

Bowie State University



GRADUATE SCHOOL STRATEGIC PLAN

2012 - 2017

&

The Role of Graduate School at BSU

October 15, 2012

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Dean's Message



Bowie State University Graduate School has been offering graduate level programs since 1970. We began with a Master of Education in Elementary Education and for over the past 40 years, we have received approval for about 19 master's degree programs, 10 graduate certificates, and 2 doctoral programs. We have a diverse offering that assists our students in exploring many educational and career paths. We encourage our students to learn as much about our other programs beyond the ones they have chosen in order to ensure that they explore interests in a diverse perspective as they navigate the terrain of their various graduate academic pursuits.

This five year Strategic Plan will assist the graduate school in maintaining focus and serve as a road map in the advancement of graduate school objectives to accomplish Bowie State University's mission of sustaining institutional excellence and academic distinction.

As we continue to provide rigorous and quality academic programs to our students through teaching and scholarship, we also direct them towards the promotion of academic excellence and success in a diverse environment.

This strategic plan has been designed as an open and ongoing process to emphasize great opportunities in shaping the professional future for our students and the entire Bowie State University community.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. Nwokefor'.

Cosmas U. Nwokefor, Ph.D.
Dean

Brief History

The history of Bowie State University, which was started on January 9, 1865 by the Baltimore Association for the Moral and Educational Improvement of Colored People, was geared towards the provision of education for freed Negro children in Maryland. From the date of the institution's inception up until 1969, the programs continued to evolve until 1970 when the institution was granted its first graduate degree program in Education. In 1975, five years after the Master of Education program was granted, the Board of Trustees approved the establishment of the Adler-Dreikurs Institute of Human Relations.

As the institution continued to grow, its status was elevated from Bowie State College to a full-fledged university on July 1, 1988. This milestone reflects a significant growth in the institution's programs, enrollment, and service to the local area. Bowie State University's status change in 1988 granted her membership to the newly formed University System of Maryland. From 1995, when the institution won an 11-year, \$27 million award from the National Aeronautics and Space Administration (NASA) through 2012, Bowie State University has witnessed more than 50 years of successive NCATE accreditation in addition to other programs' successes in their various accreditation reviews and in meeting Middle State Accreditation standards.

All of these monumental accomplishments have significantly impacted the graduate program at Bowie State University. We continue to maintain a diverse standard in producing leaders in teacher education, nursing, computer science, applied and computational mathematics, school counseling, counseling psychology, mental health counseling, communications, English, business administration, public administration, management information systems, and human resource development.

Currently, as the advent of modern technology defines what we do in various sectors of society, our graduate programs have taken a considerably broad turn in curricula development to include various elements of technological changes. These include amendments to our course contents to prepare a capable and technology-savvy group of future professionals who will successfully compete in the job market.

Graduate Programs at Bowie State University have continued to grow with a total of nineteen (19) master's degree programs, ten (10) graduate certificate programs, and two (2) doctoral programs in Educational Leadership (Doctor of Education - Ed.D.) and Computer Science (Doctor of Applied Science in Computer Science - DAS).

The Process of Planning: An Integrative Approach

The Bowie State University Academic Affairs unit, under the leadership of the Chief Academic Officer and the Provost and Vice President for Academic Affairs, integrates a planning approach which is tied with the budgeting process. Each year, the Academic Affairs unit identifies priorities that should be accomplished by its various colleges including the graduate school. The academic deans and the graduate dean prepare their priorities, which are directly related to the identified priorities by the Provost. These priorities determine how resources are allocated to the colleges and the graduate school for a specific fiscal year operation.

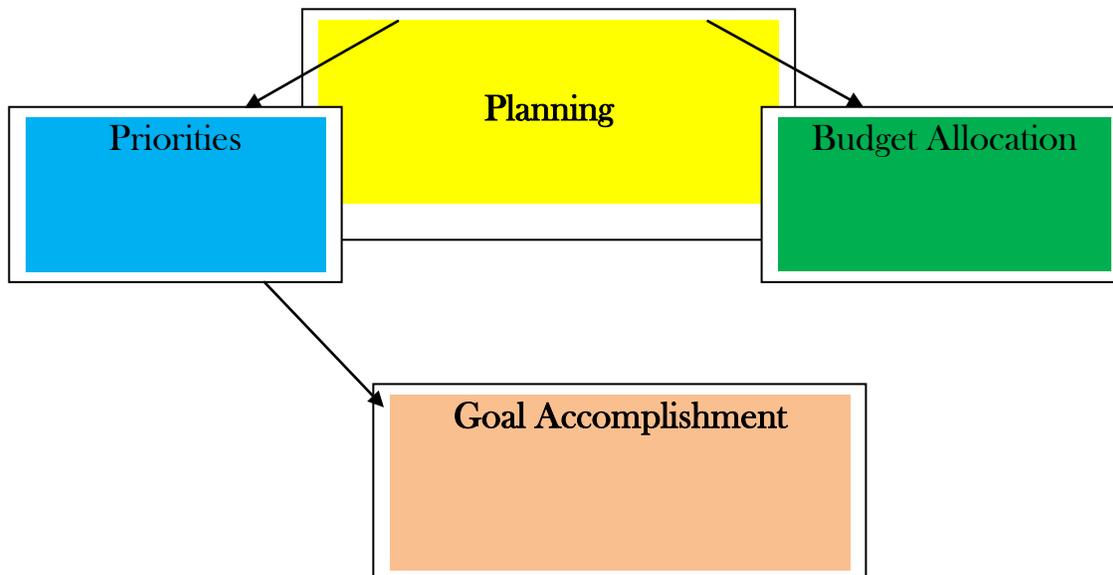
Planning is a basic management function involving formulation of one or more detailed plans to achieve the optimum balance of needs or demands with the available resources. The planning process: (1) identifies the goals or objectives to be achieved, (2) formulates strategies to achieve them, (3) arranges or creates the means required, and (4) implements, directs, and monitors all steps in their proper sequence.

Planning as described, therefore, is an organizational value that is structured, democratic, cyclical and most of all, data driven. It is based on the identified priorities whose parameters are set to measure operational indices each fiscal year and which support budgetary allocations.

It is based on the planning of each fiscal year's operational system that an annual review of BSU's vision/ mission statements, goals/objectives, and priorities are gauged. This determines if the institution is moving forward in the accomplishment of its set goals.

See chart below

Planning Flow Chart



Environmental Trends to Graduate Education

Graduate education has continued to grow even at this time of economic tailspin across the nation, which has significantly impacted both enrollment and the desire to retrain. In view of the history of graduate education at BSU, the structure, demography, uncertainties in the workforce, budgetary issues, technological challenges, and the need for faculty seem to have contributed immeasurably to the actual growth and retention of graduate students in the institution.

The Structure of Graduate School

The structure of Graduate School at Bowie State University is such that it coordinates the development, implementation, monitoring, and enforcement of graduate policies. It interfaces with each college to insure that policies reflect needs. In the graduate school structure, all the course contents are housed in the various colleges and the faculty members are also housed in their respective units. The graduate program coordinators serve on the graduate council as the policymaking and advisory body to the Graduate Dean in the consideration of all program matters, degree regulations, and procedures at the graduate level. Detailed information on the structure of the graduate school and its relevant policies can be found in the Graduate Catalog and Graduate School Handbook.

Demographic Trends

The shift in demographic trends has affected graduate education tremendously in the state of Maryland because the impact of downsizing in various organizations and businesses including the government has resulted in the retraining of the workforce. Since the period of the most recent economic meltdown, which has caused a significant percentage of the workforce to lose its jobs, there is a common belief that the majority of this workforce that has a bachelor's diploma will return to the classroom for a graduate degree to better itself for the workforce should the situation improve. In consideration of the entry requirements for some better professional jobs, a graduate degree puts a worker in a much more advantageous position to be hired. In addition, the cost of living continues to rise and promotion in most positions at work requires both experience and advanced credentials. The demographic shift observed was as a result of the need to satisfy requirements to attain a much better position in the workplace and the result of the economic tailspin. This shift has substantially contributed to an influx of students seeking to acquire a graduate degree.

Uncertainties in the Workforce

The rising pursuit of a professional work position in various organizations and government agencies has created a shift in the type of job-seekers and the credentials they bring to the workplace. A rapid change in job requirements and the needs of employers places a premium on workers with graduate degrees. Many job positions in today's technology-driven economy, most

importantly in the state of Maryland, may require an advanced skill or training beyond a bachelor's degree. These requirements, in either the entry job positions or for a promotion from one job position to another, have resulted in uncertainties in various organizations or government agencies, thereby making it necessary for those presently occupying positions in the workplace without a graduate degree to complete retraining or a graduate degree to better their chances of being promoted or even keeping their jobs.

Budgetary Issues

The State of Maryland has experienced reductions in financial support for higher education as a result of the economic meltdown. As a result of this recession, which has significantly impacted State revenues, the general fund support for all State colleges and universities have significantly declined. In some instances, federal funding has been significantly affected as a result of the economic recession. This has impacted the funding of most research activities conducted by some of the Maryland institutions that receive large amounts of money from federal sources. The funding challenges have had both short and long-term effects on resource allocation to graduate education at BSU. They have also hampered the hiring of the qualified professionals to address the lack of faculty available to teach graduate courses.

Technological Challenges

Distance learning and on-line education has developed significantly on a global scale. It is the driving force in most graduate education programs. In the state of Maryland, between 1997 and 2012, the number of credit hour courses offered by on-line processes has significantly increased. Statistics have shown that due to students' choices and lifestyle demands, taking on-line courses in the comfort of their homes after a day's job, is not only popular but also the best option. In order to remain competitive with our sister institutions, an on-line learning capacity should be incorporated into our teaching and learning portal.

Faculty Need

In order to address most of the lapses in graduate education at BSU, there is an urgent need for faculty in all the program areas. Large class size has impacted the quality of content materials disseminated by faculty to students. In the state of Maryland, like other states, a critical shortage of teachers has continued to pose significant challenges. Graduate education at BSU requires considerable support in the area of hiring new faculty to mediate these shortfalls, especially in the areas of counseling, nursing, education, computer science, communications, and business.

The Graduate School Environment

The Graduate School at Bowie State University, if given the adequate funding and other needed economic and corporate backing, would become one of the top-rated graduate schools in the state of Maryland.

Major Competitors (On-Campus Programs)

Coppin State University, Morgan State University, Towson University, University of Maryland Eastern Shore, Salisbury University, Howard University, and Virginia State University.

Major Competitors (On-Line)

University of Maryland University College, Strayer University, and University of Phoenix.

Strengths

- Graduate education at Bowie State University is affordable, accessible, and offers excellent educational opportunities to all continuing and prospective graduate students in the region.
- The Graduate School is student-centered with a friendly, supportive, and comfortable campus environment.
- The Graduate School programs have a committed, culturally and ethnically diverse faculty and staff, with expertise in teaching and nurturing traditional and non-traditional students.
- Full-time faculty teaches the majority of the Graduate courses and offers a variety of services to the School and the larger Bowie State University community.
- The Graduate School's established relationships with the Council of Graduate School (CGS), University System of Maryland's Graduate Deans, Council of Historically Black Graduate Schools (CHBGS), and the Southeastern Council of Graduate Schools, promote the development of interdisciplinary programs and research activities.
- The Graduate Assistantship awarded to merited students promotes an established collaborative relationship with the various graduate program units on campus. It gives

the students a greater opportunity to complete their programs and at the same time hone skills necessary to advance to their future careers.

- Promotes a committed Graduate Assistantship council that meets monthly to discuss issues of importance to the GA's as well as meet and confer with the university administration.
- Provides opportunities in research and scholarship, as well as a strong link to produce advanced professionals for the growing Maryland and international markets. The two doctoral programs in Educational Leadership and Computer Science substantially increase the level of research and scholarship among graduate students.
- The Graduate School maintains a very viable Graduate Students' Association (GSA) that is visible on campus and promotes efficient and effective communications between the University administration and the graduate students.

Challenges

- To develop a plan for the growth of the Graduate School that would anticipate the rising cost of providing an affordable, quality graduate education in a convenient academic setting.
- The increase in the Graduate School Assistantship program budget to attract and retain outstanding graduate students.
- To significantly enhance the University's ability through budgeting, to support the hiring of qualified faculty to cut down on graduate courses' class sizes.
- To maintain a Graduate School that effectively and efficiently facilitates graduate education, supports graduate programs, encourages scholarship, promotes grant driven projects and research implementation, and assures graduate program quality.
- To significantly allocate resources in the graduate school budget to support graduate students' scholarships and conference participation.

Opportunities

- Bowie State University's strengths in teacher education, organizational communications, counseling, computer science and technology provide a strong

foundation for significantly increasing funding and expanding corporate relationships that would also impact the Graduate School positively.

- Multimedia technology represents an opportunity to develop new and effective ways of learning at the graduate education level.
- The University's readiness to increase the number of partnerships with industry, research institutions and enterprises, alumni, philanthropic organizations, and national societies, and to build a broader base of financial support with individual contributors would have a significant impact on graduate education.
- The University's rich history with education and computer science programs provides the opportunities to help the State of Maryland meet the K-12 needs in teacher education, management information systems, and technology.
- The Graduate School's international student and faculty population provide a strong basis for many partnership opportunities in the international phase.

Threats

- Reductions in funding for Higher Education in the state of Maryland would significantly impact the University's ability to provide resources needed to fund graduate education.
- The loss of prominent faculty and outstanding staff would reduce the University's Graduate program progress.
- Competition from both public and private institutions on campus-based and on-line graduate programs could impact significantly the size of the graduate students' population

Vision

The Graduate School at Bowie State University will provide its diverse graduate student population with a varied course of study that ensures a broad scope of knowledge and understanding deeply rooted in expanded research activities. In keeping with its growth in teacher education and computer science/technology, business, organizational communications, and counseling, the

Graduate School at BSU will become the premier educational portal to prepare future teachers and management information systems experts. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the Graduate School will be recognized statewide as a model of excellence in higher education.

Mission

Bowie State University Graduate School provides high-quality and affordable educational opportunities at the master's, and doctoral levels for a diverse student population of Marylanders and the global community. Building on the legacy of the institution as the state's oldest historically black institution, the Graduate School's nineteen masters' and two doctoral programs are designed to broaden the knowledge base and skill set of our graduate students across disciplines and to enable them to think critically, value diversity, become effective and socially responsible leaders, function competently in a highly technical world, and pursue high level professional careers.

In keeping with Bowie State University's commitment to growth and academic integrity, the Graduate school is also committed to increasing the number of students who earn graduate degrees in all disciplines, with special focus on business, communications, computer science, counseling, computational mathematics, education, English, nursing, information technology, management information systems, and public administration.

Graduate School Goals and Objectives

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

Objective 1: Improve Academic Programs

- Metric:* Develop a plan to change the graduate students' grading system to include + and seek complete approval both at the academic standard committee and faculty senate levels;
- Metric:* Develop a plan for Graduate Programs assessment by reviewing and updating programs;
- Metric:* Planning will begin during the 2013 fall semester with the initial programs targeted in the plan. The first review will be completed by June 30, 2014;
- Metric:* Publication and distribution of 2012-2014 Graduate Catalog in hardcopies, compact discs (CD's), and uploading to graduate webpage;
- Metric:* A comprehensive revision of the graduate assistantship program application, guideline, and procedure handbook which will be uploaded to the graduate webpage;
- Metric:* A comprehensive calendar of graduate school events and program activities will be produced and published in the catalog and uploaded to the graduate webpage;
- Metric:* Provide a seminar to graduate coordinators and students on thesis/dissertation writing models and the submission of application to the Institutional Review Board (IRB);
- Metric:* Collaborate with the department of computer science and educational leadership in planning a seminar on "writing a publishable dissertation across disciplines" with a concentration on STEM and Research Areas.

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

**Objective 2: Improve and enhance the marketing and recruitment efforts for
graduate students**

Metric: The creation of products/deliverables and marketing needs to assist in the recruitment of graduate students;

Metric: Develop a mailing/contact list/profile of graduate students according to their respective programs. The list will continue to evolve and grow over time;

Objective 3: Enhance University-wide retention efforts

Metric: Implement a Graduate Student Tracking System (GSTS). System will be piloted in the fall of 2013. Assessment of system with report on effectiveness will be provided after the pilot program;

Metric: Upload all required graduate school forms on the graduate website.

Goal 3. Promote regional economic and workforce development

**Objective 4: Increase University initiatives and expand the role of the School of
Business, Graduate School, and Continuing Education**

Metric: Encourage graduate coordinators to propose academic programs to be offered at the University System of Maryland Shady Grove Center;

Metric: Submit to the Office of the Provost, a comprehensive

job description of the staff in the Office of Graduate School which provides a refined structure, vision, mission, goals, and objectives.

Goal 4. Increase the University's external funding

Objective 5: Search for federal, state and other grant funding opportunities

Metric: Work with graduate program coordinators and faculty who teach in graduate programs, to write grants and develop research programs that could attract federal, state, and local funds;

Metric: Work with the Office of Sponsored Programs to assist in facilitating student research activities that could bring in federal, state, or local dollars. The goal is to identify sources.

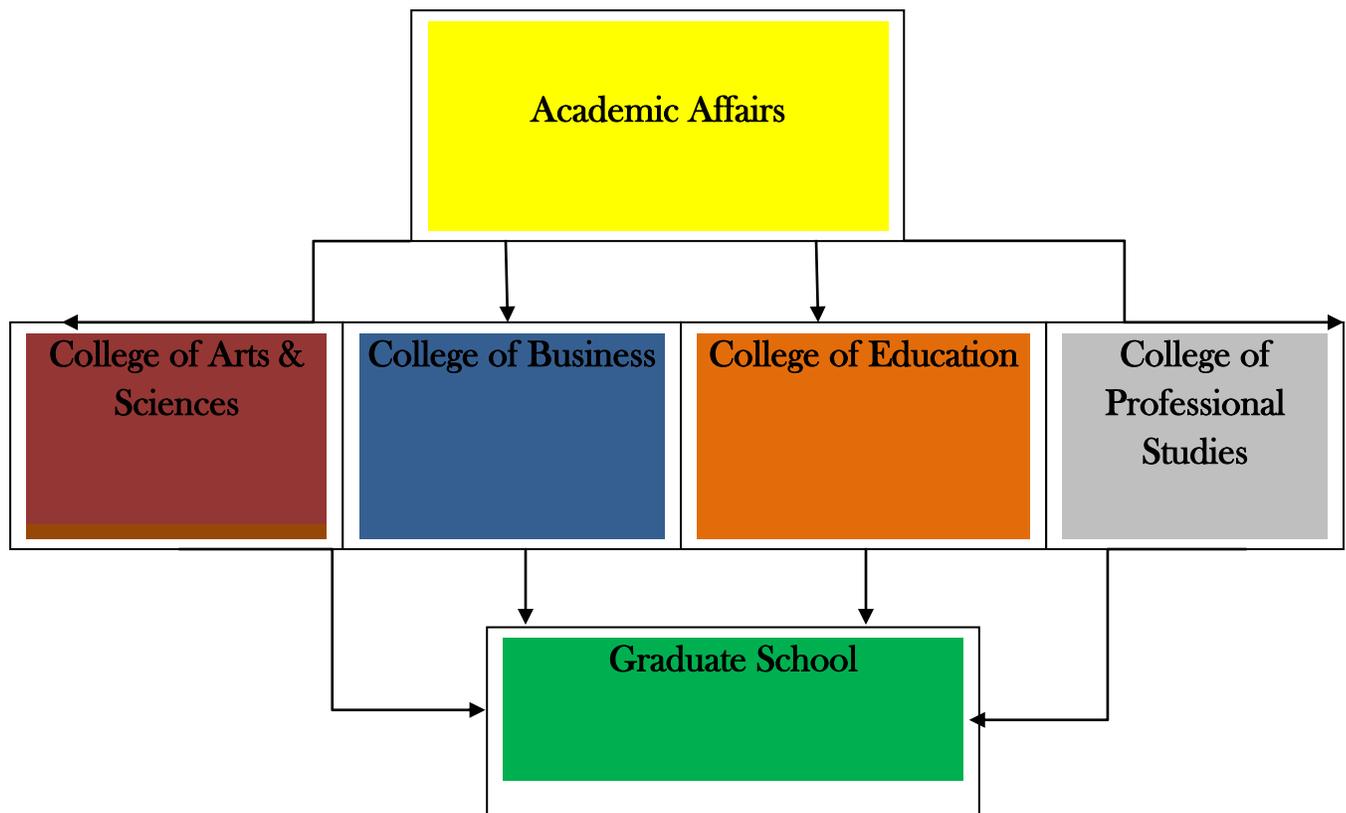
Section II - The Role of Graduate School at BSU

The Graduate School at Bowie State University was created by the reorganization of various units under the Academic Affairs department in the fall of 2008. The current Graduate School used to be the School of Graduate Studies and Research, which was then combined with Continuing Education and Extended Studies. This combination resulted in the realignment of functions and responsibilities.

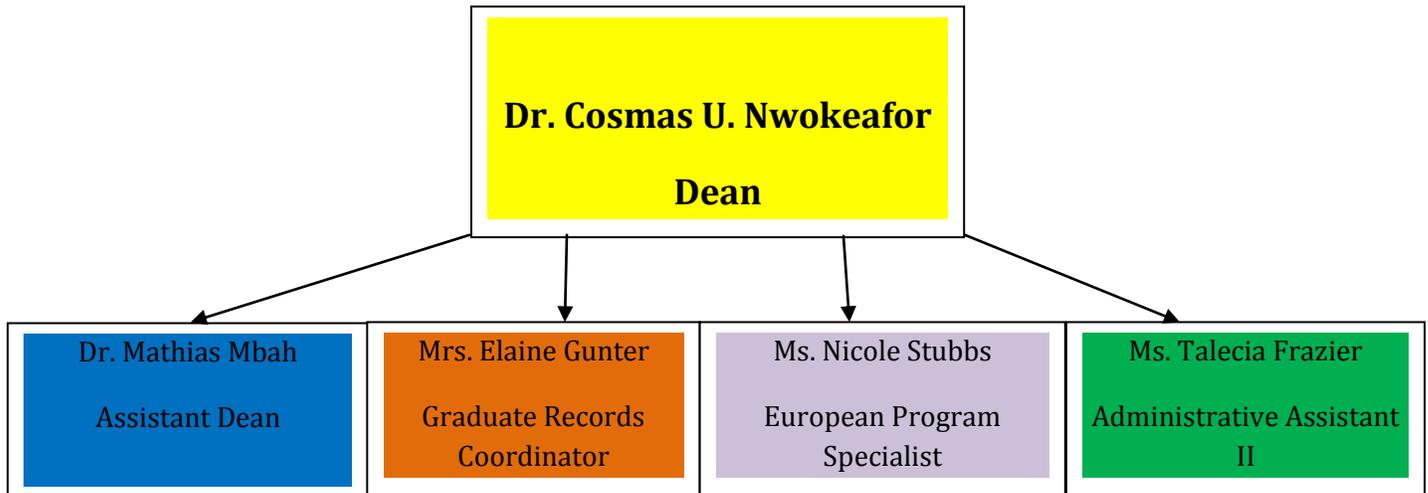
Graduate Admissions and Graduate Records were pulled out of the portfolio of the School of Graduate Studies and Research and placed in different units in the University. Research was entirely omitted from the responsibilities of the new school.

The future mission and role of Graduate Education at Bowie State University has emerged from all of the changes that resulted in the present Graduate School. The review of the role of Graduate School at Bowie State University attempts to redefine the purpose of the Graduate School in its new structure. In some instances, the changes may look inconsistent with its past mission and role. In other instances, the changes which include the housing of the European/Asian programs under the new School, are subtle and could be considered a re-shaping of function.

The role of the Graduate School at Bowie State University is one of support and enhancement of graduate education. The impact on the reporting structure tends to integrate the Graduate School with the other academic colleges (see diagrammatic illustration 1).



Graduate School



**Updated on 10/12/12*

As per the diagrammatic illustration above, an attempt has been made to demonstrate the focus of the Graduate School, whose activities support the academic efforts of the other academic colleges with regards to graduate education at Bowie State University. In keeping with this model, the role of the Graduate School is as follows:

- ***Coordinate the development, implementation, monitoring, and enforcement of graduate policies and interface with each academic college to insure that policies reflect needs:*** The Graduate School will be instrumental in insuring that policies required to facilitate graduate education are in place to maintain the integrity of the academic programs. Policies that regulate and guide academic progress, program integrity, student requirements for performance and comportment, and student completion will be implemented and monitored. The Graduate School will work with the Graduate Council to monitor and oversee the development and modification of academic programs and curricula.
- ***Facilitate the development and implementation of a comprehensive marketing campaign for graduate education:*** The Graduate School will work with the academic colleges and graduate programs on a comprehensive, systematic marketing plan and process. The coordination of such a plan will allow the University to target specific potential student populations and develop both specific and general marketing material to enhance the awareness of the graduate programs within a targeted market. The coordination will allow the reduction of marketing costs and a coordination of personnel efforts in the area of graduate student recruitments.
- ***Coordinate enrollment management efforts. Monitor recruitment and retention indices:*** The Bowie State University Graduate student population used to be considered non-traditional in its composition. Today, the student population would be considered the norm for graduate education. We attract and educate professional adults who are attempting to improve their educational experiences to better their employment circumstances. Many students stop-out for a variety of reasons. There are cyclical issues that impact enrollment. The Graduate School working with the Office of Enrollment Management would be responsible for tracking the enrollment patterns of its student population to forecast enrollment trends. This information is important for budget development and faculty staffing patterns.
- ***Coordinate common graduate requirements and activities, (i.e. comprehensive examinations and student progression plan):*** There are a few common requirements across all graduate programs. Among them are the comprehensive examination and the advancement to candidacy. The Graduate School would serve as a conduit in assisting in the coordination of these activities. The School would also serve as a collection point for data gathered on all graduate students and would serve to coordinate the efforts of

the academic colleges and the Office of the Registrar to establish accurate student records.

- ***Coordinate the processing and data entry of the comprehensive examination results in the system:*** The Graduate School is responsible for the processing and packaging of the comprehensive examinations prior to administering them. It guides and monitors the proctoring of the examinations on two Saturdays as scheduled every semester. It also pulls and packages the examination papers and forwards them to unit areas for grading. Results of the examinations are entered into the system and letters of the results are communicated to the students. The Graduate School is also responsible for handling and monitoring the comprehensive examination grievance process should a student decide to challenge his/her grade.
- ***Coordinate and monitor the European/Asian Programs through the MOU with the University of Maryland University College:*** The Graduate School serves as a collection point for data accumulated on all European/Asian graduate students. It also manages the paperwork and clearance of the overseas students for graduation, in addition to other necessary clerical responsibilities.
- ***Monitor all the certificate programs and work with the Registrar's Office in keeping records of these programs:*** The Graduate School works with students in all the approved certificate programs and monitors the requests for Certificate Applications upon completion of the requirements for a certificate in the ten identified Certificate Program areas.
- ***Coordinate and monitor the clearance of graduate students for graduation:*** The Graduate School is responsible for monitoring and coordinating the clearance of students who have completed their requirements for graduation. The Graduate School communicates with those students and informs those who may not have met the requirements as to why they are not eligible for graduation at that time.
- ***Coordinate and facilitate the development and implementation of the Graduate Assistant Program:*** The Graduate School monitors the process of awarding the graduate assistants, meets with them monthly, and provides a comprehensive handbook that includes all the policies and standards required of students in the graduate assistantship program.
- ***Monitors the Standard of Academic Conduct:*** The Graduate School expects students in the various programs to maintain high academic standards of conduct and scholarship. Graduate students are expected to conform to strict standards of academic honesty in all aspects of graduate studies.

- ***Monitors Graduate Students' duration of study in their respective programs:***
Requirements for the graduate program must be completed within a seven year period, with the exception of the nursing program which is five years as established by the Board of Regents of the University System of Maryland (USM). The Graduate School monitors this time limitation and grants program extensions as needed. This process is discussed in the Graduate Catalog, pages 79-80.
- ***Monitors the graduate students' programs of study:*** The Graduate School monitors graduate students' programs of study to make sure that degree and certificate students 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. Copies of each graduate student's program of study (after obtaining all of the necessary signatures) is filed with the Graduate School for reference/auditing purposes. This also provides clarifying pieces of evidence during the clearance of a student for graduation.
- ***Coordinate graduate research requirements and activities (i.e. IRB Proposal Approval of Thesis/Seminar Papers/Dissertations, and the review/ approval of Thesis/Seminar Papers and Dissertation writing compliance):*** The Graduate School oversees, reviews, and coordinates the IRB submission of protocols from graduate students who are writing theses/seminar papers/dissertations to make sure that they meet both Graduate School and federal government standards in regards to instruments using human subjects. The Graduate School also monitors the thesis/seminar paper/dissertation writing to make sure that students are in compliance with the Graduate School Standard as discussed in the Graduate Catalog, pages 67 through 71, as well as the Graduate School Thesis/Seminar PAPER/Dissertation Handbook.
- ***Establish process to assess graduate programs by serving as an external entity. Coordinate efforts with institutional research to ensure that the graduate programs are meeting the needs of the student, the University, and the area-specific accreditation criteria:*** Develop a comprehensive, full-time assessment process for graduate education. The Graduate School will develop and implement processes and procedures to assess curriculum effectiveness, program relevance, faculty qualifications, and overall effectiveness of graduate policies.

Section III: The Graduate Program Descriptions

College of Arts and Sciences

Master of Arts in Applied and Computational Mathematics

The program of study leading to the Master of Science degree in Applied and Computational Mathematics is designed to launch a career as a mathematical scientist, prepared to engage in the technical work of today's complex computer-driven industries. A graduate of the program is equipped with a strong foundation of advanced analytical skills, both in applied mathematics and in computer science. These advanced skills, for which there is a growing demand, prepare the student for a technical career of his/her choice in the industry, business, education, or government.

Graduate Program Coordinator: Dr. Roman Sznajder ~ rsznajder@bowiestate.edu or (301) 860-3360

Master of Science in Computer Science

The Master of Science in Computer Science program emphasizes fundamental computer science concepts and their applications, sciences and engineering. This program provides the professional training and retraining of secondary teachers, mathematicians, computer scientists, chemists, physicists, and other citizens desirous of a graduate degree in computer science.

Graduate Program Coordinator: Dr. Joan Langdon ~ jlangdon@cs.bowiestate.edu or (301) 860-4036

Master of Arts in English

The Master of Arts in English is designed for (1) those individuals who have the traditional bachelor's degree in English and allied fields (i.e., language arts, humanities, etc.) and wish to supplement that degree with training in literary and rhetorical theory and humanities computing, (2) those who now teach on the secondary or collegiate levels and wish to investigate literary and rhetorical theories and practices, and (3) those who wish to pursue doctoral studies upon completion of the master's degree.

Graduate Program Coordinator: Dr. Monifa Love mlove@bowiestate.edu or (301) 860-3678

Master of Arts in Organizational Communications

The Master of Arts in Organizational Communications prepares students for responsible leadership positions in public, private and non-profit organizations. In addition, it prepares students for doctoral studies in human communications. This program is an innovative approach to meet today's challenges. The program creates a problem-solving environment that presents real organizational problems through which students learn to apply communication theories.

Graduate Program Coordinator: Dr. Kehbuma Langmia ~ klangmia@bowiestate.edu or (301)-860-3703

Doctor of Applied Sciences in Computer Science

This program is designed to prepare students to attain advanced knowledge in such areas as Internet technologies, distributed computing, computer networks and communication, network security, satellite remote sensing image processing, environmental bioinformatics and multimedia technologies. The specific objectives are:

- To prepare students to conduct research and become leaders in computer science/technology,
- To develop advanced educational skills to meet the demands of high-tech job markets, and
- To develop students' in-depth knowledge of current computer science and

Technological research methods, processes, and tools in order to enable them to conduct high quality research and provide expert instruction at the undergraduate and graduate levels.

Graduate Program Coordinator: Dr. Hoda El-Sayed ~ helsayed@cs.bowiestate.edu or (301) 860-3971

College of Education

Master of Arts in Counseling Psychology

The Master of Arts (MA) degree program in Counseling Psychology is a 48 credit hour program (or an optional program with 60 credit hours focusing on various specializations). This provides professional preparation for persons wishing to become counselors in non-educational institutions such as community mental health agencies and other community

human services agencies. The program places heavy emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the student.

Graduate Program Coordinator: Dr. Cubie Bragg ~ cbragg@bowiestate.edu or (301) 860-3241

Master of Education in Elementary Education

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

Graduate Program Coordinator: Dr. Marion Amory ~ mamory@bowiestate.edu or (301) 860-3129

Master of Education in School Counseling

The Master of Education (M.Ed.) degree program in School Counseling is a 48 credit hour program (or an optional program with 60 credit hours focusing on various specializations). This program is designed to prepare counselors to work with children and youth across all levels in schools from pre-kindergarten to high school (PK - 12). The program places heavy emphasis on the American School Counseling Association and the School Counseling program that supports the total development of children and youth.

Graduate Program Coordinator: Dr. Rosalyn Green ~ rgreen@bowiestate.edu or (301) 860-3161

Masters of Arts Degree in Mental Health Counseling

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

Graduate Program Coordinator: Dr. Frank Norton ~ fnorton@bowiestate.edu or (301) 860-3236

Master of Education in Reading Education

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

Graduate Program Coordinator: Dr. Lucille Strain ~ lstrain@bowiestate.edu or (301) 860-3139

Master of Education in School Administration and Supervision

The graduate program in School Administration and Supervision is designed to prepare school personnel for positions as school principals and/or instructional supervisors. The program leads to full certification as a principal and supervisor in grades K-8 and/or 7-12. Emphasis is placed on the role of the principal and the supervisor with regard to leadership, organization, communication, and change and sustenance of existing systems as they pertain to human, technical and managerial skills. The program provides scientific approaches to identifying and solving problems school administrators and supervisors face in the educational setting.

Graduate Program Coordinator: Dr. Barbara Jackson ~ bjackson@bowiestate.edu or (301) 860-3150

College of Education cont.

Master of Arts/Certificate of Advanced Study in School Psychology

This specialist level program trains candidates to become competent and caring practitioners in the field of school psychology in an effort to assist schools in securing high levels of academic achievement among diverse student populations. It offers a strong foundation in psychological theories, consultation processes, data-based decision making, psycho-educational assessment, cultural competencies, prevention and intervention techniques, counseling, and practicum. Students are expected to complete **60 credit hours** in order to obtain the Master's degree and the Certificate of Advanced Study. Graduates of the program will be eligible to apply for certification at the national level based upon successful completion of the program and passing of the Praxis II exam for school psychologists.

Graduate Program Coordinator: Dr. Kimberly Daniel ~ kdaniel@bowiestate.edu or (301) 860-3262

Master of Education in Secondary Education

The Secondary Education program is designed to serve those secondary school teachers who desire to remain classroom teachers. The goal of the program is to provide the classroom teacher with the expertise, knowledge, and skills to become a Master Teacher. There are three areas of specialization: (a) academic content major, (b) curriculum specialist, and (c) mathematics. All applicants at the time of admission must hold the MD State Teacher's Certification Standard I.

Graduate Program Coordinator: Dr. Bruce Crim ~ bcrim@bowiestate.edu or (301) 860-3127

Master of Education in Special Education

The Graduate Special Education program is based on a conceptual framework, which focuses on the following perspectives: cognitive development, culturally and linguistically diverse learners, and application of behavioral technology. The preparation of skilled and knowledgeable practitioners who understand reflective and inquiry-based teaching is also emphasized. The program is based on the notion that all children and youth can achieve. Graduate students learn that instruction is based on assessment data, and high expectations for children and youths are critical to the teaming process.

Graduate Program Coordinator: Dr. Thelon Byrd ~ tbyrd@bowiestate.edu or (301) 860-3137

Master of Arts in Teaching

The Master of Arts in Teaching degree is designed to prepare and certify the professional teacher of English, History, Science, Mathematics, Elementary Education, and Early Childhood/Special Education. Students complete a comprehensive program of study designed to give a solid knowledge base in the profession, including: (1) a foundation in cognitive psychology to help understand how people learn; (2) developmental psychology to understand when students are ready to learn; (3) research on effective teaching to improve the quality of teaching and effectively manage classrooms; and, (4) knowledge of contemporary issues in education to assist in making ethical decisions in the school setting.

Graduate Program Coordinator: Dr. Constance E. Brooks ~ cebrooms@bowiestate.edu or (301) 860-3133

Doctor of Education (Ed.D.) in Educational Leadership

The doctoral program is designed to prepare leaders who, as facilitators of learning, become change agents in the cultural, economic, social, and educational environments of society. The mission of the doctoral program in educational leadership is to develop leaders who have the vision and skills to move the American educational system to prominence in the establishment of schools for the twenty-first century. Program goals and objectives are accomplished through innovative partnerships that create a consortium of learners that includes the candidate, University faculty, practicing educational administrators, and community leaders.

Graduate Program Coordinator: Dr. Joy Banks ~ jbanks@bowiestate.edu or (301) 860-3412

College of Business

Master of Business Administration

The purpose of the Master of Business Administration (MBA) Program is to prepare students for mid - and high -level managerial positions in private organizations and government agencies, by providing them with skills and practical information essential for their professional development and career advancement. The program offers students an array of nine critical-skills, core courses, and the choice of one area of concentration from among five fields: Accounting, Finance, Management, Marketing, and General Concentration, each of which requires the completion of six additional courses.

Graduate Program Coordinator: Dr. Granville Sawyer ~ gsawyer@bowiestate.edu or (301) 860-4231

Master of Science in Management Information Systems

The Management Information Systems program is designed to prepare students for careers in the design, implementation and management of information systems and information technology. The approach used in the program will combine the most relevant theoretical and practical concepts to enable students to understand the complex and dynamic environments in which information systems and information technology are used. The emphasis of the curriculum is on the use of information systems and information technology to improve organizational efficiency and effectiveness. The MIS curriculum is based on the recommendations of professional societies in the information systems field.

Graduate Program Coordinator: Dr. Bin Mai ~ bmai@bowiestate.edu (301) 860-3641

Master of Public Administration

The purpose of the Master of Public Administration (MPA) Degree Program is to prepare students to enter the public sector as managers and leaders. The Program is designed to enhance the career goals of entry and upper level managers in government, nonprofit and related interest groups and professional organizations by imparting analytical skills and management perspectives appropriate for success as qualified and responsible managers. It provides training for officials from a broad cross-section of professional disciplines in the public sector.

Graduate Program Coordinator: Dr. Kevin Glasper ~ kglasper@bowiestate.edu or (301) 860-3637

College of Professional Studies

Master of Arts in Human Resource Development

This program provides an in-depth examination of theory and principles in human resource development. It is focused on practitioners who function in a variety of contexts, including private industry, government agencies, non-profit organizations, corporations, educational institutions, military, health care organizations, and professional and voluntary associations. From an adult learning perspective, the Human Resources Development (HRD) Program provides the broadest interpretation of human resource development, linking it to the theories and principles associated with individual, group and organizational performance improvement.

Graduate Program Coordinator: Dr. Marsha Jackson ~ mejackson@bowiestate.edu or (301) 860-3108

Master of Science in Nursing

This program prepares professional nurses for advanced practice roles and for doctoral study. It provides the student with opportunities to develop expertise and specialized knowledge in the care of clients and populations. The graduate curriculum incorporates evidence-based practice that enables nurses to participate in health policy development, research, health promotion, disease prevention and management, with emphasis on diverse and vulnerable populations. We believe that advanced practice nursing roles are integral to meeting the current

and future health needs of society. With over 600 hours of clinical practice, graduates of the Family Nurse Practitioner program are eligible to take the American Nurses Credentialing Center national certification examination. After two years of fulltime faculty experience, nursing education graduates are eligible to take the National League for Nursing Accrediting Commission examination. The Master of Science in Nursing program is accredited by the National League of Nursing for Accrediting Commission.

Graduate Program Coordinator: Dr. Elaine Ridgeway ~ eridgeway@bowiestate.edu or (301) 860-3208