



BOWIE STATE UNIVERSITY
Counselor Education and Supervision Program Handbook

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

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I. **Welcome and Introduction**

Welcome to the Counselor Education and Supervision doctoral program, which consists of 60 credits (20 courses each of which are 3 credits long). The doctoral program will include a concentration in Social Justice, Leadership, and Advocacy Counseling that is infused throughout the curriculum. Of the 60-credit hours required, 12-credit hours will be specifically designed to prepare students in addressing national and international topics related to systemic change, leadership, and advocacy. Listed below are key elements of our program and graduate school policies & procedures that are in place at Bowie State University. A key to your success will be staying in regular contact with your academic advisor while you are in our program.

Janelle Cox

Program Coordinator

II. **University Mission and Vision Statements Mission**

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

Vision

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

III. **University Core Values**

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

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

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

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

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

IV. University Accreditation

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

V. College of Education Mission Statement

The mission of the College of Education at Bowie State University is to prepare instructional leaders of all races who are competent in their content specialty, grounded in the knowledge base of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland and school systems in other states. The College's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Established in September 2000, the College of Education has adopted the following theme for its academic programs: "Preparing Effective and Caring Educators for a Global Society." The College strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, and reflective practitioners in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic departments: the Department of Counseling and Psychological Studies; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.

VI. Program Mission

It is the mission of the Doctor of Philosophy (Ph.D.) degree in Counselor Education and Supervision to prepare students as advanced level practitioners, educators, and researchers in the field of counseling. Counselor Educators will identify areas of interest that affect the counseling community and develop basic and applied research skills, develop analytical skills, scientific knowledge, and problem-solving capabilities. They will also be prepared to form collaborative relationships with other disciplines and agencies to alleviate societal concerns. As leaders in the field, future counselor educators will be skilled to make scientific contributions via grants, publications, and research. The doctoral program includes a concentration in Social Justice, Leadership, and Advocacy Counseling that is infused throughout the curriculum. Of the 60-credit hours required, 12-credit hours will be specifically designed to prepare students in addressing

national and international topics related to systemic change, leadership, and advocacy. The program's mission is aligned to the American Counseling Association (ACA) and the Council of the Accreditation of Counseling Education and Related Programs.

VII. Program Descriptions, Goals, and Objectives

The program strives to prepare students as advanced level practitioners, educators, and researchers in the field of counseling. Students are expected to demonstrate the following student learning outcomes for the program based on CACREP 2016 Standards:

1. Counseling: Students will analyze theories relevant to counseling from multiple theoretical cultural perspectives.
2. Supervision: Students will understand the purpose, roles and relationships, and theoretical frameworks and models of clinical supervision.
3. Teaching A (Role and Responsibilities): Students will understand and apply roles and responsibilities related to counselor education, pedagogy, and teaching methods relevant to counselor education. Students will demonstrate and design instructional and curriculum design, delivery, and evaluation methods relevant to counselor education.
4. Research & Scholarship: Students will execute and design quantitative, qualitative, and program evaluation through research and scholarship.
5. Leadership & Advocacy: Students will demonstrate multicultural and social justice theories and skills of leadership across counselor education and professional organizations.

Students are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the COE Institutional Standards. Here are the dispositions students will be assessed across Program Transition Requirements:

VIII. Program Transition Requirements

T1. Admission

The Counselor Education and Supervision program will enroll students in the fall of each year. Admission requirements are as follows:

- A. A completed BSU Graduate School application
- B. Master's degree transcripts in counseling, psychology, or a related field with a minimum GPA of 3.50.

In addition to the BSU Graduate School application, applicants must submit the following items:

- C. Three letters of recommendation on official letterhead with an ink signature:
 - a. Two must be from a college professor or someone who can attest to the aptitude for graduate studies
 - b. One may be written by a supervisor or a professional who is familiar with your work
- D. Candidates will conduct a 10-minute presentation for faculty which responds to the following:
 - o Background information: Family history, education, and work
 - o Goals: What do you expect to be doing in five years as a counselor educator? In ten years as a counselor educator?
 - o Strengths: What strengths do you have that would contribute to your being a good counselor educator?

- o Change: What do you believe to be the facets of your personality, behavior, and outlook that, if modified or changed, would make you a better person/counselor educator? What plans, if any, do you have for making any such change(s)?
 - o Why Bowie State University? Why did you decide to apply to the Counselor Education and Supervision program at Bowie State University?
 - o Candidates comments: What additional information, thoughts, feelings, concerns, or questions do you have?
- E. Writing Sample (i.e., master's thesis, previous work from a course, publication, etc.)
6. Applicants must participate in group interview as well as individual interviews with faculty
- F. Current resumé

T2. Core and Foundation

Upon acceptance into the program, candidates are required to complete the required 12-18 credit hours, achieving an overall grade point average of 3.75. Students and Faculty will complete a Disposition Survey throughout the candidates' program to assess students' dispositions.

T3. Advancement to Candidacy

At the completion of 12-18 credit hours in the program, candidates are required to submit an application for Advancement to Candidacy. The Counseling Faculty at this point reviews each application. If candidates have a 3.75 grade point average and are recommended by at least two members of the full-time faculty based on the student's disposition survey assessment, they are advanced to candidacy in the degree program.

T4. Program Exit

Candidates are required to complete five (5) hours of professional development activities (PDA) in the community for each 3-credit hour course. In addition, candidates participate in practicum and two internships throughout the program, complete disposition surveys, and a capstone portfolio.

IX. Student Ethical and Professional Obligations: Candidates are expected to learn and adhere to the broader ethical guidelines dictated by ACA (2014), as well as the program and university guidelines. If, at any time, you have questions about ethics or responsible conduct, you should contact your advisor or professor.

X. Professional Dispositions

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

Professional Ethics:

- Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC, including practices within competencies.

Professional behavior:

- Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others.

Professional & Personal Boundaries:

- Maintains appropriate boundaries with supervisors, peers, & clients.

Knowledge & Adherence to Site and Course Policies:

- Demonstrates an understanding & appreciation for all counseling sites and course policies & procedures.

Record Keeping & Task Completion:

- Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).

Multicultural Competence in Counseling Relationship:

- Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship.

Emotional Stability & Self-Control:

- Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients.

Motivated to Learn & Grow/Initiative:

- Demonstrates engagement in learning & development of his or her counseling competencies.

Openness to Feedback:

- Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback.

Flexibility & Adaptability:

- Demonstrates ability to adapt to changing circumstances, unexpected events, & new situations.

Congruence & Genuineness:

- Demonstrates ability to be present and “be true to oneself”.

Student Communication Skills:

- Student is able to articulate self and convey academic concerns with tact using professional etiquette (including tone, appropriate salutations and greetings etc.) in verbal/written communication with professors and peers.

XI. Program of Study

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

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

Transition 1: Admission		
Complete BSU and Program		
Admission Requirements Overall GPA		
Requirement of 3.5 or above		
Admission Portfolio: Personal Statement: Interpersonal, Writing Skills, Academic Background & Experience (CV/Resume), Academic Transcript(s), and Candidate Interview		
Transition 2: Core Foundation		
Level One		
COES	810	Clinical Practice & Theoretical Orientation
COES	815	Counseling Diverse Populations
COES	819	Counselor Education Pedagogy
Level Two		
COES	820	Clinical Supervision
COES	825	Advanced Clinical Assessment & Appraisal
COES	829	Social Justice, Leadership, & Advocacy Counseling

Level Three		
COES	830	Research Theory, Design, and Methods
COES	835	Systemic Changes & Decolonization
COES	840	Qualitative Reasoning and Analysis
Transition 3: Advancement		
MHCO	850	Advanced Theories & Applications in African-Centered Counseling MHCO850
<i>Advancement to Candidacy</i>		<i>A Grade Point Average of 3.25 or Better must be attained when a student has between 12 – 18 credit hours. Submit Advancement form to coordinator.</i>
Level Four		
COES	845	Trauma & Disaster
COES	850	Multivariate Research & Statistics in Counseling
COES	855	Leadership in Mental Health Agencies
COES	859	Consultation in Counselor Education
Level Five		
COES	860	Practicum (Online)
COES	865	Public Policy in Mental Health
COES	870	Internship I (Online)
COES	875	Dissertation I (Online) ***
Transition 4: Program Exit		
Level Six		
COES	880	Internship II (Online)
COES	885	Dissertation II (Online)***

***Candidates must have completed Levels I, II, III, and IV, and advanced before registering for these classes

XII. Professional Portfolio

Students are required to submit a comprehensive portfolio to showcase the multifaceted abilities of the student, demonstrating their competence in core areas such as counseling theories, ethical practices,

clinical supervision, and cultural competence. It serves as a tangible representation of their academic and experiential journey, as well as a valuable resource for future students, faculty, and the counseling community at large. Students who do not pass after three attempts will be dismissed from the program. Those who require special accommodation must contact Disability Services.

1. Complete annual portfolio review with advisor
2. Submit a final portfolio at the beginning of your final semester.
3. All portfolios must meet the following requirements
 - i. CV/ Resume
 - ii. Publish 1 article or submit 2 articles for publication
 - iii. Present at 3 professional counseling conferences.
 - iv. Attend 3 professional counseling conferences
 - v. Participate on professional organizations (local and national)
 - vi. Participate in social justice community service and activities
 - vii. Submit 3 faculty recommendations
 - viii. Submit 3 peer recommendations
 - ix. Clinical, teaching, and supervision activities
 - x. Teaching Philosophy
 - xi. Clinical Supervision Philosophy

XIII. Practicum and Internship Requirements

Clinical requirements for the program consist of three courses in sequence that total 600 hours. Students can review from our list of approved Practicum & Internship sites that meet CACREP standards where they can interview for an intern position. Sites not listed must be approved by the University before enrolling in the course. It is also recommended that students attend the Practicum & Internship Orientation one year prior to enrolling in the course.

The clinical courses are COES 860 Practicum COES 870 Internship I, COES 880 Internship II which consists of 600 hours at a field placement site. Students must engage in supervised experiences in counseling and at least two more of the four remaining doctoral curricular areas (supervision, teaching, research and scholarship, and leadership and advocacy). Practicum can start after students have met the following requirements: (1) successful completion of the first 42 credits of their Program of Study (Levels 1, 2, 3, and 4) and (2) have been Advanced to Candidacy after completion of the first 12 to 18 credits of their Program of Study. Students are eligible to submit their portfolio capstone in their last semester of the program.

XIV. iSuccess/Student Learning and Licensure

To ensure success throughout the academic program, the COE has implemented the iSuccess, powered through Student Learning and Licensure, as its assessment and accountability system that tracks candidate performance, program quality, and unit operations. Candidates are expected to meet a set of performance criteria throughout the programs of study, which include course-embedded and field-based signature assignments (SAs) as well as surveys. The assessments are strategically designed to measure candidate competencies as articulated in national, state and

professional standards. The SAs and surveys are mandatory for course completion. Final grades will be held until satisfactory completion of these requirements through iSuccess/Student Learning and Licensure.

XV. Program and University Policies & Procedures

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

Retention

All candidates must advance to candidacy in order to move on in the program. According to university policy, candidates must secure a grade point average (GPA) of 3.25 within the first 12- 18 semester hours of coursework in order to advance. If candidates do not advance, the candidate will meet with their advisor to develop a plan of action (via Academic Progress Form per Graduate School policy). They will be allowed to take up to 9 additional semester hours of coursework to re-apply and advance to candidacy. After that time, candidates who lack sufficient aptitude or who fail to show evidence of serious purpose may be requested to withdraw from the program.

Per policy of the graduate school, candidates must maintain a 3.00 grade point average each semester prior to and after advancement to candidacy. If they fall below, the candidate will be placed on academic probation. The candidate will meet with their advisor to develop a plan of action which is documented on the Graduate School's Academic Progressive Plan form. After completing 9 additional credits, the candidate will be re-evaluated to determine if they have regained a cumulative GPA of 3.00. If they have, the candidate will be restored to good standing. If they have not, per graduate policy, the candidate will be dismissed from the program. Dismissed candidates may re-apply to the school counseling program after sitting out at least one semester (i.e., fall or spring). These individuals must make a formal request to the Graduate School and the school psychology program to be reinstated. These individuals will also be asked to re- interview with the School Counseling Admissions committee. The committee will make a final determination regarding re-admittance into the program. Please see the graduate catalog for policy regarding retention and dismissal.

Academic Appeal Policy

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

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

Student Code of Conduct

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

Conduct established by the faculty, students, and administration and published in the Student Handbook. Academic honesty, as defined in the Student Handbook, is required of all students.

Academic Integrity

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

Policy on Plagiarism

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

Students guilty of plagiarism are subject to severe penalties, ranging from failure for the assignment to failure in the course or, in extreme cases, dismissal from the University. The instructor, in consultation with the Departmental Chair and the College Dean, shall determine the appropriate sanction to be imposed. Students appealing the imposed sanction must present their appeal in writing to the Provost for a final resolution.

Academic Dishonesty/Plagiarism Academic Dishonesty

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

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

Falsification of Information

Falsification of information includes any form of providing false or misleading information, written or oral, in a manner which has the intent or effect of deceiving authorized University personnel, including members of judicial hearing panels, or of altering or falsifying official institutional records. Misrepresentation of oneself or of an organization as an agent of the

University will also be considered a violation of this section. Any student who commits any of the above is subject to discipline as outlined in the Student Code of Conduct and by Bowie State University.

Network System Misuse and Dishonesty

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

Copyright Notice

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law.

Usage of such materials is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a BSU student, you are required to follow the institution's copyright policy.

Email Use

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

Dropping a Class/Withdrawal

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

Withdrawal from Class

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

established by the Office of Student Accounts for each semester.

Incomplete “I” Grade

For Graduate Students, an “Incomplete” is used only in exceptional circumstances. Students who receive a grade of Incomplete (I) have one academic year from the date of the end of the semester in which the course was taken to have the grade changed. If a grade of incomplete (I) is not changed after one year, it automatically converts to an "F".

Class Cancellation

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

BEES

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

XVI. Professional Organizations, Resources, and Engagement Department of Counseling and Psychological Studies Advisory Board

In an effort to have strong doctoral level programming, the Department of Counseling and Psychological Studies Advisory Board receives invaluable input from community partners who can advise us about important issues in the field of Counseling as it relates to our students. The Advisory Board will meet once per year.

Graduate Student Association

Bowie State University's Graduate Student Association (GSA) invites graduate student involvement in the campus academic community. Students in the Graduate School are represented collectively by the Graduate Student Association, which provides a forum for students to address issues across the Graduate School and University. The GSA office is located in the Library Room #1126, the phone number is 301-860-3310. For more information visit the website at <https://www.bowiestate.edu/about/admin-and-governance/graduate-student-association/>

Chi Sigma Iota Honor Society, Mu Chapter

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

Requirements for Membership:

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

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

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

Student Adlerian Society (SAS)

An organization for all counseling students, that focuses on Alfred Adler and his concepts. The Society does a lot of community work for the graduate students by providing networking opportunities for future counselors, workshops, annual conferences, PDA hours and much more. The focus of SAS is to help develop well-rounded counselors. Each Spring, SAS puts on a conference in which faculty and students present on current topics that affect the local and global community. For more information, contact SAS at sasbowiestate@gmail.com

XVII. Student Academic and Disposition Process

Students in the Counselor Education and Supervision Program are assessed throughout the program to maximize their potential for success. The process is 5 tiered.

1. Students are screened during the admission process when they submit their applications. First, they are screened at the graduate Admission's Office and then by the Counselor Education and Supervision Program Admissions committee. They must have a GPA that is 3.5 or above and provide answers to the narrative questions which are reviewed by the admissions committee. Lastly, students will be required to complete interviews with faculty. If in range, they are offered admission into the program.
2. In the second tier, students attend classes. All classroom professors have an incident report form which is called the Student Professional Development Recommendation (SPDC). All classroom professors are to fill out an SPDC form and Disposition Survey on any student who is having a professional or academic problem. This form and survey are moved forward to the Department Chair and Disposition Committee for remediation depending on the severity of the issue. The second point of assessment is completed after Level one courses.
3. Advancement to Candidacy, the file is pulled to see if there have been any incidents and remediation. The student must submit an application with a picture and the GPA at 12- 18 hours in the program. The student also completes a Disposition survey. The faculty collectively fill out a survey evaluating their dispositions. If there is a problem, the student is referred to the advisor for remediation. If the student has the requisite GPA and dispositions, they are advanced.

4. All students are reviewed again during and at the end of Level four courses. If a student is having difficulty at this point, a remediation plan can be put in place.
5. The last tier of this process occurs during Dissertation. If a student is having difficulty at this point, a remediation plan can be put in place. In addition, the final part of the exit process includes a review by the registrar's office, completion of a contact information sheet and the student's evaluation of their placement.

Contact Information

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Student Agreement of Handbook Form

I am signing confirming I have received the Counselor Educator and Supervision Handbook at the beginning of my program outlining the program provides a new student orientation during which a student handbook is disseminated and discussed, students' ethical and professional obligations and professional disposition expectations as a counselor educator in training.

Print Name

Signature

Date