

Bowie State University



GRADUATE SCHOOL STRATEGIC PLAN

&

The Role of Graduate School at BSU

Update: October 5, 2021

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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". The signature is stylized and written in a cursive-like font.

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.

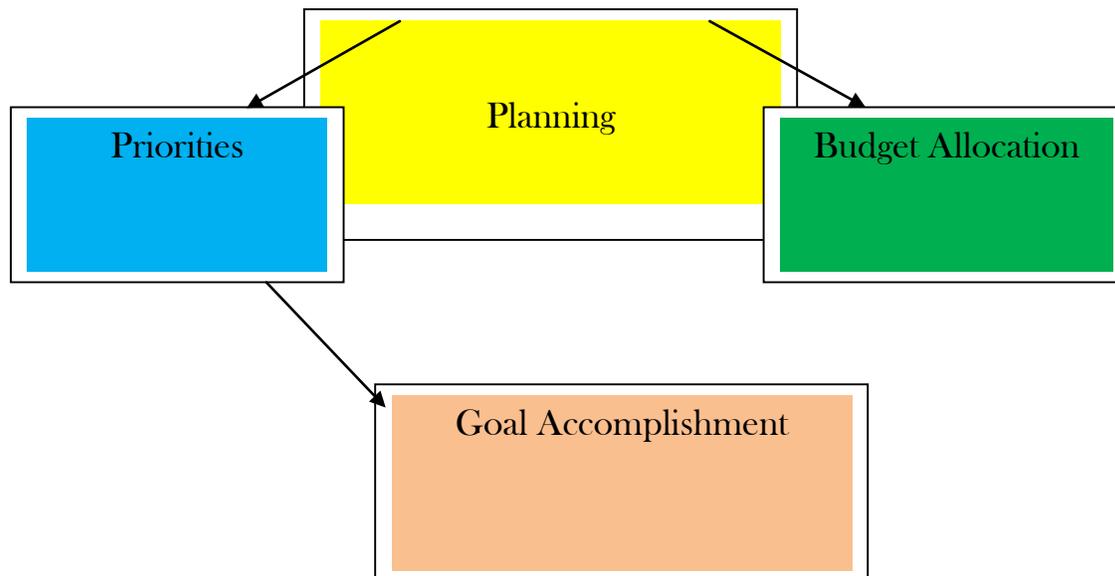
Planning is a basic management function involving formulation of one or more detailed plans to achieve the optimum balance of needs or demands with the available resources. The planning process: (1) identifies the goals or objectives to be achieved, (2) formulates strategies to achieve them, (3) arranges 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

Mission

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

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.

Graduate School Core Values, Goals and Objectives

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.

Vision

Bowie State University Graduate School will provide its graduate students with a broad-based graduate course of study deeply rooted in expanded research activities that would prepare them for the workforce in diverse areas according to their respective program of study.

Strategic Goals and Objectives

Goal 1.

Provide high-quality and affordable academic programs and support services for graduate students

Objectives:

- i. **Partner with organizations and government agencies in designing programs:** Partner with government agencies and organizations at the Washington DC corridor in implementing academic programs that are tailored to their organizational needs and design program of study that reflects such needs.
- ii. **Integrate internship as part of graduate students' program of study:** Specially designed internships in the graduate program areas that will not only give hands-on but also accelerate effort to retain or ease the search for position in the student area of specialization after graduation.
- iii. **Creativity in course offering in the nursing area:** Partner with area hospitals within the DMV in program design tailored towards effective and efficient communication in the workplace. Such program will allow nurses and doctors to earn a one-day certificate training workshop on communication issues relevant to inter-patient/caregiver interactions
- iv. **Design a communication workshop for skill acquisition:** Partner with area hospitals and other identified organizations currently within the DMV in a program design tailored

- towards a two-day workshop training to front-end administrative assistants and other staff on effective communication and interaction.
- v. ***Improve academic graduate programs:*** Developing 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
 - vi. ***Design a plan for graduate programs assessment:*** Collaborate with the college deans in reviewing and updating graduate programs. Planning will begin in the fall 2019 semester with the initial programs review and completion by December 30, 2019
 - vii. ***Graduate catalog on-line:*** Publication and uploading of the 2018-2020 Graduate Catalog on the graduate web-page;
 - viii. ***Redesign a redesigned graduate assistantship program application form:*** A comprehensive revision of the graduate assistantship program application, guideline and procedure handbook which will be uploaded to the graduate web webpage;
 - ix. ***Publication of graduate school event calendar:*** A comprehensive calendar of graduate school events and program activities will be produced, and published in the catalog and uploaded to the graduate webpage;
 - x. ***Workshop on dissertation/thesis research process:*** Provide a workshop to graduate coordinators and students on thesis/dissertation writing models and the submission of application to the Institutional Review Board (IRB);
 - xi. ***Redesign all dissertation/thesis transmittal forms:*** Set up a Graduate Council sub-committee to review and modify all transmittal forms such as Thesis/Dissertation Defense Scheduling Forms, Proposal Hearing Forms. These forms must capture the essence of uniformed look and representative of the policy and procedure guiding the process of thesis and dissertation writing, completion and defense.

Goal 2.

Promote growth by enhancing recruitment, access, and increasing graduate enrollment by 10%

Objectives:

- i. ***Royall Consultants:*** Ensure that the renewal of the partnership with Royall consultants for the FY2019 academic year includes a similar effort to help in the increase of Graduate enrollment
- ii. ***Reaching out to our Graduate Alumni:*** Collaborate with alumni relations in establishing strong graduate student alumni.
- iii. ***Quality Control System and Oversight:*** Develop a data driven strategic plan for graduate admissions that leverage on oversight and quality control system that gauges the management of resources to address admission issues. To make sure that weekly admitted students number are provided by the graduate admission unit as a part of its operational modality.
- iv. ***Hiring full time credentialed faculty in the Public Administration Program:*** Collaborate with the Coordinator and Chair of the Department of Public Administration to increase the strength of the faculty by hiring well-credentialed full-time faculty to teach in the area as well as assist in the direction and guidance of the graduate students.

- v. **Family Nurse Practitioner Faculty:** Work collaboratively with the Nursing Graduate Program Coordinator and the Chair of the department to ensure that the Nursing graduate program retain and hire more full time Family Nurse Practitioner (FNP) faculty.
- vi. **Creation of marketing needs** Work with graduate admissions in creating a robust products/deliverables and marketing needs to assist in the recruitment of graduate students. Develop a mailing/contact list/profile of graduate students according to their respective programs. The list will continue to evolve and grow over time;
- vii. **Timely graduate admission application processing:** Maintain a 48 hours' application processing and clearance to admit from the time a prospective applicant completes the submission of all required paperwork. Institute a no delay in the responding to applicant's telephone calls or e-mail requesting for directions and necessary information for admission. Provide a latitude of creativity in accepting students on a conditional basis until their required paperwork is submitted.
- viii. **Hire a graduate admission recruiter:** Recruit and retain a graduate admission staff committed to enhancing recruitment efforts through travels to local and national organizations and agencies that requires retraining. Advertise and fill in the vacant graduate admission counselor position to assist the current counselors in the processing of application pool.
- ix. **Bowie State University liaison:** Partner with international institutions and identify a Bowie State University liaison who will leverage with those institutions in bringing more visibility and collaboration in academic program exchange and development. Create a comprehensive International Recruitment Initiative Program (IRIP) tailored towards targeting universities oversea for recruitment purposes.
- x. **Graduate admission office clerk:** Provide a foundation for efficient and effective communication with the graduate admission unit by hiring an office clerk to take and return telephone calls associated with request for admissions.
- xi. **Establish a graduate student tracking system:** Collaborate with the division of information technology to implement and sustain a graduate student tracking system (GSTS) that has the capacity of tracking students with low performance GPA and automatically stop them from registering. The tracking platform will include a tracking system for prerequisites that would not allow students to register for higher-level courses until they complete the required prerequisites. The Tracking System will be piloted in the fall of 2019. Assessment of system with report on effectiveness will be provided after the pilot program;
- xii. **Graduate School Website Upgrade:** Upgraded our website to include the uploading of the current graduate catalog, forms such as dissertation defense forms, graduate assistantship application forms, program of study forms, doctoral dissertation/master's thesis handbook and the graduate assistantship handbook.

Goal 3.

Promote and institute a complete autonomy of the graduate school

Objectives:

- i. **Graduate school autonomy:** Institute a complete autonomy of the Graduate School where (a) faculty that teaches graduate courses are regarded as Graduate Faculty and reports to the Graduate dean (b) course content housed in the Graduate School instead of the Colleges (c)

stop college dean's interference in Graduate School programs and approval such as the signing of program of study.

- ii. ***Restructure the graduate school unit:*** Modify existing graduate school structure to include (a) the assistant dean who reports directly to the dean; (b) the associate director of admission and the coordinator of records who reports to the assistant dean; (c) the admission counselors and clerk who reports to the associate director of admissions and (d) the administrative assistant who reports to the dean.
- iii. ***Royall Consulting:*** To ensure that the renewal of the partnership with Royall consultants for the FY2019 academic year includes a similar effort to help in the increase of graduate enrollment
- iv. ***Re-examine faculty strength in the nursing program:*** Increase the needed resources in the nursing program to assist in her (a) maintaining accreditation standard (b) resourceful faculty to teach both graduate and undergraduate courses. It is very pertinent that we open up our admission portal in the nursing area because a lot more students are qualified, willing and ready to matriculate with us. The graduate nursing program (nurse practitioner and education tracks) alone could contribute in the required increase in graduate enrollment numbers we have been seeking.
- v. ***Expand the existing relationship with SECAM:*** Address the issue of Saudi Arabian Graduate Students in the Graduate masters and doctoral (mostly in computer science) area with SECAM
- vi. ***Sustain our commitment to fostering and supporting international student application processing:*** Re-design and put a structure to the way International Students Applications are processed and the poor communication that exists between graduate admissions staff and the prospective students abroad
- vii. ***Electronic Application Checklist:*** Create and upload an electronic prospective applicant's application checklist that will show the status, details and dates required information to complete an application is received. This online checklist should be user friendly and avail prospective students the opportunity to review the status of their application. It will as well as limit constant telephone calls or emails.
- viii. ***Increase the graduate assistantship budget:*** Increase the graduate student assistantship budget from servicing 45 students to 61.
- ix. ***Incentivize the role of graduate program coordinators:*** Implement a strategy to remunerate the efforts of the graduate program coordinators to motivate them.
- x. ***Advertise graduate programs using the electronic media:*** Sustain the commitment of graduate education here at Bowie State University by using the billboard and other local formats to advertise our programs. Support the university's effort to do an outreach media program to promote our graduate programs
- xi. ***Support the quest for more doctoral programs:*** Leverage internal and available resources to support the expansion of graduate school and the intent of various programs who are willing and ready to propose terminal degree.

Goal 4

Promote a unified approach to graduate student success

Objectives:

- i. ***Collaboration with alumni relations:*** Establishing strong graduate student alumni
- ii. ***Strengthen the existing infrastructure:*** There should be an urgent need to support capacity building and scholarly related activities such as workshops and conferences,
- iii. ***Study abroad program:*** Increase the number of available study abroad opportunities on campus to include graduate programs
- iv. ***Bowie State University branding:*** Collaborate with the office of marketing and university relations in new “branding” initiatives including commercials/advertisements that speaks to the benefit of Bowie State University graduate programs.
- v. ***Graduate school promotional activities:*** Collaborate with the members of the graduate council to develop promotional activities that shares the BSU story and the preeminence of the university.
- vi. ***Effective communication of the values of the BSU experience:*** Showcase our doctoral programs, students’ accomplishments to the community
- vii. ***Challenges to graduate students accomplishment of their academic goals:*** Eliminate administrative policies, practices, and procedures that impede graduate students’ race to excellence and success.
- viii. ***Graduate school hours of operation:*** Extend the Graduate School hours of operation until 6:00pm to increase graduate students’ satisfaction with administrative services.
- ix. ***Implement a uniform graduate course schedules:*** Work with the graduate program coordinators to ensure that graduate course schedules for all sessions are student-centered and making sure that the program of study reflects all courses identified for the completion of a student’s program as clearly printed in the catalog.
- x. ***Revise the Open House style of presentation:*** Enhance the process of the Graduate Open House to include promotional activities and the showcase of our graduate programs in both electronic and physical presentations by the program coordinators.
- xi. ***Design a comprehensive review of the Open House:*** Expand the participation of various students’ service units on campus to attend and participate at the New Graduate Student Orientation.
- xii. ***Align admission policies and practice to support international students:*** Collaborate with the Director of International Student Services on how to assist international students and provide relevant information that would help them in the completion of their program at Bowie State University.
- xiii. ***Leveraging with the study abroad program:*** Encourage graduate students to interface with the Office of Study Abroad Program and assist in enhancing a strong relationship with the Graduate School.

Goal 5.

Cultivate the culture of grantmanship and external funding

The graduate school will cultivate the culture of grantmanship and external funding by integrating and enhancing opportunities for fundraising

Objectives:

- i. ***Search for federal, state and other grant funding opportunities.*** Work with graduate program coordinators and faculty who teaches graduate programs to write grants and develop research programs that could attract federal, state and local funds;
- ii. ***Encourage a collaborative grant writing effort:*** Work with graduate program coordinators who serve on Graduate Council to write grants and develop research programs that could attract federal, state and local dollars.
- iii. ***Facilitate a research effort involving graduate students:*** Collaborate 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.
- iv. ***Grantmanship collaboration:*** Encourage faculty in the STEM areas to collaborate with those in the social sciences in grant writing that could attract funding
- v. ***Three areas to channel funded project:*** The three areas of interest where the dollars realized from the grants are:
 - a. Increasing graduate assistant budget
 - b. Funding a part-time graduate admission recruiter

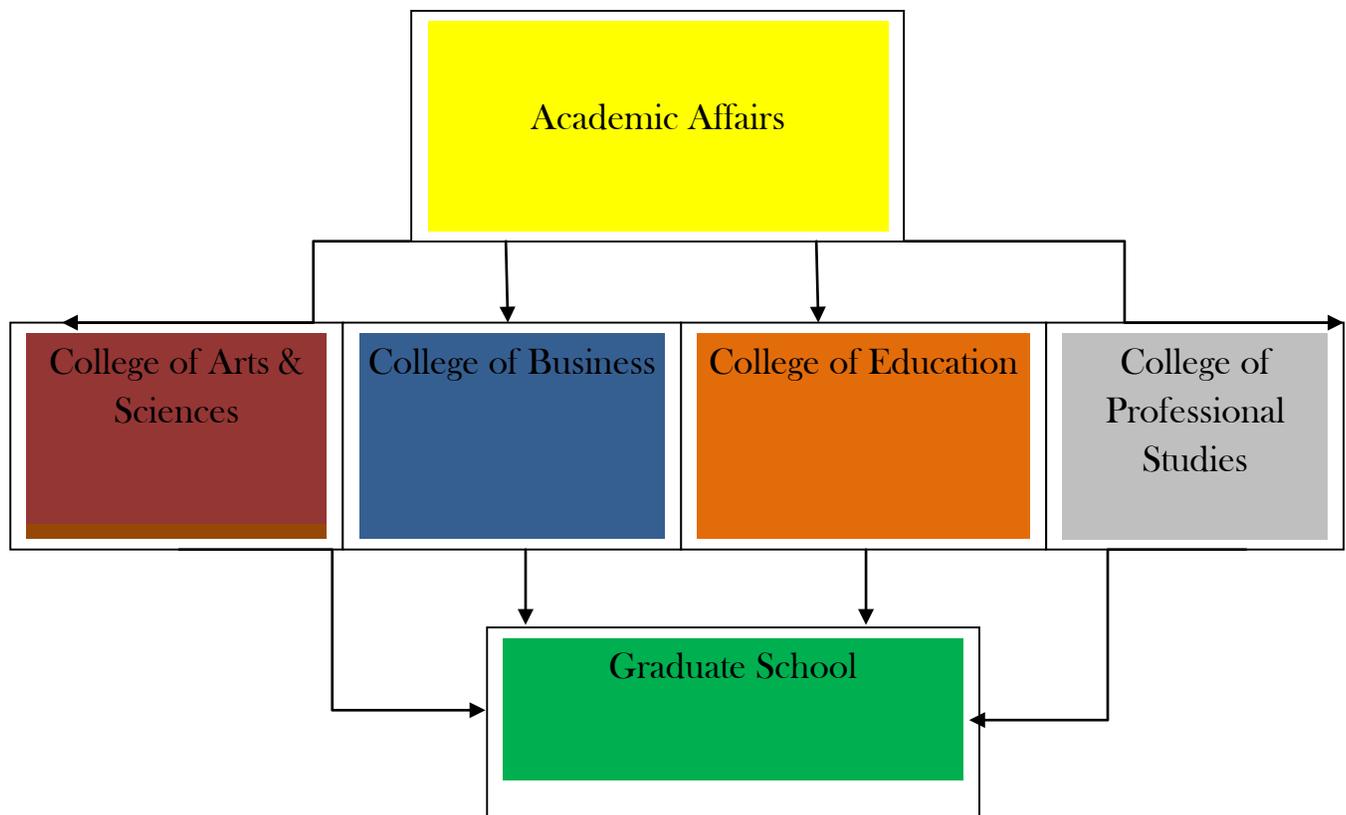
Section II - The Role of Graduate School at BSU

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.

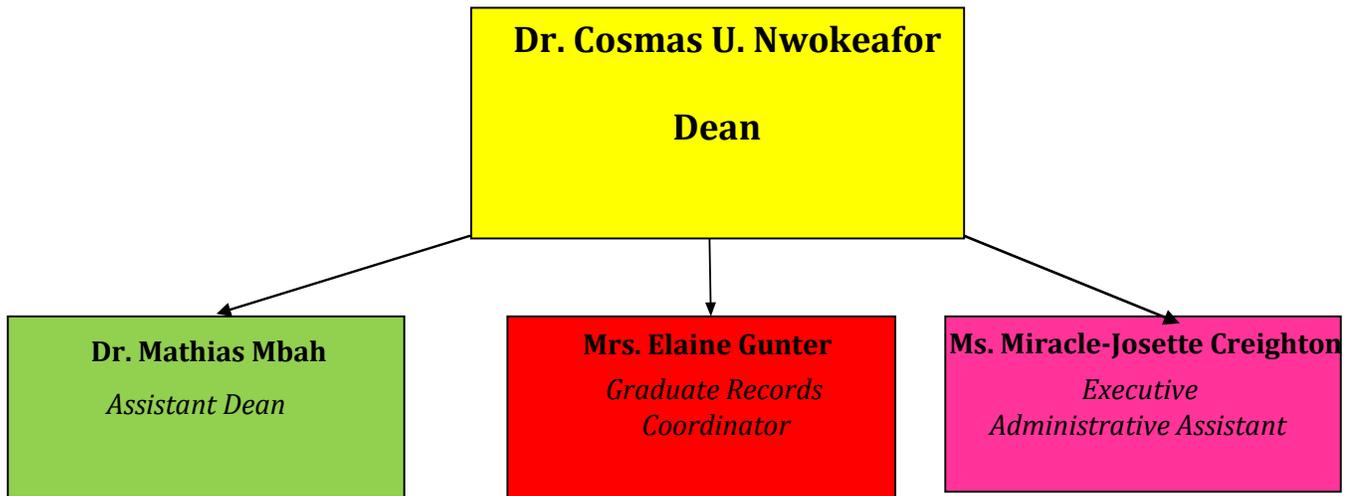
The future mission and role of Graduate Education at Bowie State University has emerged from all of the changes that resulted in the present Graduate School. The review of the role of Graduate School at Bowie State University attempts to redefine the purpose of the Graduate School in its new structure. 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).



Flow Chart Reporting Structure 1

Graduate School Organizational Structure



Flow Chart Reporting Structure 2

**Updated on 10/5/2021*

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 comporment, 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 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.

- **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.
- **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.

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

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. Sharad Sharma ~ ssharmabowiestate.edu

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. Temptaous Mckoy tmckoy@bowiestate.edu

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. Adrian Krishnasamy ~ akrishnasamy@bowiestate.edu

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@bowiestate.edu

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

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. Cynthia Taylor ~ ctaylor@bowiestate.edu

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. Janelle Cox ~ jbettis@bowiestate.edu

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. Jacqueline Sweeney ~ jsweeney@bowiestate.edu

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. Anne Hilliard ~ ahilliard@bowiestate.edu

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

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. Waseem Mazher ~ wmazher@bowiestate.edu

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. Julius Davis ~ jdavis@bowiestate.edu

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. Anne Hilliard ~ ahilliard@bowiestate.edu

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

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

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. Andrew Mangle ~ amangle@bowiestate.edu

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. David Abrahams ~ dabrahams@bowiestate.edu

College of Professional Studies

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. Euwanna Heard ~ ehheard@bowiestate.edu