



# HANDBOOK

*Master of Arts and Certificate of  
Advanced Study Program in  
School  
Psychology*

2020-2022

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## **GENERAL DESCRIPTION OF THE SCHOOL PSYCHOLOGY PROGRAM**

This program trains candidates to become competent and caring practitioners in the field of school psychology to assist schools in obtaining high levels of academic achievement among diverse student populations. They partner with school personnel, families, and community agencies to improve supports for children at the individual, classroom, and school systems' level. The program's curriculum provides a strong foundation in the specified areas: legal, ethical, professional practice, cultural proficiency, diversity, research, and program evaluation. Candidates who graduate from the program will be required to demonstrate proficient knowledge and skills in the following areas: (a) consultation and collaborative processes; (b) evaluation and assessment; (c) implementation of prevention and intervention strategies; and (d) use of counseling and crisis supports. In addition, candidates who are successful in this program must demonstrate professional qualities such as a positive disposition, responsibility, initiative, perseverance, critical thinking ability, and self-reflection.

Candidates are expected to complete **60 credit hours** to obtain the master's degree and Certificate of Advanced Study. Candidates must plan their program of study in consultation with an assigned advisor from the school psychology faculty. Graduates of the program will be eligible to apply for certification in the state of Maryland and eligible to apply for certification at the national level based on successful completion of the master's and certificate programs. This MA/CAS program is approved by the National Association of School Psychologists (NASP).

## **WELCOME AND INTRODUCTION**

Welcome to the Bowie State University (BSU) graduate program in school psychology. Our specialists program provides you the opportunity to get training through classes, field experiences, professional development activities, and networking opportunities so that you will be well prepared to apply for a career in school psychology. In August 2005, Bowie State University began training their first cohort. Below you will find information needed to start your program here at BSU. Candidates who complete the entire program are eligible to apply for state certification through the Maryland State Department of Education and National Certification through the National Association of School Psychologists.

## **UNIVERSITY'S MISSION, VISION STATEMENT AND STRATEGIC PLAN**

### **Mission Statement**

As Maryland's first historically black public university, Bowie State University empowers a diverse population of students to reach their potential by providing innovative academic programs and transformational experiences as they prepare for careers, lifelong learning, and civic responsibility. Bowie State University supports Maryland's workforce and economy by engaging in strategic partnerships, research, and public service to benefit our local, state, national, and global communities.

### **Vision Statement**

Bowie State University will be widely recognized as one of the nation's best public comprehensive universities that is a model for academic excellence, innovation, and student success.

[See website for details.](#)

[Bowie State University - Strategic Plan](#)

## **UNIVERSITY ACCREDITATION**

Bowie State University is accredited by the Middle States Association of Colleges and Schools. 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 Leagues for Nursing, Association of Collegiate Business Schools and Programs (ACBSP); 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. The school psychology MA/CAS program is approved by the National Association of School Psychologists (NASP).

### **UNIVERSITY CORE VALUES**

[See website for details.](#)

Everything we do as a University is directed towards enhancing educational quality and value among the University's stakeholders. As the university progresses, student academic success, public service, and scholarship are undergirded by the following 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.

### **University Strategic Priorities**

- **Academic Excellence**
- **Student Success**
- **Viability of the University**

### **COLLEGE OF EDUCATION MISSION AND VISION**

[See College of Education website for details.](#)

The mission of the College of Education at Bowie State University is to prepare academic and professional leaders who are globally competitive in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland, and school systems in other states and community establishments. 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. Revised in September of 2011, 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, reflective practitioners, and collaborative educator in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic

departments: the Department of Counseling; the Department of Educational Studies and Leadership; and the Department of Teaching, Learning, and Professional Development.

The College of Education has the primary responsibility for coordinating University efforts designed to prepare individuals to assume positions of teaching, counseling, and educational leadership in P-12 school settings. This task is accomplished through the development and delivery of the College's professional curriculum and competent faculty. The undergraduate and graduate programs are structured to prepare professionals to meet the teaching-learning challenges of contemporary society in a culturally responsive way. Based on a strong liberal arts foundation, the pedagogical curriculum prepares candidates to meet world class standards with the knowledge, skills, and dispositions necessary to be effective and proficient professionals in a variety of education settings. Based on a Culturally Responsive Pedagogical frame, candidates master the use of technology as an instructional tool, assess students through the use of multiple approaches, and create positive learning environments for multicultural and diverse populations

### **PROGRAM PHILOSOPHY**

The Bowie State University school psychology program embraces social interconnectedness as a guiding framework to enhance culturally responsible training. The program is committed to educating and training candidates to function as specialist level practitioners who will provide a broad range of school psychological services. In keeping with Bowie State University's mission "to empower a diverse population of students to reach their potential" this program trains candidates to become caring practitioners in the field of school psychology. Consequently, candidates develop competencies and a sensitivity towards serving children and families of diverse backgrounds. The program is built on a practitioner-scientific model in psychology where candidates are expected to perfect their skills as practitioners, while being consumers and producers of research.

### **PROGRAM OBJECTIVES**

1. To provide a clear understanding of the various knowledge bases inherent in the practice of school psychology.
2. To enhance candidates' recognition of the importance of acknowledging relevant social justice issues and embracing diversity in all its forms, including racial, ethnic, religious, gender-identity, sexual orientation, socioeconomic, degree of exceptionality, etc.
3. To prepare candidates to become culturally competent and responsive practitioners within the field
3. To prepare candidates to practice the highest ethical principles related to the field of school psychology.
4. To prepare candidates to engage and help facilitate family, school, and community partnerships.
5. To develop candidates' sensitivity toward individual differences as important elements in decision-making regarding academic, behavioral, and social-emotional issues.
6. To provide an understanding of the organization and operation of schools and school systems.
7. To prepare candidates to be effective consultants and collaborators with school personnel and families.
8. To develop the ability of candidates to solve problems related to the practice of school psychology, consult research, seek evidenced based information, and make decisions based on data.
9. To develop the ability of candidates to engage in practices that promote prevention and early intervention supports at all levels (i.e., individual, grade, school, system) in schools.
10. To develop the ability of candidates to function as examiners who can evaluate psychological, educational, and social-emotional-behavioral functioning of individuals and groups.
11. To develop the ability of candidates to engage in crisis intervention (as needed) but promote safe-school environments in their practice.
12. To enhance the ability of candidates to think critically, analyze and solve problems, and apply acquired knowledge.
13. To encourage candidates to engage in ongoing professional development, lifelong learning, and keep abreast of technology relevant to their profession.

## **ADMISSION TO THE PROGRAM**

The school psychology program only admits candidates once a year. Applicants are asked to submit all materials on or prior to April 1 to gain admittance for the upcoming fall semester. **Early admission into the program is possible for applicants who submit applications by February 15. We admit approximately 10 students per cohort;** however, we keep additional applicants on a reserve list. If an opening becomes available, we offer it to the next eligible applicant on the list. Applicants who apply for the program must submit the following:

- 1) Completed Graduate Application Form with the non-refundable application fee
- 2) Proof of a bachelor's degree from a regionally accredited institution
- 3) Proof of completion of at least 15 undergraduate credits in psychology/or related area (grade of C or better). Undergraduate coursework in general psychology, human development, behavior analysis, brain and behavior, school safety, cognitive and learning theory, personality theory, research and statistics, educational psychology, abnormal psychology, social psychology, child, or adolescent psychology, and multi-cultural or cross-cultural psychology is helpful.
- 4) Proof of an overall undergraduate GPA of at least 3.0\*
- 5) Submission of three letters of recommendation (with one to two references from instructors if applicant has recently attended an undergraduate or graduate program). Instructor letters should address both your academic experiences and/or your experiences working with children and/or adolescents. Professional references from employers/supervisors should address your professionalism, work ethic, relevant experiences, interest in the field, and work with children (if applicable).
- 6) Submission of a copy of a resume/vita outlining professional work and/or volunteer experiences
- 7) Submission of a two to three page typed written statement of interest to include the following:
  - A)-Background information about yourself
  - B)-Your goals for the program as well as future goals five years from now
  - C)-Strengths you would bring to the program and the profession
  - D)-Reasons for pursuing graduate studies in the Bowie State University School Psychology program

\*Applicants whose undergraduate GPA falls below 3.0 may be considered if they obtain a 3.0 by taking additional undergraduate or graduate coursework prior to entry into the program.

Application materials are initially screened through the graduate admissions office. Materials from eligible applicants are then sent to the program. All eligible applicants are interviewed by program faculty. Applicants are rated by all interviewers. Successful applicants are admitted into the master's program.

### **Admission to the Certificate Program (Currently open to BSU Master of Arts degreed candidates only)**

In accordance with university procedures, all mastered degree candidates who wish to obtain their Certificate of Advanced Study (CAS) must **reapply for admissions**. Most candidates are admitted to the CAS program, unless there is evidence that candidates lack sufficient ability and/or dispositions to move forward in the program.

### **RETENTION CRITERIA\***

All candidates must **advance to candidacy** 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 to advance. In addition, school psychology applicants must pass faculty review which includes a review of the portfolio and candidate dispositions. If candidates do not advance, the candidate will meet with their advisor to develop a plan of action (via Academic Progress Form per Graduate School policy). Candidates can 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 so, the candidate will be restored to good standing. If not, per graduate policy, the candidate will be dismissed from the program. Dismissed candidates may re-apply to the school psychology program after sitting out at least one semester (i.e., fall or spring). For reinstatement, candidates 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 Psychology Admission's 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.

### **PROGRAM EXIT CRITERIA**

To complete the program and secure a certificate of advanced study, candidates must meet the following requirements:

- 1) Complete all 54 hours of coursework with a grade of B or above
- 2) Advance to candidacy
- 3) Pass the comprehensive examination [candidates must advance to candidacy prior to taking the comprehensive examination].
- 4) Obtain a master's degree in school psychology
- 5) Gain admittance into the certificate program
- 6) Pass the internship class
- 7) Secure a passing state score on the Praxis II/Praxis Exam in School Psychology

### **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, the professional disposition meetings, and in other settings which showcase classroom projects, presentations, and professional development activities.

### **PROGRAM POLICY ON TRANSFER CREDITS**

#### *Transfer Credit*

Up to six (6) credits may be transferred into the MA/CAS program. The courses for which transfer credit(s) are sought must have a grade of 'B' or better and must be related to courses and degree requirements offered in the program. Courses accepted for transfer credit are only viable for use to satisfy program requirements seven (7) years from the date of completion.

### **PROGRAM CORE COURSES**

The course sequence is designed so that each student will be a member of a continuing cohort in the program.  
Sequence for SPSY courses

#### **First Year - Fall**

**SPSY 501 Introduction to School Psychology**  
**SPSY 507 School Assessment I**  
**SPSY 509 Research Methods and Statistics**  
**EDUC 507 Advanced Developmental Psychology\***

#### **First Year - Spring**

**SPSY 503 School-Based Consultation**  
**SPSY 510 Psychology of Exceptional Children**  
**SPSY 610 School Assessment II**  
**SPSY 505 Counseling Children in a School Setting**

#### **First Year - Summer**

**SPSY 601 Human Learning**

#### **Second Year - Fall**

**SPSY 607 Practicum I \*\***  
**SPSY 504 Psychopathology of Childhood**  
**SPSY 702 Seminar in Ethics and Professional Issues**  
**ESAS 713 or SPED 520 (One Course in curriculum theory or instructional methods) \***

#### **Second Year - Spring**

**SPSY 608 Practicum II \*\***  
**SPSY 701 Psychological and Educational Interventions**  
**SPSY 703 Cultural Proficiency in School Psychology**  
**PSYC 739 Dynamics of Group Behavior**

**One Elective is Required-Check with your Advisor**

**Third Year - Fall**

**SPSY 805 School Internship I**

**Third Year - Spring**

**SPSY 807 School Internship II**

Courses in special topics (SPSY 700) or thesis (SPSY 800/801) are optional

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***To secure the master's degree, candidates must advance to candidacy, complete courses in bold, and complete 1 field practicum course***

***Candidates will be expected to retake a school psychology course (SPSY) if they obtain a grade of C or below for that course.***

*\* Course may have multiple offerings during the year and can be taken at another time if necessary. Check with advisor.*

***\*\*Only one practicum is required for the master's degree***

*Per university policy, all candidates must reapply to the CAS program once they have successfully passed the comprehensive exam and secured the master's degree*

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***It is critical for candidates to develop proficiencies for working with students from diverse backgrounds and with exceptionalities to ensure that all students have an opportunity to learn.***

**PROGRAM FIELD EXPERIENCES**

**SPSY 501 Lab:** Candidates will be expected to shadow a school psychologist during the introductory class and spend four to six days in a regular school setting during this class. These experiences will be arranged by the instructor.

**Practicum:** Candidates enroll in a full year practicum course that includes a placement in a local school system under the supervision of a certified school psychologist. Candidates are expected to work two (approximately 12-14 hours/week) days a week in a school. This experience typically takes place during the second year of the program. See Practicum Guidelines for details.

**Internship:** Candidates are eligible to complete internship after successful completion of all required coursework, practicum, and comprehensive exam. The 1200 clock hour internship is the culminating experience of the program and is typically completed on a full-time basis for one year. See Internship Guidelines on the Department of Counseling website for details.

***Most field experiences will require the candidate to secure a background check and/or fingerprinting. Field supervisors will delineate details. Candidates will also be required to obtain student liability insurance. As a student member, NASP or APA provide discounts for student liability insurance.***

**PROGRAM CAPSTONE ACTIVITY: DIRECT INTERVENTION PROJECT and PORTFOLIO**

All candidates are expected to complete two Direct Intervention Project case studies and the additional exit program Portfolio documents during their internship year. Both projects will be presented to faculty and/or designees. Details will be outlined in SPSY 805/807 syllabi.

**PROGRAM COMPLETION REQUIRED EXAMS:**

**Comprehensive Examination\***

At the completion of **30 credit hours of selected courses in the program**, candidates are eligible to take the comprehensive exam. This examination is designed to assess candidates' mastery of the program objectives. It must be completed successfully before a student receives a master's degree or begins internship.

**\*Please review Graduate Policy regarding the written comprehensive exam**

**The Praxis Series-School Psychology Exam (formerly referred to as PRAXIS II)**

Candidates are required to take [this exam](#) in school psychology during the internship year.

**PROFESSIONAL DEVELOPMENT**

In the profession, School Psychologists are expected to engage in on-going professional development. All candidates are urged to join a relevant professional organization as a student member. All candidates will also be expected to attend professional



development or training activities (e.g., local, state, or national conferences; seminars, workshops, webinars, etc.) throughout their tenure in the program. Documentation (e.g., agendas, certificates of attendance, handouts, etc.) should be indicated in the portfolio.

### **RESIDENCY REQUIREMENTS**

Candidates are required to spend at least one continuous year (fall and spring semester) of full-time work in the program (which does not include the internship year). Full time is defined as completing nine credit hours per semester. Candidates are encouraged to matriculate full time throughout the program.

### **ADDITIONAL PROGRAM INFORMATION**

- While many of the courses are taught in the evening, occasionally courses will be taught during the day and on weekends.
- Candidates will be expected to complete field experiences during the day. In addition to course requirements, candidates must demonstrate competencies associated with the earning of a master's degree.
- Candidates must retake any SPSY course if they obtain a grade of C or below.
- Candidates will be required to engage in two to three (free) counseling sessions over a year. Details will be provided in the program.
- Please refer to the Graduate Catalog for additional university policies.

### **PROGRAM THESIS OPTION**

Candidates may elect to complete a master's thesis under the supervision of faculty.

### **UNIVERSITY POLICIES AND PROCEDURES**

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

#### **Student Code of Conduct**

Students are expected to conduct themselves in a manner which is consistent with the Core Values (Excellence, Civility, Integrity, Diversity, and Accountability), 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**

1. Plagiarism is the act of representing another's ideas, words, or information as one's own. Every student writing a paper should be aware of the following principles.
  - a. All directly quoted materials must be identified as such by quotation marks. The source(s) of this material must be acknowledged.
  - b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
  - 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, 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 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.
- **Dropping a Class/Withdrawal**  
**Dropping a Class:** Students who wish to drop a course(s) may do so through Bulldog Connection self service during open enrollment and during the drop period only. If students drop a course during the drop period, this means that all entries for the course are dropped completely from their transcript. It is students' responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct.

The last day on which courses may be dropped is published in the **Academic Calendar** for each semester/term.

All courses in which students are enrolled after the final drop date will be entered permanently on their academic record.

### **Withdrawal from Class**

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

### ▪ **Incomplete "I" Grade**

#### **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 converts to an "F".

### ▪ **Student Grade Appeal Procedures**

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

1. The student must initially consult with the instructor for a satisfactory resolution of the appeal. If the instructor is no longer with the University or if the student is unable to resolve the issue with the instructor, the student must present the complaint in writing to the Department Chair.

2. The Department Chair will convene a Departmental Appeals Committee for resolution. If the student is not satisfied with the decision of the Departmental Appeals Committee, the Chair renders a decision.

3. If the complaint cannot be resolved at the Departmental level, the student must present the complaint in writing to the College Dean within fifteen (15) days after receiving notification of the Department's decision.

4. The College Dean will render a final resolution.

### ▪ **Special Needs/Disabilities**

It is the policy of Bowie State University to ensure that all University facilities, services, and accommodations are accessible to individuals with disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Reasonable accommodations will be provided for those students who properly register with the Office of Special Populations.

The Office of Special Populations provides students with disabilities several support services, including advisement, counseling, and special assistance in school-related matters. Together in consultation with the student and other interested persons, if necessary, the Office recommends accommodations for courses; extended testing hours, note takers, scribes, readers, taped texts, and sign language interpreters. This Office also manages the ADA Resource Center that houses adaptive equipment for the needs of disabled students.

If you have a verified disability both physical and/or learning, accommodations will be made for you. It is your responsibility to advise the instructor of this need. A disability, however, does not exempt you from completing all requirements of the course. Students who have a disability and who would like accommodations should report immediately to Disability Support Services (DSS), located in Room 1328 in the Business and Graduate Studies Building or call Mr. Michael S. Hughes, DSS Coordinator at 301-860-4067.

### • **Technology**

Cell phones, pagers, beepers, or any other "attention-grabbing" devices are to be turned off or placed on vibrate before class begins. It is distracting and discourteous to both the instructor and your colleagues. If you are expecting an

important call or page during class, please plan to handle the situation in a manner that is not disruptive to the classroom process.

- **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.

**HINI**

Students are to check the Bowie Webpage for updates and information regarding HINI. Click on the update for HINI and review each link pertaining to HINI.

## PROFESSIONAL JOURNALS AND RELEVANT WEBSITES

### JOURNALS

*Exceptional Children*  
*Journal of Evidence-Based Practices for Schools*  
*School Psychology Review*  
*School Psychology Quarterly*  
*Teaching Exceptional Children*  
*American Educational Research Journal*

### PROFESSIONAL ORGANIZATIONS

American Counseling Association

<http://www.counseling.org/>

American Educational Research Association

<http://www.aera.net/>

American Psychological Association Division 16

<https://www.apa.org/about/division/div16>

Association of Black Psychologists

<http://www.abpsi.org>

Council for Exceptional Children

<http://www.cec.sped.org//AM/Template.cfm?Section=Home>

International School Psychology Association

<https://www.ispaweb.org/>

National Association of School Psychologists

<http://www.indiana.edu/~div16/index.html>

National Black Child Development Institute

<http://nbcdi.org/>

National Association for Multicultural Education

<http://nameorg.org/Mar>

Maryland School Psychologists' Association (MSPA)

<http://www.msponline.org/>

Society for the Study of School Psychology

<https://www.sssp-research.org>

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## CONTACT INFORMATION

<b>DEPARTMENT OF COUNSELING</b> <b>301-860-3367 FAX 301-860-3154</b>	
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Administrative Assistant II	position to be filled

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Dr. Kimberly M. Daniel Coordinator and Associate Professor- School Psychology Program	<a href="mailto:kdaniel@bowiestate.edu">kdaniel@bowiestate.edu</a>
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<b>COLLEGE OF EDUCATION</b>	
Dr. Rhonda F. Jeter Dean- College of Education	<a href="mailto:rjeter@bowiestate.edu">rjeter@bowiestate.edu</a>
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**Appendix 1**  
**BOWIE STATE UNIVERSITY**  
**MA/CAS SCHOOL PSYCHOLOGY PROGRAM COURSE SEQUENCE**

Fall	Mid-Winter	Spring	Summer
<b>Year One Candidates</b>			
SPSY 501* Intro to School Psychology & LAB  SPSY 507* School Assessment I  SPSY 509* Research Methods and Statistics  [EDUC 507* Advanced Developmental Psychology]	[Option to take EDUC, PSYC, or Elective if offered.]	SPSY 510* Psychology of Exceptional Children  SPSY 508/610* School Assessment II  SPSY 503* School-Based Consultation  SPSY 505*Counseling Children in a School Setting	SPSY 601 Human Learning
<b>Year Two Candidates</b>			
SPSY 702 Seminar in Ethics and Professional Issues in School Psychology  SPSY 504* Psychopathology of Childhood  SPSY 607** Practicum I  [ESAS 713 Curriculum Change and Instructional Methods or SPED 520 Instructional Methods and Curriculum Planning]	[Option to take EDUC, PSYC, or Elective if offered.]	*** SPSY 703 Cultural Proficiency in School Psychology  SPSY 701 Psychological and Educational Interventions  [PSYC 739 Dynamics of Group Behavior]  SPSY 608** Practicum II	[Elective]  [It is recommended that the candidate complete the Praxis Exam in School Psychology prior to taking the internship].
<b>Year Three Candidates</b>			
SPSY 805 Internship and SPSY 807 Internship			-Final Intern Meeting and Presentations -Complete paperwork for CAS through the university.

1. Seek advisement from a faculty member every semester.
2. "\*" "\*\*\*" identifies the courses needed to complete Master of Arts (MA) degree. Practicum I or II can be used for the masters' degree.
3. School Psychology candidates are expected to apply for advancement to candidacy between 12-18 hours of completed coursework. Candidates must have a 3.25 GPA in the first 18 hours to advance. Please seek advisement.
4. School Psychology Candidates are expected to complete at least two days a week (aprox. 12-14 hours/week) in Practicum I and II.
5. "\*\*\*" Most candidates will be expected to take the comprehensive exam during this semester.
6. Candidates will be expected to retake a school psychology (SPSY) course if they obtain a grade of C or below for that course.
7. All Masters' degree candidates must re-apply for admission to the CAS program.
8. CAS is obtained upon successful completion of the MA, the other courses listed above, a 1200 clock hour internship and passing the Praxis II exam.
9. Courses in [brackets] are often taught more than once a year

**APPENDIX 2**  
**Bowie State University**  
**The Graduate School**

**Graduate Program of Study**

Name:	Student ID Number:
Address:	Enrollment Date:
Telephone: (H)	Program: Master or Arts* and Certificate of Advanced Study (MA*/CAS) in School Psychology
(W)	
Email:	Advisor:
	Email:

**Transfer Courses**

(An official transcript(s) must be on file with the Graduate Registrar. A copy of the transcript(s) must be attached to this form.)

Course #	Course Title	Credits	Institution	Semester/Year

**Prerequisites**

Course#	Course Title	Credits

	Dept.	Course #	Course Title	Credits
1.*	SPSY	501	Introduction to School Psychology	3
2.*	SPSY	503	School-Based Consultation	3
3.*	SPSY	504	Psychopathology of Childhood	3
4.*	SPSY	505	Counseling Children in a School Setting	3
5.*	SPSY	507	School Assessment I	3
6.*	SPSY	610	School Assessment II	3
7.*	SPSY	509	Research Methods and Statistics	3
8.*	SPSY	510	The Psychology of Exceptional Children	3
9.*	EDUC or SPSY	507 or 601	Advanced Developmental Psychology or Human Learning	3
10.*	SPSY or SPSY	607or 608	Practicum I or Practicum II	3
*	<b>SPSY</b>	<b>799</b>	<b>Comprehensive Examination</b>	<b>0</b>
11.	SPSY or EDUC	601 or 507	Human Learning or Advanced Developmental Psychology (If SPSY 601 was taken for the MA then EDUC 507 must be taken or <b>vice versa</b> )	3
12.	SPSY	608 or 607	Practicum II or I (if Practicum I was taken for MA then II must be taken for the CAS or <b>vice versa</b> )	3
13.	SPSY	701	Psychological and Educational Interventions	3
14.	SPSY	702	Seminar in Ethics and Professional Issues in School Psychology	3
15.	SPSY	703	Cultural Proficiency in School Psychology	3



16.	ESAS or SPED	713 or 520	Curriculum Change and Instructional Methods or Instructional Methods and Curriculum Planning	3
17.	PSYC	739	Dynamics of Group Behavior	3
18.	SPSY	Elect.	ELECTIVE	3
19.		SPSY 805	Internship I- 600 hours (must successfully pass all classes and comprehensive exam)	3
20.		SPSY 807	Internship II- 600 hours (must successfully pass all classes and the comprehensive exam)	3
<b>Total</b>				<b>60</b>
Advancement to Candidacy		A Grade Point Average of 3.25 or better must be attained when a student has between 12 – 18 credit hours		
Master of Arts Degree (MA)		Candidate must complete selected courses (identified by an “*”) and the comprehensive exam to be eligible to receive the MA degree		
Application for the Certificate		All candidates must reapply for the Certificate of Advanced Study (CAS) coursework after completing the Master of Arts Degree		
PRAXIS II and CAS		All candidates must successfully pass all classes (60 hours) and the Praxis II exam to receive the Certificate of Advanced Study (CAS)		
Thesis Option		Candidates who elect to complete a Thesis can sign up for SPSY 800 and SPSY 801		

Expiration Date: \_\_\_\_\_

Signatures:

Student:	Date:
Advisor:	Date:
College Dean:	Date:
Graduate School Dean:	Date:

### APPENDIX 3

The BSU school psychology program strives to expose candidates via coursework, training, and practica to activities that highlight the 10 domains of school psychology professional practice as prescribed by the National Association of School Psychologists (NASP)\*. It is expected that the training and field experiences will be diverse and provide activities that will expose candidates to the following areas.

#### *NASP Professional Practice Domains*

<i>Domain</i>	<i>Description</i>
<i>1.</i>	<i>Data Based Decision Making</i>
<i>2.</i>	<i>Consultation and Collaboration</i>
<i>3.</i>	<i>Academic Interventions and Instructional Supports</i>
<i>4.</i>	<i>Mental and Behavioral Health Services and Interventions</i>
<i>5.</i>	<i>Schoolwide Practices to Promote Learning</i>
<i>6.</i>	<i>Services to Promote Safe and Supportive Schools</i>
<i>7.</i>	<i>Family, School and Community Collaboration</i>
<i>8.</i>	<i>Equitable Practices for Diverse Student Populations</i>
<i>9.</i>	<i>Research and Evidence-Based Practice</i>
<i>10</i>	<i>Legal, Ethical and Professional Practice</i>

\*[The Professional Standards of the National Association of School Psychologists 2020](#)