. We believe that all individuals can learn with appropriate instructional accommodations and/or modifications. We believe that individuals’ cultural and ethnic differences should be embraced and respected. We believe in communication and collaboration as a means of fostering positive relationships with students, peers, family and others. We believe in person-first language when discussing individuals with disabilities. We believe that maintaining the focus on the person, not the disability or specific impairment helps create and sustain higher performance expectations. This further reflects an attitude and a belief in the dignity and potential of individuals with disabilities. And finally, we believe that successful special educators conduct themselves as professionals who continually strive to increase their knowledge of teaching and learning for the benefit of all children.
The Bowie State University’s Graduate Program in Special Education centers around four areas of emphasis: Academic Scholar, Reflective Practitioner, Collaborative Educator, and Professional Dispositions. The Graduate Special Education program directly relates to the BSU Conceptual Framework by providing a philosophical foundation of lifelong learning and continued promotion and improvement of the educational systems in which candidates work. The Unit’s Conceptual Framework that guides all educator preparation programs at Bowie State University is built upon solid knowledge-bases that include following primary components:

1.0 ACADEMIC SCHOLAR (Knowledge)

To give candidates a solid knowledge-base that includes subject matter content, knowledge of pedagogy, knowledge of the application of technology as an instructional tool, and knowledge of learners so that candidates can effectively plan and design instruction.

Knowledge of Subject Matter

1. Focus: Strong Foundation in Liberal Arts and subject matter content

Outcome 1.1: Demonstrate competence in subject matter knowledge and design learning experiences that are coherent and meaningful for learners.

Knowledge of Pedagogy

2. Focus: Effective Practitioner

Outcome 1.2: Demonstrate knowledge of general and content-specific instructional strategies, and use knowledge to design instruction and effectively engage learners.

3. Focus: Technological Applications

Outcome 1.3: Demonstrate technological applications to enhance pupil learning and to meet professional needs.

4. Focus: Multiple Forms of Assessment

Outcome 1.4: Show evidence of the use of valid, multiple forms of assessment.

Knowledge of Students and Society

5. Focus: Multicultural and Global Perspectives

Outcome 1.5: Demonstrate knowledge of the learner’s physical, cognitive, emotional and social, and cultural development.

Outcome 1.6: Incorporate multicultural and global perspectives in the school and community.
6. **Focus: Special Populations Perspective**

Outcome 1.7: Demonstrate knowledge of the educational needs of students with physical, intellectual, and emotional disabilities and provide their needs.

2.0 **REFLECTIVE PRACTITIONER (Skills)**

7. **Focus: Field-Based Experiences**

Outcome 2.1: Demonstrate knowledge in teaching and effectively organize and manage the classroom using approaches supported by research, best practice, expert knowledge and student learning needs.

Outcomes 2.2: Reflectively analyze research-based generalizations in school and community settings.

Outcome 2.3: Demonstrate mastery of appropriate academic disciplines and a repertoire of teaching techniques.

Outcome 2.4: Demonstrate an understanding that knowledge of the learner’s physical, cognitive, emotional, and socio-cultural developmental is the basis of effective teaching.

Outcome 2.5: Use valid assessment approaches, both formal and informal, which are age-appropriate and address a variety of developmental needs.

Outcome 2.6: Demonstrate strategies for integrating students with special needs into the regular classroom.

Outcome 2.7: Engage in careful analysis, problem-solving, and reflection in all aspects of teaching and counseling.

Outcome 2.8: Demonstrate an understanding that classrooms and schools are sites of ethical, social and civic activity.

3.0 **COLLABORATIVE EDUCATOR (Skills)**

8. **Focus: Communication and Consultation**

Outcome 3.1: Collaboration with the broad educational community including specialists, parents, businesses, and social service agencies.

Outcome 3.2: Use multi-media and computer-related technologies to collaborate to meet student needs and professional needs.

Outcome 3.3: Incorporate a diversity perspective, which integrates culturally diverse resources including those from the learners’ family and community.

Outcome 3.4: Collaborate within and across the community to promote whole child education.
9. **Focus: Collaborative Researcher & Life Long Learner**

Outcome 3.5: Identify evidence-based research to inform current educational practice

Outcome 3.6: Collaborate with the broader educational community to support and enhance instruction, leadership, and counseling for all children and clients.

Outcome 3.7: Contribute to the restructuring and improvement of education through life long professional development and collaborative partnerships

4.0 PROFESSIONAL DISPOSITIONS

10. **Focus: Personal and Interpersonal Perspective**

Outcome 4.1: Support the norms, standards and values of the educational community.

Outcome 4.2: Show respect for the diversity of learners and serve the needs of all learners to achieve their maximum potential.

Outcome 4.3: Demonstrate positive relationships with colleagues, parents, businesses, and social service agencies.

Outcome 4.4: Present evidence of a commitment of life-long learning.

The program is based on the idea that the effective teacher must be effective, caring, and able to collaborate, reason, reflect, and respond appropriately to the demands of today's diverse community and classroom. The thrust of the program is to prepare teacher candidates to become scholarly, reflective, and effective practitioners who are knowledgeable about student-centered, performance-based assessment and instruction, technological applications in education, and the unique needs of special populations. Our teacher candidates will emerge as skilled decision-makers and active participants in curriculum development and instructional design and modification with global, diverse perspectives and strong interpersonal abilities.
The Council for Exceptional Children (CEC) Code of Ethics and Standards for Professional Practice for Special Educators also guides the knowledge, skills, and dispositions used to guide curricular choices within the Graduate Special Education program. The Maryland Teacher Technology Standards, Maryland Essential Dimensions of Teaching Standards and Interstate New Teachers Assessment and Support Consortium (INTASC) Principles influence the application of standards within the program. These standards require candidates to have solid grounding in content and pedagogy. Successful completion of the courses in the special education certification program ensures that candidates develop the required competencies in content and pedagogy as well as demonstrating attitudes and dispositions deemed essential for all teachers.

Goals established within the Graduate Special Education program are also aligned with the below standards to ensure candidates complete their studies as competitive and knowledgeable educators with solid grounding in content and pedagogy. The use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decision-making. In order to monitor candidate’s continuous progress in meeting the standards, Taskstream, an electronic data based assessment system, is used by the Graduate Special Education program.

Upon completion of the program teacher candidates will be able to perform activities relating to the following standards:

Council for Exceptional Children Standards (CEC):

1. **Standard 1: Foundations**
   Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individuals** with exceptional learning needs. Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

2. **Standard 2: Development and Characteristics of Learners**
Special educators understand that the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

3. Standard 3: Individual Learning Differences
Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

4. Standard 4: Instructional Strategies
Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with Exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to modify learning environments appropriately for individuals with exceptional learning needs. They enhance the learning of critical thinking, problem-solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.

5. Standard 5: Learning Environments and Social Interactions
Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with exceptional learning needs. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs. Special educators help their general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach
them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

6. **Standard 6: Language**
   Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.

7. **Standard 7: Instructional Planning**
   Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special education curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

8. **Standard 8: Assessment**
   Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and
placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate **use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **nonbiased, meaningful assessments and decision-making**.

Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs. Special educators use assessment information to **identify supports and adaptations** required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly **monitor the progress** of individuals with exceptional learning needs in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

9. **Standard 9: Professional and Ethical Practice**

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects** of diversity of individuals with exceptional learning needs and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

10. **Standard 10: Collaboration**

Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with exceptional learning needs. Special educators promote and advocate the learning and well-being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to individuals with exceptional learning needs. Special educators use collaboration to **facilitate the successful transitions** of individuals with exceptional learning needs across settings and services.
Interstate New Teacher Assessment and Support Consortium (INTASC) Model Core Teaching Standards (2011)

Standard #1: Learner Development. The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.
National Educational Technology Standards for Teachers (NETS*T) (2011)

Standard 1: Facilitate and Inspire Student Learning and Creativity Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS.

Standard 3: Model Digital-Age Work and Learning Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

Standard 4: Promote and Model Digital Citizenship and Responsibility Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Standard 5: Engage in Professional Growth and Leadership Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Graduate Special Education Program Description

The Bowie State University Graduate Special Education Program is grounded in the university’s vision of excellence in teaching and learning. The Graduate Special Education Program, leading to a Master of Education in special education with initial certification in Special Education (Grades 1-8), is designed to prepare candidates to be skilled and knowledgeable practitioners who understand reflective and inquiry-based teaching. The Graduate Program in Special Education resides in the Department of Teaching, Learning, and Professional Development in the College of Education. The Graduate Special Education Program is a cross-categorical program and focuses on children or youth with mild and moderate disabilities from elementary through middle school. The program consists of 36 credit hours group sequentially to provide the candidate with a hierarchy of knowledge and
The program provides the candidates with foundation for teaching and management of students with disabilities, based on current knowledge, research, and best practice in the field. The program is based on the notion that all children and youth can achieve. Graduate students learn that instruction is based on on-going assessment data, evidence-based instruction, and high expectations for children and youth are critical to the learning process.

The program is designed to produce teachers who understand the purposes of education as well as the methods and strategies of teaching. Major emphasis is placed on preparing students to reason soundly about their teaching, as well as, performs skillfully. In addition, to develop as professionals beyond the undergraduate level, all candidates are required to join a professional organization whose focus is on individuals with exceptional learning needs.

The program provides the teacher candidate with a foundation for the teaching and management of children and youth with disabilities based on current knowledge, research, and practice in the field. Action research is emphasized to document the efficacy of teaching methodology. The teacher candidate is expected to demonstrate an understanding of children and youth with disabilities relative to their cultural, emotional, social, academic, cognitive, transition from school to adult environment, and physical needs. Teacher candidates become proficient in the use of computer technology, assisted technology and instructional modifications. As an extension of the inclusion model, candidates learn to work collaboratively with other school personnel in an interactive process in order to generate creative solutions to mutually defined problems.

The program focuses on children and youth with mild and moderate disabilities from elementary through middle school (grades 1-8). The program consists of 36 credit hours grouped sequentially to provide the teacher candidate with a hierarchy of knowledge and skills. The program requires three field-based experiences. The first field-based experience occurs in SPED 511 Special Education Perspectives, where students are required to perform 8-12 hours of observation and class-based participation. The second field experience occurs in the form of Practicum I, a semester long full-time school experience which takes places after the candidates completes the first five courses of the program. Practicum II, another semester long full-time school experience, occurs at the end of the program and is the culminating experience in the graduate program. As a certification program in Grades 1-8, the program also requires all
candidates to complete two practicum courses. One practicum course must be in an elementary school while the other is in a middle school.

Admission Requirements

Initial (Unconditional) Admission. All prospective graduate special education candidates who meet initial admission criteria must have completed an undergraduate degree in general with a minimum GPA of 2.5. Candidates must also provide an essay on their philosophy of teaching students with diverse needs and submit passing scores on the Praxis I examination.

Provisional Admission. All prospective graduate special education candidates who receive provisional admission are those with an undergraduate degree outside the field of education and/or GPA below 2.5. The provisionally admitted candidate must achieve a GPA of 3.0 or higher during the probationary period (typically 2-3 courses) for unconditional admission and to continue in the program. Candidates will not be admitted to the program until passing Praxis I scores are on file.

Final Admission. All prospective special education candidates receive full program admission when they have completed all prerequisite coursework, an essay on their philosophy of teaching students with diverse needs and presented passing test scores.

Pre-Program Coursework. All prospective graduate special education candidates whose undergraduate degrees are not in the field of education are required to complete foundation courses. Perquisite coursework usually consists of no more than 5 courses: Human Growth & Development, Foundations of Education, General Psychology, Educational Psychology, and Reading methods.

Degree Requirements

In order to remain in good academic standing, graduate special education master’s candidates must maintain a 3.0 grade point average after being advanced to candidacy between 12-18 credits. If the cumulative average falls below 3.0, the candidate will be placed on academic probation and required to formulate an action plan with their advisor. After completing nine additional hours of work, if the cumulative average returns to the acceptable 3.00 or better, the candidate will be restored to good academic standing. Required courses in which the candidate earns a grade of “F” must be repeated. Grades of A or B are the expected levels of competence in content courses.
The dismissal policy applies to all graduate students: A student whose cumulative grade point average (GPA) falls below 3.0 is placed on academic probation; any student on academic probation is permitted to a maximum of nine credits hours to raise the GPA to 3.0; failure to obtain a 3.0 GPA will result in academic dismissal. The duration of the dismissal is one semester.

Candidates are expected to maintain continuous enrollment until the completion of their program. If the candidate does not receive a leave of absence, they must reapply and are subject to programmatic changes and existing requirements at the time of readmission.

**Advancement to Candidacy.** Advancement to Candidacy is a major step in fulfilling the requirements for the Master of Education in Special Education Degree. Advancement to Candidacy is accomplished by presenting evidence of having an approved program of study, a grade point average of 3.25 and a minimum of 12 semester hours of graduate work. These credits must be taken at Bowie State University and counted toward the degree. Should the required 3.25 average not be attained when 18 credit hours has been earned, Advancement to Candidacy will be denied.

**Program Completion.** To successfully complete the graduate special education, candidates must complete all prerequisites, program coursework, and two practicum, maintain a GPA over 3.0, have no more than one C grade, have no failing grades, successfully complete Praxis II: Special Education Content, meet expectations for professional conduct as described in practicum handbook, and meet competency levels in all areas of practicum evaluation (grade of B or better in each practicum).

**Program Courses**

- SPED 511 Special Education Perspectives 3 credit hours
- SPED 545 Computers and Technology in Special Education 3 credit hours
- SPED 522 Behavioral Interventions and Classroom Management 3 credit hours
- SPED 520 Instructional Methods and Curriculum Planning 3 credit hours
- SPED 649 Partnerships and Lifestyles 3 credit hours
- SPED 615 Practicum I in Special Education *(Summer Only)* 3 credit hours
- SPED 602 Math, Science, and Social Studies Curriculum 3 credit hours
- SPED 626 Language and Reading Development 3 credit hours
Program Goals

Program goals established within the Graduate Special Education program are aligned with the above standards to ensure candidates complete the program as competitive and knowledgeable educators with solid grounding in content and pedagogy. The Bowie State University Graduate Special Education program goals are:

- Demonstrate knowledge and skills related to the philosophical, historical, and legal foundations of special education.
- Demonstrate knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; implications of those individual differences; and the effects of child’s cultural milieu.
- Demonstrate knowledge of formal assessment instruments used for identification of disabilities and of informal assessment, diagnosis, and evaluation procedures (academic, cognitive, communicative, social, emotional, and physical) used for IEP development and ongoing instructional revision. The use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decision-making.
- Demonstrate knowledge and skills of both general and special curriculum necessary to develop instructional content and appropriate practice in response to the individual needs of learners.
- Demonstrate the knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning needs.
- Demonstrate knowledge and skills related to managing student behavior and the support of intercultural and social interaction skill development.
- Demonstrate appropriate communication with parents and student with diverse
backgrounds in order to assist them in becoming active collaborators in an educational partnership.

- Demonstrate knowledge of effective collaborative approaches among professionals, community and family members and particularly between general and special education professionals.
- Exhibit knowledge of the importance of teachers as models of professionalism and ethical practice and demonstrate commitment to developing the highest potential of individuals with exceptional learning needs.
- Design, conduct, analyze and apply various types of research
- Use reflection as a means of judging the effectiveness of their performance.
- Demonstrate knowledge of educational applications of current technology
- Articulate problems and issues that cut across cultural, economic, political boundaries, and describe the ways that ecological, cultural, economic, political and technological systems are interconnected. Students will also identify the differences and commonalities that exist in various global perspectives and the ways they shape education.

STEPS TO COMPLETE GRADUATE SPECIAL EDUCATION DEGREE REQUIREMENTS

Please date each step as you complete it in order to keep track of your progress.

1. File an application for admission to the graduate special education.
2. Have your college/university send official transcripts to the Admission Office of the Graduate School.
3. Send three letters of recommendation and write a two page essay on your philosophy of teaching students with diverse learning and cultural needs.
4. Read Graduate Special Education Program description and requirements found at www.bowiestate.edu
5. Upon admission to the program make an appointment with your assigned Advisor to establish an approved program of study.
6. Purchase access to the College of Education evaluation system Taskstream at www.taskstream.com or Bowie State Bookstore.
7. Submit Praxis I and II scores along with key assignments to Taskstream. Key assignments are designated in the Graduate
8. Apply for Advancement to Candidacy after completion of the 18 credits in your approved program with a GPA of 3.25 or better (See Advisor).

9. Complete Advancement to Candidacy Form (See Advisor).

10. Register for Graduate Comprehensive Examination course after completion of 27-30 program credits.

11. Attend an Orientation to Comprehension Examination preparation session scheduled each semester. For date and time see online Schedule of Classes. Consult your advisor for additional information. (Note: Small study groups are recommended as you prepare for the exam.)

12. Successful completion of the Comprehensive Examination is required prior to enrollment in SPED 716 Practicum II in Special Education and SPED 730 Seminar in Special Education.

13. See your Advisor one semester prior to enrolling in a practicum class.

14. Complete two 15 week practicums, first one after 15 credit hours of the program and final one after 27-30 credit hours.

15. Submit Praxis II scores to Transition II on Taskstream Graduate Special Education. You must pass Praxis II before you can graduate.

16. Prepare a research/seminar paper consistent with SPED 730 Seminar in Special Education guidelines.

17. Complete graduation application.

18. Complete exit survey (See your advisor).
GENERAL INFORMATION ON GRADUATE SCHOOL

Applicants must hold a bachelor’s degree from a regionally accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0 point scale). Applicants with a cumulative grade point average between 2.0 and 2.49 may be granted conditional admission. Conditional admission will be removed with the attainment of a cumulative grade point average of 3.0 or better after the completion of the first nine graduate credit hours. Applicants who have admissions material outstanding may be granted provisional admission if it is determined that he/she meets the admissions requirements for the graduate degree program. This determination will be made by the degree program or its designee. Full admission will be granted upon receipt of missing or incomplete admissions material by the Office of Graduate Admissions. If the provisionally admitted student does not have missing or incomplete admissions material submitted by the last day of classes of the semester in which provisional admission was made, the students will not be allowed to continue in the graduate degree program. Program requirements for admission vary by program and/or department (see program information).

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

Semester Deadline Date
Fall April 1st
Spring November 1st
Summer April 1st

Review the specific admission requirements for the Graduate Special Education program.
Send the application and all required materials to:
Office of Graduate Admissions
Henry Administration Building
Bowie State University
14000 Jericho Park Road
Bowie, Maryland 20715-9465

Residency Requirements

VIII-2.70 POLICY ON STUDENT CLASSIFICATION FOR ADMISSION AND TUITION PURPOSES
(Approved by the Board of Regents August 28, 1990; Amended July 10, 1998; Amended November 27, 2000; Amended April 11, 2003; Amended June 23, 2006, Amended February 15, 2008)

Transfer Credits
Graduate credits from other institutions are transferable under the following conditions:

1. Courses accepted for transfer must have been earned at a college or university that is accredited by a regional accrediting body authorized by the U.S. Department of Education.
2. Courses for transfer have to be designated as graduate level courses by the institution at which it was taken. Courses offered as a workshop or as continuing education at other institutions and are not designated as a graduate level course are not acceptable for transfer.
3. Twelve credits may be transferred into Master of Education programs, Counseling Psychology programs (Eclectic and Adlerian), and Human Resource Development. No more than six credits may be transferred into all other programs.
4. The courses for which transfer is sought must have been completed with a grade of "B" or better and must be relevant to courses and degree requirements offered in the degree program to be pursued by the student. A course accepted for transfer credit can only be viable for use to satisfy program requirements seven years from the date of completion. The seven years will include the date on which the masters degree program in which the student enrolls at Bowie will be completed. A representative of the graduate degree program makes the decision on the transferability of a course.
5. Transfer of credits into a degree program may not be used to offset required practicum or seminar courses.
6. Credits used to satisfy the requirements for one master's degree may not be used for satisfying the requirements of another master's degree.
7. Credits are not to be used for two degrees at either the graduate or the undergraduate level.

**Taking Courses at Another Institution**
Students admitted to a graduate program who wish to pursue a course(s) at another college or university and apply the credit towards a graduate degree at Bowie State University must:

1. Complete a Request For Permission to Pursue a Course at Another College/University form and attach a copy of the course description from the other institution.
2. Obtain the Advisor’s approval and signature on the Request Form.
3. Submit the request form to the Graduate Dean for approval.

The approved request form will serve in place of a Change of Program form.

**Continuous Enrollment**
Should there be a lapse of two academic semesters, excluding summer school or the mini-semester, during which graduate courses are not taken, the student must file a Readmission Application. Readmit applications may be secured from the Bowie State University website or the Office of the Graduate Admissions and should be submitted at least two weeks prior to registration. Readmission is only processed at the beginning of the semester. Students returning to school during the second 8-week session must also submit the Readmission Application at the beginning of the semester.

**Independent Study Policy**
Students who desire a course on an Independent Study basis must secure an Independent Study Request Form from the Graduate Office or the Bowie State University website. The completed form must be returned to the Graduate Studies Office. The student’s advisor, the department chairperson, the Independent Study faculty supervisor and the Graduate Dean must sign the Independent Study Request form. A copy of the form will be placed in the student's permanent file in the Registrar's Office; a copy will be kept on file in the Graduate Studies Office; the faculty advisor will keep a copy and the student will retain a copy.

The requirements for the experience shall be specified in writing. The student must satisfy all requirements normally demanded in a regular semester. Students
are limited to a maximum of three (3) credit hours on an independent study basis.

Veterans Benefits
Veterans follow the same procedure in paying bills as do other students. The Veterans Administration makes reimbursements after students have registered for courses. Veterans claiming benefits must have an approved program to be eligible for benefits.

Auditing
Courses may be audited by registering and paying the regular class fee. Auditing students are not required to take examinations or to submit other requirements of the class. Students who register for credit cannot change to audit status and students who register for audit cannot change to credit status.

Degree Requirements

Graduate Comprehensive/Qualifying Examination

Candidates for a graduate degree must pass a written comprehensive/qualifying examination unless otherwise specified by the degree program. The Graduate School is responsible for the administration of the Comprehensive Examination. The Comprehensive Examination may not be taken before the student has completed the minimum graduate credit hours required for the program, including all prerequisite courses. Students enrolled in coursework that will result in the completion of the minimum credit hour requirement may, with the permission of the graduate advisor, be allowed to take the Comprehensive Examination during the same semester. Students must be advanced to candidacy. Master of Education and Counseling students must have successfully completed or must be currently enrolled in EDUC 706 or ESAS 706 Introduction to Research before taking the Comprehensive Examination. All students registering for a concluding seminar must have first passed the written Comprehensive Examination. The Graduate School will administer the Comprehensive Examination three times each year: the Fall semester and the Spring semester. Students are eligible to take the written comprehensive twice. In the event that a student fails the examination twice, he/she may take it a third and final time after the student has: a) met with his/her advisor to develop a plan to prepare the student for re-taking the exam and b) completed the prescribed plan to the satisfaction of the advisor.
The plan will be submitted to Graduate Studies Office on the *Focused Plan of Study* form once the student and advisor agree to the terms of the plan. A form signed by the advisor will be submitted to Graduate Studies Office once the terms of the plan have been satisfied and the advisor believes the student is prepared to retake the Comprehensive Examination. *Completion of the plan does not guarantee a successful outcome on the retaking of the Comprehensive Examination.* The plan only insures that the program has provided the student with additional assistance in preparing to take the examination. The student’s advisor will notify Graduate Studies, in writing, when the student is eligible to retake the graduate Comprehensive Examination for the third and final time.

**Thesis and Research Paper**
All candidates for the master's degree are required to present a research paper/project. Students should consult with their advisors for specific details. If the research involves human subjects, the *Institution Review Board’s* (IRB) policies must be followed. The student should consult the Graduate Student Handbook for specific policies, procedures, and guidelines. Students in certain programs who choose to write a thesis will elect the Plan II program of study. The student will register for six hours of thesis. A file of abstracts of thesis will be maintained.

**FINANCIAL INFORMATION**

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

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

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

Withdrawals and Refunds
Students wishing to receive a course refund are responsible for officially withdrawing. Withdrawal procedures begin in the Office of the Registrar. The date the withdrawal is received determines the amount of refund. Students withdrawing from the University after completing registration are not entitled to the refund of any fees. Refunds for all courses offered whether 16-week, 8-week, weekend or workshop format shall be awarded based upon a schedule established by the Office of Student Accounts for each semester.

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

To be eligible, the student must:
1. Enroll in a minimum of nine (9) graduate credits each semester of the assistantship;
2. Enroll in less than 13 graduate credits per semester;
3. Maintain a minimum GPA of 3.0.

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

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

Support Services for Students with Disabilities

The Office of Disability Support Services is responsible for advocating on behalf of students with disabilities. Information is available from the Office of Disability Support Services located in the Student Advisement Center.

Housing and Residence Life

On campus housing for graduate students is available. Interested students may obtain housing information from the Office of Housing and Residence Life.

Graduate Student Association

The Graduate Student Association (GSA) invites graduate student involvement in the campus academic community. The GSA acts as an official liaison to communicate graduate student concerns to the Graduate Dean.

Career and Cooperative Education Services

Career and Cooperative Education Services provides programs and services to prepare students for meaningful careers and successful entry into the work place. Cooperative Education opportunities, programs and seminars are provided, allowing students to develop skills and prepare for careers in business, government and education. The programs and services are: career outreach programs and employment fairs; campus recruitment programs; internships; career library; career counseling; graduate/professional school counseling; employment opportunities; and workshops/seminars.

Academic Policies and Procedures Standard of Academic Conduct

Bowie State University expects students to maintain high standards of conduct and scholarship. Thus, students are expected to conform to strict standards of academic honesty in all aspects of graduate studies. Students guilty of academic misconduct are subject to severe penalties ranging from failure of the assignment to failure in the course, suspension from the program or the University or, in extreme cases, dismissal from the University.

Policy on Plagiarism

1. Plagiarism is the act of representing another’s idea, words, or information as one’s own.

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

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

Procedure:
I. Faculty members are required to deal directly with any academic infractions. Actions taken must reflect the seriousness of the infractions and could range from a verbal warning, administrative withdrawal, an assigned grade of “F” for the course, to dismissal from the University.

II. In cases where the faculty member feels that the infraction was severe enough to pose a stiffer penalty, the case can be submitted to the dean of the school in which the course is offered for possible academic suspension or dismissal from the University.

III. Likewise, students may submit a written appeal to the dean disputing alleged infractions.

IV. In either case, the dean may arrange a hearing with individuals (faculty members from another department and student from the Judicial Board) to evaluate the appeal.

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

Notification of Graduation Status
A status sheet is issued to each degree-seeking student during the semester in which he/she registers for the Comprehensive Examination. The status sheet lists all remaining or outstanding requirements necessary for the completion of the degree.

**Time Limitation**

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

**Re-entry to a Degree Program after Lapse of Time Limitation**

For readmission to a degree program after the seven-year period for completion of the degree has elapsed, the student's records are evaluated and admission may be granted under current university policy and degree requirements. Courses are not necessarily repeated and may be replaced with additional courses approved by the advisor.

**Program of Study**

Degree and certificate students must follow a program of study approved by the graduate advisor, the College Dean and the Graduate Dean. The program of study should be prepared before the student begins his/her first semester of classes. The student’s program of study is to be documented by completing the **Program of Study** form. Courses taken prior to submitting the program of study at other institutions that will serve as transfer courses are included with approval by the graduate advisor. The completed **Program of Study** will be filed in the student’s permanent file in the Office of the Registrar.

**Change of Program**

A student who has a program of study approved by an advisor may deviate from this program only with the written approval of the advisor and the Graduate Dean. A student wishing to alter
the program may obtain a *Change of Program* form from the Graduate School Office or the Bowie State University website.

**Advancement to Candidacy**
Advancement to Candidacy is a major step in fulfilling the requirements for the Master’s Degree. Advancement to Candidacy is accomplished by presenting evidence of having an approved program of study, a grade point average of 3.25 and a minimum of 12 semester hours of graduate work. These credits must be taken at Bowie State University and count toward the degree. Should the required 3.25 average not be attained when a maximum of 18 credit hours has been earned, Advancement to Candidacy will be denied. Each graduate program may have additional requirements for Advancement to Candidacy that students are required to complete. Additional requirements will be included in the section of the catalog for each program. Students must be advanced to candidacy before taking the Comprehensive Examination, Seminar or Practicum.

**Procedure:**
I. A student must apply for Advancement to Candidacy by completing the Request for Advancement to Candidacy form and submitting it to the Office of the Registrar. The form can be filed once the student has taken 12 credits of coursework but must be completed before 18 credits are earned.
II. The Graduate Records Coordinator will review the student’s records to assess academic progress.
III. If the student has met the requirements for advancement, the student will be advanced and the student information system, PeopleSoft, will be updated to reflect so.
IV. If the student is not advanced, the Graduate School will correspond with the student to direct him/her to the advisor to develop a plan to follow in order to achieve advancement.

**Course Load**
A student who registers for nine (9) graduate semester hours is considered to be a full-time student. Students who register for fewer hours are designated as part-time. A student may pursue up to 12 credit hours in a semester. If a graduate student would like to take more than 12 credit hours approval must be obtained from the Graduate Studies Office. Six credit hours are the maximum number that may be taken in one summer session.
**Standards of Academic Work**

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

**Grading Criteria**

A grade of “A” represents superior academic performance: 1. The student demonstrates critical, analytical, and applied understanding of the subject matter in excellent written and oral form. 2. The student regularly contributes substantive knowledge and appropriate discussion to the class experience.

A grade of “B” represents good academic performance:

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

A grade of “C” represents the minimal acceptable academic performance:

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

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

A student who withdraws from a course after the tenth week of the semester will receive a grade of “F” unless special permission is granted for withdrawal without penalty. Students taking 8-week courses will receive a grade of “F” after the fifth week of class unless special permission is granted for withdrawal without penalty.
A student may repeat a course to raise a grade of “B”, “C” or “F.” Only the higher grade received for a course will be counted in the student's cumulative grade point average.

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

**Appeal System**

Students desiring to ask for an exception to the requirements a College should address appeals to the Dean of the respective College. Students appealing a failing grade on the Comprehensive Examination should address the request to the Graduate Dean. Such appeals must be filed within 30 days of the notification letter. Upon receipt of such an appeal, the Graduate Dean will identify a new group of readers from the student's area of concentration to review the examination. Results of the appeal reading shall be final. Students with grievances concerning other matters, including course grades, should address the appeals to the Graduate Dean, after exhausting all remedies available in the originating College. Such appeals must be filed no later than mid-semester following the semester in which the alleged offense occurred.

**Dismissal Policy**

The following dismissal policy applies to graduate students: A student whose cumulative grade point average (GPA) falls below 3.0 is placed on academic probation; any student on academic probation is permitted to take a maximum of nine (9) credit hours to raise the GPA to 3.0; failure to obtain a 3.0 GPA will result in academic dismissal. The duration of the dismissal is one (1) semester; the period of dismissal for a graduate nursing student is one (1) year. Courses taken at other institutions during the dismissal period cannot be transferred to Bowie State University. In order to be considered for readmission, the student must petition the Graduate Dean. The seven (7) year time limitation for degree completion shall include the period of dismissal. A student dismissed for academic dishonesty may not reapply.

**Advisement**

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

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

**Steps in Completing Degree Requirements**

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

<table>
<thead>
<tr>
<th>Name:</th>
<th>Student ID:</th>
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<tbody>
<tr>
<td>Address:</td>
<td>Enrollment Date:</td>
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<tr>
<td>Program:</td>
<td>Special Education</td>
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<tr>
<td>Concentration:</td>
<td>Mild-Moderate Disabilities</td>
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<tr>
<td>Advisor:</td>
<td>Dr. Thelon Bryd</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:tbyrd@bowiestate.edu">tbyrd@bowiestate.edu</a></td>
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### Transfer Courses
(An official transcript(s) must be on file with the Office of the Registrar. A copy of the transcript(s) must be attached to this form)

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Institution</th>
<th>Credits</th>
<th>Semester/Year</th>
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### Prerequisites

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<tr>
<th>Course #</th>
<th>Course Title</th>
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<tr>
<td>EDUC</td>
<td>Principles of Techniques of Reading Instruction</td>
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| Dept. | Course # | Course Title | Credits |
|------------------|------------------|------------------|
| 1 | SPED 511 | Special Education Perspectives | 3 |
| 2 | SPED 545 | Computers & Technology in Special Education | 3 |
| 3 | SPED 522 | Behavioral Intervention & Classroom Management | 3 |
| 4 | SPED 520 | Instructional Methods & Curriculum Planning | 3 |
| 5 | SPED 549 | Partnerships & Lifestyles | 3 |
| 6 | SPED 615 | Practicum I in Special Education | 3 |
| 7 | SPED 602 | Math, Science & Social Studies Curriculum | 3 |
| 8 | SPED 626 | Language & Reading Development | 3 |
| 9 | SPED 629 | Interdisciplinary Team: Assessment, Communication & Intervention | 3 |
| 10 | SPED 706 | Instruction to Research | 3 |
| 11 | SPED 730 | Seminar in Special Education | 3 |
| 12 | SPED 715 | Practicum II Special Education | 3 |

**Advancement to Candidacy**  
A grade point average of 3.25 or better has to be attained when a student has between 12-18 credit hours.

Expiration Date: ________________

### Signatures

**Student:** ___________________________  
Date: ___________________________

**Advisor:** ___________________________  
Date: ___________________________

**College Dean:** ___________________________  
Date: ___________________________

**Graduate School Dean:** ___________________________  
Date: ___________________________
Request for Change of Study Program

Name: ________________________________  Student ID: ____________

Address: ______________________________  Enrollment Date: ____________

____________________________________  Program: _________________

Telephone: ____________________________  Subplan: ________________

____________________________________  Advisor: ________________

Courses to DELETE from the approved Program of Study

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<thead>
<tr>
<th>COURSE #</th>
<th>COURSE TITLE</th>
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Courses to ADD to the Program of Study

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<th>CREDITS</th>
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Signatures:
Student __________________ Date __________________ Advisor __________________ Date ______________

Approved: ______
Disapproved: ______  Graduate School Dean __________________ Date __________________

Comments:
_______________________________________________________________________________
_______________________________________________________________________________
REQUEST FOR ADVANCEMENT TO CANDIDACY

If you have completed at least twelve (12) graduate hours at Bowie State University; have an approved Program of Study, and have at least a 3.25 Grade Point Average (GPA), complete this form and return it to the Graduate School Office in person or fax it to 301-860-3414.

Date: ___________________________ Student ID: _______________

Name: __________________________________________________________________

Last Name               First Name               MI

Address: ____________________________________________

_________________________________________________________________________

Home Telephone: ________________ Work Telephone:______________________

Advisor: __________________________

Major: __________________________ Concentration: ________________________

You must request and receive Advancement to Candidacy to be eligible to take the Comprehensive Examination. Advancement should be requested NO LATER than the completion of eighteen (18) graduate hours earned at Bowie State University.
Students are eligible to attempt the comprehensive examination twice. In the event that a student fails the examination twice, he/she may take it a third and final time after the student has: a) met with his/her advisor to develop a plan to prepare the student for re-taking the exam, and b) completed the prescribed plan to the satisfaction of the advisor. The student’s advisor will notify the Graduate School Dean when the student is eligible to re-take the comprehensive examination. (See the Graduate School Catalog 2009, p. 57.)

This form is used to document a plan of action for a student who has failed the Comprehensive Examination twice. The completed form must be submitted to the Graduate School. Once the student has completed the required action to the satisfaction of the advisor, he/she may sit for the Comprehensive Examination.

In no way does this process guarantee the successful completion of the Comprehensive Examination by the student. This process is to ensure the student has taken the necessary steps to prepare for the third and final attempt to satisfy the Comprehensive Examination requirement.

Name of Student: ___________________________ Student ID: ______________________

Advisor: ______________________ Program: _________________________________

Plan to prepare the student for re-taking the examination:

Courses to re-take (if applicable):

Timetable for the completion of this plan:

Projected date for taking the Comprehensive Examination: _______________________________

Authorization

Student: ________________________ Advisor: _________________________________

Advisor (Upon completion of Plan): ______________________ Date: __________________

The original document with original signatures is to be sent to the Graduate School once the plan has been completed. A copy of this form is to be retained by the advisor. Forms submitted to the Graduate School should be typed or legibly printed in black ink.