Mickey L. Burnim, Ph.D.
President

PRESIDENT'S MESSAGE
Welcome to Bowie State University

Congratulations on choosing Bowie State University to pursue your graduate study! A comprehensive liberal arts university, Bowie State offers 19 master's degree programs, 17 graduate and advanced study certificate programs and two doctoral programs. The pursuit of graduate work can be one of life's most exciting and rewarding adventures.

This catalog provides an overview of the University and our campus, in addition to details about the programs, courses, requirements, and services that you will need to make sound decisions about your academic career. It is important that you closely follow all of the guidelines to ensure you are satisfying the requirements for your program. You will also find general information about campus facilities, student organizations, career services and special initiatives to make your experience at Bowie State University even more productive and enjoyable.

I encourage you to follow your passion and find strength in the holistic academic experience at Bowie State. Participate in campus activities and leadership opportunities that will expand the range of your accomplishments and build the sense of pride that is the mark of Bowie State graduates.

A team of dedicated faculty and staff stands ready to assist you on your educational journey as you become a part of our diverse, academic community. We strive to assure, that through your interactions across campus, you will find a commitment to student success firmly rooted in our core values of excellence, civility, integrity, diversity, and accountability.

As you commit to achieving your goals at BSU, I wish you a fulfilling experience and look forward to seeing you on campus.

Sincerely,

Mickey L. Burnim, Ph.D.

Weldon Jackson, Ph. D
Provost

PROVOST'S MESSAGE

At Bowie State University, graduate education has a unique and varied history from its inception in 1970, seeking to respond to the evolving educational and professional development needs required of its community and the region. Our ultimate goal at BSU is to build a very strong academic and learning capacity by providing an enabling environment that will result in the intellectual growth of our students'. We assure academic excellence for our students' by providing them with relevant educational, cultural, social and multinational experiences that will prepare them to participate actively in a fast changing technology driven global society.

As the oldest HBCU in the state of Maryland, Bowie State University takes great pride in continuing to evolve and expand in several ways to meet and exceed the changing demands of the educational systems and the employment markets in the nation and particularly in the state of Maryland. It is particularly noteworthy that our graduate educational program is characterized by a small class size. Our distinguished faculty, among whom you will find award winning authors and professors of repute who achieved great honors for excellence in teaching, research and community services in their respective academic endeavors. This group of finest and nationally acclaimed faculty is matched with our students on the basis of their mutual teaching, research interest and scholarly orientations.

This graduate catalog will serve as an official guide to the programs we offer, the policies and procedures you are expected to follow, the student services we provide, the knowledge of our facilities, internships and co-curricular activities we engage you in. As we encourage you to become familiar with the materials provided in this catalog as they pertain to your degree program, we also recommend that you make sure that in collaboration with your respective graduate program coordinator that you are in compliance with all the requirements necessary to obtain your degree.

We are very delighted that you have chosen Bowie State University to pursue your graduate education, and we are here to serve you in any way we can. As we wish you the very best in your educational pursuits, be assured that we are committed to your success.

Sincerely,

Weldon Jackson

Cosmas U. Nwokeafor, Ph.D.
Dean

DEAN'S MESSAGE

Bowie State University has a long and distinguished history as the oldest HBCU in the state of Maryland and a member of the University System of Maryland. In 1970, BSU was authorized to offer its first graduate degree, the Master of Education, and has since then increased its graduate programs to nineteen Masters and two doctoral programs which have been added to the inventory of graduate level programs approved by the Maryland Higher Education Commission (MHEC).

We are pleased that you have taken an interest in matriculating with. We are prepared to assist you in becoming a part of our educational community. Our goal at Bowie State University is to ensure that you enjoy an excellent academic curricula and a safe learning environment which will help you develop and enhance quality leadership skills, broaden your social, intellectual, cultural and international horizons. We present you with this 2016 – 2018 academic years graduate catalog, and within the pages, you will learn more about the policies and procedures governing graduate education. We describe in details the processes that have to be followed and completed in order for a graduate degree to be earned. We advise you to read and follow the policies in the catalog in order to successfully navigate your degree.

If you have any questions about the programs as described in the catalog, I ask that you contact my office at ***301-860-3406***, or send me an e-mail at cnwokeafor@bowiestate.edu. I wish you all the best in your academic career with us.

Sincerely,

Cosmas U. Nwokeafor

TABLE OF CONTENTS

Bowie State University
Graduate School
Catalog 2016 – 2018

University Policy Statement

Bowie State University shall not discriminate against any individual on the basis of race, color, religion, age, ancestry or national origin, sex, sexual orientation, disability, marital status or veteran status. All policies, programs, and activities of Bowie State University are and shall be in conformity with all pertinent Federal and State laws of nondiscrimination, including, but not limited to: Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Equal Pay Act of 1963; the Age Discrimination Act; the Americans with Disabilities Act of 1990; Federal Executive Order No. 11373; and Article 49B of the Annotated Code of Maryland. This commitment applies in all areas and embraces faculty, staff, and students.

Equal opportunity of access to academic and related programs shall be extended to all persons. Bowie State University shall have as its firm objective equal opportunity in recruitment and hiring, rate of pay, all other promotions, training, retention and dismissals, for all employees and applicants for employment. The University will stress equal access for employees and applicants for employment to all programs and services provided by the University both on and off campus. The University will also provide equal opportunity and an atmosphere of nondiscrimination with respect to women and members of minority groups in all its operations. In addition, the University shall promote equal opportunity and equal treatment through a positive and continuing Affirmative Action Program.

From the Bowie State University Policies and Procedures Manual – Section VI – 1.00. Equal Opportunity Policy Statement

EXECUTIVE OFFICERS

Mickey L. Burnim, Ph.D.
President
B.S., M.A., North Texas State University
Ph.D., University of Wisconsin

Weldon Jackson, Ph.D
Provost & Vice President for
Academic Affairs
B.A., Morehouse College
Ph.D. Harvard University

Karl B. Brockenbrough, Ed.D., CPA
Vice President for Finance and
Administration
B.A., Penn State University
Ph.D., Wilmington College

Richard L. Lucas, Jr., Ph.D.
Vice President for Institutional
Advancement
Executive Director of Bowie State
University Foundation
B.S., Ed.M., Ph.D., State University
of New York College at Buffalo

Clyde Doughty, M.A.
Athletic Director
B.A., New York Institute of
Technology
M.A., New York Institute of
Technology
M.A., New York Institute of
Technology

Tammi L. Thomas
Chief of Staff
B.A., Alabama State University
M.B.A., University of Baltimore

Cassandra Robinson, M.A.
Director, University Relations and
Marketing
B.A., Southern University and A&M
College
M.A., University of Michigan

Artie Lee Travis, Ed.D.
Vice President for Student Affairs
and Campus Life
B.A., M.A., Western Illinois
University
Ed.D., University of South Carolina

E. Wayne Rose, M.S.
Vice President for Information Tech.
& Chief Information Officer
B.S., Strayer University
M.S., University of Maryland
University College
M.S., National Defense University

Karen Johnson Shaheed, J.D.
Executive Vice President and
General Counsel
B.A., University of Maryland
Baltimore County

ACADEMIC OFFICERS

Cosmas U. Nwokeafor, Ph.D.
Dean, Graduate School
NCE, Alvan Ikoku College of
Education, Nigeria
B.A., M.A., Ph.D., Howard University

Mathias A. Mbah, Ph.D.
Assistant Dean, Graduate School
B.A., M.A., M.S., State University of
New York at Binghamton
Ph.D. Howard University

George Acquaah, Ph.D.
Dean, College of Arts and Sciences
B.Sc. (Hons), University of Ghana
M.Sc., University of Ghana
Ph.D., Michigan State University

Jerome Schiele, Ph.D.
Dean, College of Professional
Studies
B.A., Hampton University
M.S.W. & D.S.W., Howard
University

Jerry L. Isaac, M.A.
Director, Continuing Education and
External Programs
B.A., Hampton University
M.A., University of Michigan

Guy-Alain Amoussou
Associate Provost

Anthony C. Nelson, Ph.D.
Dean, College of Business
M.A., Dallas Theological Seminary
B.S., North Carolina Agricultural and
Technical State University
M.B.A., University of Pittsburgh
Ph.D., University of Pittsburgh

Marian Rucker-Shamu
Interim Dean, Thurgood Marshall
Library
B.A. Spelman College
M.I.S. University of Maryland
College Park
C.A.S. University of North Carolina
at Chapel Hill

Rhonda Jeter Twilley, Ph.D.
Interim Dean, College of Education
B.S., Taylor University
M.S., University of Maryland,
College Park
Ph.D., University of Pennsylvania

Shirelle Briscoe, Ed.D.
Interim Assistant Vice President for
Academic Affairs for Undergraduate
Programs
B.A., Bowie State University
M.A., Bowie State University
Ed.D., Indiana University of
Pennsylvania

ADMINISTRATIVE OFFICERS

Robert Batten, M.B.A.
Director of International Student
Services
B.B.A., M.B.A., Temple University

Yvette Galloway, Ed.D.
Director, Academic Advisement
Center
B.A., Lincoln University
M.A. Columbia University
M.B.A. University of Baltimore
Ed.D. North Carolina State Unversity

Michael M. Atkins
Interim Director of Budget
B.S., University of Maryland

Patricia V. Mitchell, M.A.
University Registrar
B.S. University of Maryland
M.A. Trinity College

ADMINISTRATIVE STAFF

Chartez Bond
Manager, Office of Media
Operations
B.S., University of Maryland
University College

Wade G. Henley
Assistant Vice President for
Auxiliary Services
B.S.I.E., University of Tennessee,
Knoxville
M.B.A., University of Richmond

Vicky Mosley, PhD
Coordinator, University Testing
Services
BA, Towson University
MS, Johns Hopkins University
PhD, Capella University

Monika Gross, Ed.D.
Director, University Honors
Program
B.A., M.A., Virginia Commonwealth
University
Ed.D., The George Washington
University

Sheila Hobson, M.P.A.
Senior Director, Human Resources
B.S.W., Temple University
M.P.A., The American University

Michael Hughes, Ed.D.
Coordinator, Disability Support
Services
B.A., Bowie State University
CAGS, Howard University
M.A., University of the District of
Columbia
Ed.D., Bowie State University

Steve A. Jost
Director, Procurement

Anika Bissahoyo, Ph.D.
Director, Office of Federal Research
and Sponsored Programs
B.S., University of Maryland
Baltimore County
Ph.D., University of North Carolina
at Chapel Hill

Troy Miller
Assistant Vice-President for
Enrollment Management
B.A., Elizabeth City State University
M.A., New York Institute of
Technology

April Johnson
Director of Career Development
Center
B.A., UMBC
M.S., Ed.S, Florida State University

Terrayne Pittman
Bursar, Student Accounts
B.S., Bowie State University

Dorothy Body
Director of Financial Aid
BA, Governors State University,
University Park, IL
MPA, Governors State University,
University Park, IL

Darren Swain, M.A.
Assistant Vice President for Alumni
Relations
B.S., M.A., Bowie State University
Monica N. Turner, M.A.
Director, TRIO Program

B.S., Drexel University
M.A., University of Maryland,
College Park

Ernest L. Waiters, M.P.A.
Chief of Police and Director,
Campus Safety
B.S., Columbia Union College
M.P.A., Bowie State University

Gladys Watson, M.S.
Director, Office of Residence Life
B.A., Bard College
M.S., State University of New York,
College, Brockport

Todd Watson, B.S.
Bowie State Satellite Operations
Control Center (BSOCC)
B.S., University of Maryland, College
Park

Eva Garin, Ph.D.
Director, Center for Excellence in
Teaching and Learning
B.A., University of Maryland,
College Park
M.A., Pennsylvania State University
Ed.D., University of Maryland,
College Park

Dr. Rita Wutoh, M.D.
Director, Health and Wellness
Center
B.A. University of Virginia
M.P.H. Johns Hopkins University -
Bloomberg School of Public Health
M.D. University of Maryland,
Baltimore

SCHOOL ADMINISTRATIVE OFFICERS

David E. Anyiwo, Ph.D.
Chair, Department of Management
Information Systems
Associate Professor of Management
Information Systems
B.S., M.S., University of
Massachusetts
Ph.D., University of Virginia

Cheryl Blackman, Ph.D.
Chair, Department of Psychology
Associate Professor of Psychology
B.S., New York University
M.S., Ph.D., Howard University

Patricia Pierce Ramsey, Ph.D.
Chair, Department of Natural
Sciences
B.S., Norfolk State University
M.S., Howard University
A.M. Harvard University
Ph.D., Georgetown University

Samuel A. Duah, M.B.A., CPA
Chair, Department of Accounting,
Finance, and Economics
Assistant Professor of Accounting
B.S., University of Maryland, College
Park
M.B.A., Atlanta University

David Basena
Chair, Department of English and
Modern Languages
B.A., P.G.D.E., Makerere University
(Uganda)
M.A., Saint Cloud State University
M.A./T.E.S.L., Ph.D., Northern
Arizona University

Rosalyn V. Green, Ph.D.

Chair, Department of Counseling
B.S., M.S., Bowie State University
Ph.D., The Union Institute

J. Winona Taylor, Ed.D.
Chair, Educational Studies &
Leadership
B.S., M.S., Ed.D., Morgan State
University

Gail Medford, Ph.D.
Chair, Department of Fine &
Performing Arts
B.A., Xavier University
M.A., University of South Carolina
Ph.D., University of Maryland,
College Park
B.Mus.ED., M.Mus.Edu., Howard
University

M. Sammye Miller, Ph.D.
Chair, Department of History and
Government
Professor of History
B.A., Delaware State University
M.A.T., Trinity College
Ph.D., The Catholic University of
America

Rhonda Jeter-Twilley, Ph.D.
Interim Dean

B.S., Taylor University
M.S., University of Maryland,
College Park
Ph.D., University of Pennsylvania

Elliott Parris, Ph.D.
Chair, Department of Behavioral
Sciences and Human Services
B.A., Howard University
M.A., The Catholic University of
America
Ph.D., University of Sarasota

Nelson Petulante, Ph.D.
Chair, Department of Mathematics
B.S., McGill University, Canada
M.S., Concordia University, Canada
Ph.D., University of Maryland,
College Park

André Stevenson, Ph.D.
Chair, Department of Social Work
B.S., South Carolina State University
M.S.W., M.P.H., Ph.D., University of
Pittsburgh

Kimetta R. Hairston, Ph.D.
Chair, Teaching Learning and
Professional Development
Curriculum and Instruction
Specialist
B.A. University of Virginia
M.Ed. University of Hawaii at
Manoa
Ph.D. University of Hawaii at Manoa

Seonho Choi, Ph.D.
Chair, Department of Computer
Science
B.S., Seoul National University
Ph.D., University of Maryland,
College Park

Otis Thomas, Ph.D.
Chair, Department of
Communications
B.A., M.A. Webster University
Ph.D., Howard University

COLLEGE OF ARTS AND SCIENCES
Dean: George Acquaah

Department of Communications
Chair: Otis Thomas

Cosmas U. Nwokeafor, Ph.D.
Professor of Mass Communications
NCE, Alvan Ikoku College of
Education, Nigeria
B.A., M.A., Ph.D., Howard University

Adrian Krishnasamy, Ph.D.
Assistant Professor of
Communications
B.S., M.A., Central Missouri State
University, Ph.D., Howard
University

Otis Thomas, Ph.D.
Associate Professor of
Communications
B.A., M.A., Webster University
Ph.D., Howard University

Jayne Cubbage, Ph.D.
Lecturer in Communications

Marie Brown, M.A.
Lecturer
B.S., Bowie State College

M.A., North Carolina College of
Theology of Theology

Dwight Ellis, J.D.
Lecturer
B.S., D.C. Teachers College -
University of the District of
Columbia
J.D., International School of Law -
George Mason University Law
School

Chandra Lipscomb
Lecturer in Communications
B.S., Tennessee State University
M.A., University of Maryland,
College Park

Department of Computer Science
Chair: Seonho Choi

Amrinder Arora, D.Sc.
Assistant Professor of Computer
Science
B. Tech., Indian Institute of
Technology, Delhi
M.S., D.Sc., The George Washington
University

Manjit S. Bhatia, Ph.D., D.Sc.
(Emeritus)
Professor of Computer Science
B.S., M.S., University of Delhi
M.S., Johns Hopkins University
Ph.D., Florida State University
D.Sc., The George Washington
University

Seonho Choi, Ph.D. Associate
Professor of Computer Science
B.S., Seoul National University
Ph.D., University of Maryland,
College Park

Hoda El-Sayed, D.Sc.
Professor of Computer Science
B.S., American University in Cairo
(Egypt)
M.S., New Mexico State University
D.Sc., The George Washington
University

James Gil de Lamadrid, Ph.D.
Associate Professor of Computer
Science
B.S., M.S., University of Wisconsin
Ph.D., University of Minnesota

Joseph Gomes, D.Sc.

Assistant Professor of Computer
Science
B.S., The University of Texas at
Austin
M.A., D.Sc., The George Washington
University

Patricia Hughes, M.A.
Assistant Professor of Computer
Science
B.A., Middlebury College
M.A., University of Wisconsin

Lethia Jackson, D.Sc.
Associate Professor of Computer
Science
B.S., North Carolina Agricultural and
Technical State University
M.S., North Carolina State
University
D. Sc., The George Washington
University

Darsana Josyula, Ph.D.
Assistant Professor of Computer
Science
B. Tech., Kerala University (India)
M.S., Ph.D., University of Maryland,
College Park

Joan Langdon, Ph.D.
Professor of Computer Science
B.S., Hampton University
M.A., College of William and Mary
M.S., Old Dominion University
Ph.D., The American University

Velma Latson, M.S.
Lecturer of Computer Science

B.S., Clarion University of Pennsylvania
M.S., Hawaii Pacific University

Manohar Mareboyana, Ph.D.
Professor of Computer Science
B.E., M.Tech., Osmania University (India)
Ph.D., Indian Institute of Science

Clarence Ray, M.S.
Lecturer of Computer Science
B.S., Franklin Pierce
M.S., New Hampshire College

Sharad Sharma, Ph.D.
Assistant Professor of Computer Science
B. Arch., Birla Institute of Technology (India)
M.S., University of Michigan
Ph.D., Wayne State University

Sadanand Srivastava, Ph.D.
Professor of Computer Science
B.S., University of Agra, India

M.S., University of Gorakhpur (India)
M.A., University of Toronto (Canada)
Ph.D., University of Windsor (Canada)

Daryl Stone, D.Sc.
Lecturer of Computer Science
B.S., Bowie State University
M.S., Bowling Green University
D.Sc., The George Washington University

Jie Yan, Ph.D.
Assistant Professor of Computer Science
B.S., M.S., Ph.D., Harbin Institute of Technology (People's Republic of China)

Bo Yang, Ph.D.
Assistant Professor of Computer Science
B.S., M. Engr., Shandong University (China)
Ph.D., Pennsylvania State University

Department of English and Modern Languages
Chair: David Basena

David Basena, Ph.D.
Associate Professor of English
B.A., P.G.D.E., Makerere University (Uganda)
M.A., Saint Cloud State University
M.A./T.E.S.L., Ph.D., Northern Arizona University

Gerri Bates, Ph.D.
Associate Professor of English
B.A., M.A., Morgan State University

Ph.D., Indiana University of Pennsylvania

Angela E. Chamblee, D.A. Hum.
Lecturer of English
B.A., Virginia Commonwealth University
M.A., Atlanta University
D.A. Hum., Clark Atlanta University

Brenda DoHarris, Ph.D.

Professor of English
B.A., M.A., Ph.D., Howard University
M.I.A., Columbia University

Julia C. Elam, D.A. (Emeritus)
Professor of English
B.A., M.A., Virginia State University
D.A., Carnegie-Mellon University

Adam Fischer, Ph.D.
Lecturer of English
A.B., Antioch College
M.A., University of Colorado
Ph.D., University of Massachusetts

Hoke Glover, M.F.A.
Assistant Professor of English
B.A., Bowie State University
M.F.A., University of Maryland,
College Park

Magin LaSov Gregg, M.A.
Lecturer of English
B.S. Syracuse University
M.A. Louisiana, Tech University

Monika Gross, Ed.D.
Associate Professor of English
B.A., M.A., Virginia Commonwealth
University
Ed.D., The George Washington
University

Virginia Guilford, D.A. (Emeritus)
Professor of English
B.S., Lincoln University (Missouri)
M.A. (DePaul University)
D.A., Carnegie-Mellon University

Mary A. Harris, Ph.D.

Associate Professor of Spanish
B.A., E. Stroudsburg State University
(Pennsylvania)
M.A., University of Wisconsin,
Madison
Ph.D., University of Oklahoma

Vivian Jackson, M.A.
Lecturer of Reading/English
B.A., Hunter College of City
University of New York
M.A., Columbia University, New
York
M.S.Ed., City University of New York

David J. Kaloustian, Ph.D.
Associate Professor of English
B.A., M.A., University of Wisconsin,
Milwaukee
M.Phil., Ph.D., Oxford University

Monifa A. Love, Ph. D.
Associate Professor of English
A.B., Princeton University
M.A., Ph.D., Florida State University

Tanya McInnis, M.A,
Lecturer of English
B.A., Oakwood College
M.A., Miami University

Kala Richardson, M.A.
Assistant Professor of Spanish
B.A., Delaware State University
M.A., Howard University

Rion Scott, M.A.
Lecturer of English
B.A., Howard University
M.A., George Mason University

Richard Sterling, Ph.D.

Professor of French
B.A., The American University
M.A., The Catholic University of America
Ph.D., Howard University

Sidney Walker, Ph.D.
Assistant Professor of English
B.A., Ottawa University
M.A., Ph.D., Howard University

Esther W. Ward-Simmons, Ph.D. (Emeritus)
Professor of English and Provost
B.A., Oakwood College
M.A., Andrews University
Ph.D, Howard University

Thomas Polk, M.A.
Writing Center Specialist
B.A., University of Maryland, College Park
M.A., University of North Carolina, Wilmington

Sonya Shearin, M.A.
Writing Center Specialist
B.A., University of North Carolina at Chapel Hill
M.A., Morgan State University

C. Jenise Williamson, M.F.A.
Associate Professor of English
B.A., Oswego State University
M.F.A., University of Maryland, College Park

Writing Center Staff:

Nicole Wilson, M.Ed.
Lecturer of English
B.S., M.Ed., Alabama Agricultural and Mechanical University

Department of Fine and Performing Arts
Chair: Gail Medford

Robert Bartlett, M.A. Lecturer in Theater and Technical Director
B.A., M.A., Bowie State University

Renee Charlow, M.F.A.
Assistant Professor of Theater
B.A., University of South Florida
B.A., Stillman College
M.F.A., Virginia Commonwealth University
Jennifer Dorsey, M.F.A.

Assistant Professor of Theater/Dance
B.F.A., New York University
M.F.A., University of Maryland, College Park

Allen Gardner, M.Ed.
Assistant Band Director

M.Mus.Ed., Howard University
M.Ed., George Mason University

Marymal Holmes, D.M.A.
Professor of Music
B.M., North Carolina School of the
Arts
M.M., D.M.A., The Catholic
University of America

Clarence E. Knight, Jr., Ed.D.
Professor of Music
B.Mus.E., M.Mus.E., Howard
University
Ed.D., The George Washington
University

Clayton Lang, M.F.A.
Assistant Professor of Fine Arts
B.F.A., Ohio University
M.F.A., Howard University

Gina Lewis, M.F.A.
Assistant Professor of Art
B.A., Norwich University
M.F.A., Howard University

Gail Medford, Ph.D.
Chair, Professor of Theatre
B.A., Xavier University
M.A., University of South Carolina
B.Mus.ED., M.Mus.Edu., Howard
University
Ph.D., University of Maryland,
College Park

Tewodross Melchishua, M.F.A.
Assistant Professor of Fine
Arts/Computer Graphics Art
B.F.A., Morgan State University
M.F.A., University of Maryland,

Baltimore County

E. Clark Mester, Jr., M.F.A.
Associate Professor of Fine Arts
B.S., Villanova University
M.A., Morgan State University
M.F.A., Maryland Institute College
of Art

Elliott Moffitt, M.A.
Assistant Professor of Theatre
B.A., North Carolina Agricultural
and Technical State University
M.A., New York University School of
Arts and Sciences

Gilbert Pryor, Jr., Ed.D.
Assistant Professor of Music
Technology
B.M.E., Howard University
M.A., Bowie State University
Ed.D. Argosy University

Robert Ward, Ph.D.
Professor of Fine Arts
B.A., Norfolk State University
M.F.A., Howard University
Ph.D., University of Maryland,
College Park

Latonya Wrenn, M.M.
Lecturer of Music
B. M., University of Montevallo
M.M., Howard University

Adolph E. Wright, Ed. D.
Director of University Bands
B. Mus. Ed., Howard University
M. Mus. Ed., Howard University
Ed. D., Bowie State University

Department of History and Government
Chair: M. Sammye Miller

Benjamin Arah, Ph.D.
Associate Professor of Government
B.A., M.A., William Patterson
College
Ph.D., Howard University

Karen Cook Bell, Ph.D.
Assistant Professor of History
B.A., Savannah State University
M.A., Ph.D., Howard University

Robert E. Birt, Ph.D.
Assistant Professor of Philosophy
B.A., Morgan State University
M.A., Ph.D., Vanderbilt University

Tamara L. Brown, Ph.D.
Assistant Professor of History
B.A., James Madison University
M.A., Ph.D., Howard University

Mario Fenyo, Ph.D.
Professor of History
B.A., University of Virginia
M.A., Yale University
Ph.D., American University

William B. Lewis, Ph.D.
Professor of Political Science
B.A., M.A., M.Div., Ph.D., Howard
University

James Santiago Mauer, Ph.D.
Lecturer of History & Spanish
B.A., Grand Valley State University
M.A., Ph.D., Howard University

M. Sammye Miller, Ph.D.
Professor of History
B.A., Delaware State University
M.A.T., Trinity University
Ph.D., The Catholic University of
America

Frederick Mills, Ph.D.
Professor of Philosophy
B.A., State University of New York,
Buffalo
Ph.D., The American University

Ralph L. Parris, Ph.D.
Professor of Geography
B.A., Howard University
M.A., Catholic University of America
Ph.D., University of Sarasota

David L. Reed, Ph.D.
Assistant Professor of History
B.A., Bowie State University
M.A., Ph.D. Morgan State University

Dennis B. Rogers, Ph.D.
Lecturer of Government
B.A., North Carolina State University
M.A., Ph.D., Howard University

George Sochan, Ph.D.
Associate Professor of History
B.A., Wheaton College
M.A., Ph.D., Loyola University of
Chicago

Adrian Taylor, Ph.D.

Lecturer of Philosophy and African
American Studies
B.A., M.A., Ph.D., Howard University

Andreas I. Woods, Ph.D.
Assistant Professor of History
B.S. Morehouse College
M.A., Ph.D., Brown University

Department of Mathematics
Chair: Nelson Petulante

Olusola Akinyele, Ph.D.
Professor of Mathematics
B.S., Ph.D., University of Ibadan

Karen Benbury, Ph.D.
Professor of Mathematics
B.S., University of Chicago
M.A., Ph.D., University of
Massachusetts

Claudette Burge, M.S.
Lecturer of Mathematics
B.S., Langston University
M.S., Central State University,
Oklahoma

Abdusamad Kabir, Ph.D.
Associate Professor of Mathematics
B.S., University of Maryland Eastern
Shore
M.A., Washington State University
Ph.D., Polytechnic University, New
York

Elena Klimova, Ph.D.
Lecturer of Mathematics
B.A., M.A., Moscow State
Pedagogical University
Ph.D., Higher Attestation
Commission (Russia)

Chaobin Liu, Ph.D.
Assistant Professor of Mathematics
B.S., M.S., Qufu Normal University
(China)
Ph.D. Temple University

Mehran Mahdavi, Ph.D.
Professor of Mathematics
B.S., M.S., Ohio University
Ph.D., University of Texas at
Arlington

Malick Mbodj, M.S.
Lecturer of Mathematics
B.S., University of Senegal
M.S., Bowie State University

Tiffany Padgett, M.A.
Lecturer of Mathematics
B.A., M.A., Marshall University

Nelson Petulante, Ph.D.
Professor of Mathematics
B.S., McGill University
M.S., Concordia University
Ph.D., University of Maryland

Nancy Shiplett, M.Ed.
Lecturer of Mathematics

B.S., Frostburg State University
M.Ed., Widener University

Roman Sznajder, Ph.D.

Professor of Mathematics
M.S., University of Warsaw (Poland)
M.S., Ph.D., University of Maryland, Baltimore

Department of Natural Sciences
Chair: Patricia Pierce Ramsey

Alan Anderson, Ph.D.
Assistant Professor of Chemistry
B.S., North Carolina A&T
Ph.D., Howard University
Post-doc, Harvard University

Eric Bonsu, Ph. D.
Assistant Professor of Chemistry
B.S., Prairie View A & M University
Ph.D., University of Georgia

Bradford Braden, Ph.D.
Professor of Biology
B.A., Johns Hopkins University
Ph.D., Indiana University

Uvetta Dozier, Ph.D.
Assistant Professor of Biology
B.S., Howard University
Ed.M. Harvard University
Ph.D. Howard University

Claude G. Ferrer, Ph.D.
Lecturer of Biology
B.S., University of Arkansas
M.S., University of Florida
Ph.D., Howard University

Mikhail Y. Goloubev, Ph.D.
Lecturer of Physics
M.Sc., The University of Memphis
M.Sc., Ph.D., The University of Toronto

Ray Moharerrzadeh, Ph.D.

Associate Professor of Chemistry
B.S., Concordia University
Ph.D., Howard University

Neba Ngwa-Suh, M.S.
Assistant Professor of Biology
B.S. Clark College
M.S., Georgia Institute of Technology

Anne Osano, Ph.D.
Assistant Professor of Biology
B.S., University of Nairobi, Kenya
M.S., University of Nairobi, Kenya
Ph.D., University of Naiorbi, Kenya

Patricia Pierce Ramsey, Ph.D.
Chair, Department of Natural Sciences
B.S., Norfolk State University
M.S., Howard University
A.M. Harvard University
Ph.D., Georgetown University

Deborah Rayfield, Ph.D.
Associate Professor of Biology
B.S., Coppin State University
Ph.D., Howard University

Sahlemedhin Sertsu, Ph.D.
Lecturer of Biology

B.Sc., College of Agriculture, HSIU
M.Sc., North Carolina State University
Ph.D., Tropical Institute, Jectus-Liebeig University

Steven Sheffield, Ph.D.
Associate Professor of Biology
B.A., State University of New York
M.S., The University of Maryland
Ph.D., Oklahoma State University

Tamara A. Tatum-Broughton, Ph.D.
Assistant Professor of Biology
B.S., Xavier University
Ph.D., Howard University

George N. Ude, Ph.D.
Professor of Biology,
B.S., University of Ife
M.S., Obafemi Awolowo University
Ph.D., University of Maryland, College Park

COLLEGE OF BUSINESS
Dean: Anthony Nelson

Department of Accounting, Finance, and Economics
Chair: Samuel A. Duah

LaTanya Brown, Ph.D.
Assistant Professor of Economics
B.A., M.A., Ph.D., Howard University

Samuel A. Duah, M.B.A., CPA
Assistant Professor of Accounting
B.S., University of Maryland, College Park
M.B.A., Atlanta University

Byron K. Henry, Ph.D.
Assistant Professor of Accounting
B.A., University of Texas in Austin
M.A., The George Washington University
Ph.D. Texas A&M University

Joseph Lanciano, M.P.A., CPA
Assistant Professor of Accounting
B.A., Bloomsburg State College

M.P.A., Pennsylvania State University

Jongdoo Lee, Ph.D.
Assistant Professor of Finance
B.A., Yonsei University
M.B.A., University of Rochester
Ph.D. The George Washington University

Symon M. Manyara, Ph.D, CPA, CCA
Lecturer of Accounting
B.B.A., Howard University
M.S.A., Southeastern University
Ph.D. Northcentral University

Mathias A. Mbah, Ph.D.
Professor of Economics/Management Information Systems
B.A., M.A., M.S., State University of New York at Binghamton

Ph.D. Howard University

Bernard G. McNeal, M.S.M., CPA
Lecturer of Accounting
B.S., Morgan State College
M.S.M., Purdue University

Granville M. Sawyer Jr., Ph.D.
Professor of Finance
B.S., University of Tennessee
M.B.A., Carnegie Mellon University
Ph.D., University of Tennessee

Sunando Sengupta, M.A.
Assistant Professor of Finance
B.S., Calcutta University, India
M.A, Jawaharlal Nehru University,
India

Regina Tawah, Ph.D.
Associate Professor of Economics
B.S., University of Nigeria (Nsukka)
M.S., University of Ibadan (Nigeria)
Ph.D., Free University (Germany)

Department of Management Information Systems
Chair: David E. Anyiwo

David E. Anyiwo, Ph.D.
Professor of Management
Information Systems
B.S., M.S., University of
Massachusetts
Ph.D., University of Virginia

Sumana Sharma, Ph.D.
Visiting Faculty
B.S., Oriental Institute of Science
and Technology, Bhopal, India
MBA Symbiosis Institute of Telecom
Management, Pune, India
Ph.D., Virginia Commonwealth
University

E. Tony Yorkman, M.S.
Lecturer of Management
Information Systems
B.S., University of Maryland College
Park
M.S., George Washington University
Azene Zenebe, Ph.D.
Associate Professor of Management
Information Systems
B.S., Addis Ababa University,
Ethiopia
M.S., Ph.D., University of Baltimore

Department of Management, Marketing, and Public Administration
Chair: Stevie Watson

David Abrahams, Ph.D.
Assistant Professor of Management
B.S., M.S., Ph.D., Cornell University

Fahil Alsaaty, Ph.D.
Professor of Management
B.S., Baghdad University
M.B.A., Ph.D., New York University

James Lashley, M.B.A.
Lecturer of Management and
Marketing
B.S., Howard University
M.B.A., Morgan State University

Richard Lowery, M.B.A.
Assistant Professor of Management
and Small Business

B.S., Boston University
M.B.A., Harvard University

Archie Morris, III, D.P.A.
Assistant Professor of Public
Administration and Management
B. A., Howard University
M. A., Howard University
M.P.A., D.P.A., Nova/Southeastern
University

COLLEGE OF EDUCATION
Interim Dean: Rhonda Jeter-Twilley

Department of Counseling
Chair: Rosalyn V. Green

Cubie A. Bragg, Ph.D.
Professor of Counseling
B.A., North Carolina Central
University
M.A., Bowie State University
Ph.D., The Union Institute

Kimberly M. Daniel, Ph.D.
Associate Professor of School
Psychology
B.S., Howard University
M.S., Ph.D., Pennsylvania State
University

Audrey Lucas-Brown, Ph.D.
Assistant Professor of Counseling
B.A., University of the District of
Columbia
M.A., Bowie State University
Ph.D., Howard University

Karina Golden, Ph.D.
Associate Professor of Counseling
B.A., Lynchburg College

M.A., Ph.D., American University

Rosalyn V. Green, Ph.D.
Chair, Assistant Professor of
Counseling
B.S., M.S., Bowie State University
Ph.D., The Union Institute

Rhonda Jeter-Twilley, Ph.D.
Professor of Counseling
B.S., Taylor University
M.S., University of Maryland,
College Park
Ph.D., University of Pennsylvania

Jake Johnson, Ed.D.
Associate Professor of Counseling
B.A., M.S., University of Albany
Ed.D., George Washington
University

Kimberly T. Mills, Ph.D.
Assistant Professor of Counseling

B.A., College of Notre Dame of Maryland
M.A., Bowie State University
Ph.D., Auburn University

B.S., Bowie State University
M.A., Bowie State University
Ph.D., University of New Mexico

Frank Norton, Ph.D., ABPP
Professor of Counseling
B.A., University of Massachusetts
M.A., Ph.D., University of Denver

Deborah D. Nelson, Ph.D.
Associate Professor of Counseling
B.A., Howard University
M. ED., Howard University
Ph.D., Howard University

Geoffrey J. Palmer, Ph.D.
Assistant Professor of Counseling
A.A., A.S. Prince George's
Community College

Jennifer West, Ph.D.
Assistant Professor of School Psychology
B.A., Howard University
M.S., Towson University
Ph.D., University of Michigan

Otis Williams III, Ph.D.
Associate Professor of Counseling
B.S., Bowie State University
M.S., Johns Hopkins University
Ph.D., Howard University

Department of Teaching, Learning, and Professional Development
Chair: Kimetta Hairston

Marion Amory, Ed.D.
Assistant Professor of Education
B.A., Fisk University
M.Ed., Duke University
Ed.D., Boston University

Marshina Baker, M.S.
Lecturer of Health Education
B.S., Saint Augustine's College
M.S., North Carolina Central University

Joy Banks, Ph.D.
Associate Dean and Director of Doctoral Program
College of Education
M.A., University of Michigan
B.S., Eastern Michigan University
Ph.D., University of Connecticut

Constance Brooks, Ed.D.
Associate Professor of Education
B.S., District of Columbia Teacher's College
M.A., Howard University
Ed.D., George Washington University

Barrie S. Ciliberti, Ph.D.
Associate Professor of Education
B.A., Ursinus College
M.A., Georgetown University
Ph.D., Catholic University of America

Bruce W. Crim, Ph.D.
Assistant Professor of Education
B.S., University of Tampa
M.A., University of South Florida

Ph.D., University of Maryland, College Park

Julius Davis, Ed.D
Assistant Professor of Education
B.A., Morgan State University
M.A., Edinboro State University
Ed.D., Morgan State University

Eva Garin, Ed.D.
Assistant Professor of Education
B.A., University of Maryland, College Park
M.A., Pennsylvania State University
Ed.D., University of Maryland, College Park

John M. Organ, Jr., Ed.D.
Professor of Education
B.S., Virginia State University
M.Ed., Lynchburg College
Ed.D., George Washington University

Barbara Smith, M.Ed.

Assistant Professor of Education
B.S., M.Ed, Bowie State University
Ed.S., George Washington University

Felicia Valdez, Ed.D.
Assistant Professor of Education
B.A., M.A., Antioch University
Ed.D., George Washington University

Gwendolyn Williams, Ed.D.
Assistant Professor of Education
B.A., Hampton University
M.A., University of the District of Columbia
Ed.D., University of Maryland, College Park

Josephine Wilson, Ph.D.
Associate Professor of Education
B.A., M.A., University of the District of Columbia
Ph.D., University of Maryland, College Park

Department of Educational Studies and Leadership
Chair: J. Winona Taylor

Janeula M. Burt, Ph.D.
Assistant Professor of Education
B.S., Howard University
M.Ed., Auburn University
Ph.D., Auburn University

Paul Hester, Ph.D.
Professor of Education
B.A., M.S., Pittsburg State University (Kansas)
Ph.D., University of Connecticut Storrs

Ann Toler Hilliard, Ed.D.
Assistant Professor
B.S., Elizabeth City State University
M.A.T., Trinity University
M.S., Johns Hopkins University
Ed.D., George Washington University

Barbara Talbert Jackson, Ph.D.
Assistant Professor of Education
B.S., District of Columbia Teachers
College
M.A., Antioch College
Ph.D., The Union Institute

Sylvia Lee, Ph.D.
Associate Professor of Education
B.A., Taiwan Normal University
M.L.S., University of Pittsburgh
M.Ed., Ph.D., University of
Maryland, College Park

Delois Maxwell, Ed. D.
Associate Professor of Education
B.S., Morgan State University
M.S., Iowa State University
Ed. D, Morgan State University

Wilbur Parker, Ed. D.
Assistant Professor of Education
B.S., Tennessee State Universtity
M. Ed., George Washington
University
Ed.D., University of Pennsylvania

J. Winona Taylor, Ed.D.
Assistant Professor of Education
B.S., M.S., Ed.D., Morgan State
University

COLLEGE OF PROFESSIONAL STUDIES
Dean: Jerome Schiele

Department of Behavioral Sciences and Human Services
Chair: D. Elliott Parris

Charles Adams, Ph.D.
Assistant Professor of Criminal
Justice
B.S., George Southern University
M.S., Armstrong Atlantic State
University
Ph.D., Howard University

Kim Brittingham Barnett, Ph.D., LPC
Assistant Professor of Pedology
B.A., Lincoln University
M.ED., Howard University
Ph.D., University of Toledo

Dorothy Fardan, Ph.D.
Assistant Professor of Sociology
B.A., Ursuline College
M.A., Ph.D., University of Kentucky

Judith Fitzgerald, J.D.
Lecturer of Sociology/Criminal
Justice
B.A., Lincoln University
J.D., Boston College

Marsha E. Jackson, Ed.D.
Associate Professor of Human
Resource Development
B.A., University of Maryland,
College Park
M.A., Bowie State University

Ed.D., Virginia Polytechnic Institute
and State University

Annie Ruth Leslie, Ph.D.
Associate Professor of Sociology
B.S., Grambling University
M.A., Ph.D., Northwestern
University (Illinois)

Barbara Lynch-Freeman, M.A.
Lecturer of Sociology
B.A., M.A., University of Maryland,
College Park

Kinuthia Macharia, Ph.D.
Associate Professor of Sociology
B.S., University of Nairobi
M.A., University of California,
Berkeley
Ph.D., University of California,
Berkeley

Charla A. McKinzie-Bishop, Ph.D.
Assistant Professor of Sociology
B.A. Wesleyan University
M.S.Ed., M.A., Ph.D. Fordham
University

D. Elliott Parris, Ph.D.
Professor of Sociology
B.A. (Hons), University of London
M.A., Ph.D., University of California
Los Angeles

Pertrina Shatteen, Ph.D.
Lecturer of Human Resource
Development
B.S., Bowie State University
M.S.A., Central Michigan University
Ph.D., Walden University

Marcia Thompson, J.D.
Lecturer of Criminal Justice
B.A. Michigan State University
J.D. George Mason University
School of Law

William Welch, Sr., Ed.D.
Assistant Professor of Human
Resource Development
M.A., University of the District of
Columbia
Ed.D., George Washington
University

Department of Nursing
Chair: Rena G. Boss-Victoria

Denyse Barkley, Ph.D., RN, CNE
Associate Professor of Nursing
B.S.N., University of Maryland,
Baltimore
M.S.N., Howard University
Ph.D., Howard University

Doris Clark, Ph.D., RN
Instructor of Nursing
B.S.N., Bowie State University
M.S.N., University of Phoenix
Ph.D., Capella University

Debra Coppedge, M.S.N, RN
Nursing Lab Manager
B.S.N., George Mason University
M.S.N., University of Maryland,
Baltimore

Vita Jackson, M.S, RN
Lecturer of Nursing
B.S.N. Hampton University
M.S. Catholic University of America

Darlene Silver, M.S.N, RN
B.S.N University of Texas at San
Antonio, HSC
M.S.N University of Pheonix

Sharon Wilks, R.N. M.P.A
Instructor of Nursing
B.S. State University of New York at
Binghamton
B.S. SUNY Health Science Center at
Brooklyn
M.P.A. New York University

Devora Winkfield, PhD, FNP-BC
Assistant Professor of Nursing
B.S.N. Loma Linda University
M.S.N. University of California
Ph.D. Capella University

Department of Psychology
Chair: Cheryl Blackman

Cheryl Blackman, Ph.D.
Associate Professor of Psychology
B.S., New York University
M.S., Ph.D., Howard University

Cornelia Brooks, M.S.

Lecturer of Psychology
B.S., Bowie State University
M.S., University of Wisconsin,
Madison

John Bryant, Ph.D.
Assistant Professor of Psychology
B.S., Norfolk State University
M.S., Ph.D., Howard University

Christine Harrell
Lecturer of Psychology
B.A., Morgan State University
M.Ed., Ph.D., Howard University

Ometha Lewis-Jack, Ph.D.
Assistant Professor of Psychology
B.S., Howard University
M.S., Ph.D. Howard University

Patricia Westerman, Ph.D.
Associate Professor of Psychology
Katrina S. Kardiasmenos, Ph.D.
Assistant Professor of Psychology
B.S., M.S., Saint Joseph's University
Ph.D., Catholic University of
America

B.A., University of Maryland,
College Park
M.A., Ph.D., The Catholic University
of America

Department of Social Work
Chair: André P. Stevenson

Kesslyn Brade Stennis, Ph.D.
Assistant Professor of Social Work
B.S., Oakwood College
M.S.W., Ohio State University
Ph.D., Howard University

Emory Perkins, Ph.D
Associate Professor of Social Work
Ph.D., Howard University

Phyllis E. Gillians, MSW, ABD
Assistant Professor of Social Work
B.S., St. Augustine's College
M.S.W., Fordham University

Velva Taylor, M.S.W.
Lecturer of Social Work
B.S., Morgan State University
M.S.W., University of Pennsylvania
L.I.S.W., University of the District of
Columbia

Makeba T. Green, Ph.D
Assistant Professor of Social Work
B.S., Bowie State University
M.S.W., Howard University
Ph.D., Clark Atlanta University

HISTORY

Bowie State University is an outgrowth of a school opened in Baltimore, Md. by the Baltimore Association for the Moral and Educational Improvement of Colored People. The association was organized in 1864 to engage in its self-appointed mission of offering educational opportunities that the state failed to provide for its Black citizens. Offering courses in the elements of education, the school opened on January 9, 1865 in the African Baptist Church on the corner of Calvert and Saratoga streets. Courses in normal education to train teachers were added at the same location in 1866.

The facility was woefully inadequate to house both schools. In 1867, with the aid of the Freedmen's Bureau, the Quakers of England and others, the Baltimore Association purchased and renovated the Old Friends Meeting House at the corner of Saratoga and Courtland streets for the Baltimore Normal School.

On April 8, 1908, at the request of the Baltimore Normal School Board, the state legislature authorized its Board of Education to assume control of the school. The same law re-designated the institution as Normal School No.3. It was relocated on a 187-acre tract in Prince George's County in 1911, and by 1914 it was known as the Maryland Normal and Industrial School at Bowie.

A two-year professional curriculum in teacher education started in 1925 and was later expanded to a three-year program in 1931. In 1935, a four-year program to train elementary school teachers began, and the school was renamed Maryland State Teachers College at Bowie. In 1951 the college expanded its program to train teachers for junior high schools. Ten years later, a teacher-training program for secondary education was instituted. In 1963, a liberal arts program was started, and the institution's name was changed to Bowie State College.

In 1970, Bowie State College was authorized to grant its first graduate degree, the Master of Education. A significant milestone in the development of graduate studies was achieved with the Board of

Trustees' approval of the establishment of the Adler-Dreikurs Institute of Human Relations in 1975. On July 1, 1988, Bowie State College officially became Bowie State University, reflecting significant growth in programs, enrollment and service to the local area. On the same day, the University also became one of the member institutions of the newly formed University System of Maryland.

In 1995, Bowie State University won an 11-year, $27 million award from the National Aeronautics and Space Administration/National Science Foundation to become one of only six national Model Institutions for Excellence in science, technology, engineering and mathematics. This award significantly strengthened the institution's academic infrastructure and enhanced an already excellent computer science and technology program that continues to expand.

In 2005, Bowie State unveiled a supercomputer built by faculty and students. It was the fastest supercomputer on any college campus in the state and the eighth fastest in the country. With this achievement, the University emerged as a leader among higher education institutions in computing power.

Among the nation's leaders in teacher education, Bowie State has maintained accreditation of its programs by the National Council of the Accreditation of Teacher Education since 1956 and has continued its legacy of producing outstanding teachers and school administrators, with recent graduates including county and state Teachers of the Year.

Today, Bowie State University enrolls a diverse student body of more than 5,500 and offers 22 undergraduate majors and 38 master's, doctoral and advanced certification programs across a broad range of disciplines. Bowie State equips students with rigorous academics and the individual support they need to compete in a changing world.

INSTITUTIONAL IDENTITY

Bowie State University (BSU), with a history that dates back to 1865, is the oldest of the Historically Black Colleges and Universities (HBCUs) in the State of Maryland, and one of the oldest in the nation. The institution is an outgrowth of first school opened in Baltimore by the Baltimore Association for the Moral and Educational Improvement

of Colored People. Several years later the state legislature authorized its Board of Education to assume control of the school, eventually converting it into the Maryland Normal and Industrial School at Bowie.

The institution's origin is rooted in teacher education. Its initial two-year professional education curriculum in teacher education was expanded to a three-year program, and later into a four-year program for training elementary school teachers. It was renamed Maryland State Teachers College at Bowie in 1951. Its role was further expanded to include teacher-training for secondary education, and with the addition of a liberal arts curriculum, it was renamed Bowie State College (BSC) in 1963. BSC offered its first graduate degree, the Master of Education, in 1970.

Bowie State College became Bowie State University in 1988. Bowie State is committed to making quality education accessible and affordable to all, especially ethnic minorities. It delivers its academic programs in a stimulating, challenging, and student-centered academic environment that foster life-long learning, leadership, responsible citizenship, and continuing intellectual development. BSU aligns its practices and resources in support of its five core values: *excellence, civility, integrity, diversity, and accountability*. Its goal is to provide a holistic education that prepares students for success in an ever-changing world. BSU subscribes to the basic tenets of higher education -- discovery, application, and dissemination of knowledge for the betterment of society – which are in alignment with the *Maryland State Plan for Postsecondary Education.*

Bowie State University continues to grow and develop in response to state, national, and global workforce needs. BSU offers a comprehensive array of programs with selective programs of doctoral study. Currently, the University offers 22 undergraduate majors, 19 master's degree programs, two doctoral programs, 12 post-baccalaureate certificates, one post-master certificate and three certificates of advanced study. The University's *2013-2018 Strategic Plan* emphasizes the imperative of increasing college completion rates generally, with particular emphasis on improving the 6-year graduation rate at Bowie State University. This strategic plan also reaffirms Bowie State University's commitment to academic excellence and student success as shown traditionally through our deeply rooted strengths in teaching, research, and service.

In keeping with its founding role of providing high quality teacher education, Bowie State is well-positioned to provide high-quality educational services to a diverse student population. Bowie State's comprehensive academic programs, undergirded by a strong liberal arts foundation, are designed to prepare students for immediate employment or graduate and professional study in fields such as business, biology, computer and information sciences, nursing, psychology, bioinformatics, and education. The University's research laboratories and technology-enabled interactive classrooms provide businesses and government with excellent opportunities for new partnerships and collaborative projects. Bowie State students complement their academics by engaging in cooperative and internship experiences in industry and government.

While maintaining and advancing its role as a national leader in teacher education, BSU is systematically building its capacity for research, especially in the STEM fields, to support its growing graduate programs. Government agencies, including the National Aeronautics and Space Administration (NASA), National Science Foundation (NSF), Department of Defense (DoD), and National Security Agency (NSA) fund STEM researchers. The major research areas in the STEM disciplines include biomedical sciences, network security, computational mathematics, and theoretical physics. These efforts support quality student teaching and the workforce development goals of the State of Maryland. To support its expanding STEM disciplines, BSU is steadily building its research infrastructure to augment faculty capacity to instruct students. An outgrowth of the University's efforts was the approval of its second doctoral program in Computer Science in 2007. In addition, the College of Arts and Sciences has implemented the *STEMing* the TIDE (Science, Technology, Engineering, and Mathematics Through Integrated and Diversified Experiences), as a comprehensive strategy for advancing STEM education and research, with special emphasis on increasing minority engagement in these fields.

VISION

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

Building on its image as a student-centered institution and its history as an HBCU, Bowie State University will provide its diverse student population with a course of study that ensures a broad scope of knowledge and understanding that is deeply rooted in expanded research activities. The University excels in teacher education and will become the premier teacher of teachers. Through the integration of internal business processes, technology, and the teamwork of administrators, faculty and staff, the University will be recognized statewide as a model of excellence in higher education for the effective and efficient use of human, fiscal, and physical resources.

MISSION

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

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.

Civility: Bowie State University cultivates an environment in which the interaction between individuals is one that is inherently imbued with value, respect, and appreciation.

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

Diversity: Bowie State University nurtures an awareness of, and sensitivity toward, differences of race, gender, ethnicity, national origin, culture, sexual orientation, religion, age, and disability.

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

INSTITUTIONAL GOALS

Strategic Goal 1: Deliver high quality academic programs and relevant co-curricular experiences.

Strategic Goal 2: Develop and implement programs and services that promote access, affordability, and completion for a diverse student body with an emphasis on underserved populations.

Strategic Goal 3: Conduct and sustain academic transformation initiatives to improve student success and promote greater faculty collaboration.

Strategic Goal 4: Develop a comprehensive model of community engagement to enhance the University's reputation and presence as a first-choice institution in preparing students to respond to regional, national, global issues and societal needs.

Strategic Goal 5: Advance the overall effective and efficient use of resources and identify new revenue sources to support the university's core mission.

Strategic Goal 6: Define and communicate the University's distinctive identity and value proposition.

CARNEGIE CLASSIFICATION

Master's (Comprehensive) Colleges and Universities I (MA I)

ACADEMIC ACCREDITATION

ACCREDITATION
Association of Collegiate Business Schools and Programs (ACBSP)
The B.S. in Computer Science Program is accredited by the Computing Accreditation Commission of ABET, http://www.abet.org.
Accreditation Board (CSAB)
Maryland Board of Nursing
Maryland State Department of Education
Middle States Association of Colleges and Schools
National Association of School Psychologists
National Council for the Accreditation of Teacher Education
National Council on Social Work Education
National League for Nursing Accrediting Commission

MEMBERSHIPS
American Association for Higher Education
American Association of Colleges of Nursing
American Association of Colleges of Teacher Education
American Association of State Colleges and Universities

American Association of University Women
American Council on Education
Association of Teacher Education and Institutions
College Entrance Examination Board
Council for the Advancement of Secondary Education
Maryland Association of Higher Education
National Association for Equal Opportunity in Higher Education
National League for Nursing

UNIVERSITY BUILDINGS AND FACILITIES

The setting of the University has much to do with its special atmosphere. The serenity of the campus offers students a chance to study in an environment free from distractions. A mixture of classic Georgian and contemporary architecture, the twenty-one (21) buildings on campus include facilities that house academic and instructional programs, residential and auxiliary support services, and administrative and support activities. Nine (9) buildings provide space for instructional activities and offices for professional staff.

The Center for Business and Graduate Studies is a three-story masonry facility dedicated to undergraduate and postgraduate teaching facility with high quality interaction space for hands-on learning and pedagogical research. It was completed in 2007 and is located on the left at the main entrance to the campus. The facility currently houses the College of Business and the Graduate School.

The Computer Science Building began its life in 2002 as a state-of-the art facility that houses instructional, laboratory, and research spaces for Computer Science. It also houses instructional space for the Department of Mathematics, the Bowie Satellite Operations and Control Center, and the MIE program.

The Center for Learning and Technology opened August 2000. It is a technology showcase designed to maximize interactions between faculty and students. The Center houses electronically equipped classrooms, interactive lecture halls, computer laboratories, a speech laboratory, and a three hundred-seat auditorium/conference center. The Colleges of Education and Professional Studies share the Center for Learning and Technology. The Xseed supercomputer is also housed in the Center.

The **Fine and Performing Arts Center** opened in 2012 and is the fantastic new home for the university's arts programs. It features specialized teaching and performance spaces for art music, theatre, digital media arts and music technology. It has the distinction of being an all-Steinway facility with all of its pianos carrying this prestigious brand. Facilities like the music composition laboratory and full recording studio or the digital media lab and green screen studio enable students to explore emerging careers that combine art and technology. Student productions in the mainstage and black box theatres are performed throughout the year and the art gallery features exhibits of student and professional works.

The Martin Luther King, Jr., Communication Arts Center is the largest academic classroom and office facility on campus. First occupied in 1973, this building houses the Samuel L. Myers Auditorium, the Bowie State University Television and Radio stations, lecture halls, classrooms, and several specialized laboratories for programs in the arts, communications, English, foreign languages, music, television, radio, and theatre.

The Thurgood Marshall Library was occupied in 1977. The building was designed to house a collection of 270,000 bound volumes and to seat over 1,000 patrons. In addition to general reading and service areas, there are twenty-two (22) small private rooms for student research, studying, and other academic uses. Two large display areas, one on each side of the main entrance are home to special pieces of art work and historical artifacts for Bowie State University.   The renovated basement of the Library provides additional computer laboratories, instructional laboratories, media capabilities, and classrooms for students and faculty. Thurgood Marshall Library houses the Division of Information Technology.

The Leonidas James Physical Education Complex is designed to accommodate students enrolled in physical education courses, as well as indoor intramural sports and intercollegiate athletic activities of the University. First occupied in 1973, this facility features a triple-court gymnasium, an exercise room, eight handball courts, and an eight-lane, 25-yard swimming pool. Spectator areas provide seating for 1,831 in the gymnasium and 196 in the pool area.

The George M. Crawford Science Building provides state-of-the-art laboratories and support areas for the departments of Natural Sciences and Mathematics. Additionally, the facility houses classroom/lecture space. The Facility was originally constructed in 1967and renovated in 1991.

The Charlotte B. Robinson Hall was originally constructed in 1960 as a laboratory elementary school. The building is currently being used to house a small number of classrooms, the newly created Office of Faculty Research, and several administrative offices.

The **Residence Halls** are Lucretia Kennard, Dwight Holmes, Towers, Harriet Tubman, Goodloe Apartments, Alex Hayley, and Christa McAuliffe Residential Complex.   Students must meet special requirements to reside in Goodloe Apartments, Alex Haley, and Christa McAuliffe has special residency requirements. Alex Hayley houses the University's resident honors students.

The Goodloe Alumni House (Welcome Center) Educator Don Speed Goodloe built the five-bedroom home off Jericho Park Road for his family in 1916. Later when his life and accomplishments were all but forgotten, the home he built became equally inconspicuous. Goodloe, who died in Washington in 1959, was the first head of the institution that became Bowie State University. During his tenure it was called the Maryland Normal and Industrial School (for Colored students). Established on a 187-acre Prince George's County farm in 1910, it was the third teachers college begun in the state and the only one open to black people.

Goodloe led the teachers college for a decade, but a fire that destroyed many of the school's records after his resignation all but buried his contributions. He reemerged after a treasure trove of historical documents some relating to the black intelligentsia of the early 1900s, was discovered in his old house.

Our brand new **Student Center** opened in fall 2013. It is the main gathering place for students with great spaces for meetings, activities or just hanging out. The main dining hall spans the entire second floor with walls of windows providing diners a great view of campus. The building also features casual take-out eateries, the university

bookstore, a theatre, and game room, plus offices for student organizations, student life and career services.

The Graduate School

The Graduate School provides qualified students with an opportunity to pursue advanced study leading to the Master of Education degree, the Master of Arts degree, the Master of Business Administration degree, the Master of Public Administration degree, the Master of Science degree, the Master of Science in Nursing degree, the Doctor of Education (Ed.D.) degree and the Doctor of Applied Science (D.A.S.) degree in Computer Science.

The Graduate Council

The Graduate Council serves as policymaking and advisory body to the Graduate Dean in the consideration of all program matters and degree regulations and procedures at the graduate level.

The Graduate Council is composed of the graduate program coordinators from each department and one graduate student who is appointed by the Graduate Dean. The Provost and Vice President for Academic Affairs and the Graduate Dean serve as ex officio members of the Council with full voting rights. Council members must be full-time teaching faculty who hold the rank of Assistant Professor or above and teach graduate level courses.

The student Graduate Council member may serve up to three years but no longer than the completion of his/her degree. Terms of office for elected members are from July 1 to June 30. The Graduate Council involves other administrative offices, faculty, and part-time faculty when necessary to review and assess matters for discussion and action.

Office of Equal Employment Opportunities Programs and Labor Relations

The Office of Equal Employment Opportunities (EEO) Programs was established to ensure fair practices throughout the University community with regard to students, faculty, and staff. The Office is authorized to investigate any action in which an employee, student,

parent, or interested third party alleges violation of rights by the University or its official policies, procedures, or guidelines, and/or alleges violation of any State or Federal laws or regulations. This office also is responsible for the daily administration of the University's labor relations agreements with three bargaining units and is the contact for all labor relations issues university wide. Contact Glenn Isaac at (301) 860-3442 with further questions.

General Graduate Admission Requirements

Applicants must hold a bachelor's degree from a regionally accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0 point scale).

Applicants with a cumulative grade point average between 2.0 and 2.49 *may* be granted *conditional admission*. Conditional admission will be removed with the attainment of a cumulative grade point average of 3.0 or better after the completion of the first nine graduate credit hours.

Applicants who have admissions material outstanding *may* be granted *provisional admission* if it is determined that he/she meets the admissions requirements for the graduate degree program. This determination will be made by the degree program or its designee. Full admission will be granted upon receipt of missing or incomplete admissions material by the Office of Graduate Admissions. If the provisionally admitted student does not have missing or incomplete admissions material submitted by the last day of classes of the semester in which provisional admission was made, the students will not be allowed to continue in the graduate degree program.

Program requirements for admission vary by program and/or department (see program information).

Application for Admission

Persons seeking to take graduate classes on a degree or certificate basis must complete a graduate application, pay the application fee, and have official transcripts from all colleges or universities that he or she has attended, be sent directly to the Office of Graduate Admissions at

Bowie State University, including the institution that will confirm the completion of the bachelor's degree. Continuing students who have not been enrolled at Bowie State for more than one year but less than seven years are required to complete a *Readmission Application*.

Priority dates have been established for the submission of applications for each entering term. These dates insure the timely processing of graduate applications. Applications submitted after this date will not receive the same guarantee of timely processing and in the case of some programs, acceptance will not be made due to enrollment capacities. The priority date for the admission application packets for Graduate School should be completed by the following dates:

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

Admission requirements may vary by graduate program. Review the specific admission requirements relevant to each degree program.

Send the application and all required materials to:

Office of Graduate Admissions
Henry Administration Building
Bowie State University
14000 Jericho Park Road
Bowie, Maryland 20715-9465

Admission for Non-Degree Students

Students who wish to pursue courses for re-certification, or professional development must file a *Non-Degree Application,* and submit a non-refundable application fee.

Students who wish to take more than 12 credits in the Mental Health, Counseling Psychology or School Counseling program must gain permission from the Department Chair or Program Coordinator or must apply to the program.

Send non-degree applications to:

> The Office of Continuing Education & External Programs
> Thurgood Marshall Library Building
> Bowie State University
> 14000 Jericho Park Road
> Bowie, Maryland 20715-9465

Residency Requirements

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

I. POLICY

A. Purpose
To extend the benefits of its system of higher education while encouraging the economical use of the State's resources,[1] it is the policy of the Board of Regents of the University System of Maryland (USM) to recognize the tuition categories of in-state and out-of-state students for the purpose of admission and assessing tuition at USM institutions.

B. Burden of Proof
The person seeking in-state status shall have the burden of proving by clear and convincing evidence that he or she satisfies the requirements and standards set forth in this Policy. Assignment of in-state or out-of-state status will be made by the applicable USM institution upon a review of the totality of facts known or presented to it.

C. In-state Status
To qualify for in-state tuition, a student must demonstrate that, for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status, the student had the continuous intent to:

1. Make Maryland his or her permanent home; and

2. Abandon his or her former home state; and
3. Reside in Maryland indefinitely; and
4. Reside in Maryland primarily for a purpose other than that of attending an educational institution in Maryland.

Satisfying all of the requirements in Section II (and Section III, when applicable) of this policy demonstrates continuous intent and qualifies a student for in-state tuition. Students not entitled to in-state status under this policy shall be assigned out-of-state status for admission and tuition purposes.

D. Presumption
Either of the following circumstances raises a presumption that the student is residing in the State of Maryland primarily for the purpose of attending an educational institution and therefore, does not qualify for in-state status under this policy:
1. A student is attending school or living outside Maryland at the time of application for admission to a USM institution, or
2. A student is Financially Dependent on a person who is not a resident of Maryland. This presumption may be rebutted. The student bears the burden of rebutting the presumption. See "III. Rebuttal Evidence" below.

II. REQUIREMENTS

Before a request for classification to in-state status will be considered, a student must comply with all of the following requirements for a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status. The student must demonstrate he or she:

A. owns or possesses, and has continuously occupied, including during weekends, breaks and vacations, living quarters in Maryland. The student must provide evidence of a genuine deed or lease and documentation of rent payments made. In lieu of a deed or lease, a notarized affidavit from a landlord showing the address, name of the student as occupant, term

of residence, and history of rent payments made will be considered. As an alternative, a student may demonstrate that he or she shares living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian or spouse.

B.   has substantially all of his or her personal property, such as household effects, furniture and pets in Maryland.

C.   has paid Maryland income tax on all taxable income including all taxable income earned outside the State and has filed a Maryland tax return.

D.   has registered all owned or leased motor vehicles in Maryland.

E.   possesses a valid Maryland driver's license, if licensed.

F.   is registered to vote in Maryland, if registered to vote.

G.   receives no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland.

H.   has a legal ability under Federal and Maryland law to live permanently without interruption in Maryland.

I.   has rebutted the presumption that he or she is in Maryland primarily to attend an educational institution, if the student's circumstances have raised the presumption.

III. REBUTTAL EVIDENCE

Satisfying the requirements listed in paragraphs A through I of Section II, does not rebut the presumption that a student is in Maryland primarily to attend an educational institution. To overcome the presumption, a student must present additional evidence.

To determine a student's intent, the University will evaluate evidence of a student's objectively verifiable conduct. Evidence that does not document a period of at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the student seeks in-state tuition status is generally considered an unfavorable factor under this policy. Evidence of intent must be clear and convincing and will be evaluated not only by the amount presented but also based upon the reliability, authenticity, credibility and relevance of the evidence.

The absence of objective, relevant evidence is generally considered an unfavorable factor. A student's statement of intent to remain in

Maryland in the future is generally not considered to be objective evidence under this policy.

Additional evidence that will be considered includes, but is not limited to, the following:

    A. Source of financial support:
1. Maryland employment and earnings history through sources beyond those incident to enrollment as a student in an educational institution e.g., beyond support provided by work study, scholarships, grants, stipends, aid, student loans, etc.(Tuition costs will be considered as a student expense only to the extent tuition exceeds the amount of any educational scholarships, grants, student loans, etc.), or
2. Evidence the student is Financially Dependent upon a person who is a resident of Maryland.

    B. Substantial participation as a member of a professional, social, community, civic, political, athletic or religious organization in Maryland, including professionally related school activities that demonstrate a commitment to the student's community or to the State of Maryland. . Registration as a Maryland resident with the Selective Service, if male.

    C. Evidence showing the student uses his or her Maryland address as his or her sole address of record for all purposes including on health and auto insurance records, bank accounts, tax records, loan and scholarship records, school records, military records, leases, etc.

    D. An affidavit from a person unrelated to the student that provides objective, relevant evidence of a student's conduct demonstrating the student's intent to live permanently in Maryland.

IV. RESIDENTS WHO MAY TEMPORARILY QUALIFY FOR IN-STATE STATUS

In addition, persons with the following status shall be accorded the benefits of in-state status for the period in which they hold such status:

    A. A full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

    B. The spouse or Financially Dependent child of a full-time or part-time (at least 50 percent time) regular employee of USM or a USM institution.

C. A full-time active member of the Armed Forces of the United States whose home of record is Maryland or one who resides or is stationed in Maryland, or the spouse or a Financially Dependent child of such a person. Students that qualify under this provision will retain in-state status for tuition purposes as long as they are Continuously Enrolled regardless of a change in military assignment or status of the active member of the military.

D. A veteran of the United States Armed Forces with an honorable discharge who, within one year of discharge, presents documentation that he or she attended a secondary school in the State for at least three years, and graduated or received the equivalent of a high school diploma from a secondary school in the State. The veteran must present documentation and register at a USM institution within one year of discharge for this provision to apply.

E. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty.

F. A graduate assistant appointed through a USM institution for the semester/term of the appointment. Except through prior arrangement, this benefit is available only for enrollment at the institution awarding the assistantship.

V. PROCEDURES

A. An initial determination of in-state status will be made at the time of admission. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.

B. A change in status must be requested by submitting a USM institution's "Petition for Change in Classification for Tuition". A student applying for a change to in-state status must furnish all evidence that the student wishes the USM institution to consider at the time the petition is due. The due date is based on the deadline set forth by the USM institution at which the student seeks to enroll. If the applicable USM institution has no such deadline, the due date is the last published date to register for the forthcoming semester/term for which the change in classification is sought.

C. The student shall notify the USM institution in writing within fifteen (15) days of any change in circumstances which may alter in-state status.

D. In the event incomplete, false, or misleading information is presented, the USM institution may, at its discretion, revoke in-state status and take disciplinary action provided for by the institution's policy. Such action may include suspension or expulsion. If in-state status is gained due to false or misleading information, the institution reserves the right to retroactively assess all out-of-state charges for each semester/term affected.

E. Each USM institution shall develop and publish additional procedures to implement this Policy. Procedures shall provide that on request the institution President or designee has the authority to waive any requirement set forth in Section II if it is determined that the application of the requirements creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

VI. DEFINITIONS

A. Financially Dependent: For the purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes.

B. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.

C. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.

D. Spouse: A spouse is a partner in a legally contracted marriage.

E. Child: A child is a natural child or a child legally adopted pursuant to a court order recognized under the law of Maryland.

F. Regular Employee: A regular employee is a person employed by USM or a USM institution who is assigned to a State budget line or who is otherwise eligible to enroll in a State retirement system. Examples of categories NOT considered regular employees are graduate students, contingent employees, and independent contractors.

G. Continuous Enrollment:
  1. Undergraduate Student - An undergraduate student who is enrolled at a USM institution for consecutive

fall and spring semesters, until completion of the student's current degree program or unless on an approved leave of absence or participating in an approved program off-campus.

2. Graduate and Professional - Continuous enrollment for a graduate or professional student is defined by the institution in accordance with program requirement.

VI.IMPLEMENTATION

This policy as amended by the Board of Regents on February 15, 2008 shall be applied to all student tuition classification decisions made on or after this date.

[1] Annotated Code of Maryland, Education Article, §12-101.

Candidates for Degrees at Other Institutions

Students who are candidates for a graduate degree at another college or university may take graduate courses at Bowie State University. At least two weeks prior to registration, such a student must present a letter from the graduate dean of the home institution indicating that the student is in good standing and that the credit earned at Bowie State University is acceptable towards the student's degree. The student must complete Bowie State University's *Non-Degree Application* or register using the Inter-Institutional registration process.

Graduate Work by Bowie State University Seniors

Seniors at Bowie State University may register for graduate level courses if the following requirements/conditions are met:

1. The graduate courses are in excess of the credits required for the bachelor's degree.

2. The English Proficiency Examination has been successfully completed.
3. Permission has been secured from the student's advisor and the Graduate Dean.
4. The *Graduate Application for Admission* has been filed.

Seniors will only be permitted to take up to six (6) credits of graduate coursework. ***Permission to take courses as a senior does not constitute regular admission to the Graduate School.***

Procedure:

I. Obtain a Senior Graduate Course Permission form from the Graduate School and complete the form along with the appropriate signatures.
II. Submit the Senior Graduate Course Permission form along with the Graduate Application form to the Office of Graduate Admissions.
III. Graduate Admissions will inform the student if they are eligible to be admitted to a specific graduate program.
IV. The Graduate School will monitor the enrollment of the student in graduate level courses.

Transfer Credits

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

1. Courses accepted for transfer must have been earned at a college or university that is accredited by a regional accrediting body authorized by the U.S. Department of Education.
2. Courses for transfer have to be designated as graduate level courses by the institution at which it was taken. Courses offered as a workshop or as continuing education at other institutions and are not designated as a graduate level course are not acceptable for transfer.
3. Twelve credits may be transferred into Master of Education programs, Counseling Psychology programs (Eclectic and Adlerian), and Human Resource Development. No more than six credits may be transferred into all other programs.

4. Number three above is also applicable to courses taken here at Bowie State University under the continuing education program.
5. The courses for which transfer is sought must have been completed with a grade of "B" or better and must be relevant to courses and degree requirements offered in the degree program to be pursued by the student. A course accepted for transfer credit can only be viable for use to satisfy program requirements seven years from the date of completion. The seven years will include the date on which the master's degree program in which the student enrolls at Bowie will be completed. A representative of the graduate degree program makes the decision on the transferability of a course.
6. Transfer of credits into a degree program may not be used to offset required practicum or seminar courses.
7. Credits used to satisfy the requirements for one master's degree may not be used for satisfying the requirements of another master's degree.
8. Credits are not to be used for two degrees at either the graduate or the undergraduate level.

Procedure:

I. Submit the following to the graduate advisor
   a. Copy of the course description of course to be transferred into Bowie State University
   b. Official copy of transcript from institution at which the course was taken reflecting the final grade earned in the course.
II. The student's advisor will review the course description to determine if it will satisfy requirements of the degree program and falls within the number of credits allowed for transfer.
III. The advisor will include the course on the student's Program of Study if the determination is made at the time the student is starting the program. If a Program of Study has been completed and accepted by the Graduate School then a Change of Program form will be used to accept and reflect the transfer course.

IV.   To accept a course for transfer taken after a student has begun the degree program, the student must get prior approval from the advisor using the Request Permission to Take a Course at Another College/University form.

V.   The completed forms must be submitted to the Graduate School for approval.

VI.   The approved forms will be submitted to the Office of the Registrar for placement in the students file.

Taking Courses at Another Institution

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

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

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

Procedure:

I.   A student will obtain a copy of the Request Permission to Take a Course at Another Institution form. The form is available on the Graduate School website or in the Graduate School.

II.   The student will complete the form and submit to his/her advisor with a copy of the description of the course from the institution at which the course is to be taken.

III.   The form signed by the advisor will be forwarded to the Graduate School for signature by the Dean of Graduate School.

IV.   The approved and signed form will be sent to the Office of the Registrar with copies sent to the student, the advisor and the Graduate School.

Admission of International Students

Admission to the Graduate School may be granted to international students whose academic and personal qualifications promote success in a graduate program of study. Applicants must hold the equivalent of a four-year U.S. Bachelor's degree and a grade point average equivalent to a 2.5 or better on a 4.0 scale. International students are expected to read, speak, understand and write English fluently. Applicants whose native language is not English must submit results of the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 (213 computer-based), and Test of Written English (TWE) with a minimum score of 4.0. Students who have completed two (2) full academic years of study at an accredited U.S. higher education institution with a minimum of 18 credits completed with a grade of B or higher may have the TOEFL requirement waived.

The following items must be submitted to the Graduate Admission Office:

1. Applicants are required to submit an Application for Admission, along with a non-refundable application fee. The University is able to accept only U.S. currency.
2. An official copy of the undergraduate transcript indicating type of degree (BA or BS) and a notarized translation of this transcript if it is not in English. The Graduate School requires an applicant to submit the transcript to an official evaluation center at the applicant's expense for a course by course review. The University will provide the names and contact information of evaluation services.
3. A notarized statement (Affidavit of Support) indicating the sponsor's willingness and ability to provide full financial support for the student. The I-20 AB will indicate the estimated annual educational expenses. The estimated annual cost of education will be established each year and will be available in the Office of Admissions.
4. A statement from the sponsor's bank indicating current balance sufficient to carry out sponsorship for one academic year. Students also may sponsor themselves by submitting their personal bank statement indicating sufficient funding, and a letter to the University indicating the self-sponsorship. Affidavits of support as well as bank statement may not be older than six months.

5. All international student applicants must present an official record of the Test of English as a Foreign Language (TOEFL).

Non-native speakers of English will be required to meet with a graduate school advisor prior to enrolling in any graduate courses.

After receipt of the required documents and after clearance by the International Student Advisor, the Graduate School will make an admission decision. If accepted to the Graduate School, a SEVIS (Student and Exchange Visitor Information System) I-20 (*Certificate of Eligibility for Non-Immigrant F-1 Status*) will be issued. A student visa may be obtained by presenting a payment receipt for the SEVIS I-20, along with the SEVIS I-20 and documentary evidence of financial support to the U.S. embassy in the student's home country. Information concerning the SEVIS I-20 fee can be found at www.fmjfee.com. Please note that F-1 students must attend school full-time. Registration for nine (9) credit hours is considered full-time enrollment at the graduate level.

F-1 students are not eligible for state or federal financial support, including scholarships, grants, and fellowships. The applicants must rely fully on private sponsors (family, friends, etc.) or on personal sources of income.

To ensure adequate time for admission review, applicants inside the U.S. must apply four months before the application deadline. Applicants outside the U.S. must apply 10 months prior to the date of entry to allow time for the exchange of correspondence, evaluation of all necessary documents and the settling of financial, immigration and housing matters.

Applicants may contact the International Student Advisor 301-860-3830 or Graduate Admissions 301-860-3448 for information concerning graduate admission to Bowie State University.

Certificate Program Application

Students in an approved certificate program must complete a *Request for a Certificate Application* upon completion of the requirements for a

certificate in the following certificate programs:

> Addiction Counseling
> Applied and Computational Mathematics
> Computer Science
> Information Systems Analyst
> Organizational Communications
> Public Management
> Psychotherapy
> School Psychology

An application may be obtained from the Graduate School Office and the completed form should be returned there. Certificates will be awarded upon completion of the required courses with a cumulative grade point average of 3.0 or better and issued at the end of the semester.

Procedure:

I. Students will complete the courses specified in the Graduate Catalog for a certificate program.

II. Once courses have been completed the student will obtain from the Office of the Registrar a copy of the Certificate application form.

III. The student will complete the form and submit it to the Office of the Registrar for processing.

IV. Certificates will be printed at the end of each semester.

Registration

Students admitted to the Graduate School will be permitted to register for classes during the regular registration period. Conditionally admitted students may register through the Office of Graduate Admissions for a maximum of nine (9) credit hours of graduate study. Upon attainment of nine (9) credit hours with a cumulative grade point average of 3.0 or better, the conditional admissions may be removed and regular admission granted.

Continuous Enrollment

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

Procedure:

I.   Each semester a graduate student is expected to register for graduate coursework. If a student drops out, he/she will have to be re-admitted to the University.

II.   The student will obtain from the Office of Graduate Admissions or the Bowie State University website a Graduate Readmission form and fill out completely.

III.   The readmission form is to be submitted to the Office of Graduate Admissions for processing.

IV.   The Office of Graduate Admissions will inform the student of the results from the processing of the readmission form.

V.   If the student is readmitted he/she may go online and register for courses.

Independent Study Policy

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

The requirements for the experience shall be specified in writing. The student must satisfy all requirements normally demanded in a regular

semester. <u>Students are limited to a maximum of three (3) credit hours on an independent study basis.</u>

Procedure:

I.   Graduate students will obtain a copy of the Independent Study form from the Graduate School or on the Bowie State University website.

II.   The form is to be completed by the student and the course instructor.

III.   The form is to be signed by the student, the professor and the chair and submitted to the Graduate School for approval.

IV.   The approved Independent Studies course will be entered into PeopleSoft after which the student will be able to register.

Veterans Benefits

Veterans follow the same procedure in paying bills as do other students. The Veterans Administration makes reimbursements after students have registered for courses. Veterans claiming benefits must have an approved program to be eligible for benefits. Following is a summary of Bowie State University's credits and training time for graduate veterans/dependents:

9 credits	Full time
6-8 credits	3/4 time
3-5 credits	1/2 time
1-2 credits	1/4 time or less

Training time will be adjusted for accelerated sessions (i.e., summer school).

Auditing

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

Degree Requirements

Graduate Comprehensive/Qualifying Examination

Candidates for a graduate degree must pass a written comprehensive/qualifying examination unless otherwise specified by the degree program. The Graduate School is responsible for the administration of the Comprehensive Examination.

The Comprehensive Examination may not be taken before the student has completed the minimum graduate **core courses** required for the program, including ***all prerequisite courses***. Students enrolled in coursework that will result in the completion of the minimum **core** credit hour requirement may, *with the **approval** of the graduate Program Coordinator and advisor*, be allowed to take the Comprehensive Examination during the same semester. Students ***must*** be advanced to candidacy **prior to taking the comprehensive examination**.

Student in the Counseling Psychology, Mental Health Heath Counseling, and School Counseling Programs will be required to take the Counseling Preparation Comprehensive Examination (CPCE) in order to meet the comprehensive examination requirement. This is a nationally standardized examination used in many university counselor training programs throughout the United States. The CPCPE is a multiple choice objective instrument prepared and scored through the Center for Credentialing and Education, Inc. (*http://www.cce-global.org/*). Results are final and cannot be subject to the appeal process through the typical university protocol.

Master of Education students must have successfully completed or must be currently enrolled in *EDUC 706 or ESAS 706 Introduction to Research* before taking the Comprehensive Examination. All students registering for a concluding seminar must have first passed the written Comprehensive Examination.

The Graduate School administers the Comprehensive Examination **two** times each year: the fall **and** spring semester**s. The doctoral comprehensive examination in education is administered only once a year in the fall semester and only students who fail in an area are eligible to retake the examination in the spring semester.**

Students are eligible to take the written comprehensive **twice**. In the event that a student fails the examination on the first and second attempts, **the student will be withdrawn from the program**.

Note: ***In an event that a student fails the comprehensive examination for the second time – (AFTER TWO ATTEMPTS), the student will be dismissed from the program. There will not be any further negotiations after a second attempt of the comprehensive examination fail short of a passing grade.***

Procedure:

I. Students register to take the comprehensive/qualifying examination during the registration period for the semester in which they plan to take the examination. Students who do not register will not be permitted to sit for the examination.

II. **Graduate School reviews** the records of the students who register to take the Comprehensive Examination to determine eligibility.

III. Students must:

 a. Have completed **required core courses** - 21 credit hours if in the Master of Education in Elementary Education program; 27-30 credit hours depending on the Counseling Program; and 24 credit hours for all other degree programs,

 b. Have been advanced to candidacy,

 c. Have resolved all Incompletes given in classes taken (exception: thesis advisement or research continuation courses),

 d. Have completed all pre-requisites required by the program,

 e. Have completed Introduction to Research (College of Education students), and

 f. Have no failing grades **in** courses on the Program of Study.

IV. The Dean of Graduate School will inform students of their eligibility.

V. Students are encouraged to attend the Comprehensive Examination orientation session**s** held on the 2nd Tuesday of September or February at 4 p.m. at their respective department locations to be announced by their graduate

program coordinator.

VI. The Comprehensive Examinations are held in October and March **on the second Saturday.** (Dates will change if a conflict occurs with a major university event which may disrupt the administration of the examination).

VII. Students report to the examination locations at time specified on the day of the examination with picture identification.

VIII. A program may elect to allow its students to take the Comprehensive Examination via computer. The traditional method of using pen and paper is always available.

IX. The Comprehensive Examinations are scheduled for **three (3)** hours starting at 10 a.m. **and 11:00 a.m. and ending at 1 p.m. and 2:00 p.m. respectively as designated by a given program.**

X. The results of the examination will be placed on a student's transcript. An unofficial courtesy letter will be mailed to the student with the examination results. Students Comprehensive Examination results may be assessed on students' information system (Peoplesoft) or unofficial transcript through Bulldog Connect.

Research

A. Thesis and Research Paper

All candidates for the master's degree are required to present a research paper/project. Students should consult with their advisors for specific details.

If the research involves human subjects, the *Institution Review Board's* (IRB) policies must be followed. The student should consult the Graduate Student Handbook for specific policies, procedures, and guidelines.

Students in certain programs who choose to write a thesis will elect the Plan II program of study. An oral examination by faculty members will be conducted on each thesis. The student will register for six hours of thesis.

A review committee will select outstanding thesis abstracts for

consideration for the ERIC system each semester. A file of abstracts of thesis will be maintained.

B. Institutional Review Board

The Institutional Review Board (IRB) whose Board members are full-time faculty drawn from the four academic schools at Bowie State University review applications from anyone (i.e., students, faculty, researchers) requesting permission to conduct research involving human subjects for compliance with the University guidelines and Federal regulations regarding the protection of human subjects – Title 45 Code of Federal Regulations Part 46.

Research proposals from campus-based individuals or groups submitting proposals for external funding or campus-based individuals or groups conducting research off-campus **must** be submitted to the IRB for review and approval before research can be initiated.

No research can go forward at Bowie State University without the approval of IRB. ***Completed research projects that have been conducted without the approval of the IRB will not be approved***. The proposal **must be submitted to the IRB** with all the requisite attachments before a research project can be reviewed, approved and undertaken:

- A statement of project approval from the department in which the research is being conducted (students only)
- A signed memo of approval/support from student's advisor
- One original copy of the proposed consent form
- One original or typed copy of the IRB Proposed submission form
- A detailed and complete research instrument (survey) proposed to be used in the study
- Research abstract, statement of problem, purpose of study, need for the study, research design-describing the entire study population, sample and study procedure and techniques, limitation of study, significance of study, theoretical framework, variable definition, scope of study and all the relevant information that describes your first two chapters including your references.

- If research is classified **EXEMPT,** you must submit all the identified documents above and check Exempt on category #4 of the proposed submission form.

The process for submitting applications to IRB for approval:

1. All research proposals (protocols) which include the statement of project approval, approval/support memo from student advisor, proposed consent form, research abstract, statement of problem, purpose of study, need for the study, research design describing the entire study population, sample and study procedure and techniques, limitation of study, significance of study and all relevant information that describes chapter one of your study should be submitted to:

   Dr. Cosmas U. Nwokeafor
   Graduate Dean and Chair IRB
   Center for Business and Graduate Studies
   Suite 1312
   1400 Jericho Park Road
   Bowie, MD 20715

   301-860-3406 (office) 301-860-3414 (fax)
   cnwokeafor@bowiestate.edu

2. After an initial review by the chair, submitted proposals (protocols) that are not exempt (i.e., proposal involving human subjects) must be forwarded to sub-Board members by the chair for review. The review process will take approximately four weeks for a proposal involving human subjects to be completed and feedback sent to the individual/group applying for approval.

3. Approved proposals will receive feedback from the chair to that effect. However, unapproved proposal will also receive feedback with specific indications as to why the proposal was disapproved.

4. An unapproved proposal can be resubmitted for approval if changes identified by the Board are made.

5. The approval of a proposal remains valid for one year after which a resubmission must be submitted to the IRB in order to conduct or continue the research.

6. Any changes made to an approved proposal require the researcher to submit the revised and updated proposal for approval again before research can be conducted.

7. An EXEMPT proposal means a research proposal does not involve human subjects and therefore, it is exempt from further IRB review. However, such research must be submitted to the chair for his review and documentation for record purposes and feedback for approval sent to the individual/group within two weeks from the date of submission.

C. Incomplete Research Paper or Thesis

Students who do not complete the research paper or thesis in the seminar course must register for Research Advisement (one graduate credit hour) in order to receive faculty assistance in the completion of the paper or thesis. The student has two semesters to remove the Incomplete in Seminar.

D. Doctoral Dissertation Guidelines and Processes

The dissertation is required of all students working towards completing a doctoral degree. Students will observe and follow the policies in the Dissertation Handbook. Upon completion of the dissertation, students will follow the procedures to have the document bound and for its submission to the UMI

The doctoral dissertation process starts in the department in which a student will work with his/her dissertation advisor and four members of the dissertation committee. One member will be an external examiner from another institution with expertise in the area in which the student is obtaining his/her degree.

a. External Examiner

An external examiner must be an assistant, associate or full professor in the teaching or research area of the student's discipline who is very knowledgeable in the area of the student's research. An external examiner must have published in a referred journal or conference publications. An external examiner must submit his/her credentials as documented on a curriculum vitae to the Graduate School for review and approval.

b. Dissertation Examining Committee

The dissertation committee, therefore, will be comprised of the following:

1. dissertation committee chairperson
2. three other committee members
3. an external examiner

The dissertation committee members are responsible for guiding the student through the writing period of the dissertation which will include the rewrites and changes that are synonymous with any dissertation writing process. The committee under the guidance of the dissertation advisor must make sure that the student's dissertation meets the graduate standard before submission for defense approval to the Graduate School office.

c. Graduate School Standard

Graduate School Dissertation Standard includes the following:

1. Approval of the Institutional Review Board
2. Completion of the requisite research and data analysis
3. Review of the appropriate literature which is of sufficient breadth and depth that it meets the level of scholarship for doctoral studies
4. Follows the American Psychological Association (APA) style format
5. Citing sources used in the study
6. Maintaining a consistent type-face of document and charts
7. Avoiding plagiarism

8. Complete spell-check
9. Reference pages consistent with APA style

    d. Dissertation Defense (Oral Examination)

All dissertation defenses (oral examination) dates will be announced by the Graduate Dean. The defense of all dissertations must take place in the Graduate School Conference room located in the Center for Business and Graduate Studies. Food and beverages will not be permitted in the Conference room during the dissertation defense. (Bottled water will be permitted).

    The scheduling of any dissertation defense is the responsibility of the Graduate School.

    e. Procedures for Dissertation Defense (Oral Examination)

    1. Attendance
- Attendance at the dissertation defense is limited to the following:
  i. Members of the dissertation examining committee
  ii. The candidate
  iii. Members of the academic community, and
  iv. Family and friends

    For more details, see the Dissertation Handbook.

    2. Vote of the Examination Committee

- The outcome of the dissertation defense (oral examination) is decided by an open vote of the dissertation examining committee in the absence of the candidate. The decision of the committee (pass or fail) is determined by a majority of those present and voting.

3. Graduate School Responsibility

    - The Graduate School Dean will introduce the candidate and the dissertation topic for defense to the entire examination gathering.
    - The Graduate Dean will declare the dissertation open and leave the examination under the direction of the dissertation chair.

4. College Dean Representative

    - The Dean of the College in which the doctoral program resides may send a representative to observe the dissertation process. The Dean's representative will not participate in the proceedings and does not have any voting right nor any signature authority on any of the examination documents.

5. Defense Approval Deadline

    - All doctoral defense approvals must be completed by the second week in March. Any defense approval request submitted after the deadline will not be reviewed for approval for May or December graduation. All regular doctoral defenses must be completed by the second week of April. *For approval of December Graduation, all doctoral dissertation must be submitted on the first week of November and defenses completed by the second week of November*.

    - Any defense that failed to meet the deadlines will not be included in the list for May or December graduation.

6. Dissertation Binding

- The dissertation/thesis must be cleared by the Dean of the Graduate school after it has been successfully defended and all revisions suggested by the committee have been made. Once cleared, students should upload their dissertation/thesis to ProQuest/UMI with the original copy of the committee signed sheet. A receipt of payment must be submitted to the Dean of the Graduate School before a final clearance and approval will be granted. After publication and printing, the dissertation/thesis **must** be mailed to the Graduate School, Bowie State University, Center for Business & Graduate Studies, Suite 1312, 14000 Jericho Park Road, Bowie, MD 20715.The dissertation/thesis should not be mailed to the students home/private address. Students will be notified to pick up their bound copy as soon as it becomes available.

Note: **For more details on the dissertation process, see the Dissertation Handbook.**

FINANCIAL INFORMATION

Financial Obligations

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

Financial Requirements for Registration

All students who register for classes incur a financial obligation to the Bowie State University. Students are responsible for all charges incurred at the University. Failure to attend classes does not constitute withdrawal from the Institution or a class. Students must formally withdraw from the University or a class through the Registrar's Office. Any adjustment in charges will follow the policy presented in the *Schedule of* Classes (www.bowiestate.edu).

Returning students will not be permitted to register for a subsequent semester until all financial obligations, including current semester fees, parking violations, library fines, and any other outstanding charges, have been paid. Account balances must be cleared before students will be allowed to participate in future registrations and graduation or to receive transcripts or diplomas. Only the Director of Student Accounts/ Bursar may issue a "hold" or indicator to maintain the student's registration when payment requirements have not been satisfied or to allow a student to register with a prior outstanding balance.

Cancellation of a student's registration may occur if the bill is not paid in full or if approved arrangements have not been made to cover the outstanding balance. Bill due dates and class cancellation dates are published on the University website (www.bowiestate.edu.) Failure to receive a billing statement does not relieve the student of the payment obligation.

Payment Policy

Acceptable payment methods are cash, check, money order, cashier's check, certified check, MasterCard, Visa, American Express, and Discover Card. Payments may be made at the Student Accounts Office/Cashier's Office, by credit card on-line through Bulldog Connection, or by check or credit card through the Interactive Voice Response System. Students who register before the billing date will receive a bill via e-bill and must make payment or approved payment arrangements prior to the bill due date or their enrollment may be canceled. Students who register after the billing date may review their bill on-line via Bulldog Connection and must pay their bill or make

approved payment arrangements prior to the due date of the bill or enrollment may be cancelled.

Students who register for the second 8-week session are expected to make payment or approved payment arrangements at the time of registration.

Approved payment arrangements authorized by Board of Regents policy are:

1. Students who are approved for a Guaranteed Student Loan;
2. Third Party Billings (sponsor pays all or part of the students' charges);
3. Students who are enrolled in a University approved installment payment program; and
4. Financial aid awarded by the institution that has not been completely processed and or is not posted as anticipated on the student account.

Students who register during late registration will incur a $50.00 late registration fee. During late registration, payment for semester charges is due and payable at the time of registration.

Returned Checks

In the event that a check rendered as payment is returned by the bank unpaid for any reason, the privilege of using a personal check as payment to the University will be immediately revoked. A fee of $30.00 will be assessed for any returned check. If the University determines that a student's check is invalid, his/her courses are removed for the PeopleSoft Registration system and he/she must officially withdraw from the University. If the student fails to withdraw, he/she remains liable to the University for all incurred charges.

Errors in Billings

The University retroactively adjusts accounts and bills if accounting errors or charge omissions are identified. The student is responsible for all costs incurred while attending Bowie State University.

Referral to Collection Agency

The University will make every effort to collect all outstanding balances pursuant to State of Maryland regulations. Accounts are reviewed and considered for submission to the State Central Collections Unit (SCCU) ninety (90) days after the official start date of classes. As an agency of the State of Maryland, the University is required by state law to refer delinquent accounts to the State Central Collections Unit. At the time of referral, a collection charge of 17% is added to the balance of the account, plus any
additional attorney and/or court costs. In addition, SCCU is authorized by state law to intercept an individual's state income tax refund or other payment made through the State to apply toward an outstanding debt. The SCCU also reports delinquent accounts to credit bureaus.

Fees

A list of fees and charges established by action of the Board of Regents of the University System of Maryland is published on the official Bowie State website each semester. All fees and tuition are subject to change.

Graduation

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

Procedure:

I. The date for applying for graduation is published in the University Calendar at the beginning of the school year.
II. Application for graduation is located online.
III. The student will log into their PeopleSoft account and apply for the appropriate graduation (i.e., Spring, Fall, Summer) by the stated deadline.
IV. The student will pay the graduation fee by the stated deadline.

Transcript

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

Procedure:

I. Request for the transcript will be made to the Office of the Registrar.
II. Obtain a copy of the Transcript Request form from the Office of the Registrar or from the Bowie State University website.
III. Complete the request form and submit to the Office of the Registrar in person or by fax (301) 860-3438.
IV. A fee will be required if the request is made during the "While you Wait" service time which is to be paid at the Office of Student Accounts. "While you Wait" service is available on Wednesday.
V. If the transcript is ordered and mailed, there is no fee and it will take up to 48 hours.

Withdrawals and Refunds

Students wishing to receive a course refund are responsible for officially withdrawing. Withdrawal procedures begin in the Office of the Registrar. The date the withdrawal is received determines the amount of refund. Students withdrawing from the University after completing registration are not entitled to the refund of any fees.

Refunds for all courses offered whether 16-week, 8-week, weekend or workshop format shall be awarded based upon a schedule established by the Office of Student Accounts for each semester.

Graduate Assistantships

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

To be eligible, the student must:

1. Enroll in a minimum of nine (9) graduate credits each semester of the assistantship;
2. Enroll in less than 13 graduate credits per semester;
3. Maintain a minimum GPA of 3.0.

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

Scholarships and Fellowships

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

STUDENT SERVICES

Support Services for Students with Disabilities

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

Housing and Residence Life

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

Graduate Student Association

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

Career and Cooperative Education Services

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

Academic Policies and Procedures

Standard of Academic Conduct

Bowie State University expects students to maintain high standards of conduct and scholarship. Thus, students are expected to conform to strict standards of academic honesty in all aspects of graduate studies. Students guilty of academic misconduct are subject to severe penalties

ranging from failure of the assignment to failure in the course, suspension from the program or the University or, in extreme cases, dismissal from the University.

Policy on Plagiarism

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

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

Procedure:

I. Faculty members are required to deal directly with any academic infractions. Actions taken must reflect the seriousness of the infractions and could range from a verbal warning,

administrative withdrawal, an assigned grade of "F" for the course, to dismissal from the University.

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

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

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

Attendance

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

Notification of Graduation Status

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

Time Limitation

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

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

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

Program Extension

A program extension may be granted for up to two years to a student whose time limit is about to expire. It is the students' responsibility to contact his/her department to obtain the required paperwork and signatures. An extension can be granted for more than two times depending on the circumstances.

Note: If a student allows his/her time to elapse, such student would have to be dismissed from the program and to gain entrance back to the program should reapply for admission into the program. If granted admission back to the program, the program area determines how many courses that they may allow the student to transfer from their already accumulated course work prior to being dismissed.

Procedure:

I.   A program extension form is obtained from the program area (department).
II.   The form must be completed by the student.
III.   The Program Coordinator must write their recommendation in the designated area, then date and sign the form.
IV.   The completed form must be submitted to the Graduate School for the Graduate Dean's approval/denial. Program Coordinators and Chairs make recommendations for program extensions, but **<u>do not</u>** give approvals or send approval letters to students.

Program of Study

Degree and certificate students must follow a program of study approved by the graduate advisor, the College Dean and the Graduate Dean. The program of study should be prepared before the student begins his/her first semester of classes. The student's program of study is to be documented by completing the *Program of Study* form. Courses

taken prior to submitting the program of study at other institutions that will serve as transfer courses are included with approval by the graduate advisor. The completed *Program of Study* will be filed in the student's permanent file in the Office of the Registrar.

Procedure:

  I. The new student will meet with the advisor prior to beginning the degree program to establish the requirements for degree completion. The result is the development of the Program of Study.
 II. A Program of Study will be reported on the *Program of Study* form. All requirements to be met by the student, transfer courses and pre-requisites will be detailed on the form.
III. The advisor, the student, and the Graduate Dean will sign the form.
IV. The *Program of Study* form will be submitted to the Office of the Registrar for placement in the student's permanent file.

Change of Program

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

Procedure:

  I. The student will meet with the advisor to discuss and make changes to the original Program of Study.
 II. The changes to the Program of Study will be detailed on the *Change of Program* form.
III. The advisor, the student, and the Graduate Dean will sign the *Change of Program* form.
IV. The *Change of Program* form will be submitted to the Office of the Registrar for placement in the student's permanent file.

Advancement to Candidacy

Advancement to Candidacy is a major step in fulfilling the requirements for the Master's Degree. Advancement to Candidacy is accomplished by presenting evidence of having an approved program of study, a grade point average of 3.25 and a minimum of 12 - **18** semester hours of **specific program core courses** graduate work **taken at Bowie State University**. Should the required 3.25 average not be attained when a maximum of 18 credit hours **have** been earned, Advancement to Candidacy will be denied. **Students will be given the opportunity to retake courses that were taken as part of the 12 – 18 credit hours requirement. Students will not be allowed to go beyond the 18 credit limit if they have not met the requirement for advancement to candidacy**. Each graduate program may have additional requirements for Advancement to Candidacy that students are required to complete. Additional requirements will be included in the section of the catalog for each program.

Students must be advanced to candidacy before taking the Comprehensive Examination, Seminar or Practicum (Internship I and II for Mental Health Counseling).

Procedure:
 I. A student must apply for Advancement to Candidacy by completing the Request for Advancement to Candidacy form and submitting it to the **Graduate School.** The form can be filed once the student has taken 12 credits of **required** coursework but must be completed before 18 credits are earned.
 II. The Graduate Records Coordinator will review the student's records to **determine** - academic progress.
 III. If the student has met the requirements for Advancement **to Candidacy**, the student will be advanced and the student information system, PeopleSoft, will be updated to reflect so.
 IV. If the student is **denied Advancement to Candidacy**, the Graduate School will correspond with the student to direct him/her to the advisor to develop a plan for meeting the Advancement to Candidacy requirement.
 V. A student who does not satisfy the advancement to candidacy requirement will not be allowed to continue taking courses after the completion of the first 18 credit hours.

In order to insure adherence to the Advancement to Candidacy policy, a negative service indicator is placed on the graduate student's PeopleSoft accounts during the semester in which the student registers for the 18th credit hour. Once the student has met the Advancement to Candidacy requirement, the service indicator is removed and the student may continue his/her program of study.

Procedure:

I. The student applies for Advancement to Candidacy.
II. Once the advancement has been granted, the Graduate School will remove the hold and send the appropriate letter to the students. A copy of the letter will be sent to the Graduate Program Coordinator.
III. Those students who are not eligible for advancement will receive a letter informing them of their status and will be advised to meet with their advisor to develop a strategy for **satisfying the** Advancement to Candidacy **requirement**.
IV. Students will meet with their advisor and document a plan for meeting the requirements for advancement utilizing the Academic Progression Plan Worksheet. A copy will be sent to the **Graduate School** for placement in the student's permanent folder.
V. The hold will be temporarily removed from the student's account in order to allow for registration into classes specified in the plan documented on the Academic Progression Worksheet. The hold will be replaced on the student's account after the student registers.
VI. If the student meets the requirement for Advancement to Candidacy the first semester after the initial hold was placed on his/her account, the hold will be permanently removed. If the student does not meet the requirements for Advancement to Candidacy, he/she will no longer be allowed to continue in the program.

Exceptions: Because there is a need to show actual registration in order to obtain a visa for re-entry into the United States, the hold will be removed for those international students who intend to travel outside of the country if it is

determined that their progress in their academic program may result in the criteria for advancement to Candidacy.

Course Load

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

Standards of Academic Work

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

Grading Criteria

A grade of "A" represents superior academic performance:

1. The student demonstrates critical, analytical, and applied understanding of the subject matter in excellent written and oral form.
2. The student regularly contributes substantive knowledge and appropriate discussion to the class experience.

A grade of "B" represents good academic performance:

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

A grade of "C" represents the minimal acceptable academic performance:

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

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

A student who withdraws from a course after the tenth week of the semester will receive a grade of "F" unless special permission is granted for withdrawal without penalty. Students taking 8-week courses will receive a grade of "F" after the fifth week of class unless special permission is granted for withdrawal without penalty.

A student may repeat a course to raise a grade of "B", "C" or "F." Only the higher grade received for a course will be counted in the student's cumulative grade point average.

Letter grades are not assigned to students in Practicum, INSS 890-Professional Seminar and PSYC 540-Social Equity. Students who successfully complete the work in these courses receive a grade of "Pass." Students who do not successfully complete the requirements receive a grade of "Fail." A grade of "I" indicates "Incomplete" and 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".

Students who receive an Incomplete (I) in Seminar must enroll in Research Advisement for one graduate credit hour with the Seminar

instructor. The student has two semesters to remove the Incomplete (I) in Seminar.

A student may not be advanced to candidacy, allowed to take the Comprehensive Examination, or graduate until all grades of Incomplete (I) have been removed from courses in the student's degree program.

A final examination is required for all courses, except Seminar and Practicum.

Appeal System

Students desiring to ask for an exception to the requirements for graduation should address such an appeal to the Dean of the respective College.

Students appealing a failing grade on the Comprehensive Examination should address the request to the Graduate Dean. Such appeals must be filed within 30 days of the notification letter. Upon receipt of such an appeal, the Graduate Dean in consultation with the Program Coordinator will identify a new group of readers from the student's area of concentration to review the examination. The decision resulting from the second reading shall be final.

Note: **Any Comprehensive Examination appeal filed after the 30 days of the notification letter of failure is considered LATE and will not be addressed by the Graduate Dean. The result (outcome) of the appeal should be communicated to the student by the Dean's office in writing five weeks from the date of the submission of the appeal request by the Dean or his designee.**

Student grievances should initially be addressed to the Graduate Program Coordinator. Students with grievances concerning other matters, including course grades, should address the appeals to the Graduate Dean, *after* exhausting all remedies available in the originating College. Such appeals must be filed no later than March 15 or October 15 following the semester in which the alleged offense occurred.

Dismissal Policy

The following dismissal policy applies to graduate students: A student whose cumulative grade point average (GPA) falls below 3.0 is placed on academic probation for the next semester; any student on academic probation has to re-take the failed classes during the probationary period in order to raise the grade point average. Failure to raise the GPA to a 3.0 during the probationary period will result in academic dismissal.

The duration of the dismissal is one (1) semester; the period of dismissal for a graduate nursing student is one (1) year. Courses taken at other institutions during the dismissal period cannot be transferred to Bowie State University. In order to be considered for readmission, the student must reapply to the Department and petition the Graduate Dean with a communication of support from the Department. A student academically dismissed is given a one-time readmission consideration. Once readmitted, the student must retake the course or courses that must have resulted to a drop of his/her cum grade point average to below a 3.0. The seven (7) year and five (5) year (in the case of nursing program) time limitation for degree completion shall include all periods of dismissal. A student dismissed for academic dishonesty is not eligible to reapply.

Policy for Testing Out of Courses

Students are allowed to test out of a maximum of two courses. The procedure for doing so is as follows:

1. The student must write a letter to the Graduate Dean requesting permission to take the course(s) by examination including course title and number.
2. The Graduate Dean will appoint a committee composed of a minimum of two (2) faculty members to coordinate and administer the examination.

3. The student will meet with the faculty committee. The committee will inform the student of the topics to be included in the examination and establish an examination date.
4. The student will register and pay for the course(s) for which he/she is seeking examination credit.
5. The examination may be written, oral and/or a demonstration before the committee.
6. The committee will evaluate the student's performance and assign a grade for the course to the student. The committee will enter the student's grade on the final grade roster.
7. If the student fails the examination, an "F" will be recorded.

Advisement

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

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

Steps in Completing Degree Requirements

1. Meet with a graduate advisor to establish an approved program of study.

2. Qualify for Advancement to Candidacy (12-18 credit hours completed in approved program of study with G.P.A. of 3.25 or better).
3. Apply for Advancement to Candidacy.
4. Register for the Comprehensive Examination.
5. Complete the written Comprehensive Examination satisfactorily. Students must successfully complete the Comprehensive Examination prior to enrollment in the concluding seminar. Students in the Computer Science program have the option to complete a thesis or project. Students in the Department of Nursing, who currently have a Master's of Science in Nursing degree must consult with their academic advisor regarding the policies for completing the comprehensive examination.
6. Prepare a research/seminar paper (or a thesis) according to subject area specifications and satisfactorily complete an oral examination on the thesis, if applicable.
7. Complete the required number of course hours as outlined in the program of study with a minimum grade point average of 3.0. Show written approval of advisor and the Dean for any change in program.
8. Submit Application for Graduation at the beginning of the fall semester of the academic year in which you plan to graduate.
9. Attend graduation ceremony for the conferring of the degree.

OFFICE OF ALUMNI RELATIONS

The Office of Alumni Relations serves as the University's liaison to the Bowie State University National Alumni Association (BSUNAA). The Office maintains an active role in increasing alumni participation with the University and with the BSUNAA. The Office coordinates activities that celebrate the accomplishments of the University and the accomplishments of alumni. Active involvement of alumni in the University is a major goal and focus of the Office of Alumni Relations.

Alumni are encouraged to establish a mutually beneficial relationship between Bowie State University and the BSUNAA, by being an active

member, keeping the University apprised of their accomplishments and networking with other alumni and current students. , you will continue to find enrichment from your relationship with Bowie State University and members of the BSUNAA.

Membership with the BSU National Alumni Association

All persons having attended Bowie State University, formerly Bowie State College, Maryland State Teachers College, Bowie Normal School #3, and Maryland Normal School for Colored Youth shall be entitled to membership.

STUDENT ALUMNI ASSOCIATION

The Student Alumni Association (SAA) is a student program that cultivates relationships between students and alumni, enhances the college experience through exciting, memorable events, and promotes Bowie State University (BSU) pride and tradition. Students and alumni have respect for the rich traditions of BSU and possess a lasting love for their alma mater. The Student Alumni Association (SAA) is an excellent vehicle to begin this process. It is through this type of student organization that traditions are taught and continued; and that affinity to the institution is established. During the course of the student experience the progression to alumni occurs. At the conclusion of the student experience, energetic alumni emerge ready to come to the assistance of their alma mater, both financially and intellectually.

COLLEGE OF ARTS AND SCIENCES
Dr. George Acquaah, Dean

The College of Arts and Sciences is the academic foundation upon which Bowie State University is built. Our academic programs are designed to inculcate in students the ability to think critically, foster a life-long commitment to learning, develop students' awareness of their cultural traditions, strengthen the skills of scientific inquiry, and promote the application of knowledge ethically and responsibly for the betterment of society.

Students in our academic enterprise are challenged to devote themselves to the pursuit of excellence in their quest of knowledge, and to take an active role in their education, while honing their leadership skills. Our distinguished faculty members are not only committed to the discovery, application, and dissemination of knowledge in their service of society, but do so in an environment that respects and nurtures diversity and fosters student learning. We constantly seek ways to expand and enhance our research and teaching infrastructure, to augment faculty capacity to instruct students, facilitate student learning, and enrich the educational experience of students to make them competitive in the job market

The College offers four masters degrees – MA Organizational Communication, MA Applied and Computational Mathematics, MA English and MS Computer Science. In addition to these degrees, the College offers the Doctor of Computer Science degree, one of only two doctoral programs at Bowie State.

For additional information, please call us at 301-860-3320 or visit our website.

DEPARTMENT OF COMMUNICATIONS
Chair: Dr. Otis Thomas

DEGREE OFFERED
Master of Arts in Organizational Communications

Graduate Program Coordinator:
Dr. Adrian Krishnasamy

Room 0263, Martin Luther King Building

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 meeting the challenge of a changing environment. The program contains several unique features, including the following:

- a lockstep format designed to provide a foundation in managerial and analytical techniques
- access to the Internet, electronic mail, and several computer laboratories for course related activities
- access to cable television and radio program production
- a problem-solving environment providing real organizational problems in which to apply communications theories

Admission to the Program
Applicants must hold a bachelor's degree from a regionally accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0 point scale). Interested persons should complete an Application for Admission (including a Supplemental Application with three references) to the Graduate School, pay the application fee, and submit an official copy of the undergraduate transcript.

Program Objectives
The program makes provision for the student to acquire skills in:

- effective presentations
- effective interpersonal communications

- group and organizational communications
- performing communications audits
- organizational development
- telecommunications policy crafting and knowledge of major issues in international communications debates
- desktop publishing
- Internet-based research
- new telecommunications technology
- issue and crisis management
- applied communications research
- mediation and conflict management
- planning and implementing communications campaigns.

Graduates from this program are prepared for careers in public policy, public relations, public affairs, telecommunications, communications management, communications consultancy, organizational development, organizational publications, research, and other fields needed by a wide range of organizations.

Concentrations

The Organizational Communications Masters degree program offers 36 credit hours of study leading to one of two concentrations: Thesis or Non-Thesis. Each concentration requires the student to take 3 credit hours of elective courses offered outside of the Organizational Communications program.

The difference between the two options rests in two core classes. Students who are pursuing the thesis option will take either ORGC 738 Quantitative Research or ORGC 737 Qualitative Research and ORGC 815 Thesis. Students who do not complete and successfully defend their thesis during ORGC 815 must take ORGC 816 Thesis Advisement (a one credit course) each semester until they have defended their research.

Students pursing the non-thesis option will instead enroll in ORGC 607 Leadership and Change Communication and ORGC 612 Seminar on Organizational Communications.

A student who does not want to pursue the entire Master's Program may obtain an Organizational Communications Specialist Certificate. The Certificate Program has the same prerequisites as that of the Master's program. The purpose of the certificate program is to provide continued professional development for communications practitioners. The requirements for the certificate are 12 credit hours of ORGC course, which must include ORGC 504 (Organizational Communications) and ORGC 735 (Organizational Publications)

Concentration Requirements

THESIS OPTION

Dept	Course Number	Course Title	Credits
ORGC	502	Comm. Theory and Research	3
ORGC	504	Organizational Communications	3
ORGC	538	Research Writing & Meta-Analysis	3
ORGC	737 or 738	Research Method Class	3
ORGC	815	Thesis	3
ORGC	Selected Course in ORGC		3
ORGC	Selected Course in ORGC		3
ORGC	Selected Course in ORGC		3
ORGC	Selected Course in ORGC		3
ORGC	Selected Course in ORGC		3
ORGC	Selected Course in ORGC		3
	Elective Outside ORGC		3
			36

<center>NON-THESIS</center>

Dept	Course Number	Course Title	Credits
ORGC	502	Comm. Theory and Research	3
ORGC	504	Organizational Communications	3
ORGC	538	Research Writing and Meta-Analysis	3
ORGC	607	Leadership & Change Com	3
ORGC	612	Special Topics on Org Comm	3
ORGC		Selected Course in ORGC	3
ORGC		Selected Course in ORGC	3
ORGC		Selected Course in ORGC	3
ORGC		Selected Course in ORGC	3
ORGC		Selected Course in ORGC	3
ORGC		Selected Course in ORGC	3
		Elective Outside ORGC	3
			36

Organizational Communications Specialist Certificate Program
The prerequisites for the certificate program are the same as the prerequisites for the master's program. The purpose of the certificate program is to provide continued professional development for communications practitioners. The requirements for the certificate are 12 credit hours. These hours must include ORGC 504 (Organizational Communications) and ORGC 735 (Organizational Publications).

DEPARTMENT OF COMPUTER SCIENCE
Chair: Dr. Seonho Choi
DEGREE OFFERED
Master of Science in Computer Science

Graduate Program Coordinator:
Dr. Joan Langdon

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

Admission to the Master's Program
Applicants must hold a bachelor's degree from a regionally accredited institution and have a cumulative grade point average of 2.5 or better (on a 4.0 point scale). In addition to meeting the general admission requirements of the Graduate School, applicants to the computer science program must fulfill departmental criteria. The Computer Science Graduate Admissions Committee considers applicants on an individual basis. An applicant who fulfills the following requirements may be granted unconditional admission to the program: a baccalaureate degree from an accredited institution and completion of the following courses in mathematics and computer science: Calculus of One Variable (i.e. Calculus I and II), one additional mathematics course beyond Calculus, (e.g. Linear Algebra, Differential Equations, Abstract Algebra, Advanced Calculus, Discrete Structures), and COSC 503 – Computer Programming (or equivalent).

Applicants who do not have the required mathematics and/or computer science background may be granted conditional admission, subject to completion of these requirements within the first four semesters. Completion of these requirements will not be a part of the applicant's graduate program. An applicant who does not have a required computer science course (COSC 404) but has gained the knowledge of its contents through work experience or self-study may request a waiver, provided the student takes and passes a departmental examination for that course. For more details, the

student should consult with his/her advisor upon admission to the program.

Note:
Students accepted into the graduate program in computer science can pursue either a Masters degree or a Doctoral degree in computer science. However, students pursuing a Doctoral degree can request to be awarded a Master's degree along the way provided they have fulfilled all of the requirements for the Master's program.

Program Requirements
The requirements for the master's degree in computer science are as follows:

A minimum of 36 credit hours as described below, with an overall grade point average of 3.00 or better. The coursework must include:

1. **Core Courses:**
    COSC 502, COSC 504, COSC 514, COSC 522, and COSC 528

2. One one-year sequence in a chosen area

3. One of the following two options:

    Option I: COSC 698 Applied Research in Computer Science and six (6) electives
    or
    Option II: COSC 696 and COSC 697 Graduate (Master's) Thesis and electives at the 500 and 600 level

4. Additional 500 and 600 level courses to complete the 36 credit requirement

5. Completion of all degree requirements within a period of seven (7) consecutive years

A minimum of 30 credits, excluding prerequisite courses, must be completed at Bowie State University. Therefore, no more than six (6) graduate computer science credits may be transferred from another

institution.

Students with a strong undergraduate computer science background are encouraged to substitute required courses with more advanced electives. Written permission from the Graduate Coordinator and the student's advisor is required. Each student is required to complete a program of study in consultation with his/her advisor. The Program of Study must include a total of 36 credits.

Core Course Requirements
COSC   502   Computer Organization
COSC   503   Software Design and Development I
COSC   504   Data and Information Structures
COSC   514   Operating Systems I
COSC   522   Discrete Structures
COSC   528   Design and Analysis of Algorithms

At least one one-year course sequence from the following
COSC   514, 614 Operating Systems I, II
COSC   523, 623   Logic, Computability, and Automata I, II
COSC   531, 631   Database and Information Systems I, II
COSC   561, 661   Compiler Design and Construction I, II
COSC   573, 673   Artificial Intelligence I, II
COSC   518, 618   Computer Graphics I, II
COSC   541, 641   Numerical Analysis I, II
COSC   585, 685   Communication Networks I, II

Electives in Computer Science
COSC   502   Computer Organization
COSC 503   Computer Programming*
COSC   504   Data and Information Structures
COSC   514   Operating Systems I
COSC   516   Computer Architecture
COSC 517   Satellite Operations and Control
COSC   518   Computer Graphics I
COSC   522   Discrete Structures
COSC   523   Logic, Computability, and Automata I
COSC   528   Design and Analysis of Algorithms
COSC   531   Database and Information Systems I
COSC   541   Numerical Analysis I
COSC   551   Formal Methods in Programming Languages

COSC	561	Compiler Design and Construction I
COSC	573	Artificial Intelligence I
COSC	575	Object Oriented Programming and Design Paradigm
COSC	585	Computer Communication Networks I
COSC	590	Selected Topics in Computer Science
COSC	591	Selected Topics in Computer Science
COSC	592	Selected Topics in Computer Science
COSC	614	Operating Systems II
COSC	615	Performance Evaluation
COSC	618	Computer Graphics II
COSC	623	Logic, Computability, and Automata II
COSC	631	Database and Information Systems II
COSC	635	Information Privacy and Security
COSC	641	Numerical Analysis II
COSC	661	Compiler Design and Construction II
COSC	673	Artificial Intelligence II
COSC	675	Applied Combinatorics and Graph Theory
COSC	676	Queueing Theory in Computer Science
COSC	678	Modeling and Simulation
COSC	685	Computer Communication Networks II
COSC	687	Distributed Computer Systems
COSC	690	Advanced Topics in Computer Science
COSC	691	Advanced Topics in Computer Science
COSC	692	Advanced Topics in Computer Science
COSC	696	Master's Thesis in Computer Science I
COSC	697	Master's Thesis in Computer Science II
COSC	698	Applied Research in Computer Science

*This course is a prerequisite to the Master of Science program in computer science. Credits obtained from this course cannot be counted as part of a student's graduate program of study.

Students are urged to keep in touch with the Department of Computer Science for the most up-to-date information about course offerings as well as other announcements about the program.

Certificate Program in Computer Science

The Certificate Program in Computer Science is a post-baccalaureate program designed to strengthen the expertise of professionals in key computer science areas. Graduates of the program will be better able

to contribute to the increasingly technological work environment. Students acquire direct experience with state-of-the-art hardware and software. Classes meet in the evening. Students may take up to five years to complete requirements.

The Certificate Program in Computer Science is especially valuable to individuals already in the workforce who seek to advance or redefine their careers. Students may enter it to update a particular area, to explore a new career direction, or to acquire post-baccalaureate experiences that would support enrollment in a graduate degree program.

The certificate is earned by completing 12 credits in any certificate area with at least a 3.0 average.

Admission to the Certificate Program

1. A baccalaureate degree from an accredited institution and completion of the following courses in mathematics and computer science: Calculus of One Variable (i.e. Calculus I and II), one additional mathematics course beyond Calculus, (e.g. Linear Algebra, Differential Equations, Abstract Algebra, Advanced Calculus, Discrete Structures), and COSC 503 – Computer Programming (or equivalent).

2. Applicants whose native language is not English must provide evidence of English language proficiency by taking the Test of English as a Foreign Language (TOEFL) examination. An official record of the TOEFL with a minimum score of 550 (213 for the computer-based test) and Test of Written English (TWE) with a minimum score of 4.0 must be sent directly from the Educational Testing Service to Bowie State University. Scores must be less than two years old.

Applicants who do not have the required mathematics and/or computer science background may be granted provisional admission subject to the completion of these prerequisites within the first four semesters after entering the University. These prerequisites will not be a part of the applicant's graduate degree program.

The requirements for the Certificate Program are identical to the requirements for students seeking to earn the master's degree in computer science. Students admitted to the master's degree program would also be eligible to earn a certificate by taking appropriate courses. Students admitted to the Certificate Program are eligible to be admitted to the master's degree program. Certificate courses count towards the master's degree, and the certificate student could easily switch to the degree option.

Certificate Program Completion Requirements

1. A minimum of 12 credit hours of coursework (four courses, three credits each), together with their prerequisites, if any, from the chosen certificate area, with an overall grade point average of 3.0 or better.
2. A Program of Study approved by the student's academic advisor and the Graduate Coordinator must be completed.
3. All credits must be completed at Bowie State University.
4. All requirements must be completed within a period of five (5) consecutive years.

Certificate Areas

1. Database Management/Artificial Intelligence
Students are introduced to concepts necessary for designing, implementing, and using database systems. Students are also exposed to some advanced concepts such as intelligent user interfaces and distributed and object-oriented databases.

2. *Networks and Distributed Systems*
In this track, students are introduced to general principles of computer communication, network architectures, and programming using TCP/IP protocols. Students also study issues relating to distributed computing.

3. Scientific Software Development
This track equips students with numerical techniques for solving various scientific problems. Students study numerical analysis, queuing theory, and modeling and simulation.

4. Software Engineering
This track prepares students to design software projects and manage software development teams.

5. Graphics and User Interfaces
This track prepares students to create and manipulate digital models and images. Students also investigate graphics, rich user interfaces, and image processing techniques.

6. Geographical Information Systems and Image Processing
Students are introduced to computer-based systems for storing, retrieving, analyzing, and displaying complex spatial data. Students also learn image processing techniques for finding relations between survey maps and images from remote sensing devices, for environmental monitoring, and for land use development.

To obtain the certificate, candidates must complete a set of four courses (3 credits each) from the chosen certificate area (together with their prerequisite courses, if any) and achieve a 3.0 grade point average or better.

Track: *Database Management/Artificial Intelligence*

COSC	531	Database and Information Systems I
COSC	631	Database and Information Systems II
COSC	573	Artificial Intelligence I
COSC	673	Artificial Intelligence II
COSC	635	Information Privacy and Security
COSC	690	Selected Topics

Track: *Networks and Distributed Systems*

COSC	585	Computer Communication Networks I
COSC	685	Computer Communication Networks II
COSC	687	Distributed Computer Systems
COSC	678	Modeling and Simulation
COSC	635	Information Privacy and Security
COSC	691	Selected Topics

Track: *Scientific Software Development*

COSC	541	Numerical Analysis I
COSC	641	Numerical Analysis II
COSC	528	Design and Analysis of Algorithms
COSC	678	Modeling and Simulation
COSC	675	Applied Combinatorics and Graph Theory
COSC	676	Queuing Theory in Computer Science

Track: *Software Engineering*

COSC	565	Software Engineering I
COSC	665	Software Engineering II
COSC	519	User Interfaces and Human Factors
COSC	678	Modeling and Simulation
COSC	635	Information Privacy and Security
COSC	692	Selected Topics

Track: *Graphics and User Interfaces*

COSC	518	Computer Graphics I
COSC	618	Computer Graphics II
COSC	519	User Interfaces and Human Factors
COSC	525	Topics in Multimedia and Internet Computing
COSC	621	Image Processing
COSC	693	Selected Topics

Track: *Geographical Information Systems and Image Processing*

COSC	518	Computer Graphics I
COSC	520	Introduction to Geographic Information Systems
COSC	530	Remote Sensing
COSC	620	Advanced Geographic Information Systems
COSC	621	Image Processing I
COSC	694	Selected Topics

DEPARTMENT OF COMPUTER SCIENCE
Chair: Dr. Seonho Choi
DEGREE OFFERED
Doctor of Science in Computer Science

Doctoral Program Coordinator:
Dr. Hoda El-Sayed

The Doctor of Science (D.Sc.) in Computer Science program is designed to produce advanced technology professionals who will contribute to the expansion of the State of Maryland's competitiveness in the growing biotechnology and technological security industries. In addition, the program is designed to help community college and four-year college faculty to further their careers by obtaining a terminal degree in computer science.

This program is designed to provide opportunities to attain advanced knowledge in areas such 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:

1. Prepare students to conduct research and become leaders in computer science/technology.
2. Develop advanced educational skills to meet the demands of high-tech job markets.
3. 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 graduate level.

The D.Sc. in Computer Science requires the study, design, and development of computer software systems, algorithms, network systems, and database systems to address the real-world problems of business, government, and the military. The program provides graduate level education in computer technologies for those preparing to enter

academia or the high-tech skilled workforce and for those planning to enhance their skill levels in a chosen area.

Admission to the Program

1. Completion of bachelor's degree with a minimum of 3.0 cumulative GPA on a 4.0 scale in the last 60 credit hours is preferred.

2. A minimum of two letters of recommendation.

3. An applicant is expected to possess the prerequisites for the intended area of study. If a deficiency exists, the necessary course work must be completed prior to advancement to candidacy.

4. Students not meeting these requirements may be admitted on a conditional basis. To be fully admitted, the conditional student must maintain a minimum GPA of 3.0 in at least nine (9) Computer Science graduate credits in the first year of study.

5. A statement letter indicating educational and professional objectives of the candidate.

6. A minimum TOEFL score of 550 (International students).

Program Requirements

1. Completion of a minimum of 60 graduate-level credit hours (not including dissertation) from among the list of courses for the doctoral program recommended by the Doctoral Program Committee. (For those students who do not have a computer science background, the Doctoral Program Committee may assign additional courses.) Up to six graduate-level computer science credits may be counted from qualifying institutions.

Students entering the program with a Master's Degree in Computer Science or related area may be able to count up to thirty graduate-level computer science credits from qualifying institutions.

2. Satisfactory completion of the qualifying examination.

3. Satisfactory completion of the comprehensive examination.

4. Satisfactory completion of the dissertation requirements (12 credits).

5. Satisfactory completion of the proposal defense.

6. Satisfactory completion of the dissertation defense.

Courses

Students are required to earn 15 credits (5 courses) in core computer science topics, 36 credits (12 courses) from five of the knowledge areas, 9 credits (3 courses) from the advanced research concentration areas, and 12 credits from the dissertation area.

A. Computer Science Core Topics (15)

COSC	502	Computer Organization
COSC	504	Software Design and Development II
COSC	514	Operating Systems I
COSC	522	Discrete Structures
COSC	528	Design and Analysis of Algorithms

B. Knowledge Areas (36 Credits)

1. Computer Systems
   - COSC 614 Operating Systems II
   - COSC 535 Information Privacy and Security
   - COSC 545 Software Security
   - COSC 554 Design of Embedded Systems
   - COSC 645 Applied Cryptography
   - COSC 735 Advanced Wireless Security
   - COSC 585 Computer Communication Networks I
   - COSC 685 Computer Communication Networks II
   - COSC 687 Distributed Computer Systems
   - COSC 887 High Performance Computing

2. Software Engineering and Programming Languages
   - COSC 565 Software Engineering I
   - COSC 665 Software Engineering II
   - COSC 575 Object-Oriented Programming and Design Paradigm
   - COSC 561 Compiler Design and Construction I
   - COSC 661 Compiler Design and Construction II
   - COSC 551 Formal Methods in Programming Languages
   - COSC 615 Performance Evaluation

3. Database Systems and Artificial Intelligence
   - COSC 531 Database Design
   - COSC 631 Database and Information Systems II
   - COSC 573 Artificial Intelligence I
   - COSC 673 Artificial Intelligence II
   - COSC 831 Advanced Data Warehousing and Data Mining

4. Multimedia Technology/Computer Vision
   - COSC 518 Computer Graphics I
   - COSC 618 Compute Graphics II
   - COSC 719 Image Processing I
   - COSC 819 Image Processing II

COSC   729   Virtual Reality and Its Applications

5. Scientific Computing
COSC   541   Numerical Analysis I
COSC   641   Numerical Analysis II
COSC   871   Numerical Optimization
COSC   523   Logic, Computability, and Automata I
COSC   623   Logic, Computability, and Automata II
COSC   528   Design and Analysis of Algorithms I
COSC   676   Queuing Theory in Computer Science
COSC   678   Modeling and Simulation

C. Advanced Research Concentration Area (requires 9 credits)

COSC 890-899: Selected Topics in Computer Science
COSC   890-892   Sensor Networks/Computer Vision
COSC   893-895   Computer Networks/Network Security
COSC   896- 898   Database/Artificial Intelligence
COSC   898- 899   Advanced Computing Research/Software Engineering

D. Dissertation Area (requires 12 credits)
COSC   900- 909   Dissertation

The Qualifying Examination

The qualifying examination is recommended to be taken once the student is done with the core courses. The examination covers the five core courses in Computer Science listed above.

- The qualifying examination is a written examination, and is offered twice a year, in November and in April. The grade is a pass/fail.

- A student is allowed to attempt the examination no more than two times.

- A student should pass the qualifying examination to remain in the program. If the student does not pass the qualifying examination after two trials, the student may be dismissed.

The Comprehensive Examination

The comprehensive examination covers the student's knowledge area. There are five knowledge areas, and the student selects three of these five knowledge areas listed below.
1. Computer Systems
2. Software Engineering and Programming Languages.
3. Database Systems and Artificial Intelligence.
4. Multimedia Technology/Computer Vision.
5. Scientific Computing

- The comprehensive examination is a written examination, and is offered twice a year, in February and in October. The grade is a pass/fail.

- A student is allowed to attempt the exam no more than two times.

- A student should pass the comprehensive examination within the first five years in the program. If a student does not pass within the time period, the Doctoral Program Committee will review the status of the student to determine whether the student will remain in the program or be dismissed.

DEPARTMENT OF ENGLISH AND MODERN LANGUAGES
Chair: Dr. David Basena

DEGREE OFFERED

Master of Arts in English

Graduate Program Coordinator:
Dr. Monifa Love
Room 0226, Martin Luther King Building

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.

The program is distinctive in its emphasis on humanities computing as a research tool and as a system for imparting, accessing and using information. It is further distinctive in its pragmatic approach to the study of literature, language, and rhetoric because some emphasis will be placed upon how the knowledge and skills learned can be used for utilitarian purposes. The program, then, will provide a strong, solid background in rhetorical and literary theories and applications, humanities computing, literature, and language. It, thus, provides graduates the opportunities (1) to develop a solid knowledge base in the discipline by enhancing the knowledge and skills needed to explore literature and language of diverse populations and/or to successfully pursue careers in other fields requiring a strong background in English, (2) to deepen and broaden their knowledge in the discipline, and (3) to strengthen their analytical and research skills.

The course of study for the Master of Arts degree in English requires 36 semester hours, including six (6) semester hours for the thesis. The core curriculum includes 9 semester hours: three (3) semester hours in research methods and humanities computing, three (3) semester hours in rhetorical theories and practices, and three (3) semester hours in literary criticism and theory. The other 21 semester hours of

coursework will be composed of courses from which students may select any two seminar courses (6 semester hours); two special topics courses (6 semester hours); one course (3 semester hours) in language, literature, or rhetoric offered in this program. Students can select any two other courses as electives to complete the 30 semester hours of course work. Students at the thesis level will register for the thesis (research) seminar until such time that the thesis is completed.

Admission to the Program

1. Applicants who hold bachelor's degrees in English or related areas must have a cumulative grade point average of 2.5 or better.
2. Applicants who hold degrees in other areas must have a cumulative GPA of 2.75 or better, and they will be required to take selected undergraduate English courses as prerequisites.
3. Applicants must submit an application for admission, pay the appropriate fee, and submit an official copy of their undergraduate transcript.
4. All applicants will be required to provide a writing sample before the final admission decision is rendered. The applicants will write the sample on the main campus of Bowie State University under the supervision of Master of Arts in English program personnel.

Program Objectives

1. To provide an avenue for the student of English to keep abreast of current literary and rhetorical theories and practices.
2. To provide an opportunity for the enhancement of knowledge and skills in the discipline.
3. To provide an opportunity to acquire the knowledge and skills needed to use the new technologies in accessing, analyzing and using information, especially the computer.
4. To provide an opportunity to strengthen students' analytical and research skills, enabling them to successfully pursue any of a variety of careers which require the application of such skills.
5. To provide advanced study and research in English through the study of literary genre, special topics in literature, and cross-genre investigation of themes and literary modes -- with

special attention to the development of critical thinking and assessment skills needed not only in the discipline, but also required by both the academic and non-academic workforces, especially the leadership in these workforces.

6. To provide an opportunity for students to gain the knowledge and skills needed to explore the literature and language of diverse populations and to successfully pursue careers in related areas, such as journalism, public relations, writing, etc.

7. To provide an in-service program for teachers of English.

Overview and Curriculum Sequence

1. The student pursues core, elective, and any applicable qualifying courses. (This program presupposes that those students who are pursuing or wish to pursue careers in teaching have already met certification requirements.)

2. Upon completion of 12 semester hours of core and elective courses, the student may advance to candidacy.

3. Upon completion of 21 credits of program requirements (see specific stipulations that follow), the student may register for and pass the Graduate Written Comprehensive Examination.

After successfully completing a minimum of 21 credit hours of coursework that count toward the MA in English degree, students should be able enroll in ENGL 799 and ENGL 800, as long as they meet the following criteria:

(i) at least 6 of the 21 credits should be core requirements (501, 601, and 737);

(ii) at least 6 of the 21 credits should be fulfilling the "Special Topics" requirement;

(iii) at least 6 of the 21 credits should be fulfilling the "Seminar" requirement;

4. The student completes and defends a thesis.

5. The student is awarded the Master of Arts in English.

Program Requirements

I. Core Courses

> ENGL 501 Research Methods and Humanities Computing I
> ENGL 601 Rhetorical Theories and Practices I
> ENGL 737 Literary Criticism and Theory

II. Select at least two of the following special topics courses in consultation with advisor.

> ENGL 710 Special Topics in Fiction
> ENGL 711 Special Topics in Poetry
> ENGL 712 Special Topics in Drama
> ENGL 713 Special Topics in Women's Literature
> ENGL 714 Special Topics in Ethnic/Multicultural Literature
> ENGL 715 Special Topics in Autobiographical Literature
> ENGL 763 Special Topics in Linguistics

III. Select at least two of the following seminar courses in consultation with advisor.

> ENGL 733 Seminar in Literature of the Caribbean
> ENGL 734 Seminar in Literature of the East
> ENGL 755 Seminar in American Literature
> ENGL 756 Seminar in British Literature
> ENGL 757 Seminar in African-American Literature
> ENGL 758 Seminar in African Literatures
> ENGL 759 Seminar in World Literature

IV. Select at least one course from the following language or rhetoric courses in consultation with advisor.

> ENGL 545 Advanced Grammar
> ENGL 760 Advanced Composition
> ENGL 761 Rhetoric, Writing, and Assessment
> ENGL 763 Special Topics in Linguistics

Exceptional students who are invited may substitute ENGL 600 Practicum in Teaching College Composition for the above requirement.

V. Additional Electives

     ENGL   502   Research Methods and Humanities Computing II
     ENGL   602   Rhetorical Theories and Practices II

VI. Thesis

     ENGL   800   Thesis Design and Preparation I
     ENGL   801   Thesis Design and Preparation II
     ENGL   802   Thesis Continuation (Optional, One credit)

     Total   **36 Credits**

Graduate Program Coordinator:
Dr. Roman Sznajder
Room 111D, George M. Crawford Hall

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 industry, business, education, or government.

The curriculum of the program is oriented toward practical applications. The mathematics component of the curriculum consists of seven courses in applied mathematics, four of which are required and three of which are electives. The computer science component of the curriculum consists of five courses, two of which are required and three of which are electives.

In addition to the 36 credit hours of regular coursework, the master's degree program requires each candidate to pass a Comprehensive Examination based upon the six required core courses.

The program offers a flexible schedule of evening classes.

Admission to the Program
The applicant must meet the general admission requirements established by the Graduate School. To be admitted unconditionally to the graduate program in applied and computational mathematics, the applicant must have completed the following courses in mathematics and computer science:

1. Calculus sequence
2. Differential Equations
3. Linear Algebra
4. Mathematical Probability and Statistics
5. Programming Language C or C++

Promising applicants not possessing the required mathematics or computer science background may be granted conditional admission subject to completion of requirements within the first four semesters. Completion of these requirements is in addition to the regular requirements of the graduate program as outlined below.

Program Requirements

The requirements for the Master's degree in applied and computational mathematics are as follows:

1. Completed Bachelor's degree in mathematics or closely related field from an accredited institution.
2. Completion of 36 credit hours of coursework, as listed in Required and Elective Courses, with an overall grade point average of 3.00 or better.
3. Of the 36 credits of required coursework, a minimum of 30 credits must be completed at Bowie State University. Therefore, no more than six (6) credits may be transferred from other institutions.
4. All degree requirements must be completed within a period of seven (7) consecutive years.
5. Students must pass the Applied and Computational Mathematics Comprehensive Examination. The examination questions are based upon the six core courses listed in Required and Elective Courses.

Required and Elective Courses

Core Requirements: 18 Credits

MATH 500 Real Analysis
MATH 525 Ordinary Differential Equations
MATH 540 Operations Research I
MATH 544 Applied Statistics
COSC 504 Software Design and Development II

MATH   541   Numerical Analysis I

Completion of the six core courses and passing Comprehensive Examination qualifies for the graduate certificate in applied and computational mathematics. For the Master of Science degree, the student must take an additional three courses (9 credits) in computer science and an additional three courses (9 credits) in Mathematics selected from the following list of electives:

COSC   522   Discrete Structures
COSC   528   Design and Analysis of Algorithms I
COSC   565   Software Engineering I
COSC   573   Artificial Intelligence I
COSC   678   Modeling and Simulation
MATH   641   Numerical Analysis II
MATH   530   Introduction to Optimization Theory
MATH   550   Applied Complex Analysis
MATH   560   Mathematical Modeling
MATH   570   Coding Theory and Cryptography
MATH   580   Applied Queuing Theory
MATH   625   Applied Differential Equations
MATH   630   Introduction to Partial Differential Equations
MATH   640   Operations Research II
MATH   690   Selected Topics
        -695
MATH   696   Research Project

Applied and Computational Mathematics Certificate Program
The graduate certificate in applied and computational mathematics is awarded to students who successfully complete the six core courses and who pass the Comprehensive Examination.

COLLEGE OF BUSINESS
Dr. Anthony C. Nelson, Dean

The College of Business at Bowie State University includes the Department of Accounting, Finance and Economics, the Department of Management Information Systems and the Department of Management, Marketing, and Public Administration. The College offers graduate programs leading to the Master of Business Administration, the Master of Public Administration, and the Master of Science in Management Information Systems. Our programs are student-centered and faculty-driven through contemporary curricula. Each program provides students with the opportunities to acquire the knowledge, skills, and abilities to reach their fullest potential.

Curriculum requirements emphasize and encourage critical thinking, written and oral communication, and ethical decision making. Our state-of-the-art facility provides a supportive, nurturing, and stimulating intellectual environment for the development of future business, public administration, and information technology leaders. Students have abundant opportunities to interact with leaders and mentors in the local and global business community.

The College of Business is poised to place students on pathways to successful careers. Leading corporations and government agencies actively recruit our well-prepared graduates to make meaningful contributions. We invite you to continue exploring our programs to learn more about exciting opportunities that await you.

DEPARTMENT OF BUSINESS ADMINISTRATION
Chair: Professor Samuel Duah

DEGREE OFFERED
Master of Business Administration

Graduate Program Coordinator:
Dr. Granville Sawyer
Room 3321, Center for Business and Graduate Studies

THE PROGRAM

The Program offers students eight critical-skills, core courses in five areas: Accounting, Management, Finance, and Marketing Management. Each student must take at least one course in each area beyond the core courses as well as three electives which the student is free to choose. The Program also provides the participants with an opportunity to interact with faculty members in small group sessions and in an environment characterized by diversity, knowledge, and experience. The Program is open to applicants of all academic backgrounds and work experience who meet the basic admission requirements.

- To provide students with the skills and knowledge essential for succeeding in today's business environment.
- To offer students excellence in teaching in a supportive academic environment.
- To enable students to utilize state-of-the-art technology.
- To help students promote their professional development and advancement.
- To help students pursue career opportunities with new analytical skills and knowledge

Program Requirements
All degree requirements must be completed in a maximum of seven consecutive years. In addition, students must pass a three-hour

Comprehensive Examination in a maximum of three attempts. The Examination questions will be based on topics from the core courses.

Admission to the Program
Students will submit evidence of a Bachelor's degree from an accredited institution, and a cumulative grade point average of 2.5 or better. The Graduate Management Aptitude Test (GMAT) is also required for admission. Students entering the program must have a business undergraduate degree or: 1) at least one quantitative course in mathematics (beyond basic algebra), statistics, quantitative methods, finance, accounting or economics; and 2) at least one additional course in finance, accounting and micro/macroeconomics (The University offers a combined micro/macro course that students can take to satisfy this prerequisite).

Core Courses (24 Credit Hours)
MGMT 544   Organizational Theory and Behavior
FINA   520   Financial Management
INSS   630   Information Systems in Organizations
MGMT 638   Marketing Management
MGMT 585   Quantitative Analysis
ACCT 511   Accounting for Decision Making
MGMT 640   Strategic Management
MGMT 652   International Business

Accounting Courses Offered
ACCT 510   Financial Accounting
ACCT 516   Managerial Accounting
ACCT 713   International Accounting
ACCT 715   Tax Management
ACCT 718   Advanced Auditing
ACCT 719   Contemporary Issues in Accounting

Finance Courses Offered
FINA 621   Advanced Corporate Finance
FINA 622   Financial Institutions
FINA 623   International Finance
FINA 722   Securities Analysis and Portfolio Management
FINA 723   Speculative Marke

Management Courses Offered

MGMT 541   Entrepreneurship
MGMT 571   Human Resources Management
MGMT 572   Conflict Management
MGMT 650   International Management
MGMT 649   Seminar in Management

Marketing Courses Offered

MKTG 533   Promotion Management
MKTG 535   Procurement Management
MKTG 536   Consumer Behavior
MKTG 631   Logistics and Supply Chain Management
MKTG 630   Global Marketing Management
MKTG 637   Marketing Research

Management Information Systems:

INSS 720 Information Systems Policy
INSS 730Strategic Information Management
INSS 775Information Systems Project Management
INSS 825Issues in Information Systems Management

DEPARTMENT OF MANAGEMENT, MARKETING, AND PUBLIC ADMINISTRATION Chair: Dr. Stevie Watson
DEGREE OFFERED Master of Public Administration

Graduate Program Coordinator:
Dr. David Abrahams
Room 2329, Center for Business and Graduate Studies
Office Phone: (301)860-3637

The Department of Management, Marketing and Public Administration is committed to preparing Master of Public Administration (MPA) graduate students to enter the public and nonprofit sectors in leadership and management positions. The program is designed to produce public administrators who are highly skilled as policy analysts, managers, and human resources professionals. Professors work with students to develop and improve their skills in research, analysis, presenting and preparation of written reports. Students are taught to follow the requirements that are set forth by reputable authors of handbooks for writing theses and other empirically based intellectual documents (APA Manual, Kate L. Turabian, and others). Still, there are some students who attend this program to sharpen their skills and improve their performance as a part of their ongoing career development.

The MPA degree program addresses a number of statewide educational goals articulated in "Educating for the 21st Century: The Maryland Plan for Postsecondary Education." This is an evening school program that has students in attendance from all levels of the public sector.

We attribute our ever-increasing enrollment to the information revolution and the explosion of knowledge technology. This, of course, has created a rapidly changing workforce that requires frequent changes in occupations, skills, training and education. The U.S. Department of Labor predicts that most professionals will change careers five or more times during their working years. Evidence clearly indicates that in the State of Maryland, we can anticipate a larger number of adult students seeking advanced degrees and various types

of certifications offered in evening school programs at institutions of higher education.

Even though the MPA degree program targets adult professionals, it is open to all individuals who meet the requirements for admittance.

Mission Statement

Our mission is to develop leaders and managers in the fields of management, marketing and public administration. We are dedicated to building character, humility and ethical behavior among our students. Our faculty emphasizes to students the importance of acquiring the ability to be flexible, adaptable and creative as professionals entering a constantly changing workforce in a rapidly changing global marketplace.

Learning Goals Statement

In the Master of Public Administration Program, graduates of the college should be able to:

> · Understand the political, economic, and social context of public administration. Conceptualize a complex issue into a coherent, persuasive written statement or oral presentation. Graduates should understand the importance of effective communication in an organization. They should be information literate able to develop well-written, persuasive business reports, memos, and letters; to make effective oral presentations; and to explain and interpret findings and conclusions, justify a conclusion or recommendation, and organize ideas into a coherent train of thought.

> · Acquire and use analytical tools and skills for evaluating information, solving problems, and making sound decisions; in other words be information literate. They should be able to recognize when they face an ethical dilemma and to

apply one of several evaluative frameworks to form a personal standard for dealing with the dilemma.

· Develop the skills needed to work productively in organizational teams. Understand the importance of culture and diversity to organizations. They should appreciate the need for effective group consultation and teamwork, within diverse and cross-functional environments, in accomplishing organizational goals.

Admission to the Program

Applicants who wish to pursue the MPA degree will submit their undergraduate transcripts to the Office of the Graduate Registrar showing that they received a Bachelor's degree from an accredited institution. All applicants are required to have a grade point average of 2.5 or better. Students in the MPA program must meet all of the prerequisite requirements for admission as stated below.

- Students who transfer to the MPA program from other accredited graduate programs may be allowed to transfer no more than six credits provided those credits meet the requirements for course work leading to the MPA degree.

- The minimum prerequisites for students entering the program shall include undergraduate course work in the following:
    1. A course in U.S. Government or Political Science.
    2. Principles of Micro and Macro Economics or ECON 598 (combined course work in Micro/Macro Economics).
    3. Course in Computer Science or evidence of computer literacy.
    4. Course in Introduction to Statistics.
    5. Course in College Algebra.

- Based upon the judgment of the Chair in consultation with the public administration program coordinator, applicants holding certain undergraduate degrees may require additional

prerequisite course work in order to be admitted to the Master of Public Administration degree program.

Program Requirements

Core Courses (18 credit hours)
PUAD	601	Concepts of Public Administration
PUAD	502	Qualitative Research
PUAD	524	Public Budgeting
MGMT	511	Organizational Behavior
MGMT	571	Human Resource Management
MGMT	584	Management Statistics

AREA OF SPECIALIZATION (choose one)

A. GENERAL SPECIALIZATION (18 credit hours)

PUAD	630	Public Policy Analysis
PUAD	704	Evaluation Research (Pre-req. PUAD 502)
PUAD	710	Intergovernmental Relations Seminar
ECON	522	Public Finance
MGMT	741	Organization Development
____	___	One Elective course

B. PUBLIC POLICY AND MANAGEMENT SPECIALIZATION (18 credit hours)

ECON	522	Public Finance
PUAD	630	Public Policy Analysis
PUAD	704	Evaluation Research
PUAD	605	Managers in a Technological Society
PUAD	710	Intergovernmental Relations Seminar
____	___	One Elective course

C. HUMAN RESOURCE MANAGEMENT CONCENTRATION SPECIALIZATION (18 credit hours)

MGMT	501	Managing Public and Private Organizations
MGMT	741	Organizational Development
MGMT	772	Management Seminar
PUAD	630	Public Policy Analysis

| MGMT | 677 | Labor Management Relations |
| ____ | ___ | One Elective course |

D. CERTIFICATE IN MANAGEMENT (15 credit hours)

INSS	630	Information Systems in Organizations **or**
PUAD	605	Manager in a Technological Society
MGMT	511	Organization Behavior
MGMT	571	Human Resources Management **or**
MGMT	741	Organization Development
MGMT	585	Quantitative Methods for Decision Making **or**
MGMT	584	Management Statistics
____	___	One Elective course

Degree Completion Requirements

All degree requirements must be completed within a maximum of seven consecutive years. Students may be subject to dismissal from the MPA program under the following conditions:

- If a student receives three "C" grades during their matriculation in the MPA program.
- If a student receives an "F" or "FW" grade during their matriculation in the MPA program.
- Student may not repeat a graduate course more than one time without special permission.
- Students will be allowed no more than three attempts to pass the comprehensive examination.

The comprehensive examination questions will be based upon topics from the following three academic domains:

1. Public Policy Analysis
2. Qualitative Research
3. Organization Behavior

Additional Information

Students who are currently enrolled in Business Information Systems are eligible to apply to the MPA Program. In addition, students from across the social science disciplines are eligible to apply to the MPA program. Course requirements leading to the MPA degree will depend upon the following:

1. The desired field of interest (Public Policy and Management, Human Resource Management or General Concentration);
2. The courses completed previously, and
3. The applicant's professional work experience in the intended field of study.

Certificate in Public Management

Qualified applicants may pursue the ***Certificate in Public Management,*** which is a fifteen (15) credit-hour program. The certificate program is well suited to those individuals who already hold degrees in non-related fields of study but serve as program executive/managers in a publicly funded or nonprofit organization with five or more years of experience. Those who are program executive/managers and are degreed in the social sciences meet the requirements for this program as well.

All other applicants who are eligible for the Certificate in Public Management shall have been employed as a program executive/program manager of a publicly funded or non-profit program for five years or more years. This category of applicant will be accepted in the program with or without the college degree provided he/she has managed human and financial resources with responsibility for supervising and/or directing five or more employees.

Advisors may also tailor a certificate program to the specific needs of an applicant who meets the above requirements.

Applicants interested in pursuing a Certificate in Management will submit evidence showing that they meet the certificate requirements, as stated above.

DEPARTMENT OF MANAGEMENT INFORMATION SYSTEMS
Chair: Dr. David Anyiwo
DEGREE OFFERED
Master of Science in Management Information Systems

Graduate Program Coordinator:
Dr. Azene Zenebe
Room   Center for Business and Graduate Studies
Office Phone: (301) 860-3641

The Master of Science in Management Information Systems (MS-MIS) program is designed to prepare students for careers in the analysis, design, implementation, and management of information systems and information technology. The program, which consists of 36 semester credit hours, offers three tracks: *Information Systems Management*, *Digital Business and Knowledge Management*, *Information Security Management,* and one concentration *in Information Assurance.* For the three tracks, the program requires 15 credit hours of **core courses**, 6 credit hours of **research or practicum courses**, and 15 credit hours of **elective courses**; for the Information Assurance concentration, the program requires 9 credit hours of **foundation courses**, 18 credit hours of **core courses**, and 9 credit hours of **elective courses**.

 Admission Requirements
Students must submit evidence of completion of a bachelor's degree in business, management, computer information systems, computer science, engineering, or a related field from an accredited institution, have a cumulative GPA of 2.5 or better, and satisfy other general admission requirements established by the Graduate School.   The undergraduate degree coursework should include: College Algebra, Statistics or Quantitative Methods, Programming Language, Management, and Computer Applications.

Students who do not meet all of the prerequisite conditions may be granted conditional admission and may be required to complete some or all of the following **prerequisite courses** (**NOT** included in the degree program requirements):
- BUIS 360 – Information Systems for Management
- BUIS 362 – Database for Business

- ECON 351 – Business and Economic Statistics or ECON 483 – Quantitative Methods for Decision Making
- INSS 505 – Object-Oriented Programming or other computer programming course
- INSS 510 – Computer Concepts
- MGMT 241 – Principles of Management

Students who have some work experience in the information systems or information technology field, but do not have the required academic background, may still qualify for the MS-MIS Program. GRE or GMAT is not required for admission.

Course Requirements for *Information Systems Management, Digital Business and Knowledge Management*, or *Information Security Management tracks*:
A minimum of **36 semester hours** consisting of **15 credit hours of core, 6 credit hours of research or practicum courses,** and **15 credit hours of elective courses** are needed to satisfy the degree requirements. Some courses will have equivalent fact-to-face and online sections to maximize flexibility.

Those who have completed these courses from other accredited institutions within the last 5 years prior to registration can transfer up to six (6) credit hours. Those who have relevant IT experience can test out of these courses and substitute them with other approved courses needed to satisfy the 36-credit program requirement.

Core Courses (15 Credits):
For these three concentrations, the student must complete the following 15 credits hours of core courses:
INSS 615 – Principles and Practices of Information Systems Development *
INSS 630 – Information Systems in Organizations*
INSS 638 – Data Communications and Networks*
INSS 640 – Information Systems Analysis & Design*
INSS 650 – Database Management and Decision Systems*
(*Courses recommended to be completed before attempting the qualifying examination in these three tracks.)

Practicum or Research (Thesis) Option (6 Credits):

Once the student passes the qualifying examination, he or she would select either the research (thesis) or practicum option. The student then takes 6 credit hours of courses associated with the chosen option.

Practicum Option:
INSS 880 – Information Systems Practicum
INSS 888 – Information Systems Practicum II
Research (Thesis) Option:
INSS 890 – Professional Seminar
INSS 898 – Directed Thesis Research

Electives Courses (15 credits):
Based on the track, the student will, under the guidance of his/her academic advisor, select 15 credit hours from the list of elective courses.

Information Systems Management track:
INSS 620 – Software Structures
INSS 625 – Individual and Group Dynamics in Organizations
INSS 720 – Information Systems Policy
INSS 730 – Strategic Information Management
INSS 733 – Business Process and Change Management
INSS 740 – Advanced Object-Oriented Analysis and Design
INSS 745 – Systems Problem Solving Methods
INSS 775 – Information Systems Project Management
INSS 776 – Principles of Enterprise Architecture
INSS 825 – Issues in Information Systems Management
INSS 735 – Information Systems Security
INSS 887 – Emerging Issues in Information Security Management
INSS 895 – Emerging Issues in Digital Business and Knowledge Management

Digital Business and Knowledge Management track:
INSS 655 – Human Information Processing
INSS 662 – Decision Support and Intelligent Decision Systems
INSS 663 – Electronic Commerce and e-Business Technologies
INSS 658 – Health Informatics
INSS 673 – Fundamentals of Digital Business Strategy
INSS 715 – Knowledge Management Systems
INSS 750 – Database and Distributed Systems Security
INSS 755 – Data Warehousing and Mining

INSS 885 – Special Topics: e-Business Venture Creation
INSS 895 – Emerging Issues in Digital Business and Knowledge Management
INSS 735 – Information Systems Security
INSS 773 – Digital Business Security
INSS 775 – Information Systems Project Management
INSS 825 – Issues in Information Systems Management
INSS 887 – Emerging Issues in Information Security Management

Information Security Management track:
INSS 635 – Communications Theory
INSS 636 – Information Systems and Telecommunications
INSS 735 – Information Systems Security
INSS 765 – Information Measures
INSS 770 – Auditing, Monitoring, and Intrusion Detection
INSS 773 – Digital Business Security
INSS 777 – Advanced Information and Network Security
INSS 778 – Information Security Risk Management
INSS 779 – Advanced Information Assurance
INSS 887 – Emerging Issues in Information Security Management
INSS 750 – Database and Distributed Systems Security
INSS 775 – Information Systems Project Management
INSS 825 – Issues in Information Systems Management
INSS 895 – Emerging Issues in Digital Business and Knowledge Management

Course Requirements for *Information Assurance (IA) concentration***:**
A minimum of **36 semester hours** consisting of **9 credit hours of foundation, 18 credit hours of core,** and **9 credit hours of elective courses** are needed to satisfy the degree requirements**.** Some courses will have equivalent fact-to-face and online sections to maximize flexibility.

Those who have completed these courses from other accredited institutions within the last 5 years prior to registration can transfer up to six (6) credit hours. Those who have relevant IT experience can test out of these courses and substitute them with other approved courses needed to satisfy the 36-credit program requirement.

Foundation Courses (9 credits):
INSS 615 - Principles & Practices of Information Systems

Development*
INSS 640 - Information Systems Analysis & Design
INSS 650 - Database Management & Decision Systems

Core Courses (18 Credits):
INSS 735 – Information Systems Security*
INSS 783 – Internet and Network Security*
INSS 781 – Computer Forensics*
INSS 789 – Applied Cryptography*
INSS 790 – Applied Research Project in Information Assurance
INSS 887 – Emerging Issues in Information Security Management
(*Courses recommended to be completed before attempting the qualifying examination in IA Concentration.)

Once the student passes the qualifying exam, the student would go on to complete the rest of the course requirements, including 9 credit hours of elective courses in his or her selected track.

Elective Courses (9 credits):
Database and Web Security track
INSS 750 – Database and Distributed Systems Security
INSS 773 – Digital Business Security
INSS 786 – Information Privacy and Security

Information Assets Protection track
INSS 765 – Information Measures
INSS 778 – Information Security Risk Management
INSS 779 – Advanced Information Assurance

Network Security track
INSS 777 – Advanced Information and Network Security
INSS 770 – Auditing, Monitoring, and Intrusion Detection
INSS 787– Wireless Security

Virtual Laboratory:
A virtual security laboratory, which is LAN accessible by any students with Internet access and a valid account, is established for the program. Once authenticated and authorized into the virtual lab, students can access any of the lab sections and complete their hands-on exercises and projects that correspond to problems in the workplace.

Program of Study
Each student is required to complete a Program of Study form in consultation with his/her advisor, during the first semester of enrollment. The program of study designates the student's concentration/track selection and the respective course requirements, and is required for advancement to candidacy. Students are strongly encouraged to discuss with their assigned Academic Advisor or the Program Coordinator as early as possible for advisement concerning a program of study.

Advancement to Candidacy
Upon completion of **recommended core courses and/or foundation courses**, the student should apply for advancement to candidacy. The minimum GPA for Advancement to Candidacy **is 3.25**.

Qualifying Examination
To be eligible to take the Qualifying Examination in the *Information Systems Management*, *Digital Business and Knowledge Management*, or *Information Security Management* tracks, a student must have completed coursework taken at Bowie State University including **INSS 615, INSS 630, INSS 638, INSS 640 and INSS 650**, and must have been advanced to candidacy. To be eligible to take the Qualifying Examination in the *Information Assurance* concentration, a student must have completed coursework taken at Bowie State University including **INSS 615, INSS 735, INSS 781, INSS 783 and INSS 789**, and must have been advanced to candidacy.

Students enrolled in coursework that would result in the completion of the minimum course requirement may, with the permission of the Program Coordinator, be allowed to take the qualifying examination during the same semester. The MIS faculty offers qualifying examination orientation session prior to the examination.

Information Systems Analyst Certificate Program
The prerequisites for the certificate program are the same as the prerequisites for the master's program. The purpose of the certificate program is to prepare management professionals to serve as the liaisons between functional units and the information processing/computer operations unit in organizations. The certificate program emphasizes the assessment of information management needs and the design of systems to meet those needs. Requirements

for the certificate are fifteen (15) credit hours. The required courses are listed below:

    INSS 615 - Principles and Practices of Information Systems
                    Development
    INSS 630 - Information Systems in Organizations
    INSS 640 - Information Systems Analysis & Design
    INSS 650 - Database Management & Decision Systems
    INSS 775 – Information Systems Project Management

Students who do not have a solid background in computer or information systems will be required to complete INSS 510 as a prerequisite course.

COLLEGE OF EDUCATION
Dr. Rhonda Jeter-Twilley, Interim Dean

Teacher preparation is the continuing legacy of Bowie State University. The College of Education continues this legacy through cultivating students who are committed to performing key roles in education. The College's goal is to produce effective educators prepared to impact the teaching-learning process. Our exceptional curriculum, stellar faculty and highly specialized technology strengthen instincts and talents in the classroom and beyond. We take pride in producing highly qualified, caring educators who are skillful instructional leaders and agents of change for an increasingly diverse learning environment.

The College of Education offers graduate programs leading to the Master of Arts degree in Counseling Psychology, Mental Health Counseling, and School Psychology and in Teaching, the Master of Education degree in the areas of School Counseling, Elementary Education, Reading Education, School Administration and Supervision, Secondary Education, and Special Education. A Doctor of Education in Educational Leadership is also offered. The College of Education includes the Departments of Counseling, Educational Studies and Leadership and Teaching, Learning, and Professional Development.

The College of Education is structured to accommodate the lives of today's busy students. Students graduate from the College of Education prepared to enter the job market. For additional information please visit our website at www.bowiestate.edu or call the following departments

Department of Counseling: 301-860-3367
Department of Educational Studies & Leadership: 301-860-3246
Department of Teaching, Learning & Professional Development: 301-860-3130

DEPARTMENT OF COUNSELING
Chair: Dr. Rosalyn V. Green

DEGREE OFFERED
Master of Education in School Counseling P-12 (Eclectic or Adlerian)

Graduate Program Coordinator:
Kimberly Mills, Ph.D.
Room 287, Center for Learning & Technology

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 48-hour program is designed to prepare counselors to work with children and youth across all levels in schools from kindergarten to high school (P-12). The Master of Education (M. Ed.) program in Professional School Counseling provides a basic understanding of individuals as cultural, economic, physical, psychological and social beings (a) by incorporating multicultural and global perspectives of people in the school, community and the world, (b) by assisting candidates in developing knowledge of counseling theory and practice through classroom and field experiences that are meaningful for their professional growth (c) by developing skills as reflective practitioners, (d) by demonstrating an understanding of personal and interpersonal perspectives (e) through supporting and upholding the ethical and legal standards of the counseling profession, as well as the standards and values of the educational community- (f) by showing respect for the diversity of all persons while serving the needs of all candidates in helping them to achieve their maximal potential, and (g) by becoming effective practitioners while using technological applications and research to enhance candidates' awareness of educational, career, emotional, social, cultural, psychological/cognitive and physical development. The program integrates theoretical concepts with practical application by combining academic preparation in the area of behavioral sciences, as well as, related areas of counseling and research with practical experiences relevant to a diverse and multicultural school-age population.

The program in School Counseling, in accordance with the Department of Counseling's mission, advocates equality of opportunity for all Candidates. It is designed to educate counselors across multicultural and diverse school-age populations in understanding and applying various counseling methods and techniques to address educational, vocational, and personal concerns. This broad approach will permit the counselor to develop a repertoire of methods and select the most appropriate for the particular problem and the specific Candidate. The counselor will develop this repertoire of methods and themes by becoming an academic scholar and effective practitioner, as well as by demonstrating the use of technological applications, and by demonstrating an understanding of multicultural and global perspectives of Candidates, special populations, and personal and interpersonal perspectives. Through this program, the counselor obtains a variety of conceptual approaches to counseling and an understanding of the social and psychological factors in influencing human development and behavior. Students will also acquire the ability to address the need for social equity and the closing of the achievement gap.

Mission Statement

It is the Mission of the School Counseling program to prepare the most highly skilled, knowledgeable, and competent professional school counselors. Candidates will be equipped to carry out the roles and responsibilities of professional school counselors that are endorsed by the American School Counseling Association, the Maryland State Department of Education and the Council of the Accreditation of Counseling Education and Related Programs. School Counselors will be skilled in understanding the needs of diverse populations who present with a myriad of learning styles and abilities. It will be the focus of all school counselors to address the Achievement Gap in this region and country through research based interventions and practices that are data driven. The faculty shall possess the training and experience to prepare students to address the needs of the entire school community as an advocate, leader, collaborator and coordinator. The curriculum will provide a range of academic experiences that focus on the changing needs of a diverse population of students Pre K – 12.

SCHOOL COUNSELING KNOWLEDGE AND SKILLS
School Counselor candidates will gain the following knowledge and skills.

ACADEMIC SCHOLAR
Foundations
  Knowledge
  1. Knows history, philosophy, and trends in school counseling and educational
     systems.
  2. Understands ethical and legal considerations specifically related to the practice of
     school counseling.
  3. Knows roles, functions, settings, and professional identity of the school counselor
     in relation to the roles of other professional and support
          personnel in the school.
  4. Knows professional organizations, preparation standards, and credentials that are
     relevant to the practice of school counseling.
  5. Understands current models of school counseling programs (e.g., American
     School Counselor Association [ASCA] National Model) and their
     integral relationship to the total educational program.
  6. Understands the effects of (a) atypical growth and development, (b) health and
     wellness, (c) language, (d) ability level, (e) multicultural issues,
     and (f) factors of resiliency on student learning and development.
  7. Understands the operation of the school emergency management plan and the
     roles and responsibilities of the school counselor during crises, disasters, and
     other trauma-causing events.

  Skills and Practices
  1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.

2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

PROFESSIONAL DISPOSITION
Counseling, Prevention and Intervention
  Knowledge
  1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.
  2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.
  3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.
  4. Knows how to design, implement, manage, and evaluate transition programs,
    including school-to-work, postsecondary planning,
    and college admissions counseling.
  5. Understands group dynamics—including counseling, psycho-educational, task,
    and peer helping groups—and the facilitation of teams
    to enable students to overcome barriers and
    impediments to learning.
  6. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

  Skills and Practices
  1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
  2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
  3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.

4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

PROFESSIONAL DISPOSITION
Knowledge of Students and Society
Diversity and Advocacy

Knowledge
1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.
2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.
3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.
4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.

Skills and Practices
1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

Assessment
Knowledge
1. Understands the influence of multiple factors (e.g., abuse, violence, eating
   disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.
2. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.
3. Identifies various forms of needs assessments for academic, career, and personal/social development.

Skills and Practices
1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

COLLABORATOR RESEARCHER AND LIFELONG LEARNER
Research and Evaluation
Knowledge
1. Understands how to critically evaluate research relevant to the practice of school counseling.
2. Knows models of program evaluation for school counseling programs.

3. Knows basic strategies for evaluating counseling outcomes in school counseling (e.g., behavioral observation, program evaluation).
4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).
5. Understands the outcome research data and best practices identified in the school counseling research literature.

Skills and Practices
1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

REFLECTIVE PRACTITIONER

Academic Development
   Knowledge
   1. Understands the relationship of the school counseling program to the academic mission of the school.
   2. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school.
   3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.
   Skills and Practices
   1. Conducts programs designed to enhance student academic development.
   2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
   3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

EFFECTIVE COLLABORATOR

Collaboration and Consultation

Knowledge

1. Understands the ways in which student development, wellbeing, and learning are enhanced by family, school, and community collaboration.
2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.
3. Knows how to build effective working teams of school staff, parents, and
   community members to promote the academic, career, and personal/social development of students.
4. Understands systems theories, models, and processes of consultation in school system settings.
5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
6. Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them. 7. Knows school and community collaboration models for crisis/disaster preparedness and response.

Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to
   address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve
   student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote
   student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental
   health centers, businesses, service groups) to secure
   assistance for students and their families.

REFLECTIVE PRACTITIONER

Leadership Knowledge

1. Knows the qualities, principles, skills, and styles of effective leadership.
2. Knows strategies of leadership designed to enhance the learning environment of schools.
3. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.
4. Understands the important role of the school counselor as a system change agent.
5. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.

Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with
parents and teachers (e.g., parent education programs,

PROFESSIONAL AFFILIATIONS

ASCA, CACREP and MSDE

The School Counseling program is structured according to the guidelines and standards of the American School Counseling Association, the Council of the Accreditation of Counseling Education and Related Programs and the Maryland State Department of Education. The School Counseling Program is certified by the Maryland State Department of Education for meeting the state requirements. The program is guided by the standards of the Council of the Accreditation of Counseling Education and Related Programs and the roles and responsibilities of the professional school counselor as set out by the American School Counseling Association. The School Counseling program is also considered a National Board of Certified Counselors approved graduate program. The School Counseling program provides a dual purpose; with the addition of 12 credits,

candidates also meet the requirements for licensure as a Maryland State Licensed Clinical Professional Counselor and are eligible to sit for the National Counselor Exam.

PROGRAM REQUIREMENTS

The Master of Education (M.Ed.) degree program in School Counseling is a 48 credit hour program. This 48-hour program is designed to prepare counselors to work with children and youth across all levels in schools from pre- kindergarten to high school (P-12). Candidates may plan programs of study from either an Eclectic theoretical approach to counseling or a specialized approach emphasizing the individual psychology school of thought of Alfred Adler. The program places heavy emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the candidate.

Candidates are required to complete ten (10) hours of professional development activities (PDA) in the community for each 3 credit hour course. In addition, candidates participate in field experiences in the schools throughout the program, complete a school practicum field experience (100 clock hrs.) and an internship field experience (600 clock hrs), pass a written comprehensive examination, develop a Comprehensive School Counseling program and conduct a research study on a contemporary issue in schools, to be presented as a seminar paper/master thesis.

Core Courses for Master in School Counseling

PSYC	502	Principles and Philosophy of Counseling
PSYC	603	Mental Hygiene for Children and Youth
EDUC	507	Advanced Human Growth & Development
COUN	633	Multicultural Counseling
PSYC	734	Counseling Theory and Practice or Adlerian and Other Theories and
OR		Practice
PSYC	730	
EDUC	706	Introduction to Research
COUN	610	Appraisal, Assessment & Evaluation
COUN	608	Career Counseling and Development
PSYC	780	Legal & Ethical Issues in Therapy
COUN	731	Group Counseling

EDUC 706   Introduction to Research
SPED   511   Special Education Perspectives
COUN 840   Counseling Children and Adolescents
COUN 861   Seminar in School Counseling*
COUN 836   Practicum in School Counseling (100 hrs)*
COUN 837   Internship in School Counseling (600 hrs)*

Additional Courses for licensure as a Licensed Clinical Professional Counselor

COUN762   Drug and Alcohol Counseling
COUN732   Family Counseling
PSYC744   Psychodynamic of Psychopathology
ELECTIVE

Admission to the Program

Individuals interested in pursuing the graduate program in School Counseling must qualify for admission to the Graduate School. The following material must be submitted to the Office of Graduate Admissions:

1. Completion of a B.A. or B.S. degree with a minimum grade point average of 2.75 and at least 12 credits in counseling, psychology or a related area.
2. Completed Graduate Application Form with the non-refundable application fee.
3. Submission of three letters of recommendation. Two letters must be from an academic instructor and one letter from an employer/supervisor. Recommendation forms may be obtained from the Office of Graduate Admissions. The letters should address both your academic experiences and/or your experiences working with children and/or adolescents.
4. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following points are addressed:
    a. Discuss your knowledge of the school counseling profession?
    b. Discuss your experience working with school age (P-12) students?

    c.   What personal qualities do you possess that would make you a good school counselor?

5.   Students who meet the above qualifications and are most suitable for admissions to the program will be invited for an interview as the final stage of the admissions process.

6.   Submission of a Resume highlighting counseling experiences?

STEPS IN COMPLETING DEGREE REQUIREMENTS IN SCHOOL COUNSELING

Instructions: Please check each step as you complete it in order to keep track of your progress in the academic degree program.

___ 1. Once admitted schedule a meeting with your advisor and the Coordinator of your Program to introduce yourself and get acquainted with their roles.

___ 2. Complete a Program of Study and obtain all proper signatures

___ 3. Activate your library privileges at the front desk in the Thurgood Marshall Library

___ 4. Register on Taskstream, the College online assessment system. (See Taskstream Instructions in the Appendix)

___ 5. After the completion of the first 12-18 credits apply for Advancement to Candidacy by completing an Advancement to Candidacy form and attaching a copy of your Student photo ID.

___ 6. Review the guidelines for the Comprehensive Exam. Begin to focus on those program standards that will be assessed on the exam. Start preparing a study guide.

___ 7. Attend an "Orientation to Comprehensive Exam" in preparation for the exam (date announced each semester by the Department, usually in Feb. and Sept.).
 Candidates must successfully pass the comprehensive examination prior to enrollment in the practicum, internship, and seminar courses.

___ 8. Discuss how you plan to complete your practicum and internship experiences with the placement coordinator. Check the deadline for "Application for Graduation".

___ 9. Attend an "Orientation to Practicum and Internship" one semester prior to enrolling in the Practicum class. Candidate must attend this orientation in order to be eligible for the practicum class, usually scheduled in the week after the comprehensive exam.

___ 10. Register for Seminar and Practicum the same semester to allow for two semesters to complete the seminar project.

___ 11. Attend an Orientation to Practicum and Internship and complete the applications for Internship. Candidates must have completed Practicum in order to be eligible for the Internship class.

___ 12. Register if necessary for the 1 credit research advisement to complete seminar project.

___ 13. Submit all PDA's to your Program Advisor for verification that you have completed the required number of hours.

SEQUENCING OF COURSES

A quality degree program is not an accumulation of credit hours, but it is a carefully developed sequence of educational activities and experiences designed to help you achieve the specified objectives of the program. Thus, it is extremely important to properly sequence your program. You should complete the first level courses prior to advancing to the second level courses and so forth as indicated on the sequencing sheet. Some courses require prerequisites and these are necessary in order for Candidates to satisfactorily perform in the specified courses.

Level One

PSYC 502 **	Principles and Philosophy of Counseling
PSYC 603	Mental Hygiene for Children and Youth
EDUC 507 **	Advanced Human Growth & Development
COUN 633**	Multicultural Counseling

Level Two

PSYC 734 or	Counseling Theory and Practice or Adlerian and Other Theories and Practice
PSYC 730	

COUN 702	Introduction to School Counseling
EDUC 706**	Introduction to Research
COUN 610 **	Appraisal, Assessment & Evaluation

Level Three

COUN 608 **	Career Counseling and Development
PSYC 780 **	Legal & Ethical Issues in Therapy
COUN 731 **	Group Counseling

COMPREHENSIVE EXAM
** Completion of these courses is required to take the Comprehensive exam

Level Four

SPED   511   Special Education Perspectives
COUN 840   Counseling Children and Adolescents

Level Five
COUN   861   Seminar in School Counseling*
COUN   836   Practicum in School Counseling (100 hrs)*
COUN   837   Internship in School Counseling (600 hrs)*

*Candidates must have completed Levels I, II, and III and have passed the comprehensive examination before registering for this class.

I.   As can be observed, the initial course taken by all Candidates is PSYC 502:
Principles and Philosophy of Counseling. There are three other courses, which
Candidates may choose to take concurrently with this introductory course. They are: EDUC 507: Adv. Human Growth and Development, PSYC 603: Mental Hygiene and COUN 633: Multicultural Counseling

II. At the second level, Candidates may enroll in PSYC 734: Counseling Theory and Practice or PSYC 730: Adlerian and Other Theories and Practice, COUN 702: Introduction of School Counseling, EDUC 706: Introduction to Research and COUN 610: Appraisal, Assessment and Evaluation.

At the completion of twelve (12) - fifteen (15) credit hours in the program,
Candidates are required to make application for *Advancement to Candidacy*.
The Counseling Faculty will review each application. Candidates are advanced to candidacy when they meet the following conditions: students obtain a 3.25 grade point average; students are recommended by at least two members of the full-time faculty;

students demonstrate a satisfactory professional disposition with peers, faculty and in their field experiences.

III. At the third level, Candidates may enroll in the following courses: COUN 608: Career Counseling and Development, COUN 780: Legal & Ethical Issues and COUN 731: Group Counseling. Candidates must also attend a Comprehensive Exam Orientation and a Field Placement Practicum Orientation.

IV. After completing the first (1st) thirty (30) credit hours (Levels I, II, & III) in the program, each Candidate is eligible to take the three-hour written ***Comprehensive Examination***. The Examination is designed to assess Candidates' mastery of the program objectives and professional standards.

V. At this, the fourth level, Candidates may enroll in the following courses: COUN 840: Counseling Children and Adolescents and SPED 511: Special Education Perspectives.

VI. At the fifth level, Candidates may enroll in COUN 836: Practicum in School Counseling
Counseling (100 hrs) and COUN 861: Seminar in School Counseling concurrently. However, Candidates must have successfully completed the Comprehensive Examination prior to enrolling in either course, and must complete the 100 hour COUN 836: Practicum in School Counseling before enrolling in COUN 837: Internship in School Counseling.

DEPARTMENT OF COUNSELING
Chair: Dr. Rosalyn V. Green

DEGREE OFFERED
Master of Arts in Counseling Psychology

Graduate Program Coordinator:
Dr. Cubie Bragg
Room 285, Center for Learning and Technology

Bowie State University offers a Master of Arts degree in Counseling Psychology. Students may enroll in the program from the Eclectic theoretical approach to counseling or elect a specialized approach emphasizing the Adlerian or Individual Psychology school of thought originated and developed by Alfred Adler and his followers.

The Master of Arts in Counseling Psychology degree program provides professional preparation for persons wishing to become counselors in non-educational institutions, such as community mental health facilities. Concentrations in pastoral counseling and health counseling are offered for persons wishing to qualify in these specialties. Specializations are offered in addiction counseling, career counseling, family counseling, health counseling, human services, pastoral counseling and psychotherapy. Advanced certificates are available in family counseling and psychotherapy. Concentrations and certificate programs are available with either an Adlerian or Eclectic focus.

The Master of Arts in the Counseling Psychology degree program places great emphasis on interpersonal and helping relationships, which require considerable commitment on the part of the student. The student must complete a 48 semester hour program, a practicum placement and pass a Comprehensive Examination before enrolling in PSYC 858, Internship in Counseling Psychology, and a seminar paper. Students must plan their programs in consultation with an assigned advisor from the counseling faculty.

The Eclectic option is designed to allow the counseling student to develop expertise in the diverse array of counseling theories available today. Students develop an in-depth understanding of the origins,

development, and latest research on the major psychodynamic, existential, humanistic, behavioral, and cognitive behavioral theories. Through the Eclectic option, students develop competence in counseling strategies that enable them to choose the best approach to counseling clients. Students develop advanced skills in identifying

and modifying cognitive, behavioral, and emotional problems. Through the Eclectic program, students are encouraged to develop their own philosophy of counseling to meet the challenge of counseling diverse clients in the modern world.

The Adlerian or individual psychology option is designed to allow the counselor to develop an extensive expertise in Adlerian techniques and philosophy while developing a repertoire of methods and strategies from other appropriate eclectic theoretical orientations. Through the Adlerian option, counselors learn a wide variety of counseling strategies and psychological approaches to human behavior in general and Adlerian Counseling in particular. The student studies means of identifying mistaken convictions and notions about life, means for acquiring responsible behavior patterns, classroom discipline and management strategies, life style assessment techniques, family constellations, early recollection interpretations, and proven principles of parenting. The Adlerian philosophy also provides for corrective measures to acting-out behaviors of young children (both in the home and in school settings), violence and conflict mediation, insight into and understanding of personality or life style formation, and thematic interpretation of goals and purposes of one's behavior for counseling methodology.

Admission to the Program
Individuals interested in pursuing the graduate program in counseling psychology must qualify for admission to the Graduate School. The following material must be submitted to the Office of Graduate Admissions:

1. Completion of a B.A. or B.S. degree with a minimum grade point average of 2.75 and at least 12 credits in counseling, psychology or a related area.
2. Completed Graduate Application Form with the non-refundable application fee.

3. Submission of three letters of recommendation. Two letters must be from an academic instructor and one letter from an employer/supervisor. Recommendation forms may be obtained from the Office of Graduate Admissions.
4. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following points are addressed:
   a. **Background information**: Family, education and work.
   b. **Goals**: What do you expect to be doing in five (5) years? In ten (10) years?
   c. **Strengths**: What strengths do you have that would contribute to your being a good counselor?

   d. **Change**: What do you believe to be the facets of your personality, behavior, and/or outlook that, if modified or changed, would make you a better person/counselor? What plans, if any, do you have for making any such change(s)?
   e. **Why Bowie State University?** Why did you decide to apply to the counseling program at B.S.U.?
   f. **Your comments**: What additional information, thoughts, feelings, concerns and/or questions do you have?

Program Requirements

Common Courses for Both Options
EDUC   706   Introduction to Research
EDUC   507   Human Growth and Development (Advance)
COUN 731   Group Counseling
COUN 732   Family Counseling
COUN 633   Multicultural Counseling
PSYC   836   Practicum in Counseling Psychology I (100 hours)
PSYC   858   Internship in Counseling Psychology (600 hours)
PSYC   502   Principles and Philosophy of Counseling
COUN 608   Career Counseling and Development
PSYC   744   Psychodynamics of Psychopathology (DSMIV) **or**
PSYC   714   Clinical Assessment
PSYC   861   Seminar in Counseling Psychology

PSYC   780   Legal and Ethical Issues In Counseling and Therapy
PSYC   710   Psychometric Testing I
PSYC   711   Psychometric Testing II **or**
COUN 762   Drug and Alcohol Counseling

Eclectic Option
PSYC   734   Counseling Theory and Practice
COUN 610   Appraisal, Assessment and Evaluation

Total   48 Credits

Adlerian Option
PSYC   730   Adlerian Theory and Practice and Other Theories
PSYC   737   Life Style Assessment

Total   48 Credits

Specific Requirements:
1. Seminar paper to be written in Seminar in Counseling Psychology: PSYC 861. Candidates MUST have passed the Comprehensive Examination to be able to enroll in this course. They must have passed the Comprehensive Examination before they can take either practicum or internship also.
2. Written Comprehensive Examination. Prerequisite -- completion of or enrollment in EDUC 706: Introduction to Research, and 30 semester hours in program. The Qualifying Examination must be passed prior to enrollment in the Internship [600 hours] and Seminar.
3. Prospective Practicum [100 hours] students are required to attend an orientation session one semester prior to enrollment in the practicum course in order to make arrangements for a practicum placement, and a passing grade on the Comprehensive Examination.
4. The Internship [600 hours] cannot be taken prior to the completion of 30 semester hours in the program. Prerequisites: PSYC 502, PSYC 730 or 734, COUN 731, COUN 608, COUN 633, COUN 610, PSYC 780, PSYC 744 OR PSYC 714, PSYC 836, EDUC 706, passing grade on the Comprehensive Examination and completion of the Practicum experience.

SEQUENCING

Upon admission to the graduate program, each student is assigned an advisor to review the program options and to develop a plan of study. The majority of students in the Masters of Arts degree in Counseling Psychology program are part-time students who follow the sequence of courses listed below; however, minor variations in sequencing of courses are made to accommodate full-time students enrolled in the degree program. The program requires prerequisites for more advanced courses. To guide students in the sequencing of courses, five levels of course sequencing have been identified. ***Students must obtain the approval of their advisor before enrolling in any courses.***

Level One

PSYC   502   Principles and Philosophy of Counseling

EDUC   507   Human Growth and Development
COUN 633   Multicultural Counseling

Level Two
COUN 608   Career Counseling and Development
COUN 610   Appraisal, Assessment and Evaluation
PSYC   734   Counseling Theory and Practice
PSYC   780   Legal and Ethical Issues

Level Three
EDUC   706   Introduction to Research
COUN 731   Group Counseling
COUN 732   Family Counseling

Level Four
PSYC   744   Psychodynamics of Psychopathology I [DSM
IV-TR/ DSM 5]
PSYC   710   Psychometric Testing I
PSYC   711   Psychometric Testing II **or**
COUN 762   Drug and Alcohol Counseling

Level Five

PSYC   836   Practicum in Counseling Psychology (100 hrs)**

PSYC   861   Seminar in Counseling Psychology

PSYC   858   Internship in Counseling Psychology (600 hrs)**

**The Practicum (100 hrs) and Internship (600 hrs) require an orientation the <u>semester prior </u>to enrolling in the class. Also, students must have passed the Comprehensive Examination before they can enroll in practicum.

1. The initial course taken by all students is PSYC 502: Principles and Philosophy of Counseling. There are two other courses that students may choose to take concurrently with this introductory course. They are COUN 633: Multicultural Counseling and EDUC 507: Human Growth and Development.

2. At Level II, students may enroll in PSYC 734: Counseling Theory and Practice or PSYC and Other Theories: Alderian Theory and Practice; COUN 732: Family Counseling; COUN 610: Appraisal, Assessment and Evaluation; COUN 608: Career Counseling; or PSYC 780: Legal and Ethical Issues.

    At the completion of twelve to eighteen (12-18) hours in the program, students are required to make application for Advancement to Candidacy. The Counseling faculty at this point reviews each application. If students have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.

3. At Level III, students may enroll in one or more of the following courses: EDUC 706: Introduction to Research, COUN 732: Family Counseling, and COUN 731: Group Counseling.

    After completing Levels I, II and III in the program, students are eligible to take the Comprehensive

Examination. The Examination is designed to assess students' mastery of the program objectives.

4. At Level IV, students may enroll in PSYC 744: Psychodynamics of Psychopathology [DSM IV-TR/DSM 5]PSYC 710: Psychometric Testing I; and PSYC 711: Psychometric Testing II. COUN 762: Drug and Alcohol Counseling may be taken in lieu of PSYC 711.

   After completing thirty (30) credit hours in the program, each student is eligible to take the written Comprehensive Examination. The Comprehensive Examination is designed to assess students' mastery of the program objectives. The Comprehensive Examination may be taken prior to or during enrollment in Level IV courses. However, the Comprehensive Examination must be passed prior to enrollment in Level V courses (PSYC 836: Practicum in Counseling Psychology; PSYC 861: Seminar in Counseling Psychology; PSYC 858: Internship in Counseling Psychology).

5. At Level V, students may enroll in PSYC 836: Practicum in Counseling Psychology (100 hrs) and PSYC 861: Seminar in Counseling Psychology concurrently. However, students **must complete** the 100 hour Practicum in Counseling Psychology before enrolling in PSYC 858: Internship in Counseling Psychology (600 hrs)

   Students may not enroll in these Level V courses until they have completed Level III courses, passed the Comprehensive Examination and completed Level IV courses.

   If a student has not completed the internship experience by the end of the semester, he/she must enroll in a one (1) credit hour independent study course (PSYC 801).

DEGREE OFFERED

Master of Arts in Counseling Psychology (Adlerian)
(48-Hour Degree Program)

SEQUENCING

Upon admission to the graduate program, each student is assigned an advisor to review the program options and to develop a plan of study. The majority of students in the Masters of Arts degree in Counseling Psychology program are part-time students who follow the sequence of courses listed below; however, minor variations in sequencing of courses are made to accommodate full-time students enrolled in the degree program. The program requires prerequisites for more advanced courses. To guide students in the sequencing of courses, four levels of course sequencing have been identified. ***Students must obtain the approval of advisor before enrolling in any courses.***

Level One

PSYC	502	Principles and Philosophy of Counseling*
EDUC	507	Human Growth and Development
COUN 633		Multicultural Counseling

Level Two

COUN 608		Career Counseling and Development
PSYC	730	Adlerian Theory and Practice and Other Theories
PSYC	737	Life Style Assessment
PSYC	780	Legal and Ethical Issues in Counseling and Therapy

Level Three

EDUC	706	Introduction to Research
COUN 731		Group Counseling
COUN 732		Family Counseling

Level Four

PSYC	744	Psychodynamics of Psychopathology I [DSM IV-TR/DSM 5]
PSYC	710	Psychometric Testing I
PSYC	711	Psychometric Testing II **or**

COUN 762   Drug and Alcohol Counseling

Level Five
PSYC 836   Practicum in Counseling Psychology (100 hrs)**
PSYC 861   Seminar in Counseling Psychology
PSYC 858   Internship in Counseling Psychology (600 hrs)**

*All counseling programs, Adlerian and Eclectic, use a common principles course; Adlerian concepts, philosophy, and theory will be covered in all principles classes.

[**The Practicum (100 hrs) and Internship (600 hrs) require an orientation the <u>semester prior</u> to enrolling in the class]

1. The initial course taken by all students is PSYC 502: Principles and Philosophy of Counseling. There are two other courses that students may choose to take concurrently with this introductory course. They are COUN 633: Multicultural Counseling and EDUC 507: Human Growth and Development.

2. At Level II, students may enroll in COUN 608: Career Counseling; PSYC 730: Adlerian Theory and Practice and Other Theories; PSYC 737: Life Style Assessment (PSYC 730 required first); and PSYC 780: Legal and Ethical Issues in Counseling and Therapy.

   At the completion of twelve to eighteen (12-18) hours in the program, students are required to make application for Advancement to Candidacy. The Counseling Faculty at this point reviews each application. If students have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.

3. At Level III, students may enroll in one or more of the following courses: EDUC 706: Introduction to Research, COUN 731: Group Counseling, and COUN 732: Family Counseling.

After completing Levels I, II and III in the program, students are eligible to take the Comprehensive Examination. The Examination is designed to assess students' mastery of the program objectives.

4. At Level IV, students may enroll in one or more of the following courses: PSYC 744: Psychodynamics of Psychopathology [DSMIV-TR/DSM 5]; PSYC 710: Psychometric Testing I; PSYC 711: Psychometric Testing II. COUN 762: Drug and Alcohol Counseling may be taken in lieu of PSYC 711.

    After completing thirty (30) credit hours in the program, each student is eligible to take the written Comprehensive Examination. The Comprehensive Examination is designed to assess students' mastery of the program objectives. The Comprehensive Examination may be taken prior to or during enrollment in Level IV courses. However, the Comprehensive Examination must be passed prior to enrollment in Level V courses (PSYC 836: Practicum in Counseling Psychology; PSYC 861: Seminar in Counseling Psychology; PSYC 858: Internship in Counseling Psychology).

5. At Level V, students may enroll in PSYC 836: Practicum in Counseling Psychology (100 hrs) and PSYC 861: Seminar in Counseling Psychology concurrently. However, students **must complete** the 100 hour Practicum in Counseling Psychology before enrolling in PSYC 858: Internship in Counseling Psychology (600 hrs)

    Students may not enroll in these Level V courses until they have completed Level III courses, passed the Comprehensive Examination and completed Level IV courses.

    If a student has not completed the internship experience by the end of the semester, he/she must enroll in a one (1) credit hour independent study course (PSYC 801).

Advanced Certificate in Psychotherapy

The advanced certificate program in psychotherapy consists of thirty (30) semester hours beyond the master's degree. Students must have completed at least a master's degree in counseling psychology, or a closely related field prior to starting the certificate program in psychotherapy. Many students pursuing the psychotherapy certificate are licensed or are post-doctoral. **This program does not result in licensure as a psychologist in Maryland.**

Prerequisites

PSYC	502	Principles and Philosophy of Counseling
PSYC	734	Counseling Theory and Practice **or**
PSYC	730	Adlerian Theory and Practice and Other Theories

Psychotherapy certificate courses can be chosen from the following courses:

Core Courses

EDUC	507	Advanced Human Growth and Development
PSYC	502	Principles & Philosophy of Counseling
PSYC	730	Adlerian & Other Counseling Theories or
PSYC	734	Counseling Theory and Practice
PSYC	780	Legal & Ethical Issues in Theory
PSYC	806	Internship in Mental Health Counseling (300)
PSYC	744	Psychodynamic and Psychopathology DSM IV-TR
PSYC	833	Advanced Techniques of Counseling
COUN	610	Appraisal, Assessment and Evaluation
COUN	762	Drug & Alcohol Counseling
COUN	843	Marital Counseling

Total   30 Credits

*Students must have completed Family Counseling before taking Practicum in Psychotherapy.

Specializations

Addiction Counseling

Course Requirements

COUN 762		Drug and Alcohol Counseling
PSYC	744	Psychodynamics of Psychopathology (DSM-IV-TR/DSM 5)
PSYC	775	Psychopharmacology (Drugs/Diagnoses)
PSYC	609	Internship In Addiction Counseling (300 Hours)

Total   **12 Credits**

Career Counseling

Course Requirements

COUN 608		Career Counseling or an approved substitute
PSYC	611	Critical Adult Life Stages
PSYC	547	Practicum in Individual Therapy
PSYC	603	Internship in Career Counseling [100/300hours]

Total   **12 Credits**

Family Counseling

Course Requirements

COUN 732		Family Counseling
PSYC	737	Marital Counseling
COUN 840		Counseling Children and Adolescents
PSYC	604	Internship in Family Counseling [100/300 hours]

Total   **12 Credits**

Psychotherapy

Course Requirements

COUN 762		Drug and Alcohol Counseling
PSYC	775	Psychopharmacology [drugs/diagnosis]
PSYC	744	Psychodynamics of Psychopathology I [DSM IV-TR/ DSM 5]
PSYC	806	Internship in Mental Health Therapy [100/300 hours]
Total		**12 Credits**

DEPARTMENT OF COUNSELING
Chair: Rosalyn V. Green
DEGREE OFFERED
Master of Arts in Mental Health Counseling

Graduate Program Coordinator:
Dr. Frank Norton
Room 284, Center for Learning and Technology

PROGRAM DESCRIPTION
The Master's of Arts Degree 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 a degree. In addition, this program has three field experiences that give students the maximum amount of hours accepted pre-degree for licensure, 1000 hours.

Admission Requirements

1. Completion of a B.A. or B.S. Degree with a minimum of a 3.0 Cumulative GPA and at least 12 undergraduate credit hours in counseling, psychology or a related area.
2. Submission of three letters of recommendation. These letters of recommendation must come from at least two (2) academic instructors and/or the 3rd from an employer/supervisor.
3. Submission of a personal statement. The personal statement must be a typewritten statement not to exceed three single spaced pages in which the following points are addressed:
   a. **Background information**: Family, education and work.
   b. **Goals:** What do you expect to be doing in five (5) years? In ten (10) years?
   c. **Strengths:** What strengths do you have that would contribute to your being a good counselor?
   d. **Change:** What do you believe to be the facets of your personality, behavior, and/or outlook that, if modified or changed, would make you a better person/counselor? What plans, if any, do you have for making any such change(s)?

e. **Why Bowie State University?** Why did you decide to apply to the counseling program at B.S.U.?
f. **Your comments:** What additional information, thoughts, feelings, concerns and/or questions do you have?

Students will be able to apply for a Licensed Graduate Professional Counselor License (LGPC) after completing the program. The University will be seeking specialized accreditation for this program from CACREP.

```
+-----------------------------------------------+
|              DEGREE OFFERED                    |
|                                               |
| Master of Arts in Mental Health Counseling    |
|        (60-Hour Degree Program)                |
+-----------------------------------------------+
```

SEQUENCING

**The program shall have a logical sequence of study.
Program of Study**

Upon admission to the graduate program, each student is assigned an advisor to review the program options and to develop a plan of study. The majority of students in the Masters of Arts degree in Mental Health Counseling program are part-time students who follow the sequence of courses listed below; however, minor variations in sequencing of courses are made to accommodate full-time students enrolled in the degree program. The program requires prerequisites for more advanced courses. To guide students in the sequencing of courses, six levels of course sequencing have been identified. *STUDENTS MUST OBTAIN THE APPROVAL OF THEIR ADVISOR BEFORE ENROLLING IN ANY COURSES.*

Mission Statement

As members of the Mental Health Counseling Program, we share a common vision of developing students who provide competent, caring, and ethical services to diverse clients in public, government, community agencies, and private practices. We encourage them to support one another in the formidable task of facilitating the change process in individuals, couples, families, groups, and communities as licensed professional counselors. Finally, we challenge our graduates to advance the mental health counseling profession through service, research, innovation, advocacy, and training.

Level One
PSYC 502   Principles and Philosophy of Counseling*
EDUC 507   Adv Human Growth and Development
COUN 633   Multicultural Counseling

Total   9 Credits
Level Two
PSYC 734   Counseling Theory and Practice
                  or
PSYC 730   Adlerian Theory: and other Counseling Theories
(Adlerian Track)
PSYC 780   Legal and Ethical Issues
COUN 608   Career Counseling and Development

Total   9 Credits

Level Three

COUN 610   Appraisal, Assessment & Evaluation
EDUC 706   Introduction to Research
COUN 731   Group Counseling

Total   9 Credits: Students are eligible to take the
comprehensive exam after completion of these **first 27 credits** (9
courses) & Advancement to Candidacy

Level Four
COUN 732   Family Counseling
 COUN 762   Drug & Alcohol Counseling
PSYC 744   Psychodynamics of Psychopathology I [DSM-IV-TR]
      MHCO 836   Practicum in Mental Health Counseling
      (200 hrs)*** 3 cr

Total   12 Credits

Level Five
PSYC 833   Adv. Techniques in Psychotherapy
PSYC 775   Psychopharmacology
PSYC   Elective**
MHCO 858   Internship in Mental Health Counseling I(400 hrs.)*** (3cr)

          12 Credits

Level Six

Elective**

PSYC 861   Seminar in Counseling Psychology

PSYC 806   Internship in Mental Health Counseling II (400 hrs)*** 3 cr

      9 Credits

Total = 60 credits

*All counseling programs, Adlerian and Eclectic, use a common principles course; Adlerian concepts, philosophy, and theory will be covered in all principles classes.

**Electives may be taken such as PSYC 610/PSYC 611. They include any of the Adlerian course options.

[***The Practicum (200 hrs) and Internships (400 hrs each) require an orientation the *semester prior* to enrolling in the class]. Practicum may be taken the semester the comprehensive exam is taken. Internships and Seminar can only be taken AFTER passing the comprehensive exam.

1.   The initial course taken by all students is PSYC 502 Principles and Philosophy of Counseling. There are two other courses that students may choose to take concurrently with this introductory course. They are: GUCO 633 Multicultural Counseling; EDUC 507 Human Growth and Development.

2.   At level II, students may enroll in PSYC 734 Counseling Theory and Practice; COUN 608 Career Counseling; COUN 731 Group Counseling and PSYC 780 Legal and Ethical Issues. At the end of level III and the completion of 27 hours, students are required to meet with their advisor to insure they have met all Level I, II, and III requirements to then take Practicum. Requirements at this point include having an overall GPA of at least 3.25, have been advanced to candidacy, and have the recommendation again of two professors to continue in the program.

At the completion of twelve (12 to a maximum of 18) hours in the program, students are required to make application for *Advancement to Candidacy.* The Counseling faculty at this point reviews each application.

If students have a 3.25 grade point average and are recommended by at least two members of the full-time faculty, they are advanced to candidacy in the degree program.

After completing of the first 27 credits in Levels I, II, and III in the program students are eligible to take the Comprehensive Examination. The Examination is designed to assess students' mastery of the program objectives.

3.At level III, students may enroll in one or more of the following courses:, COUN 610 Appraisal, Assessment & Evaluation, EDUC 706 Introduction to Research and COUN 731   Group Counseling
  Group Counseling.

4.At level IV, students may enroll in COUN 732 Family Counseling, COUN 762 Drug & Alcohol Counseling, PSYC 744   Psychodynamics of Psychopathology I [DSM-V] and MHCO 836 Practicum in Mental Health Counseling   (200 hrs)*** .

After completing levels one, two and three to include the first twenty-one 27 credit hours in the program, each student is eligible to take the *Comprehensive Examination*. The *Comprehensive Examination* is designed to assess students' mastery of the program objectives. The *Comprehensive Examination* may be taken prior to or during enrollment in Level IV courses or in the Level V courses including MHCO 836 Practicum in Mental Health Counseling (200 hrs). However, the *Comprehensive Examination* must be passed prior to enrollment in their two Internship courses and Seminar.

5.   At **Level V**, students may enroll in PSYC 833 Adv. Techniques in Psychotherapy, PSYC 775 Psychopharmacology, PSYC Elective, and MHCO 858 Internship I in Mental Health Counseling . At **Level V & VI**, students may complete their program with PSYC 861 Seminar in Counseling Psychology and their last elective. Students must have completed their 200 hour Practicum in Mental Health Counseling before enrolling in MHCO 858 Internship I in Mental Health Counseling (400 hrs) or PSYC 806 Internship II in Mental Health Counseling (400 hrs). Electives choices available include such courses as PSYC 810 Psychometric Testing I (Intelligence Testing), PSYC 793 Art Therapy for

Children, PSYC 794 Art Therapy for Adults, PSYC 737 Marital Counseling and such courses as Adlerian Theory & Practice, and Life Style Assessment.

** Mental Health Counseling Adlerian students should take PSYC 737 Lifestyles" as the elective**

If a student has not completed the internship experience during the spring semester, he/she must enroll in a one (1) credit hour independent study course (PSYC 801) to be completed by the end of the summer session.

STEPS IN COMPLETING DEGREE REQUIREMENTS IN MENTAL HEALTH COUNSELING

Instructions: Please check each step as you complete it in order to keep track of your progress in the academic degree program.

____ 1. Once admitted schedule a meeting with your advisor to introduce yourself and get acquainted.

____ 2. Complete a Program of Study with your advisor and obtain all proper signatures

____ 3. Activate your library privileges at the front desk in the Thurgood Marshall Library

____ 4. Register on Taskstream, the College online assessment system.

____ 5. After the completion of the first 12-18 credits apply for Advancement to Candidacy by completing an Advancement to Candidacy form and attaching a copy of your Student photo ID.

____ 6. Review the guidelines for the Comprehensive Exam. Begin to focus on the eight core areas standards that will be assessed on the exam.

____ 7. Attend an "Orientation to Comprehensive Exam" the semester **before** you plan to take the exam (date announced each semester is usually in February & March for Spring semester and October and November for Fall semester). After completing Levels I, II, & III, the first 27 credits of the Mental Health Counseling program, you are eligible to take the Comprehensive Exam.

____ 8. Candidates must successfully pass the comprehensive examination prior to enrollment in their internships, and seminar course.

____ 9. Attend an "Orientation to Practicum and Internship" one semester **prior** to enrolling in the Practicum class. Candidate must attend this orientation in order to be eligible for the practicum class. Download the Mental Health Counseling Practicum and

Internship Handbook to begin the process of seeking a site AFTER attending the Practicum Orientation.

___ 10. Candidates must have completed Practicum (200 hours) in order to be eligible for their consecutive (two semester) Internship classes (400 hours each).

___11. Discuss how you plan to complete your practicum and internships experiences with your advisor, practicum and internship professors.

___ 12. Insure you consult with your academic advisor on what courses you may choose to take for your two electives.

____ 13. Submit all PDA's to your Program Advisor for verification that you have completed the required number of hours.

> **DEGREE OFFERED**
> Certificate in Addictions Counseling

The certificate in addictions counseling may be earned concurrently with the M.A. in Mental Health Counseling or Counseling Psychology or M.Ed. in School Counseling or may be obtained after earning the master's degree. Students may find that a combination of a degree and the addictions certificate may be best for them in their long range professional development and career planning.

The certificate in addictions counseling consists of 30 graduate semester credits.

Course Requirements

Core requirements consist of 15 credits with all students required to take the following five courses:

COUN	762	Drug and Alcohol Counseling
PSYC	775	Psychopharmacology
PSYC	609	Internship in Addictions*
PSYC	731	Addiction Treatment Delivery
PSYC	833	Advanced Techniques in Psychotherapy

Choose 5 of the following 8 courses for the additional 15 credits:

COUN	610	Appraisal, Assessment, & Evaluation
COUN	731	Group Counseling
COUN	732	Family Counseling
EDUC	507	Adv. Human Growth and Development
PSYC	502	Principles and Philosophy of Counseling
PSYC	734	Counseling Theory & Practice
PSYC	744	Psychodynamics of Psychopathology-DSM-IV-TR
PSYC	780	Legal and Ethical Issues in Counseling and Therapy

Total   30 credits

Frank Norton, Ph.D., ABPP
Department of Counseling
* PSYC 609 Internship in Addictions can be taken after the completion of at least 21 hours of Addiction Certificate Courses

DEPARTMENT OF COUNSELING
Chair: Rosalyn V. Green

DEGREE OFFERED
Master of Arts and Certificate of Advanced Study In School Psychology

College of Education
Department of Counseling
*Program: Master of Arts and Certificate of Advanced Study in School Psychology
Graduate Program Coordinator: Dr. Kimberly Daniel
Room 280, Center for Learning and Technology

*(Please refer to the School Psychology Program Handbook for a comprehensive description of the MA/CAS program.)

This program trains candidates to become competent and caring practitioners in the field of school psychology in order 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. This program's curriculum provides a strong foundation in legal, ethical, and professional practice; cultural proficiency and diversity; and 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** in order to obtain the Master's degree and the Certificate of Advanced Study. Candidates must plan their programs 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).

Admission to the Program

The school psychology program only admits potential candidates once a year. Applicants are asked to submit all materials on or prior to April 1 in order to be admitted into the upcoming fall semester. 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, cognitive and learning theory, personality theory, research and statistics, abnormal psychology, social psychology, and multi-cultural 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). The letters should address both your academic experiences and/or your experiences working with children and/or adolescents
6) Submission of a copy of a resume/vitae 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)-Future Goals for the program and 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 School Psychology program

*Applicants who's undergraduate GPA's fall 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. In accordance with university procedures, applicants who wish to receive their Certificate of Advanced Study (CAS) must **formally apply** for admission into this advanced part of the School Psychology Program.

Program Requirements

While many of the courses are taught in the evening, occasionally courses will be taught during the day and on Saturdays. Candidates will be expected to complete field experiences during the day and community service activities. In addition to course requirements, candidates must demonstrate competencies associated with the earning of a master's degree. At the completion of **15-18 credit hours in the program,** candidates are required to apply for **Advancement to Candidacy** (see program guidelines). Candidates who are denied advancement have the right to appeal to the Graduate School.

At the completion of **30 credit hours of selected courses in the program,** candidates are eligible to take the **Comprehensive Examination.** This examination is designed to assess the candidate's mastery of selected program objectives. Each candidate must successfully pass the comprehensive exam prior to obtaining the master's degree and applying to the CAS program.

Transfer Credit

Up to six (6) credits may be transferred into the MA/CAS program. The courses for which transfer is sought must have been completed with a grade of 'B' or better and must be related to courses and degree

requirements offered in the program. Courses accepted for transfer credit can only be viable for use to satisfy program requirements **seven (7) years** from the date of completion.

Residency Requirements

Candidates are <u>required </u>to spend at least <u>one continuous year</u> (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.

Objectives of the Program

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 embracing diversity in all its forms, including cultural, ethnic, socioeconomic, religious, degree of exceptionality, etc.
3. To prepare candidates to practice the highest ethical principles related to the field of school psychology.
4. To increase candidates' understanding of the important roles played by the family, school, and community environments in the development of healthy children and adolescents.
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 using a best practice model.
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.

Core Courses *

The course sequence is designed so that each candidate will be a member of a continuing cohort in the program.

First Year-Fall
SPSY 501 Introduction to School Psychology
SPSY 507 School Assessment I
SPSY 509 Research Methods and Statistics

First Year-Spring
SPSY 503 School-Based Consultation
SPSY 505 Counseling Children in a School Setting
SPSY 510 Psychology of the Exceptional Children
SPSY 610 School Assessment II

First Year-Summer
SPSY 601 Human Learning

Second Year-Fall
SPSY 504 Psychopathology of Childhood
SPSY 607 Practicum I
SPSY 702 Seminar in Ethics and Professional Issues

Second Year-Spring
SPSY 608 Practicum II
SPSY 701 Psychological and Educational Interventions
SPSY 703 Cultural Proficiency in School Psychology

Third Year-Fall
SPSY 805 School Internship I

Third Year-Spring
SPSY 807 School Internship II

Additional Required Courses
-EDUC 507 Advanced Developmental Psychology
-PSYC 739 Dynamics of Group Behavior
-One course in curriculum theory or instructional methods – ESAS 713 or SPED   520.
-One elective course
-One course in special topics or thesis (SPSY 800) – **optional**

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

Capstone Project

All candidates are expected to complete two Direct Intervention Projects during their internship year.

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. [Practicum requirements are subject to change.] See Practicum Guidelines for details and updates.

School/Community Service Project: Selected courses may require candidates to complete a school service experiential project.

Internship: Candidates are eligible to apply for internships after successful completion of all required coursework and practicum and passing the comprehensive exams. 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 for details and updates.

Most field experiences will require the candidate to secure a background check and/or fingerprinting. Candidates will be required to acquire student liability insurance. Field supervisors will delineate details.

Praxis II

Candidates are required to take this examination in school psychology during the internship year.

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT
Chair: Dr. Kimetta Hairston
DEGREE OFFERED
Master of Arts in Teaching

Graduate Program Coordinator:
Dr. Constance E. Brooks
Room 233P, Center for Learning and Technology

The Master of Arts in Teaching (MAT) Degree is awarded to MAT Program participants who complete the prescribed program of studies in pedagogy and have an undergraduate degree from a institution of higher learning in arts and sciences or others that meet regional accreditation standards (ex: English, mathematics, science, social studies, others as approved). The Program is not alternative route to certification in the State of Maryland. It not only facilitates the preparation of students for certification eligibility, but it also affords them the opportunity to earn a Masters' degree. The MAT Program's rigor is embedded in the preparation of highly qualified teachers who seek certification eligibility in content areas approved by the Maryland State Department of Education (MSDE).

The Bowie State University MAT Program is a Maryland Approved Program (MAP) through the MDSE and meets the National Council for Accreditation of Teacher Education (NCATE) standards. Additionally, participants must complete a comprehensive program of study with a collaborative cohort structure that supports a solid knowledge base in the teaching profession including: (1) a foundation in Cognitive Psychology to understand how people learn; (2) developmental psychology (early childhood to adolescence) to understand when students are ready to learn at various stages of mental and physical growth and maturity; (3) application and research on effective pedagogy to improve their teaching and raise their level of quality and effectiveness; (4) knowledge of contemporary issues in education to assist in making ethical decisions in the school setting; (5) curriculum development that relates to standards and technology that impact on society; and (6) action research skills to enhance methodology skills. Interns complete required courses in the methods of teaching, develop

techniques for working with diverse populations that have special needs relative to variability (culture, learning, ethnicity, gender, age, SES, others), acquire knowledge for the application of technology in learning and teaching, and enhance their interpersonal communications skills while communicating positive dispositions.

Admission to the Program

To be admitted for the Graduate School program at Bowie State University, the applicants must hold a Bachelor's degree from a regionally accrediting association. In addition, the student must present an official transcript with a cumulative grade point average (GPA) of 2.5 or better (on a 4.0 scale).

Students requesting admission to the MAT Program must complete an application and submit it to the Department of Teaching, Learning and Professional Development (TLPD). In addition, applicants to the MAT Program must submit proof of the following:
1. A 3.0 overall (GPA) on a 4.0 scale in the undergradute courses
2. Passing scores on the PRAXIS I: Academic Assessment Tests
3. An interview (provide a resume or curriculum vitae, writing samples, three letters of recommendation packaged as part of an entrance portfolio) with the Department of Teaching, Learning and Professional Development
4. Students must sign a Letter of Intent (LOI) to register in the MAT Program and declare the area of certification eligibility sought.
5. A Bachelor's degree in ***preparation*** for eligibility in the areas below:

- **Secondary Education Preparation (SCED)** – undergraduate degree in a content area as indicated above/or others at the discretion of the Department of Teaching, Learning and Professional Development. Students with degrees in English, mathematics, science-biology, chemistry, physics, and history/social studies students must meet the requirements of the National Councils in the areas above. Some examples: History/social studies (geography and

economics, History courses that embed 21st century content such as science and technology in society, and others; mathematics (geometry, and others). The content is not limited to the above. Please visit the Council's Website (NCTE, NCTM, NSTA, NCSS, NAEYC and ACEI).

- **Elementary Education Preparation (ELED)** – interdisciplinary, undergraduate or a content area degree as indicated above and/or a minimum of six credits in mathematics, eight credits in science to include biology and a physical science, six credits in social studies to include US History, and six credits in English Composition with a minimum passing grade of "C" in each of the courses.

- **Early Childhood Education Preparation (ECED) or (ECED/Special Education)** – interdisciplinary, undergraduate or a content area degree as indicated above and/or minimum of six credits in mathematics, four credits in science to include biology or a physical science, six credits in social studies to include US History, and six credits in English Composition with a minimum passing of 'C' in each of the courses. In addition, students that seek ECED preparation must provide proof of a minimum of nine credits in Child Development, Parent and Family relations, and special education.

- **Others are considered on a case-by-case basis.**

If all of the above criteria are met, students can be admitted unconditionally.

Program Goals and Objectives of the Master of Arts in Teaching

Upon completion of the program, each intern will:

1.   Evaluate the cognitive, emotional, and philosophical developments of children and youth.

2.   Demonstrate a mastery of the knowledge of theory and practice necessary to apply Maryland's Essential Dimensions of Teaching to the student and classroom.
3.   Demonstrate appropriate techniques for integrating curriculum, technology and instructional methods.
4.   Demonstrate skills related to effective planning.
5.   Create appropriate learning environments.
6.   Demonstrate effective teaching methods and best practices that address learning styles of a diverse population.
7.   Demonstrate alternative approaches for changing behavior and increasing achievement of students.
8.   Conduct research and annotate research studies related to schools, classrooms, teachers, youth and parents.
9.   Demonstrate proficiency in a certifiable subject area; and
10.   Demonstrate reflective (inter and intra personal) and professional practices, communication skills, and community collaboration culminating in an electronic portfolio.

Degree Requirements

Prior to admission all **Students** must pass ***PRAXIS I***:   Academic Achievement Tests or other qualifying tests approved by the MSDE. The student must decide upon a certifiable area identified by the Maryland State Department of Education (MDSE). All student transcripts are reviewed to determine the specific courses necessary to meet certification eligibility in a specific area based upon an evaluation from the MSDE. Students complete ***core and professional courses***, a **150 hour practicum** and all ***requirements*** needed for certification eligibility. Upon completion, students advance to candidacy, GPA of 3:00 and pass the Teacher Education Interview.   Following the above, *Candidates* enroll in the ***Content-Specific Methods Courses, Supervised Internship Phase I*** and pass the **comprehensive examination.** After successfully completing the **minimum** twenty (20) day Supervised Internship I field experiences (excluding other days of activities), the Intern prepares for PRAXIS II examination(s) in the certification area and enrolls in a seminar course to complete the ***Thesis*** or ***Seminar Paper.*** The candidate continuously may enroll in thesis advisement until completion of the ***Master's Thesis or Seminar Paper***. Once the *Intern* passes the ***PRAXIS II*** examination(s) in the content and pedagogical area(s), completes ***Supervised Internship Phase II***, (80 days) of the yearlong at a

Professional Development School (PDS) or at a current teaching assignment at a school regionally accredited by the accreditation organization, the final portion of the program, meets all MAT Program and University requirements and is eligible for certification in an area recognized by the MSDE the ***Master of Arts in Teaching Degree*** is awarded.

Transfer Credits

Up to twelve (12) graduate credits may be transferred into the Master of Arts in Teaching Program. The courses for which transfer of credits is sought must have been completed with a grade of 'B' or better and must be content specific to courses outlined in the Program of Study. In addition, the MAT Program Coordinator must approve any transfer credits. Students must complete the MAT Program of Study within seven (7) years or file a Program Extension Form in the Graduate School Office, which must be approved by the Program Coordinator. However, transfer credits only can be viable for use to satisfy MAT Program requirements within the seven year period.

The Master of Arts in Teaching program consists of the following six (6) core courses:
EDUC   501   Learning and Teaching
EDUC   510   Educational Assessments and Evaluations
SPED   511   Special Education Perspectives
EDUC   532   Classroom Practices and Procedures
EDUC   543   Curriculum and Technology
EDUC   544   Principles and Techniques of Reading Instruction

Total   18 Credits

One (1) Research and four (4) Professional Courses:

EDUC   601   Research Methods and Skills

Internship I and Methods I (Only select one three credit course)
EDUC   704   Perspectives and Methods in Teaching II (Research Seminar)
EDUC   705   Supervised Internship I: Perspectives and Methods I (Elementary   Education)   (content-specific methodology)

EDUC   707   Supervised Internship I: Perspectives and Methods I (Secondary Education) (content-specific areas in English, mathematics, sciences, and history and social studies methodology)

EDUC   708   Supervised Internship I: Perspectives and Methods I (Early

Childhood)

Internship II* (Only select one six credit course)
EDUC   807   Supervised Internship II in Elementary Education (content-specific methodology)
EDUC   808   Supervised Internship II in Secondary Education (content-specific areas in English, mathematics, sciences, and history and social studies methodology)
EDUC   809   Supervised Internship II in Early Childhood Education (content-specific methodology)

Total   15 Credits

*This is a six (6) credit course.

Additional Reading Courses (Students must complete the prescribed courses at the master's level that meet MDSE certification requirements.)

EDUC   545   Reading in the Content Area (Secondary Education)
EDUC   560   Processes and Acquisition in Reading (Elementary and Early

Childhood Education)
EDUC   633   Children's Literature (Elementary and Early Childhood Education)
EDUC   646   Diagnostic and Prescriptive Techniques of Reading (Elementary

and Early Childhood Education) Or a Course Approved by the

Coordinator

For more information, please contact:

Dr. Constance E. Brooks

Room 233P, Center for Learning & Technology
cebrooks@bowiestate.edu
(301) 860-3133

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT Chair: Dr. Kimetta Hairston
DEGREE OFFERED Master of Education in Elementary Education

Graduate Program Coordinator:
TBA

The graduate elementary education program is designed to serve those elementary school teachers who wish to remain in the classroom or serve as master teachers. The 30 hour program consists of 15 core credits and 15 elective credits.

Admission to the Program
The applicant must meet the general admissions criteria for the Graduate School. In addition, the program in elementary education requires that all individuals majoring in elementary education hold a current Professional Certificate certifying eligibility to teach in the elementary school.

Program Objectives: (Need 5-10)

Upon Program Completion, or before, the Graduate Elementary Education Student will be Able To:
1. Identify, develop and demonstrate knowledge of instructional "Best Practice" in the field of elementary education.
2. Demonstrate and articulate an increased comprehension of the psychological foundations and implications for sound education practice, as it relates to current educational problems.
3. Demonstrate the research knowledge and skills necessary to plan and successfully complete the required Seminar Paper, as defined by Bowe State University.
4. Demonstrate competence in the management and use of information systems and current well researched educational computer programs

5. Identify and assess academic programs that have been shown to be effective in working with handicapped, high risk and other categories of diverse students.
6. Understand and apply the common core, state and national standards, as espoused by the Learned Societies to all areas of the curriculum.
7. Understand the Five Core Propositions as advocated by the National Board of Professional Teaching Standards, throughout the elementary education curriculum
8. Understand "Best Practice" in the area of performance assessment within all content areas.
9. Understand current brain research as it relates to successful teaching and learning for all students.
10. Demonstrate high levels of professional knowledge and dispositions that allow them to function as academic scholars and effective practitioners, who may also serve as Master Teachers within a school district

Program of Study:

Core Courses:

EDUC 505	Recent Issues in Education
EDUC 534	Advanced Teaching of Language Arts
EDUC 536	Advanced Teaching of Arithmetic
EDUC 538/535	Elementary School Science/Social Studies
EDUC 545	Reading in the Content Area
EDUC 543	Curriculum & Technology
EDUC 706	Introduction to Research
EDUC 863	Seminar in Elementary Education

Total 24 credits

Note: Select two (2) Electives from the following related and for Course substitutions (if needed)

EDUC 501	Learning & Teaching
EDUC 507	Advanced Human Growth & Development
EDUC513	Curriculum Changes and Instructional Methods
EDUC 531	School Curriculum Development
EDUC 532	Classroom Practices & Procedures

EDUC 633   Literature for Children
EDUC 544   Principles and Techniques of Reading Instruction
EDUC 653   Teaching Reading to Multicultural Populations
SPED 511   Special Education Perspectives
SPED 602   Mat, Science & Social Studies
PSYCH 603 Mental Hygiene of Children & Youth

Total hours required for the completion of this program: 30

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT
Chair: Dr. Kimetta Hairston
DEGREE OFFERED
Master of Education in Reading Education

Graduate Program Coordinator:
Dr. Lucille Strain
Room 233H, Center for Learning and Technology

The graduate program in Reading Education leads to a Master of Education degree with a concentration in reading. The program is designed to enable graduates to meet the qualifications of several career options. Principal among these options is the career of Reading Specialist/Coach. Classroom teachers can improve their abilities to meet responsibilities required in teaching developmental reading and reading in content areas more effectively. Candidates in the program are helped to understand the significance of various competencies and their development for implementation of a total-school approach to reading instruction and lifelong learning for the variety of populations found in the schools.

Admission to the Program
Admission to the Graduate School and certification at any level of schooling are required for admission to the program. Through consultation with an advisor, candidates will learn if their career experiences are suitable for beginning a graduate program in reading education. Problems related to acquiring proper sequence can be solved by consultation with an advisor.

Objectives of the Program
As a result of meeting the requirements of the graduate reading education program, candidates demonstrate knowledge, understanding and competencies related to:

1. Helping students develop lifelong reading habits;
2. Promoting literacy in a technologically oriented society;
3. Developing literacy programs in classrooms and schools;
4. Implementing various approaches to reading instruction;

5. Individualizing instruction in classroom and clinical settings;
6. Measuring and evaluating all aspects of literacy development;
7. Involving parents and community in development of literacy;
8. Designing and implementing staff development for improvement of literacy in school settings;
9. Fulfilling various roles required of the reading specialist/coach
10. Analyzing and using published reading research results;
11. Recognizing the "teacher as researcher" perspective;
12. Participating in relevant professional organizations;
13. Administering a literacy development program, and
14. Developing lifelong learning

Certification Requirements

Completion of the Master's degree with concentration in reading, with three years teaching experience, prepare an individual to meet certification requirements as a reading specialist/coach in the State of Maryland.

Semester-hours of credit required in the Program

Completion of the Graduate Reading Education Program requires thirty-six semester hours of credit. The 36 semester-hour program includes a minimum of 24 semester hours in the core program of reading education, nine (9) semester hours of coursework in related fields, and three (3) semester hours of recommended electives in reading and other language arts designed to meet individual needs and interests. Numbers and names of courses follow:

EDUC 544   Principles and Techniques of Reading Instruction
EDUC 645   Reading in Content Fields
EDUC 646   Diagnostic, Corrective and Remedial Reading (Practicum I)
EDUC 647   Current Issues in Reading
EDUC 749   Laboratory Experiences in Diagnosis, Correction and Remediation of Reading Difficulties: (Practicum II)
EDUC 751   Seminar in Reading (Seminar Paper Required)
EDUC 653   Teaching Reading to Multicultural Populations
EDUC 633   Literature for Children

Electives in Reading and Other Language Arts

One elective should be selected from the following courses: (Other electives may be acceptable with special permission.)

EDUC 648   Teaching Reading in Secondary Schools
EDUC 534   Advanced Problems in Teaching the Language Arts
EDUC 501   Issues in Early Childhood Education
SPED 511   Special Education Perspectives
SPED 626   Reading and Language Development
EDUC 650   Evaluation and Measurement in Reading

Other Required Courses

EDUC 706   Introduction to Research
PSYC 603   Mental Hygiene **or**
PSYC 529   Personality Theory
EDUC 507   Human Growth and Development **or**
PSYC 612   Educational Psychology

Admission to Candidacy

Students must apply for Admission to Candidacy at the completion of fifteen semester hours. Application procedures are found on line. See an advisor for further details.

Comprehensive Examination

A written Comprehensive Examination is required at the end of 24 hours in the REED Program. This examination embraces two questions related to research and theory that must be answered. Candidates must also answer five other questions from concepts and understandings resultant from the entire program. Thus, each candidate will answer a total of seven questions. Answers are written in expository style using the computers in a designated computer laboratory. Comprehensive examination papers are read by two readers and assessed by use of a Taskstream rubric.

Practicum Experiences

Field experiences are associated with both EDUC 646 and EDUC 749. Details are discussed with an advisor.

On-Line Courses
Several courses in the Graduate Reading Education Program are on line. See an advisor for details.

Taskstream
Candidates must register for Taskstream (Evaluation System) and upload selected assignments as directed in selected courses.

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT
Chair: Dr. Kimetta Hairston
DEGREE OFFERED
Master of Education in Secondary Education

Graduate Program Coordinator:
Dr. Bruce Crim
Room 233Q, Center for Learning and Technology

The Secondary Education program is designed to serve those secondary school teachers who desire to remain classroom teachers. The goal of the program is to provide the classroom teacher with the expertise, knowledge, and skills to become a Master Teacher.

There are four areas of specialization: (a) academic content major, (b) curriculum specialist, and (c) mathematics. The Master of Education degree program requires the completion of: 33 semester hours, a written Comprehensive Examination and a seminar paper.

Admission to the Program
Applicants must be admitted to the Graduate School and must present proof of holding a current professional teaching certificate, certifying qualifications to teach an appropriate area of specialty.

Program Objectives

The program makes provisions for the student to acquire:

1.   Broad knowledge of school curriculum;

2. An in-depth understanding of current issues in secondary education;
3. Knowledge of principles of teaching and learning related to classroom practices, procedures, and assessment;
4. Knowledge and skills of classroom management and supervision;
5. Knowledge and skills related to school community relations;
6. Increased comprehension of the foundations of secondary education;
7. An interdisciplinary conceptualization of the role of the school and the society it serves, including special needs, multicultural and global populations;
8. Skills in research techniques and the use of various forms of assessment in the interpretation and evaluation of best practices as they relate to secondary education;
9. Technological knowledge and skills related to curriculum design and implementation;
10. Ability to interpret the curriculum to students and parents and to involve parents and students in the process of curriculum change;
11. Skills in recognizing the importance of being a reflective practitioner and the value of theory in practice; and
12. Skills as a mentor teacher to assist others in developing effective teaching strategies.

Degree Requirements

An area of specialization within secondary education must be selected. The student in consultation with his/her graduate advisor should make the selection of an area of specialization. The program includes: a total of 33 semester hours; a written Comprehensive Examination; and, a written research paper.

The written Comprehensive Examination may not be taken until the student has completed a minimum of 24 semester hours and has completed all required core courses. Before an individual may take the final course, EDUC 840 Seminar in Secondary Education, the student must have been advanced to candidacy and have passed the written Comprehensive Examination. Any incomplete (I) must be removed prior to being advanced to candidacy.

Core Courses
EDUC 505 Recent Issues in Education
EDUC 501 Learning and Teaching
ESAS 706 Introduction to Research
Students must successfully complete <u>two of the four required academic content courses with a B or better.</u> Only 12 hours will be transferred from another university at the 500 level or above.

Areas of Specialization

I. Academic Content Field
Four courses of electives in an elected content area (up to 12 hours may be transferred)

EDUC   501   Learning and Teaching
EDUC   706   Introduction to Research
EDUC   731   School Curriculum Development
EDUC   727   School Law
Two (2) Electives
EDUC   840   Seminar in Secondary Education

Total   33 Credits

II. Curriculum Specialist
EDUC   501   Learning and Teaching
EDUC   505   Recent Issues in Education
EDUC   706   Introduction to Research
EDUC   513   Curriculum Change and Instructional Methods

EDUC   731   School Curriculum Development
EDUC   522   School Administration
EDUC   727   School Law
EDUC   539   Curriculum Materials and Appraisal
EDUC   840   Seminar in Secondary Education
EDUC   557   School Supervision
One Elective

Total   33 Credits

III. Secondary Mathematics

EDUC	501	Learning and Teaching
EDUC	706	Introduction to Research
EDUC	731	School Curriculum Development
EDUC	840	Seminar in Secondary Education
MATH	501	Transition to Abstract Mathematics
MATH	502	Introduction to Abstract Algebra
MATH	503	Euclidean and Non-Euclidean Geometries
MATH	507	History of Mathematics

Two education electives from the following:

EDUC	503	Statistical Methods in Education
EDUC	505	Recent Issues in Education
EDUC	727	School Law
EDUC	510	Tests and Measurements
EDUC	532	Classroom Practices and Procedures
EDUC	567	The Middle School
EDUC	576	The Talented and Gifted

Two mathematics electives from the following:

MATH	504	Introduction to Number Theory
MATH	505	Overview of College Mathematics
MATH	506	Software and Technology for Mathematics
MATH	508	Probability and Statistics
MATH	509	Linear Algebra
MATH	510	Introduction to Analysis
MATH	511	General Topology

Total **36 Credits**

DEPARTMENT OF TEACHING, LEARNING AND PROFESSIONAL DEVELOPMENT
Chair: Kimetta Hairston
DEGREE OFFERED
Master of Education in Special Education

Graduate Program Coordinator:
TBA

The Graduate Special Education program is based on a conceptual framework, which focuses on the following perspectives: ***Academic Scholar, Collaborative Practitioner, Reflective Practitioner, and Professional Dispositions***. 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 students can achieve. Graduate teacher candidates learn how assessment drives instruction and the importance of data-based decision making.

The program is designed to produce teachers who understand the purpose of education as well as the developmental aspects of learning. Another major program emphasis is placed on preparing teacher candidates to perform skillful and continuous monitoring of students' learning.

The program further provides the candidate with a foundation for the teaching and management of students with disabilities based on current knowledge, research, and practice in the field. Action research is emphasized to document the efficacy of teaching methodology. The candidate is expected to demonstrate an understanding of students with disabilities relative to their cultural, emotional, social, academic, cognitive, transitional, and physical needs. Candidates become proficient in the use of computer technology, and application of behavior management techniques. As an extension of the inclusion model, candidates learn to work collaboratively with other staff members in an interactive process in order to generate creative

solutions to mutually defined problems.

The program is generic in nature and focuses on students with mild and moderate disabilities from elementary through middle school (grades 1-8). The program consists of 36 credit hours grouped sequentially to provide the student with a hierarchy of knowledge and skills. The program requires three field-based experiences.

Degree Requirements

All prospective graduate special education candidates whose undergraduate degrees are not in the field of education are required to complete foundation courses. The exact number of courses required is based on an evaluation of each student's transcript. The student's advisor will conduct transcript evaluations.

Students are required to have three semester hours in Human Growth and Development prior to entry into the program, maintain a 3.25 average during the program, and pass a written comprehensive examination prior to graduation. **Students are also required to pass Praxis I as an entrance requirement and Praxis II as an exit requirement. A program of study is also required and must be completed by a University assigned advisor with appropriate signatures prior to the candidate taking any courses.**

Program of Study

SPED	511	Special Education Perspectives
SPED	545	Computers and Technology in Special Education
SPED	522	Behavioral Intervention and Classroom Management
SPED	520	Instructional Methods and Curriculum Planning
SPED	649	Partnerships and Lifestyles
SPED	615	Practicum I in Special Education
SPED	602	Math, Science and Social Studies Curriculum
SPED	626	Language and Reading Development
SPED	629	Interdisciplinary Team: Assessment, Communication,
and		Intervention
EDUC	706	Introduction to Research
SPED	730	Seminar in Special Education

SPED   716   Practicum II in Special Education

Total   36 Credits

Program Goals

The student shall:

1. Demonstrate knowledge and skills related to the philosophical, historical, and legal foundations of special education.

2. Demonstrate knowledge and skills related to characteristics of learners with and without exceptional learning needs, including those from culturally and linguistically diverse backgrounds; the implications of those individual difference; and the effects of the child's cultural milieu.

3. Demonstrate knowledge formal assessment instruments used for identification of disability and of informal assessment, diagnosis, and evaluation procedures (academic, cognitive, communicative, social- emotional, and physical) used for IEP development and ongoing instructional revision. The use of performance-based assessment data is emphasized to monitor ongoing educational progress and to guide instructional decision-making.

4. Demonstrate knowledge and skills of both general and special curricular necessary to develop instructional content and appropriate practice in response to individual needs of learners.

5. Demonstrate the knowledge and use of best practices and technology for effective management and modification of teaching and learning environments to accommodate individual learning needs.

6. Demonstrate knowledge and skills related to managing student behavior and the support of intercultural social interaction skills development.

7. Demonstrate appropriate communication with parents and students from diverse backgrounds in order to assist them in becoming active collaborators in the educational partnership.

8. Demonstrate knowledge of effective collaboration approaches among professionals, community and family members and particularly between general and special education professionals.

9. Exhibit knowledge of the importance of teachers as models of professionalism and ethical practice and demonstrate commitment to developing the highest potential of individuals with exceptional learning needs.

10. Design, conduct, analyze and apply various types of research.
11. Use reflection as a means of judging the effectiveness of their performance.

12. Demonstrate knowledge of educational applications of current technology.

13. Articulate problems and issues that cut across cultural, economic, political, and technological systems are interconnected. Students will also identify the differences and commonalities that exist in various global perspectives and the ways they shape education today.

DEPARTMENT OF EDUCATIONAL STUDIES AND LEADERSHIP
Chair: Dr. Winona Taylor
DEGREES OFFERED
Master of Education in School Administration and Supervision
Doctorate in Educational Leadership

DEPARTMENT OVERVIEW

The Department of Educational Leadership offers the Master of Education Degree in School Administration and Supervision, the Doctor of Education in Educational Leadership and an Administrator I Certification Program. The programs integrate the standards of the Maryland State Department of Education, the Interstate School Leadership Licensure Consortium (ISLLC), and the Educational Leadership Constituent Council (ELCC). Each Program is designed to produce competent and caring educational leaders who become effective, productive, skillful, and reflective leaders in the schools and communities they serve. The graduate programs provide opportunities for candidates to broaden personal goals and values, and develop their unique philosophy of educational leadership. Candidates develop positive attitudes about life-long learning and demonstrate an appreciation for the professional responsibilities of educational leaders, professionally, ethically and legally. Through its programs, the Department promotes a respect for the diversity and culture of learners in today's schools that foster a belief to serve all learners in the quest to achieve their maximum potential.

The Department's mission is embedded in the conceptual framework to produce educational leaders who are able to use attained knowledge about subject matter, teaching/learning, students, and the community to create rich, exciting, learning environments for all learners. The Department's graduate is an effective, caring, collaborative educator for a global society. They are academic scholars, skillful instructional leaders, and reflective practitioners in their schools and communities.

Graduate Program Coordinator:

Dr. Barbara T. Jackson
Room 269, Center for Learning and Technology

The Master of Education in School Administration and Supervision is designed to prepare school personnel for positions as school principals and/or instructional supervisors. The program is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and meets the Maryland State Department of Education certification requirements. The program leads to full certification as a Level I principal and supervisor in grades Pre K-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. Skills and experiences necessary to assume leadership roles in school administration and supervision are provided in the program.

Admission to the Program
Applicants should submit a completed application to Graduate Admissions, Office of Enrollment. The application must include a resume of professional experiences and proof of the following:

1. A bachelor's degree that includes the appropriate education pedagogy
2. Certification at the appropriate grade level
3. Three years of successful teaching experience
4. A letter of recommendation from the applicant's current supervisor, attesting to the candidate's leadership ability
5. A grade point average of 2.5 on a 4.0 scale

Program Goals and Objectives
The program makes provisions for the candidate to acquire:

1. Broad knowledge of school curriculum
2. Skill sets essential to guiding classroom instructional practices and procedures
3. Administrative and supervisory knowledge and skills
4. Knowledge and skills related to group dynamics
5. Knowledge and skills related to school community relations
6. Knowledge of school law

198

7. Increased comprehension of the foundations of education
8. An interdisciplinary conceptualization of the role of the school and the society it services
9. Skills in research techniques in the interpretation and evaluation of research developments related to school administration and supervision

In addition, the program ensures that program objectives are consistent with the Educational Leadership Program Standards. The School Administration and Supervison program in Educational Leadership provides candidates with the skills, knowledge and understanding to:

1.   Promotes the success of every student by collaboratively facilitating
the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.

2.   Promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

3.   Promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of

school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

4. Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school's educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

5. Promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a school system of accountability for every student's academic and social success by modeling school principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the school; safeguarding the values of democracy, equity, and diversity within the school; evaluating the potential moral and legal consequences of decision making in the school; and promoting social justice within the school to ensure that individual student needs inform all aspects of schooling.

6. Promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context through advocating for school students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning in a school environment; and anticipating and assessing emerging trends and initiatives in order to adapt school-based leadership strategies.

The following specific program objectives have been formulated to enable the student to develop in the following ways:

1. Acquire broad and comprehensive knowledge of leadership
2. Acquire knowledge of the current principles of learning as they are applied to classroom practices, procedures, assessment and management
3. Acquire knowledge of traditional and technological techniques, practices, and procedures related to personnel utilization and management
4. Acquire a broad and comprehensive knowledge of group dynamics which emphasizes personal and interpersonal skills in problem-solving and decision-making
5. Acquire knowledge of techniques, practices, and procedures related to supervision
6. Acquire knowledge of how the curriculum is developed, organized, implemented, and evaluated
7. Acquire an understanding of the necessity of and the procedures for developing and maintaining an effective school community
8. Demonstrate the ability to work as a member of a group in applying problem-solving skills as they are related to case studies in education
9. Acquire skills in research techniques and the use of various forms of assessment in the interpretation and evaluation of best practices in school administration and supervision
10. Acquire a broad knowledge of leadership and the importance of reflections and theory in determining practice
11. Demonstrate skills in the accumulation and preparation of material designed to evaluate the educational program of a school
12. Acquire increased understanding of/or pursue special interests in other disciplines to better comprehend the function of curriculum and instruction
13. Acquire legal concepts and developments related to the professional lives of public school teachers and administrators

14. Acquire and demonstrate the traditional and technological knowledge and skills necessary for the fiscal management of a school
15. Acquire an increased comprehension of the psychological and philosophical foundations and implications of education as they apply to current educational problems
16. Demonstrate skills in gathering and analyzing educational research
17. Demonstrate the application of research knowledge and skills by planning and writing a seminar paper as defined by the School of Education, Bowie State University
18. Acquire an increased comprehension of the historical and sociological foundations and implications for education as they apply to current educational problems
19. Acquire and demonstrate the knowledge and skills necessary to incorporate technology in instruction and administration
20. Acquire an interdisciplinary conceptualization of the role of the school and the society it serves, including special needs and multicultural and global populations
21. Demonstrate the ability to interpret the curriculum to students and parents and to involve parents and students in the process of curriculum change

The program consists of the following 41 semester hours:

Core Courses

ESAS	722	School Administration
ESAS	757	School Supervision
ESAS	727	School Law
ESAS	731	School Curriculum Development
ESAS	706	Introduction to Research
ESAS	704	School and Community Relations
ESAS	724	Public School Finance
ESAS	825	Seminar I in School Administration and Supervision**
ESAS	855	Practicum I for Administration and Supervision**
ESAS	828	Seminar II in School Administration and Supervision**

ESAS 858 Practicum II for School Administration and Supervision**

Electives (4 courses from the list, of which three are required electives and are identified with a double asterisk):
ESAS 713 – Curriculum Change and Instructional Methods **
ESAS 720 – Problems and Techniques in Contemporary Education Management (highly recommended but not necessarily required)
PSYC 739 – Dynamics of Group Behavior **
SPED 511 – Special Education Perspectives **
EDUC 505 – Recent Issues in Education
EDUC 539 – Curriculum Materials and Appraisal

Total   41 Credits

Culminating courses: The student must have completed all coursework and satisfactorily passed the Comprehensive Examination before admission to these courses.

Overview
The student normally takes School Administration, and School Supervision, as basic courses; followed by School Law, School and Community Relations, the curriculum courses, School Finance, and Introduction to Research. Upon completion of 24 hours, excluding Seminars I and II in School Administration and Supervision, and Practicums I and II for Administration and Supervision, and Advancement to Candidacy, the student will be eligible to sit for the Comprehensive Examination. Upon successful completion of the Comprehensive Examination, students are eligible to register for the concluding seminar and practicum courses.

**Maryland State Department of Education Administrator I Certification
In Educational Administration**

In accordance with Code of Maryland Regulation 13A.12.04 B requirements for certification in the State of Maryland as Administrator

I, Bowie State University allows teachers who meet the specified qualifications to take the courses that are within the Master of Education in School Administration and Supervision program to fulfill the COMAR requirements.

Certification Requirements

This program is offered for those graduate students who have both a:

A.   Masters Degree from an accredited institution and
B.   Twenty-seven (27) months of satisfactory teaching performance or satisfactory performance as a specialist as defined in COMAR 13A.12.03
C.   A letter of recommendation for the applicant's current supervisor, attesting to his/her leadership ability.

The Bowie State University sequence of courses which match the requirements of Code of Maryland Regulation 13A.12.04B* are:

1.   School Administration   (3 Credit Hrs.)
2.   Clinical Supervision   (3 Credit Hrs.)
3.   Curriculum Design   (3 Credit Hrs.)
4.   Group Dynamics   (3 Credit Hrs.)
5.   School Law   (3 Credit Hrs.)
6.   Practicum/ Internship   (4 Credit Hrs/2 semesters)

*COMAR requires twelve semester hours of the total required shall be taken at the same institution

DEPARTMENT OF EDUCATIONAL STUDIES AND LEADERSHIP
Chair: Dr. Winona Taylor

DEGREE OFFERED
Doctorate of Education in Educational Leadership (Ed.D.)

Graduate Program Coordinator:
Dr. Joy Banks
Room 225, Center for Learning and Technology

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 linking the learner, University faculty, practicing educational leaders, and community leaders.

The doctoral program requires a minimum of 60 semester hours, including 48 hours of coursework, six hours of internship, and a minimum of six hours in dissertation research. As part of the course of study, candidates develop a concentration in an area supportive of the candidate's research, career goals and interests. Candidates must successfully pass the Comprehensive Examination as a precondition to Advancement to Candidacy. All candidates must successfully complete and defend a dissertation.

Program Goals and Objectives
Program objectives are consistent with the Educational Leadership Program Standards. The doctoral program in Educational Leadership provides candidates with the skills, knowledge and understanding to:

1. Promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals; promotion of

continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

2. Promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching

and learning within the district.

3. Promotes the success of every student by ensuring the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal, and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

4. Promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district's educational environment; promoting an understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

5. Promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles

within the district; safeguarding the values of democracy, equity, and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

6. Promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers; acting to influence local, district, state, and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

The goals of the doctoral program address the following endeavors:

1. Implement efforts to identify and recruit into the doctoral program representatives from groups currently under-represented in school leadership positions;
2. Promote the acquisition of knowledge and skills by program candidates necessary to successfully interact with students from diverse populations;
3. Ensure program candidates possess the skills to assess and interpret community values, aspirations, and to recognize the social, political, and cultural context of schooling;
4. Ensure program candidates are able to articulate a well conceptualized and educationally defensible position on such issues as educational equity, equal opportunity, access, and the moral and ethical dimensions of schools;
5. Attract program faculty who understand the importance of maintaining collaborative relationships with practicing school administrators as a means to ensure program objectives, content, and instructional activities are germane and attentive to the highest priority of current and future school leaders;
6. Develop and sustain a program curriculum and other instructional activities designed to assure candidates acquire the knowledge and managerial leadership skills required of district-based leaders of senior status; and,

7. Promote efforts among faculty and other educational leaders associated with the program to stay abreast of current research, theory, trends, and issues relevant to school leadership.

Admission to the Doctoral Program

Application to the doctoral program in Educational Leadership requires evidence of the following:

- A master's degree in school administration or a closely related field;
- At least three years of recent successful administrative experience in a K-12 public school setting or the district level;
- A satisfactory score on the Millers Analogy Test or the Graduate Record Examination. Scores must be less than five years old;
- Three professional recommendations from persons who can attest to the applicant's work experience and leadership, with one being the applicant's immediate supervisor; and
- An overall GPA of 3.5 (4.00 scale) on previous graduate studies.
- Applicant must hold the Administrator I/II Certificate or have completed coursework towards the certificate.

In addition, applicants must:

- Submit a completed doctoral program application form with a non-refundable application fee;
- Submit one official transcript from each higher education institution attended. Only sealed transcripts received directly from the college or university are considered official;
- Submit a letter of application addressing in detail the applicant's interest in the doctoral program, prior administrative experience, and aspirations as an district level leader; and,
- Submit a current vita of career experiences.

Application materials are available from the Department of Educational Studies and Leadership or from the Office of Graduate Admission.

Doctoral Courses

EDAD	801	Philosophy and Historical Foundations of Urban Education
EDAD	810	Descriptive and Inferential Statistics in Education
EDAD	815	Educational Planning and Evaluation
EDAD	820	Human Resource Development and Administration
EDAD	825	Advanced School Law
EDAD	830	Educational Government and Political Studies
EDAD	835	Research Designs and Methods
EDAD	840	Leadership with Technology in a Global Information Age
EDAD	845	Managing Financial Resources in Urban Education
EDAD	850	Interdisciplinary Seminar
EDAD	900	Applied Research Seminar
EDAD	910	Dissertation I
EDAD	920	Externship in Educational Leadership
EDAD	925	Externship in Educational Leadership
EDAD	950	Dissertation II
EDAD	951	Dissertation Advisement

Electives/Concentration (Four Courses)
                    12 credits

COLLEGE OF PROFESSIONAL STUDIES
Dr. Jerome Schiele, Dean

Welcome to the College of Professional Studies at Bowie State University. Today, individuals work in many different professional fields and at various career levels that require in-depth knowledge and skills. Successful professionals understand that such learning is a career-long process that is needed to remain progressive and competitive in the workplace. The College of Professional Studies (CPS) offers graduate academic programs that prepare students for the unique demands of the rapidly growing and diverse global labor market.

The College of Professional Studies is quite diverse in its offerings and provides outstanding graduate educational opportunity. The graduate programs within the college integrate theory and application specific to each professional graduate discipline. The learning process is achieved through classroom study, online and web-enhanced courses, internships, and clinical practice and practicum.

Drawing on a rich faculty with expertise in their respective disciplines, the college is comprised of four academic departments and two graduate programs – Master of Science in Nursing and Master of Arts in Human Resource Development. Because the college places a strong emphasis on both academic and practical experiences, it is attractive to students who are new to a professional academic field of study, continuing students searching for a career-oriented education path, or professionals desiring to advance their knowledge and skills. The graduate programs in the College of Professional Studies provide well-rounded and customized programs to prepare students advance employment opportunities. In addition, graduates receiving the Master of Science in Nursing or Master of Arts in Human Resource Development Degree obtain jobs in diverse setting in their field of study.

Thank you for taking the time to explore the exciting graduate professional careers that await you in the Bowie State University College of Professional Studies. Feel free to contact us and let us know how we can best serve your academic needs.

COLLEGE OF PROFESSIONAL STUDIES
Dean: Dr. Jerome Schiele
Chair: Dr. Elliott Parris

DEGREES OFFERED
Master of Arts in Human Resource Development and
Project Management Graduate Certificate

Graduate Program Coordinator:
Dr. Marsha E. Jackson
Room 360 Center for Learning and Technology
301 860-3108

Introduction
Human Resource Development (HRD) practitioners are in high demand to help organizations and individuals improve their performance. In this age of global expansion, there is an ever increasing need for those who can teach others to effectively manage relationships- the core of organizational potential- as a gateway to improving organizational performance from the individual, team, and structural levels. The Master of Arts in Human Resource Development Program prepares future and current HRD practitioners to maximize their knowledge, skills, and abilities in the full range of competencies required for improving organizational and human performance.

From an adult learning perspective, the Human Resource Development Program provides the broadest interpretation of human resource development, linking it to concepts and principles associated with individual, group and organizational performance improvement. Emphasis is placed on training, consulting, curriculum design, leadership development, strategic planning, adult education, facilitation, technology, and development of human resources from an individual, team, organizational, and community level. It is inclusive of the assessment, design, delivery, implementation and evaluation of programs aimed at meeting the needs of employees and organizations. Incorporated within this program design are management disciplines, such as organizational behavior, organizational development, leadership development, and human resource management, which further enhance the skills, knowledge, and behavior of the learner.

Program Design

The HRD curriculum is designed to meet industries general and specific goals in the development and management of individuals and organizations. Our established course applications are used by private and public entities of all sizes. We develop your specific competencies to make this practitioners field of study work for you. This program provides an in-depth examination of theory, principles and applications 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. Program graduates will be able to assist business, industry and government in increasing productivity through improved human resource development and management interventions and practices. This program provides learners with the opportunity to share professional experiences with peers and to apply learned skills in organizational settings. Lecture and experiential learning applications are combined and based upon appropriate concepts that allow the individual to powerfully apply in practical situations. For individuals who are interested in starting their own business or freelance as internal or external consultants, our HRD program maximizes your professional skills and experiences to directly connect your human resource development strategies to individual and organizational needs.

Effective Learner Outcomes

HRD's proven curriculum processes ensure effective outcomes that result in learning through demonstrative applied applications. Our program instructors were specifically selected based on their expertise and understanding of the field of human resource development. We continually evaluate our effectiveness based on the facilitator's ability to create a positive learning environment and the ability to transfer meaningful human resource development related experiential learning experiences and information to the learner. As a result, you are ensured an academic experience that will adequately prepare you for success in the field of human resource development. This is inclusive of consulting, training, organizational development, human resource management, project management, mediation and conflict resolution, leadership and career development. You can gain the confidence and competence to guide you on your way to success as an HRD practitioner in our accelerated and traditional program offerings.

Accelerated Track – Two Eight-Week Sessions Per Semester
We offer an accelerated track in which learners can complete their degree within 12 to 15 months. For a traditional experience, students follow the program at a less accelerated pace and complete the program within a two-year period. The program is offered during the evening to accommodate working adults and may be pursued on a full-time or part-time basis. Both traditional and hybrid courses are available. Courses are scheduled weekly with two eight-week sessions per semester. Students should consult with an academic advisor to ensure proper sequencing of courses as there are advanced courses that require certain prerequisites. Thirty-nine credit hours (13 courses) must be completed to meet the degree requirement.

The Mission and Goals of the Human Resource Development Program
The Human Resource Development (HRD) program is designed to exemplify the highest standard of facilitating a learning process that enhances the skills, knowledge, and behaviors of the student population so they are able to compete professionally in an effective manner as an HRD practitioner. Thus, the goals of the HRD program are to:

1. Model exemplary practices that create a supportive environment in which the social, emotional, cognitive and physical needs of students are met in order to assure that they become effective practitioners in the field of HRD;
2. Provide practicum sites in which students have opportunities to apply human resource development practices, implement and evaluate innovative ideas, and demonstrate their abilities as practitioners;
3. Provide students with an andragogical knowledge base grounded in theoretical and scientific research, allowing the student to apply principles and practices of human resource development; develop, design, implement, and evaluate appropriate training in classrooms and organizational settings using a variety of instructional strategies and media;
4. Ensure that students have an experiential, participatory education for the purpose of enabling them to increase their knowledge and express their intellectual abilities through the practical application of their knowledge in the

human resource development profession;

5. Foster the individual professional growth of HRD practitioners through collaborative exploration, development, and application of the knowledge based on exemplary practices and field experience locally and internationally; and

6. Work with students throughout the program to ensure that assessments, research projects, and feedback support their individual professional growth.

Admission to the Program

Applicants must hold a bachelor's degree from an accredited institution and have a grade point (GPA) average of 2.75 or better (on a 4.0 scale).

1. Applicants with a cumulative grade point average between 2.5 and 2.74 may be granted conditional admission. Conditional admission will be removed with the attainment of a cumulative grade point average of 3.0 or better after completion of the first nine graduate credit hours.

2. GPA Exceptions. In cases where an applicant is returning to school with varied professional experience and does not meet the GPA standard, the applicant should appeal to the HRD graduate committee for admission consideration.

Degree Requirements

The program requires:
- a total of 39 semester hours which includes:
  - 10 core courses (includes a seminar paper and practicum project)
  - 3 electives
- a written comprehensive examination.

HRD CORE COURSES	HRD ELECTIVES
HURD 601 Human Resources Development	HURD 608 Career Development & Occup'l Assessment
HURD 690 Fundamentals of Adult Learning	HURD 620 Principles of Management
HURD 730 Consulting in HRD	HURD 656 Technology Use in HRD
HURD 732 Organizational Behavior & Small Group	HURD 668 Presentation & Facilitation

Dynamics	
HURD 736 Practicum in HRD	HURD 700 Special Topics Course*
HURD 741 Organizational Development	HURD 702 Mediating Conflict
HURD 764 Training I: Process & Practice	HURD 748 Leadership Development
HURD 765 Training II: Process & Practice	HURD 766 Compensation & Benefits
HURD 806 Research, Analysis, Interpretation & Proposal Writing	HURD 774 HRD: A Strategic Approach
HURD 880 Integrative Seminar	HURD 783 Fundamentals of Project Management
HURD 799 Comprehensive Exam**	
**Required after completion of 24 credits.*	**Extra fee to participate*

Transfer Graduate Credits

Applicants may transfer up to six (6) credit hours from an accredited institution. Up to nine (9) credit hours may be accepted if the student is transferring earned credits from an HRD program or related field of study from an accredited institution. Only courses of a "B" or better may be considered for transfer.

Program of Study

All candidates are required to meet with an assigned HRD advisor to complete a Program of Study during the first semester of enrollment. The program of study tracks the student's selection of core and elective courses and is required for advancement to candidacy.

Candidates who desire to customize their plan of study to incorporate alternative elective courses from other concentrated program areas should consult with their academic advisor upon acceptance into the program.

Advancement to Candidacy

Upon completion of minimum of twelve (12) hours of coursework, the student should apply for advancement to candidacy. These credits should be taken at Bowie State University and count towards the graduate degree. The minimum GPA for Advancement to Candidacy is 3.25. Candidates for the Master of Arts in HRD who fail to meet the minimum GPA will be denied Advancement to Candidacy.

Standard of Academic Performance

Candidates for a Master of Arts in Human Resource Development must maintain a 3.0 or better to remain in good academic standing. Candidates falling below the minimum level of performance will be placed on academic probation and be required to meet with an academic advisor to plan a course of action to restore the required performance standard. A candidate on probation will not be allowed to take the Comprehensive Examination.

Comprehensive Examination and Review
To qualify to take the Comprehensive Examination, a candidate must have completed at *least 24 hours* of coursework that include the following core courses: HURD 601, 690, 730, 732, 741, 764, and 806. Additionally, students must have been advanced to candidacy. Candidates are strongly encouraged to take the comprehensive examination after the completion of the seven core courses (HRD, training, consulting, organizational behavior, adult learning, organization development and research) covered by the examination and *at least one semester prior to the date they expect to graduate*. Students enrolled in coursework that would result in the completion of the minimum 24 credit hour requirement will not be granted permission to take the comprehensive exam during the same semester.

The HRD faculty offers a comprehensive examination orientation with weekly review sessions and a mock comprehensive exam prior to the scheduled spring and fall examinations. All candidates are encouraged to sign up during the review session and attend the weekly bootcamp workshops prior to taking the exam. All interested students can join in the workshops when offered. You do not have to wait until the semester you are eligible to sit for the exam.

Course Registration

HRD program offers two eight-week sessions per fall and spring semesters and early registration is recommended for all courses as class sizes are limited. Some classes may be cancelled up to 48 hours prior if there is insufficient enrollment, particularly during the winter and summer sessions. Candidates accepted into the program are encouraged to register simultaneously in courses offered in both eight-week sessions. Candidates (admitted without conditions) may take up to 4 courses per semester. A sample calendar of course selections is provided below.

Sample Full Time Schedule Sequence—Accelerated Program

(Full time students can complete the program within a 12-15 month calendar schedule – A total of ten courses and three electives [E])

Summer (Select Four Courses)		Fall (Select Four Courses)		Winter (Select One Course)	Spring (Select Four Courses)	
1st Session	2nd Session	1st Session	2nd Session		1st Session	2nd Session
HURD 608 [E]	HURD 748 [E]	HURD 601	HURD 690	HURD 766 [E]	HURD 765***	HURD 730
HURD 656 [E]	HURD 690	HURD 732	HURD 741	HURD 608 [E]	HURD 880	HURD 736
	HURD 700* [E]	HURD 764	HURD 806**		HURD 720 [E]	HURD 668

This is a sample schedule only. Candidates are encouraged to consult with an advisor before registering to complete a suitable plan of study to accommodate your entry Series (PM), students must take the prerequisite course (HURD 783) before enrolling in the 4-core PM courses. A sequence of PM courses will be offered three times a year each 4-weeks in duration during the spring, fall, and summer sessions.

*HURD 700 provides a 3 credit two-week International HRD practicum experience. When offered, candidates who opt to take this practicum experience are expected to meet the additional fees, which may include airfare, hotel, meals, vaccinations and other preparation expenses. See your advisor for additional details.   Other special topics include: Mediation and Conflict Resolution

** HURD 806 is offered in a 16 week format during the fall and spring semesters. This is a perquisite to HURD 880- Integrative Seminar and graduates must successfully complete HURD 806 the course prior to enrolling.

***HURD 765 is offered in a 16-week format in the fall and spring semester. Candidates must successfully complete the prerequisite course HURD 764 prior to enrolling.

HUMAN RESOURCE DEVELOPMENT
PROJECT MANAGEMENT CERTIFICATE PROGRAM
The Human Resource Development Program's Certificate in Project Management is recognized by the Project Management Institute (PMI)® as a designated Registered Educational Provider (REP)®. Our certificate program prepares students for the field of project management leading students to obtain a graduate certificate from Bowie State University in Project Management and obtain professional development units (PDUs) recognized by PMI®. In keeping with Bowie State University's mission of preparing professional practitioners and scholars who are competent to serve various populations in the application of project management interventions, the Project Management Graduate Certificate Program (PMGCP) will promote diverse opportunities through its course offerings and theoretical and applied orientations for the purpose of increasing organizational productivity outcomes. The program will (1) provide the opportunity for students to gain knowledge and skills required for effectively managing different types of projects and (2) offer a strong foundation in project management, strategic assessment, humanistic applications, planning and control, intervention techniques, organizational consultation processes and practice in a variety of settings. Additionally, PMGCP will be linked to the theories and principles associated with human resource development functions including: learning, performance improvement, organizational development, and change management which can be applied in diverse settings and organizations.

Admission Requirements For The Project Management Graduate Certificate Program
This certificate program is designed to provide the student with those specific skills necessary to function as a project management practitioner. To enter the in Project Management Graduate Certificate Programs (PMGCP), applicants must hold a bachelor's degree from a

regionally accredited institution in behavioral sciences, human services, management, or a related field.

-
  - Applicants will be expected to meet general admission requirements established by the graduate school.
  - Applicants are not required to be enrolled into the Human Resource Development Master's program for entry acceptance.
  - Applicants must complete 12 semester hours to receive a Certificate of Graduate Studies in Project Management

If a student is currently PMP® Certified, each course will provide 39.5 professional development units (PDUs) towards the 60 PDUS required for PMP® re-certification and/or:

Courses will be offered during fall, spring, and summer semesters. All courses are four (4) weeks in length, offered on Monday and Wednesday, from 6:00 pm – 10:00 pm, and one (1) Saturday during the four (4) week period from 9:00am – 5:00pm; with the exception of HURD 783 Fundamentals of Project Management which is eight (8) weeks in length.

Project Management Concentration Course Number Course Title
HURD 783 Fundamentals of Project Management
HURD 785 The Human Development Side of Project Leadership
HURD 787 Strategic Viewpoints on Project Management
HURD 789 Advanced Project Management in HRD
HURD 797 Project Planning & Control Concepts

Department of Nursing
Chair: Dr. Rena G. Boss-Victoria

DEGREE OFFERED
Master of Science in Nursing

Family Nurse Practitioner (Master of Science in Nursing)
Graduate Program Coordinator:
TBA
Room 215, Center for Learning and Technology

Nurse Educator (Master of Science in Nursing)
Graduate Program Contact:
TBA
Room 215, Center for Learning and Technology

The Master of Science in Nursing program prepares professional nurses for advanced practice roles, nurse educator roles, and doctoral study. Graduate education provides the learner with opportunities to develop expertise and specialized knowledge in the care of clients and populations, as well as advanced knowledge in nursing education. The graduate program is organized using core, supporting, and specialty content. Graduate nursing education incorporates evidence-based practice that enables nurses to participate in health promotion and disease prevention, health management, education, research, and health policy analysis. Emphasis is on the health care needs of vulnerable and underserved populations.

Family Nurse Practitioner program includes over 600 hours of practicum experience; graduates of the program are eligible to take national certification examinations for the family nurse practitioner.

Nurse Educator program prepares the graduate for nursing education roles in the clinical and academic areas. After two years of fulltime faculty experience, graduates of the nursing educator program will be eligible to take the National League for Nursing (NLN) examination for the certified nurse educator.

The Master of Science in Nursing program is accredited by the National League for Nursing Accrediting Commission.

Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road N.E. Suite 850
Atlanta, Ga. 30326
Telephone: (404)-975-5000
www.acenursing.org

Department of Nursing Goals

The Department of Nursing goals are consistent with the mission of the University, and reflect the philosophy of the nursing faculty.   The Department of Nursing goals are to:
- Provide quality programs supportive of the learning needs of students
- Maximize opportunities to support recruitment, access, and retention efforts for students
- Promote local and regional workforce development
- Promote effective and efficient use of departmental resources

Program Outcomes

The Master of Science in Nursing program prepares graduates as advanced practice nursing who will:

1. Integrate theoretical models from nursing science and related disciplines to guide practice that is designed to promote the health and wellness of clients across the lifespan, and the application of methodologies in nursing education.

2. Utilize evidence-based practices to promote the development of professional nursing roles, ensure quality improvement, client safety, and the application of best practices.

3. Translate current research evidence to improve policies, procedures, and practices in clinical and educational settings.

4. Employ communication technologies and information systems to improve outcomes in nursing education and in practice settings.

5. Advocate for policies that improve health outcomes for vulnerable and underserved populations, and the profession of nursing.

6. Demonstrate organizational and systems leadership in nursing education, and in clinical practice to improve the quality of care to clients.

7. Engage in interprofessional collaboration for the improvement of health and learning outcomes of individuals and populations.

8. Demonstrate culturally competence, high-quality nursing care, and educational standards in the design and delivery of health care services to vulnerable and underserved populations.

9. Incorporate legal and ethical principles in clinical practice and nursing education.

Admission Requirements

- Candidates must have a Bachelor of Science degree in nursing (BS) from an accredited institution.
- Candidates must have a cumulative grade point average (GPA) of 2.75 or higher on a 4.0 scale. Graduates of baccalaureate degree programs in countries other than the United States must have their baccalaureate degree transcripts evaluated by the Educational Credential Evaluators, Inc. organization www.ece.org or the Commission on Graduates of Foreign Nurse Schools (CGFNS). A copy of this evaluation must be submitted with the application to the program.
- Candidates must possess current RN licensure in the State of Maryland.
- Candidates must have a minimum of one year of professional nursing experience in an acute care setting prior to admission to the Family Nurse Practitioner role courses. It is also recommended that students have a recent course in health assessment and pathophysiology.

- Applicants must be granted general admission to Bowie State University (BSU) School of Graduate Studies.
- All candidates must complete a Graduate Nursing Application from the BSU Department of Nursing. The application can be accessed on the BSU Department of Nursing webpage via *www.bowiestate.edu/academics/departments/nursing* .

The documents listed below must be submitted with the Graduate Nursing application. The completed packet must be submitted to the Department of Nursing by April 1 (fall admission). Candidates must submit official academic transcripts from each institution attended.

- Candidates must submit three (3) professional recommendations. Recommendations from an immediate supervisor and two professional colleagues are required. Recommendation forms are included with the nursing application and located on the Department of Nursing webpage.
- One copy of each of the following:
  o Current Maryland RN licensure verification
  o Current CPR certification
- A personal statement of goals and objectives for pursuing graduate nursing study (150-200 words, typed and double-spaced)
- A completed physical examination/health history (Form provided in application)
- Current professional resume
- Student profile sheet (Form provided in application)

PROGRAM OF STUDY – MASTER OF SCIENCE IN NURSING
NURS 799**   Comprehensive Exam
CORE COURSES
NURS   502   Conceptual and Theoretical Foundations for Advanced Practice Nursing (4)
NURS   509   Nursing Research (4)

NURS   730   Seminar in Critical Issues for Advanced Practice Nursing (3)

SUPPORTING COURSES

NURS	604	Epidemiology (3)
NURS	607	Advanced Health Assessment (4)
NURS	608	Pharmacotherapeutics (3)
NURS	610	Advanced Pathophysiology (3)
NURS	621	Specialty in Advanced Practice Nursing (3)*
INSS	658	Health Informatics (3)

ROLE COURSES

Family Nurse Practitioner
NURS   712-713 Primary Care I: Adult Clients (5)*

NURS   714-715 Primary Care II: Women's Health, Obstetric and Pediatric Clients (8)*
NURS   716-717 Primary Care III: Older Adult Clients (4)*
NURS   718-719 Primary Care IV: Family Nurse Practitioner Role and Seminar (5)*

Nursing Education

NURS	620	Nurse Educator Role (3)
NURS	622	Curriculum Design in Nursing Education (3)
NURS	624	Technology in Nursing Education (3)
NURS	626	Instructional Strategies and Evaluation (3)
NURS	628	Teaching Practicum (3)*

*Courses include a practicum component
 ** Program requirement
One Elective course is required of Nurse Educator Role

There is a program of study for each specific track.

Graduation Requirements

- Advancement to candidacy. A grade point average of 3.25 or higher must be achieved in the first 12 credit hours of coursework in order to advance to candidacy in the graduate nursing program. *These credits must be taken at Bowie State University and count toward the degree.*
- Successful completion of all coursework and degree requirements within a period of five consecutive years.

- Successful completion of the Comprehensive Nursing Examination. (Students who have previously earned a Master's of Science in Nursing degree, with evidence of successful completion of a master's thesis and/or comprehensive nursing examination, may be granted exemption from this requirement.) Refer to the Graduate Nursing Student Handbook for further details.
- A grade point average of 3.0 must be maintained, after Advancement to Candidacy.

Graduate Course Descriptions

Accounting

ACCT 510   FINANCIAL ACCOUNTING
Prerequisites: *None*
Credits: 3
The course introduces the concepts and procedures necessary for the reparation and interpretation of accounting information in the form of external accounting reports. The course will focus on the basic accounting model in order to develop the skills associated with the reading, interpreting, and analyzing of financial statements by creating an awareness of issues and problems associated with financial accounting methods.

ACCT 611   ACCOUNTING FOR DECISION-MAKING
Former course number   511   *Prerequisites:*   *None*
Credits: 3
Building on the MBA program course work, advanced techniques for internal decision-making by business entities are investigated and applied to case studies. Domestic and international business problems are examined with emphasis on managerial accounting principles and procedures.

ACCT 616   MANAGERIAL ACCOUNTING
Former course number   516   *Prerequisites:*   *None*
Credits: 3
The course is designed to provide a review of basic financial statements and methods used in their analysis, the development and use of the accounting information for management purposes, and an application of the principles to problem and case analysis.

ACCT 713   INTERNATIONAL ACCOUNTING
Former course number   613   *Prerequisites:*   *None*
Credits: 3
The course focuses on the current accounting issues associated with multi-national corporations, with particular emphasis on foreign currency translation and unique problems encountered in consolidation process as related to
these types of business entities.

ACCT   715   TAX MANAGEMENT
Former course number   615   *Prerequisites: None*
Credits: 3
The course examines the impact of tax legislation and regulations on the management planning process. It will include the techniques of analyzing the tax implications associated with investment consideration, acquisitions, mergers, and other related financial planning issues.

ACCT   718   ADVANCED AUDITING
Former course number   618   *Prerequisites: None*
Credits: 3
The course is designed to focus issues relating to statistical sampling techniques, implications of replacement cost data in the audit techniques, as well as other current accounting issues associated with audit compliance procedures.

ACCT   719   CONTEMPORARY ISSUES IN ACCOUNTING
Former course number   619   *Prerequisites: None*
Credits: 3
The course captures recent developments in all areas of accounting. The relevance, importance, practicality, and appropriateness of the respective accounting issues are examined and discussed. It is recommended that students
take this course in their last semester.

Computer Science

COSC   502   COMPUTER ORGANIZATION
Prerequisites: Graduate Status
Credits: 3
Contemporary computer internal architecture and operation are described at various levels, beginning with a summary of digital logic design of memory, buses and processor chips. Topics include: microprogramming, machine language, addressing techniques, interrupts, operating systems, virtual memory and memory management, one-pass and two-pass assemblers, linking and loading, and advanced computer architectures.

COSC   503   Computer Programming
Prerequisites: Graduate Status
Credits: 4
Fundamental techniques of computer program development using a high-level language. Topics include assignment, expression, declarations, control statements, arrays, structures, functions and subroutines, block structure, string handling, and programming methodology, including top-down design, structured programming, programming style, and debugging.

COSC   504   SOFTWARE DESIGN AND DEVELOPMENT
Prerequisites: COSC 503
Credits: 3
Topics include preprocessor facilities, storage control, pointer variables, direct I/O, and recursion. Data structures, such as stacks, queues, circular lists, linked lists, trees, and graphs. Algorithms for searching, sorting, merging, hashing. System functions, such as compiling, link editing, and libraries.

COSC   514   OPERATING SYSTEMS I
Prerequisites: COSC 502 and COSC 504
Credits: 3
Introduction to the structure of multiprogramming computer operating systems. Topics include concurrent programming and monitors, process communication and synchronization, process and disk scheduling, deadlocks, memory hierarchies, paging and segmentation. Survey of various processors, performance coprocessors, open systems, O/S security, Unix, and VMS.

COSC   516   COMPUTER ARCHITECTURE
Prerequisites: COSC 502
Credits: 3
Introduction to high-speed computer architecture. Parallel architecture, memory and I/O subsystems. Principles of pipelining and vector processing, pipeline computers and vectorization methods, examples of vector processors. Structures and algorithms for array processors, SIMD and MIMD computers, interconnection networks, associative array processors. Case studies of representative high-speed processors.

COSC   517   SATELLITE OPERATIONS AND CONTROL
Prerequisites: Graduate status
Credits: 3
This course provides students with a basic understanding of satellite operations and control. Topics to be covered include: orbits, launch vehicle and propulsion spacecraft systems, satellite communications, ground systems, earth stations, flight software and table maintenance, analysis of data.

COSC   518   COMPUTER GRAPHICS I
Prerequisites: COSC 502 and COSC 504
Credits: 3
Two-Dimensional (2D) interactive graphics. Basic clipping and scan conversion techniques, 2D homogeneous coordinate system, graphics hardware and software systems, user interfaces, graphics standards, and rendering techniques.

COSC   522   DISCRETE STRUCTURES
Prerequisites: Graduate Status
Credits: 3
A survey of those areas in mathematics that are particularly useful to computer science. Topics discussed include set theory, relations and functions, equivalence and order relations, digraphs and trees, and probability concepts.

COSC   523   LOGIC, COMPUTABILITY AND AUTOMATA
Prerequisites: COSC 522
Credits: 3
An elementary development of propositional and predicate logics, set and Boolean algebras with a discussion of Markov algorithms, Turing machines and recursive functions. Topics include post productions, word problems and formal languages.

COSC   528   DESIGN AND ANALYSIS OF ALGORITHMS
Prerequisites: COSC 504 and COSC 522
Credits: 3
This course includes discussion of design and analysis of basic computer algorithms based on the following techniques: divide-and-conquer, greedy, dynamic programming, tree and graph traversals, backtracking, and branch-and-bound method. Applications to problems, such as sorting and searching, traveling salesman, knapsack, graph coloring, set

union-and-find, matrix multiplication, and scheduling. Use of advanced data structures appropriate for different techniques and problems. Use of mathematical tools, such as big-oh notation and recurrence relations in the analysis of algorithms to NP-completeness and discussion of P=NP question.

COSC 531   DATABASE DESIGN
Prerequisites: COSC 504
Credits: 3
Introduction to database design and database information management systems. Discussions of the various types of data and information models, such as hierarchical, network, relational, entity-relation, and object-oriented models. Functional dependencies and data normalization. An in-depth look into relational database systems and query languages.

COSC 535   INFORMATION PRIVACY AND SECURITY
Prerequisites: COSC 504
Credits: 3
Introduction to security and privacy issues associated with information systems. Technical, physical, and administrative methods of providing security. Identification and authentication. Encryption and management of encryption systems, including key protection and distribution. Cost/risk trade-offs. Privacy legislation and technical means of providing privacy.

COSC 541   NUMERICAL ANALYSIS I
Prerequisites: Graduate status
Credits:
3
        Credits: 3
Introduction to the types of problems that require numerical techniques for their solution and examples of error propagation that arise when applying numerical methods. Topics include solutions of equations in one variable using bisection, fixed-point iteration, Newton-Raphson and Muller's methods; interpolation and polynomial approximation; iterative and direct methods of solving linear and nonlinear systems.

COSC 545   SOFTWARE SECURITY

Prerequisites: Graduate status
        Credits: 3
This course teaches principles and practice of secure coding. It provides a sound theoretical background, as well as hands-on experiences through the examination of security resources and standard practices in a specific programming language, such as Java or C++. Programming security, operating systems security are examples of some of the topics that will be covered.

COSC   551   FORMAL METHODS IN PROGRAMMING LANGUAGES
Prerequisites: COSC 504
Credits: 3
Evolution of some imperative programming languages; formal methods of describing syntax; semantics; data types and variables; assignment statements; control structures; subprograms and their implementation; exception handling; logic programming languages; data abstraction.

COSC   554   DESIGN OF EMBEDDED SYSTEMS
Prerequisites: COSC 502
Credits: 3
This course presents the basic material required to design and implement embedded systems. Topics covered include single-purpose processors, general-purpose processors, peripheral control, memory use, device interfacing, state machine and concurrent process models, control systems, IC technology, and design technology.

COSC   561   COMPILER DESIGN AND CONSTRUCTION
Prerequisites: COSC 504
Credits: 3
Design and implementation of compilers. Semantics and pragmatics as they affect the design of compilers. Topics include: lexical and syntax analysis, parsers, semantics processing, code generation, and simple code optimization.

COSC   565   SOFTWARE ENGINEERING I
Prerequisites: COSC 504   *Credits: 3*
This course introduces the student to major topics in software engineering such as: requirements specification, analysis and design, testing, project management, and implementation. Additional topics such as software life cycle models, the Unified Modeling Language (UML), agile software development techniques, configuration

management, change control, and project documentation will be discussed.

COSC   573   ARTIFICIAL INTELLIGENCE I
Prerequisites: COSC 528
Credits: 3
This course is an introduction to artificial intelligence. Topics include knowledge acquisition and representation, heuristic search methods, logical and probabilistic reasoning, expert system architecture, and AI applications in languages such as LISP and PROLOG.

COSC   575   OBJECT-ORIENTED PROGRAMMING AND DESIGN PARADIGM
Prerequisites: COSC 504
Credits: 3
Software engineering issues as they relate to object-oriented techniques will be covered. Students will study object-oriented design methodology, and will acquire the ability to analyze a system using object-oriented techniques. Students will learn to enhance maintainability and reusability by the use of encapsulation, inheritance, polymorphism, and other object-oriented concepts. Object-oriented programming languages, such as Java, C++, and Smalltalk, will be compared and discussed. Advanced topics such as frameworks, components, etc. will be covered.

COSC   585   COMPUTER COMMUNICATION NETWORKS I
Prerequisites: COSC 504
Credits: 3
Introduction to computer communication and layered network architectures. Encoding and modulation, compression and multiplexing, error detection and correction. Use of the Open Systems Interconnection (OSI) Reference Model as a framework. Review of layered network architecture: design of layered protocols, network topology, switching techniques. Protocols and network design from the physical layer to the application layer.

COSC   590   SELECTED TOPICS IN COMPUTER SCIENCE
Prerequisites: Consent of instructor
Credits: 3
Presentation of selected modern developments and advanced topics in

computer science.

COSC   591   SELECTED TOPICS IN COMPUTER SCIENCE
Prerequisites: Consent of instructor
Credits: 3
Presentation of selected modern developments and advanced topics in computer science.

COSC   592   SELECTED   TOPICS   IN   COMPUTER SCIENCE
Prerequisites: Consent of instructor
Credits: 3
Presentation of selected modern developments and advanced topics in computer science.

COSC   614   OPERATING SYSTEMS II
Prerequisites: COSC 514
Credits: 3
Continuation of COSC 514. Advanced topics in virtual memory management, file and data base system management, operating systems security, disk performance optimization, analytic modeling, and distributed operating systems. Case studies in operating systems.

COSC   615   PERFORMANCE EVALUATION
Prerequisites: COSC 514 and COSC 516
Credits: 3
A survey of computer systems performance issues and evaluation methodologies. Topics include workload characterization, parallelism, concepts in hardware/software, computer measurement tools (e.g., hardware and software monitors, modeling and benchmarking), system utilization and performance profiles, and systems evaluation methodology (including the analysis and optimization of CPU, memory, channels, and peripheral resources).

COSC   618   COMPUTER GRAPHICS II
Prerequisites: COSC 518 and COSC 528
Credits: 3
Continuation of COSC 518. Topics will be chosen from three-dimensional (3D) interactive graphics, raster display system architecture, 3D homogeneous coordinate system, hidden surface

elimination, modeling, shading, shadow generation, anti-aliasing, ray-tracing, fractals, animation techniques, color theory, graphics languages, and modern graphics.

COSC 623   LOGIC, COMPUTABILITY AND AUTOMATA II
Prerequisites: COSC 523
Credits: 3
Continuation of COSC 523. The theory of abstract mathematical machines. Structural and behavioral classification of automata; finite state automata; theory of regular sets. Pushdown automata, linear bounded automata. Finite transducers. Universal Turing machines.

COSC 631   DATABASE AND INFORMATION SYSTEMS II
Prerequisites: COSC 531
Credits: 3
Continuation of COSC 531. Advanced topics in data base design and information management systems. Topics include normalization and semantic modeling, view integration, recovery and concurrency, security and integrity, data base machines, distributed and heterogeneous data base management, intelligent data bases, and object-oriented systems.

COSC 641   NUMERICAL ANALYSIS II
Prerequisites: COSC 541
Credits: 3
This course is a continuation of COSC 541. The topics include numerical differentiation and integration; the solution of initial value and boundary ordinary differential equations; methods of solving nonlinear systems of
equations; other topics as time permits.

COSC 645   APPLIED CRYPTOGRAPHY
Prerequisites: COSC 535
Credits: 3
This course teaches students some of the basic paradigms and principles of modern cryptography and their applications.   After mathematical preliminaries from algebra and number theory, we will explore the following topics in the field: foundations of cryptography, public key cryptography, pseudorandom generators, elliptic curve cryptography, and fundamental limits to information operations.

COSC   661   COMPILER DESIGN AND CONSTRUCTION
Prerequisites: COSC 561
Credits: 3
Continuation of COSC 561. Advanced topics in compiler design and construction. Automated compiler tools and compiler compilers. Advanced code optimization techniques. Compilation of different computational models. Role of compilers in natural language processing.

COSC   665   SOFTWARE ENGINEERING II
Prerequisites: COSC 565
Credits: 3
The course will cover software life-cycle models and different phases of the software development process. Object-oriented techniques are applicable. Students will have a group project on developing complex software systems.

COSC   673   ARTIFICIAL INTELLIGENCE II
Prerequisites: COSC 573
Credits: 3
Continuation of COSC 573. Advanced topics in artificial intelligence, such as natural language understanding, computer vision, machine learning, robotics, neural networks, automatic theorem proving, and an in-depth look into the design and implementation of intelligent computer systems.

COSC   675   APPLIED COMBINATORICS In GRAPH THEORY
Prerequisites: COSC 522
Credits: 3
General enumeration methods, difference equations, generating functions. Elements of graph theory, matrix representations of graphs, applications of graph theory to transport networks, matching theory and graphical algorithms.

COSC   676   QUEUEING THEORY IN COMPUTER SCIENCE
Prerequisites: COSC 504 and COSC 522
Credits: 3

The development of queueing theory and the application of that theory to discrete simulations, in general, and to computer systems, in particular. Topics include random processes, characterization of different queueing systems, the classical single-server exponential queueing system model, additional single and multiple-server queueing models, including birth-death processes and finite sources, and the assumptions and limitations of the various queueing models. The applications of queueing theory to computer systems are emphasized.

COSC   678   MODELING AND SIMULATION
Prerequisites: COSC 504 and COSC 522
Credits: 3
A study of the construction of models that simulate real systems. The methodology of solution includes probability and distribution theory, statistical estimation and inference, the use of random variables, and validation procedures. A simulation language is used for the solution of typical problems.

COSC   685   COMPUTER COMMUNICATION NETWORKS II
Prerequisites: COSC 514 and COSC 585
Credits: 3
Continuation of COSC 585. Advanced topics in computer networks and their applications.   Inter-networking: international gateways and datagram internets. Emphasis on the characteristics, implementation and configuration of Local Area Networks (LANs), Wide Area Networks (WANs), and Integrated Services Digital Networks (ISDNs).

COSC   687   DISTRIBUTED COMPUTER SYSTEMS
Prerequisites: COSC 514 and COSC 585
Credits: 3
Introduction to the concepts and the design principles used in constructing distributed computer systems. Coverage of topics from the architectural foundations of distributed systems through networks; file servers including transaction handling; replication; and security issues, with descriptions of the design and the facilities offered in some specific systems. Areas of applications include distributed database management, interoperable information systems, and distributed artificial intelligence.

COSC   690   SELECTED TOPICS IN COMPUTER SCIENCE

Prerequisites: Consent of Instructor
Credits: 3
Presentation of advanced topics reflecting state-of-the-art developments in computer science

COSC   691   SELECTED TOPICS IN COMPUTER SCIENCE
Prerequisites: Consent of Instructor
Credits: 3
Presentation of advanced topics reflecting state-of-the-art developments in computer science

COSC   692   SELECTED   TOPICS   IN   COMPUTER SCIENCE
Prerequisites: Consent of Instructor
Credits: 3
Presentation of advanced topics reflecting state-of-the-art developments in computer science.

COSC   696   MASTER'S THESIS IN COMPUTER SCIENCE I
Prerequisites: A minimum of 24 Graduate Credits in COSC
         Credits: 3
A research problem in the area of computer science is chosen by the student under the supervision of a faculty advisor from the department of computer science. An advisory committee consisting of the thesis advisor and at least two other faculty members will be constituted. Research must be carried out and concluded over a period of two consecutive semesters and submitted in the form of a formal thesis with the consent of advisory committee. Thesis will be defended in an oral presentation by the student to the faculty.

COSC   697   MASTER'S THESIS IN COMPUTER SCIENCE II
Prerequisites: A minimum of 24 Graduate Credits in COSC and COSC
696   Credits: 3
A research problem in the area of computer science is chosen by the student under the supervision of a faculty advisor from the department of computer science. An advisory committee consisting of the thesis advisor and at least two other faculty members will be constituted. Research must be carried out and concluded over a period of two consecutive semesters and submitted in the form of a formal thesis with the consent of advisory committee. Thesis will be defended in an oral presentation by the student to the faculty.

COSC   698   APPLIED RESEARCH IN COMPUTER SCIENCE
Prerequisites: A minimum of 27 Graduate Credits in COSC
Credits: 3
This course requires the student to perform research in computer science somewhat less in scope than a master's thesis. Such research should adequately demonstrate the student's proficiency in the subject material. The research must be applied in a semester-long project and concluded with a short seminar and a comprehensive paper.

COSC   719   IMAGE PROCESSING I
Prerequisites: COSC 599
Credits: 3
This course is an introduction to Computer Vision and Image Processing fundamentals, human visual system, image resolution, binary images, gray scale images, multispectral images, digital image formats, preprocessing, image algebra, spatial filters, image enhancement, edge detection, segmentation, feature extraction etc.   Additional topics include discrete transforms and image compression techniques.

COSC   729   VIRTUAL REALITY AND ITS APPLICATIONS
Prerequisites: COSC 599
Credits: 3
The goal of this course is to introduce students to Virtual Reality (VR) hardware, software, and provide an opportunity for them to apply this knowledge to applications for education and games. This course applies cutting-edge virtual reality technology currently available in academia and industry. Students will design, model, and script the VR environment by developing a complete VR application as a group project.

COSC   735   ADVANCED WIRELESS SECURITY
Prerequisites: COSC 599
Credits: 3
This course covers wireless networking security at the graduate level. Students will achieve a solid understanding of wireless networking, security issues in wireless networks and how to mitigate the associated risks. At the completion of the course, students will have a thorough understanding of how to better secure various networks such as, ad hoc wireless networks, sensor networks and mobile wireless networks.

COSC   819   IMAGE PROCESSING II

Prerequisites: COSC 719
Credits: 3
This course is a study in the analysis of data stored as images. Image and video data processing has emerged as a major study area in computer science. Topics include color image processing, compression techniques, wavelet and multi resolution processing, image segmentation, and object recognition and tracking.

COSC   831   ADVANCED DATA WAREHOUSING AND DATA MINING
Prerequisites: COSC 631 and COSC 599
Credits: 3
This course covers the fundamentals of data warehousing architecture and issues involving planning, constructing and maintaining a data warehouse. The course introduces the concept of data mining and how it relates to data warehousing. The specific topics covered include the logical design of a data warehouse, data staging area and extract-transform-load processing. The course discusses multi-dimensional analysis using OLAP techniques, and coverage of knowledge discovery processing including common data modeling techniques

COSC   871   NUMERICAL OPTIMIZATION
Prerequisites: COSC 641 and COSC 599
Credits: 3
Study of linear and non-linear programming focusing on the implementation and analysis of algorithms. Numerical aspects such as propagation of errors and the control of errors will be covered. Topics such as genetic algorithms and simulated annealing will be included as global optimization techniques.

COSC   887   HIGH PERFORMANCE COMPUTING
Prerequisites: COSC 599
Credits: 3
This course explores the architectural classifications and taxonomies of parallel machines. Topics include enabling technologies including advanced processor concepts, interconnection networks, parallel performance and scalability. An introduction to parallel algorithms and programming models will be studied.

COSC   890 – 899   SELECTED TOPICS IN COMPUTER SCIENCE
Prerequisites: COSC 799
Credits: 3

These courses are seminar courses which require students to research topics of their choosing. This research should adequately demonstrate the students' proficiency in the subject material. At the end of the semester the students are required to write a report of their study/findings and make a seminar presentation.

COSC 900 – 909 DISSERTATION
Prerequisites: COSC 799
Credits: 1-9
These courses require students to perform research and document the results leading to the development of a dissertation. The research should include focused study of the problem, development of algorithms (or methodology), implementation and analysis. The students work with the research advisor in topics of their choosing in the broad area of computer science.

Counseling

COUN 608 CAREER COUNSELING AND DEVELOPMENT
Former course number 508 *Prerequisites: None*
Credits: 3
This course is designed to provide students with an understanding of career development as it impacts on individuals throughout the life span. A basic assumption of the course is that understanding the adjustment of individuals is highly dependent upon understanding the choices they have made throughout their lives. Emphasis is placed on career and vocational choice theories, counseling delivery systems, career information, and social and psychological factors in career decision- making. Formal and informal occupational classification systems are covered. A great deal of emphasis is placed on practical applications of career theory to individual counseling, group guidance, job search and placement, and career adjustment.

COUN 610 APPRAISAL, ASSESSMENT AND EVALUATION
Former course number 510 *Prerequisites: None*
Credits: 3
The basic concepts of quantifying behavior; validity, reliability, norms and methods of expressing test scores statistically. Course emphasizes standardized and non-standardized instruments, methods of communicating test results, and planning the school and non-school testing program. Practice in test interpretation is provided.

COUN 612 COUNSELING FOR OPTIMAL HEALTH THROUGHOUT THE LIFE

Former course number 512 *Prerequisites: None*
Credits: 3

This course surveys research focusing on the relationships between the activities and health. Specific topics will be: changing longevity patterns, the changing nature of disease in Western society, the allocation of health resources, the psychological correlates of healthy adult life, the role of stress in current patterns of illness, the relationship of diet and exercise to optimal adult health, and the implementation of active preventive measures. Extensive use is made of the small group format to demonstrate counseling techniques to aid individuals and in identifying and making desired changes in life style.

COUN 613 NUTRITIONAL COUNSELING FOR THE LIFE SPAN

Former course number 513 *Prerequisites: None*
Credits: 3

This course surveys major studies and writings in the field of nutrition and health and provides a forum for discussion of the current controversies in the area of nutrition and health. Specific focus will be on nutritional practices as they relate to health and disease. Small group and individual counseling techniques will be developed to facilitate identification of indicated dietary changes, methods of motivation for change, and knowledge and skills necessary to implement dietary changes.

COUN 633 MULTICULTURAL COUNSELING

Former course number 533 *Prerequisites: None*
Credits: 3

This course is designed to develop appropriate skills, competencies, and knowledge bases and to examine the beliefs of counselors working with people across-cultures. The course focuses on researching, reading and developing understandings of cultures, customs, languages, traditions, religions and spiritualities of people across-cultures. Case investigations are employed to provide information, and research on individuals' life experiences across-cultures and an understanding of their worldview as well as that of counselor trainers'. Emphasis is given to the understanding of counseling individuals in a very diverse world.

COUN   702   INTRODUCTION TO SCHOOL COUNSELING
Former course number   502   Prerequisites: None
Credits: 3
The basic concepts of quantifying behavior; validity, reliability, norms and methods of expressing test scores statistically are reviewed. Course emphasizes standardized and non-standardized instruments, methods of communicating test results, and planning the school and non-school testing program. Practice in test interpretation is provided.

COUN   705   ELEMENTARY SCHOOL COUNSELING
Former course number   505   Prerequisites: None
Credits: 3
A study of the specified needs and programs designed for the elementary school child in the area of counseling. Particular attention is given to the approaches and practices geared to the child of this age.

COUN   709   ADLERIAN CLASSROOM DISCIPLINE AND MANAGEMENT
Former course number   509   Prerequisites: None
Credits: 3
An introduction to classroom management techniques based on mutual respect, shared decision-making, and shared responsibility. Participants will gain an understanding of behavior as goal directed. They will develop a repertoire of corrective responses by which to redirect children from useless to useful behavior. Practical applications of theory will be required throughout as understanding is developed. Some topics that will be covered are techniques for winning cooperation; natural and logical consequences; group discussions with children; setting up class councils; and techniques of fostering a favorable learning climate.

COUN   731   GROUP COUNSELING
Former course number   531   Prerequisites: 9 to 12 hours in the field, including PSYC 502 and 534
Credits: 3
The primary objective of this course is to acquaint students with important skills that are considered to be prerequisites for effective group counseling as well as working with other kinds of groups. These

skills include the basics of group dynamics and an introduction to the laboratory training method of working with groups. The application of the principles and techniques related to group situations in the public schools is a second major objective.

COUN   732   FAMILY COUNSELING
Former course number   532   Prerequisites: None
Credits: 3
This course provides an opportunity for students interested in counseling and mental health to study basic theories and application for the principles of family counseling. By using various theories, students will learn how the application of Family Theories is used in developing a holistic understanding of the dynamics of a family. Through an in-depth comprehension of family behavior, students will use various family counseling theories demonstrating their skill development in counseling families.

COUN   735   CASE STUDIES AND PROBLEMS IN PUBLIC APPRAISAL
Former course number   535   Prerequisites: PSYC 502; 530 or 534; 508 and EDUC 510 or COUN 510
                  Credits: 3
This course focuses on collecting and interpreting standardized and non-standardized pupil appraisal data and synthesis of all types of data through case study procedures.

COUN   747   PERSONAL GROUP COUNSELING
Former course number   547   Prerequisites: PSYC 531
Credits: 3
The primary purpose of this course is to provide a personal growth experience for students by helping to overcome mistakes in private logic and behavior and by maximizing the individual's potential. Members of the class will interact as counselees. Life style information will be used as a basis for understanding and helping the individual become more effective personally and professionally.

COUN   755   BIOFEEDBACK THEORY
Former course number   555   Prerequisites: None
Credits: 3
This course will focus on the use of biofeedback procedures, which enable a person to control one or more of his physiological processes

by using an external monitor to show him its present state or level. The use of biofeedback to regulate autonomic and skeletal responses and influence levels of alertness or relaxation and emotion will be explored. The therapeutic application in hypertension, psychosomatic disorders, and counseling will be studied.

COUN   762   DRUG AND ALCOHOL COUNSELING
Former course number   562   Prerequisites: None
Credits: 3
Students will develop skills in the application of counseling techniques that are used with individuals who abuse drugs and alcohol. The course will be divided into two parts. In the first part, the importance of philosophical assumptions about ``drug abusers'' will be examined. Students will begin to articulate and examine their own philosophies of counseling individuals who abuse drugs. Secondly, basic counseling techniques will be demonstrated, and students will participate in exercises and case consultations to develop their own skills. In these two ways, students will be exposed to the applications of philosophies and techniques in counseling the individual who abuses drugs, in particular, and the individual with an "addictive lifestyle," in general. Site visits to drug abuse clinics will be required.

COUN   799   SCHOOL COUNSELING COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
                        Credits: 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

COUN   801   RESEARCH ADVISMENT
Former course number   601   Prerequisites: None
Credits: 1
School Counseling students should register for this one credit class when they have been unable to complete the seminar paper in one semester. With special permission of the instructor, a student can take COUN 801 to start the paper one semester before registering for COUN 861 if they have passed the Comprehensive Exam.

COUN 805 INTERNSHIP ADVISEMENT

Former course number 605 Prerequisites: None
Credits: 1
School Counseling students should register for this one credit class when they have not completed internship during the semester they have registered for it. This course provides supervision while a student is completing the required field experience.

COUN 836 PRACTICUM IN SCHOOL COUNSELING

Former course number 536 Prerequisites: 24 hours in the program, including PSYC 502; 603; 529; 530
Credits: 3
This course places emphasis on practical counseling with supervised experience in school guidance programs, the role of the teacher and/or administrator of community services in the guidance program, and consideration of the problems and issues in the counseling relationship.

COUN 840 COUNSELING CHILDREN AND ADOLESCENTS

Former course number 540 Prerequisites: None
Credits: 3
This course addresses the specific developmental stages, needs and problems of children and adolescents. Techniques for counseling these groups will be illustrated through demonstrations and clinical/school site training and personal growth and development activities.

COUN 843 MARITAL COUNSELING

Former course number 543 Prerequisites: None
Credits: 3
This course will be divided into a didactic section and an applied section. In the didactic section, the historical, social-cultural, psychological, and biological aspects of the marital relationship will be explored. In the applied section, volunteer couples will be used as co-educators to illustrate counseling techniques and educative strategies.

COUN 852 GROUP COUNSELING II

Former course number 552 Prerequisites: Group Counseling I or equivalent
Credits: 3

This course will focus on several approaches to group counseling: the T-group approach, in which there is a here-and-now emphasis; the transactional approach based upon transactions between ego states and the socioteleogical approach based upon the Adlerian understanding of human behavior. Experiential activities, in which members of the class will participate as group members, will be emphasized. An understanding of basic group dynamics will be required.

COUN   861   SEMINAR IN SCHOOL COUNSELING
Former course number   561   Prerequisites: Successful completion of the Graduate Comprehensive
                    Credits: 3
This course is designed to give the student guidance and practice in the preparation and writing of the research paper in the area of School Counseling. The course will focus attention on a review of relevant literature on current trends, issues, and problems in counseling and guidance, with presentations and class discussions. This class should be taken during the last six hours of the degree program.

Economics

ECON   522   PUBLIC FINANCE
Prerequisites: None
Credits: 3
An analysis of the elements, structure, functions, and processes of public finance. The course will cover theory and practice of allocation, distribution and stabilization roles of the government at national, state, and local levels.

ECON   532   FISCAL POLICY (Elective course)
Prerequisites: None
Credits: 3
This course is designed to demonstrate to students of management and administration how governments manipulate public funds and tax collections to achieve a full-employment and non-inflationary domestic output. Students also examine how the role of government affects private sector management decisions.

Educational Leadership

EDAD 801   PHILOSOPHY AND HISTORICAL FOUNDATIONS OF URBAN
Former course number   710   Prerequisites: None
Credits: 3
The purpose of the course is to analyze and study the philosophical and historical foundations that underline leadership concepts and practices in contemporary urban schools. Students explore the political, social, and economic context in which urban schools operate. Students also examine effective leadership and management strategies for urban schools in eight key policy/management areas: finance, personnel/employee relations, students performance, program definition (curriculum and student services), facilities and security, media (communications and community relations), and education law.

EDAD 810   DESCRIPTIVE AND INFERENTIAL STATISTICS IN EDUCATION
Former course number   701   Prerequisites: None
Credits: 3
This is a statistics course designed to prepare the education student with the essential statistical concepts for developing statistical designs in their own research. In addition to the fundamental principles of descriptive and inferential statistics, students learn to use computers to compute data and to interpret computer-generated results produced by statistical software. Course topics include measurements of central tendency, variability, relative position, and correlation; sampling and probability distributions, tests of significance; t-tests; analysis of variance; chi-squire tests, and regression analysis.

EDAD 815   EDUCATION PLANNING AND EVALUATION
Former course number   711   Prerequisites: None
Credits: 3
This course is a comprehensive examination of planning practices and procedures in selected educational settings and will include the development of a model plan as a related research project. Advanced study of topics related to the design and development of educational policies and operations in support of organizational planning including appropriate research needs and methods are also included. Also, an

introduction to evaluation of the effectiveness of educational programs and policies in relation to systems theory and analysis of organizations.

EDAD   820   HUMAN RESOURCE ADMINISTRATION
Former course number   715   Prerequisites: None
Credits: 3
This course includes analysis and discussion of personnel administration in educational institutions. Special attention will be given to those functions and responsibilities related to the administration of personnel at the school district level. This course will address the personnel function and its contribution to the overall management and operation of a school system.

EDAD   825   ADVANCED SCHOOL LAW
Former course number   712   Prerequisites: None
Credits: 4
This course will focus on the legal policy development and issues that arise in elementary and secondary schools. Topics will include liability for student injury, church/state conflicts, control over the curriculum and the expression of controversial views, and the schools' authority to make rules governing student and teacher conduct. It will also examine issues of equal opportunity, including school desegregation, bilingual education, sexual discrimination and harassment, affirmative action, and special education.

EDAD   830   EDUCATIONAL GOVERNANCE AND POLICY STUDIES
Former course number   713   Prerequisites: None
Credits: 3
Educators operate in a complex web of political relationships within schools and universities between educational institutions and communities, and across levels of government. This course is designed to enable educators to become more effective and responsible actors within this web of political relationships. The course engages students in 1) developing systematic knowledge about political environments; 2) developing skills and strategies necessary to act on that knowledge; and, 3) exploring and acquiring principles that shape responsible political action.

EDAD   835   RESEARCH DESIGN AND METHODS
Former course number   702   Prerequisites: EDAD 810
Credits: 3

The purpose of this course is to provide doctoral students with the skill necessary to design empirical research studies in the field of education. Survey, correlation and experimental research methods and practices are emphasized in the course. Course topics include: purposes and types of educational research; steps in conducting research and preparing a research proposal; selection of research questions for investigation and literature reviews; basic statistical methods and an introduction to statistical packages; development and validation of instrumentation; principles of sampling; research designs; data collection techniques; interpreting results, drawing conclusions, and reporting results. Survey and experimental research methods and practices are emphasized in the course.

EDAD 840 LEADERSHIP WITH TECHNOLOGY IN A GLOBAL INFORMATION

Former course number 716 *Prerequisites:* *None*
Credits: 3
This course will equip students with information, skills and strategies to make efficient use of technology including computer, communications and instructional to lead twenty first American schools.

EDAD 845 MANAGING FINANCIAL RESOURCES IN URBAN EDUCATION

Former course number 714 *Prerequisites:* *None*
Credits: 3
This course includes analysis and discussion of current public and private local, state, and national sources of revenue for the support of public education. In addition, the students study school finances practice including detailed analysis of budgetary processes. Principles of sound management of income and expenditures bonding procedures, accounting, and auditing are also examined.

EDAD 850 EDUCATIONAL LEADERSHIP INTERDISCIPLINARY SEMINAR

Former course number 761 *Prerequisites:* *None*
Credits: 3
This course will address leadership ideas, values, cultures, and contemporary issues that are affecting society generally and education particularly. Also, the seminar will serve to enhance students' knowledge of multiculturalism, racial, ethnic, and gender diversity, and individuals with handicaps. Additionally, it will address school-

community relation's issues, principles and recommended practices for dealing with those publics with whom school leaders regularly interact. The seminar may be repeated for credit.

EDAD 899 EDUCATIONAL LEADERSHIP COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
Credits: 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

EDAD 900
Former course number 769 Prerequisites: None
Credits: 3

EDAD 910 APPLIED RESEARCH SEMINAR
Former course number 703 Prerequisites: EDAD 810 and EDAD 835
Credits: 3
This course is designed to provide the doctoral student with an understanding of the various kinds of behavioral research and the various research designs appropriate to behavioral sciences; the development of skills in the use of basic statistical techniques appropriate to different designs; an understanding of the application of various assessments used within disciplines and skills to construct tests necessary for evaluating students; and, an introduction to the application of modem technology to enhance learning. The nature of the computer, relative and contemporary software, the Internet, and the application of telecommunications are presented. Specific experiences within a school-based setting are provided for students to observe, work with students and apply the concepts and skills emphasized within the course.

EDAD 920 EXTERNSHIP IN EDUCATIONAL LEADERSHIP
Former course number 741 Prerequisites: Completion of all required courses except 950 and Passing the Comprehensive Examination Credits: 3
This course is a special interdisciplinary problem-solving activity for experienced educational practitioners. An interdisciplinary team of

faculty will work with small groups of experienced administrators, supervisors, or instructors in an analysis of current educational problems or in an evaluation of educational practices. Students are judged on the quality of their investigations, individual reports and discussion.

EDAD 925 ADVANCED INTERNSHIP IN EDUCATIONAL LEADERSHIP

Former course number 742 Prerequisites: Completion of all required courses except Dissertation II and Passing the Comprehensive Examination
                    Credits: 3

The major focus of this internship will be on Leadership in Organizations. It will focus on those in Educational Leadership positions and the problems, dilemmas, and opportunities they face in educational, public, and human service organizations. Particular attention will be paid to issues of leadership in diverse organizations. This experience will be a yearlong research project and documented by portfolios.

EDAD 950 DISSERTATION II

Former course number 770 Prerequisites: Completion of all course requirements, including electives, and the Passing of the Comprehensive Examination
                    Credits: 3

EDAD 951 DISSERTATION ADVISEMENTS

Former course number 771 Prerequisites: Completion of all program requirements, except the Dissertation and Oral Defense
            Credits: 0

Education

EDUC 501 LEARNING AND TEACHING

Prerequisites: None
Credits: 3

This course is designed to: (1) provide a review of effective teaching based on an understanding of human development and the nature of learning; (2) explore the topics of learned behavior, reinforcement, motivation, interest, retention and concept formation; (3) consider the analysis and interpretation of significant research in the various

disciplines which have contributed to the knowledge of learning and teaching; (4) emphasize the factors which facilitate learning; and (5) identify the role of the teacher in the learning environment.

EDUC   503   STATISTICAL METHODS IN EDUCATION
Prerequisites: None
Credits: 3
Problems in statistical analysis taken from education and psychology, including computation and interpretation of averages, introduction to hypothesis testing, and coefficients of correlation, are emphasized. Some attention is given to an understanding of partial and multiple correlations as these relate to various complexities dealing with problems commonly faced in research in education.

EDUC   505   RECENT ISSUES IN EDUCATION
Prerequisites: None
Credits: 3
Emphasis in this course is upon the analysis of selected recent issues in education for critical study. It further includes emphasis upon broad reading of the research and literature in order to appraise current issues in terms of needs of children and society.

EDUC   507   HUMAN GROWTH AND DEVELOPMENT (ADVANCED)
Prerequisites: None
Credits: 3
The course is planned to place emphasis on the study of the characteristics of human growth at each stage of development. Special emphasis will be placed on the implications for education. Practical work in the study of children, adolescents and/or youth is required. Instruction and practice in the writing of a child-study report is also given.

EDUC   508   PRINCIPLES AND PHILOSOPHY OF PUPIL SERVICES
Prerequisites: None
Credits: 3
A study of the principles and philosophy of the total program of pupil services is emphasized. Specific attention is given to the basic

organization, planning, and operation of a pupil service program designed to serve specific needs of children.

EDUC 509 ORGANIZATION AND ADMINISTRATION OF PUPIL SERVICES

Prerequisites: None
Credits: 3

A study of the organization and administration of Pupil Service Programs is undertaken. Emphasis is placed on the total program of pupil services as designed to serve the student, with attention paid to the interlocking aspects of
the total program of pupil services.

EDUC 510 EDUCATION ASSESSMENT AND EVALUATIONS

Prerequisites: None
Credits: 3

Distinguishing performance and achievement behaviors of students is the focus of this course. The basic concepts of quantifying behavior; validity, reliability, norms, and methods of expressing performance and achievement scores statistically are reviewed. The course emphasizes standardized and non-standardized instruments, methods of communicating test results, and instructional planning. In addition, candidates learn to disaggregate standardized test data to align classroom instruction, curriculum, assessment, and learning activities. Students explore statistical packages to test the significance of data

EDUC 511 CULTURAL DEPRIVATION AND EDUCATION

Prerequisites: None
Credits: 3

The course consists of current studies relating to the effects of cultural deficiencies on learning and alleviation techniques as they relate to school and community resources, social agencies, and institutions. Effort is made to propose action programs of a developmental nature.

EDUC 513 PRE-SCHOOL EDUCATION AND THE DISADVANTAGED

Former course number 512 Prerequisites: None
Credits: 3

This course explores various intervention approaches involving school, home, and community designed to help disadvantaged children

overcome educational deficiencies. Curriculum reform, institutional innovation, materials, and parental involvement are also stressed.

EDUC 514 LEARNING PROBLEMS OF THE ACADEMICALLY
Prerequisites: None
Credits: 3
Environmental influences, which have negative effects on educational performance and on such other factors as perception and intelligence, are considered. School intervention strategies appropriate to the task of overcoming the academic deficiencies in such learners are explored.

EDUC 515 SEX EDUCATION AND HUMAN RELATIONS
Prerequisites: None
Credits: 3
The purpose of this course is to help teachers at both elementary and secondary levels to organize and conduct meaningful learning experiences in human sexuality and sex education. The first part of the course presents a factual basis for understanding the physical, emotional, and behavioral aspects of sexuality in human relations. The other part of the course is about the teaching of sex and sexuality in schools. Included are the broad goals of sex education, objectives, curriculum planning, content, methods, and unit lesson planning.

EDUC 516 OPEN EDUCATION
Prerequisites: None
Credits: 3
A practical presentation of the concepts of the open classroom as an alternative to the traditional classroom procedures; an examination of the theory and philosophy behind open education and open space schools. Includes important guidelines for making decisions regarding organization, learning, and curriculum, along with practical approaches to areas such as learning styles, role definitions, planning, and management.

EDUC 517 CREATIVE ART IN THE ELEMENTARY SCHOOLS
Prerequisites: None
Credits: 3
This course provides an overview of the developmental process of children's art and its relationship to mental and emotional growth. There will be student participation in creative art experiences that are applicable to classroom use.

EDUC 518 CAREER EDUCATION

Prerequisites: None
Credits: 3

The development of comprehensive integrated career educational program for grades K through post-secondary in concert with the school, home, and community. This program will stress classroom organizational procedures, utilization of teacher-practitioner teams, development of decision-making skills, communications skills, and emphasis on new strategies in developing the whole person. Survey of various career development programs, with emphasis on description and applicability.

EDUC 519 THE FINE ARTS IN THE CURRICULUM: AN INTERDISCIPLINARY APPROACH

Prerequisites: None
Credits: 3

This course is interdisciplinary, drawing upon the nature of the fine arts and their implications for curriculum development. The course will introduce the classroom teacher to the nature of aesthetics and the techniques for incorporating aesthetic experiences into curriculum through poetry and the visual (painting, collage, sculpture) and performing (music, dance, drama) arts. Emphasis will be placed on the classroom teacher's role and practical application of understandings that can be used with children and youth.

EDUC 521 ORGANIZATION AND ADMINISTRATION IN PUBLIC SCHOOLS

Prerequisites: None
Credits: 3

This is a survey course of the organization and administration of modern American public education, including local, state, and federal levels with their differing roles and responsibilities. The historical development of local school district organization and various types of local school districts, such as township, city, county unit, union high school, and independent elementary school districts are included. The phenomena of public insistence on local control, school district consolidation, and the current decentralization movement in administration are studied, as well as the development of the professional of school administration, from the "headmaster'' and "inspector'' beginnings to the modern urban superintendency.

EDUC 526 TECHNOLOGY IN EDUCATION
Prerequisites: None
Credits: 3
This course introduces computer technology to the educator. It consists of two main components: basic computer skills and the methods of integrating computer technology into K-8 curricula. Appreciation for the use of Microsoft Word, Excel, Power Point, Netscape, and Home Page will be developed. Methods for using computers to enhance and manage instruction will be introduced.

EDUC 528 TEACHER - SCHOOL BOARD RELATIONSHIPS
Prerequisites: None
Credit: 3
This course is designed to cover the relationships between the teacher and the local board of education, with a primary focus on professional negotiations. Emphasis will include the historical perspective, roles of professional associations, legal ramifications, and the process of negotiating. The course is intended to give teachers a better understanding of an area that affects their professional environment.

EDUC 529 HEALTH INSTRUCTION IN ELEMENTARY SCHOOLS
Prerequisites: None
Credit: 3
This course includes materials and methodology for teaching elementary school curricula. Areas of curriculum include personal, mental, and community health. Family life, health consumer information, nutrition, and an introduction to drug uses and abuses are also included.

EDUC 532 SCHOOL CLASSROOM PRACTICES AND PROCEDURES
Prerequisites: None
Credits: 3
This course is designed as a rigorous experience in observation, understanding, and evaluation of teaching strategies. There is discussion and analysis of contemporary literature to improve the understanding of teacher roles, methodologies, and program characteristics. Individual projects may be selected to match the student's level of interest.

EDUC 534   ADVANCED STUDY IN TEACHING THE LANGUAGE ARTS
Prerequisites: None
Credits: 3
Study will focus upon the modes of communication, listening, speaking and writing. Analysis of skill development, methods, and materials will be emphasized, as well as the relationship of the language arts to creativity and other curriculum areas. Individual and group problems will be addressed. Individual projects will relate to the student's level and areas of interest.

EDUC 535   ADVANCED STUDY IN TEACHING THE SOCIAL STUDIES
Prerequisites: None
Credits: 3
For experienced teachers; identification, definition, and analysis of some of the most important problems facing teachers of the social studies. Consideration is given to trends and issues, which are concerned with the content, materials, activities, and classroom practices. Individual projects will relate to the student's level and area of interest.

EDUC 536   ADVANCED STUDY IN TEACHING ARITHMETIC IN THE ELEMENTARY SCHOOL
Prerequisites: None
Credits: 3
A critical review of research and development in arithmetic teaching in the elementary school, with emphasis on practices, trends, content reorganization, modern mathematics materials, current curriculum projects, and published materials. The course is appropriate for all educators.

EDUC 537   FOUNDATIONS OF SCIENCE EDUCATION
Prerequisites: None
Credits: 3
This is a basic course that includes the history and philosophy of science, influences on modern inquiry, and the scientific method as bases today's industrialized and technological civilization.

EDUC 538   ELEMENTARY SCHOOL SCIENCE

Prerequisites: None
Credits: 3
This course is designed to have students sense science from a developmental point of view. Attention is given to a study of science programs as these relate to and satisfy curriculum expectations in today's world.

EDUC   543   CURRICULUM AND TECHNOLOGY
Prerequisites: None
Credits: 3
Curriculum and Technology is a course designed to provide the graduate student with the instructional uses of technology that can be used to promote curriculum reform. This course examines the essential principles of curriculum and instruction. Course Topics emphasize the application of teaching and learning theories to promote the development of curriculum and management in the learning environment. An introduction to, and application of technology will be provided to enhance learning and enable the candidate to teach within a global society.   The nature of the computer, relative and contemporary software, the Internet, multi-media technologies, and application of telecommunications are presented. Specific experiences within a school based setting are also provided so that the graduate student can observe, work with school children, and apply the concepts and skills emphasized within the course.

EDUC   544   PRINCIPLES AND TECHNIQUES OF READING INSTRUCTION
Prerequisites: Admission to REED
Credits: 3
This course is designed to broaden and deepen each student's knowledge and understanding of the reading process and its development at the various levels of schooling. This is a foundations-in-reading course and should be the first taken in the REED program. Focus is on the nature of literacy and the nature of the English language. Students are given opportunities to explore uses of electronics in development of reading ability and in reading programs. Software is examined and critiqued.

EDUC 545   READING IN THE CONTENT AREAS
Prerequisites: EDUC 544

Credits: 3
The purpose of this course is to help prospective teachers, classroom teachers, reading and language arts specials and researchers in content fields develop knowledge, understanding, attitudes and competencies essential for concept development through content reading at all levels of school. Special attention is given to problems in reading faced by teachers in content areas in middle and secondary schools. Students examine electronic aids for their potential for improving reading in content areas.

EDUC   554   SEMINAR IN CURRICULUM
Prerequisites: None
Credits: 3
This seminar has three main purposes: (1) to assist the student in completing the research paper requirement; (2) to review major topics in the area of concentration; and (3) to achieve an in-depth exploration of major issues and trends in the field of curriculum. The seminar must be taken during the last six hours of the degree program.

EDUC   556   CURRICULUM   PLANNING   FOR   PEOPLES   AND CULTURES OF WEST
Prerequisites: None
Credits: 3
The course will provide training in the development, creation, dissemination and use of curricular materials on peoples and cultures of West Africa. Appropriate materials and techniques for both elementary and secondary levels are included.

EDUC 560:   PROCESSES AND ACQUISITIONS IN READING

Prerequisites: EDUC 544
Credits: 3 hours

This course is designed to assist pre-service teachers in understanding the reading acquisition process. Introduction to language structures including spoken syllables, phonemes, graphemes and morphemes is included in this course. Participants will be introduced to current scientific research.

EDUC   562   DRUG ABUSE EDUCATION
Prerequisites: None
Credits: 3
This course is designed for the professional educator -- teacher, counselor, and administrator -- and other professionals working with school-age youth. The extent and recognition of the drug abuse problem and recognition of the symptoms in an individual under the influence of narcotics and drugs, with a view to involving the professional on both a specific and a general action-oriented level are stressed. The professional completing this course will have had the opportunity to accumulate the knowledge and skills necessary to take some reasonable action when confronted with the drug abuse problem at various school age levels

EDUC   564   FIELD TRIPS IN AESTHETIC EDUCATION
Prerequisites: None
Credits: 3
Students explore aesthetic resources in and around the Washington, D.C. area. Students become familiar with resources related to the fine and performing arts and develop educational plans for incorporating these resources into their aesthetic education curriculum. Students apply their experiences to the age/grade level with which they are most concerned.

EDUC   567   THE MIDDLE SCHOOL
Prerequisites: None
Credits: 3
This course includes the philosophy and purposes of the middle school and its organization and administration, the curriculum, and appropriate methodologies. Similarities and contrasts to the junior high school and other types of organization will be covered.

EDUC   568   INDIVIDUALIZED INSTRUCTION
Prerequisites: None
Credits: 3
This course is designed to acquaint teachers with methods of individualizing instruction at the elementary, junior high, and high school levels. Primary emphasis will be on learning activity programs and other methods. Students can expect to learn how to prepare, implement, and evaluate individualized programs.

EDUC 570 GENERAL SAFETY EDUCATION
Prerequisites: None
Credits: 3
Contemporary and anticipated accidents in the urban home, on the farm, in industry, recreation and transportation, and at school are explored. Theories of accident causation are examined. Principles and practices for reducing the frequency and severity of accidents are developed, with special emphasis on the role of education in eliminating environmental hazards and reducing avoidable human error.

EDUC 571 PUPIL TRANSPORTATION
Prerequisites: None
Credits: 3
This course includes consideration of the organization and the administration of state, county, and district pupil transportation service, with emphasis on safety and economy. The planning of bus routes, the selection and training of bus drivers and maintenance mechanics, specifications of school buses, and procurement procedures are included.

EDUC 572 PUBLIC SCHOOL TRANSPORTATION OF SCHOOL CHILDREN
Prerequisites: None
Credits: 3
This course is designed to serve as the means for considering the problems of school bus transportation, solutions employed, and a review of research in the field.

EDUC 574 ORGANIZATION, ADMINISTRATION, AND SUPERVISION OF SCHOOL SAFETY EDUCATION
Prerequisites: None
Credits: 3
This course is designed for teachers, school administrators, college instructors, and others responsible for directing or supervising safety programs in the schools. It deals with the problems, policies, practices, and procedures involved in the organization, administration, and supervision of a comprehensive accident prevention and safety education program for the schools. It considers integration factors of the school safety programs, with special emphasis on traffic programs.

EDUC 575   ADMINISTRATION AND SUPERVISION OF DRIVER EDUCATION
Prerequisites: None
Credits: 3
This course offers background and experience in administration and supervision of driver education programs. Methods of organization, techniques, materials, program planning, records, and reports, financing and insurance, procurement, personnel selection, and planning classroom and in-car laboratory experiences are studied.

EDUC 576   THE TALENTED AND GIFTED
Prerequisites: None
Credits: 3
The nature and needs of the talented and gifted in all areas of development are explored. Special curriculum and management plans for the gifted and talented are developed by students at the primary, elementary, or secondary level as suited to the needs of those enrolled.

EDUC 596   TEACHING CHILDREN WITH SPECIAL NEEDS
Prerequisites: None
Credits: 3
Teaching Children with Special Needs is a telecourse of 16 one-half hour telelessons designed for regular and special educators. It offers introductory instruction in the observation, identification, and management of children, K-3, who demonstrate mild to moderate learning problems.

EDUC 597   INSTRUCTIONAL TELEVISION UTILIZATION
Prerequisites: None
Credits: 3
This is a college credit course combining televised lessons, on-campus seminars, and related workbook assignments. This three-credit upper-division undergraduate and graduate level course focuses on planning for the various uses of instructional television with students. State, local school unit, school, and classroom uses will be illustrated through film and studio production. In addition, the aspects of producing the ITV program are developed through the television lessons and "hands-on" assignments in the seminars.

EDUC 599   IMPLEMENTATION OF THE MIDDLE SCHOOL

Prerequisites: None
Credit: 3
This course concentrates on the implementation of the philosophy and purposes of the middle school as set forth in EDUC 567.

EDUC   600   THESIS
Prerequisites: None
         Credit: 3-6
Thesis for Plan II degree candidates only.

EDUC   601   RESEARCH METHODS AND SKILLS
Prerequisites: 500 Level Core Courses
Credits: 3
Research Methods and Skills is a course designed to provide the graduate student with a knowledge of the various kinds of behavioral research and data analysis via various statistical packages. It is Web enhanced.   It will focus on various research design methods and hypotheses testing relevant to educational action research appropriate to behavioral sciences.

EDUC   602   RESEARCH, ASSESSMENT, AND TECHNOLOGY
Prerequisites: None
Credits: 3
Research, Assessment and Technology is a course designed to provide the graduate student with (a) an understanding of the various kinds of behavioral research, (b) an understanding of various research designs appropriate to behavioral sciences, (c) use of basic statistical techniques appropriate to designs, (d) a practical understanding and application of various assessments used within each major's discipline or specific area and level, as well as skills by which to construct tests necessary for evaluating and assessing students, and (e) an introduction to and application of modern technology in order to enhance learning and enable the student to teach within a global society. The nature of the computer, relative and contemporary software, the Internet, and applications of telecommunications are presented.   Specific experiences within a school-based setting are also provided for enrollees to observe, work with students, and apply concepts and skills emphasized within the course.

EDUC   633   LITERATURE FOR CHILDREN

Prerequisites: Admission to Graduate School
Credits: 3
This course focuses on the development and use of criteria in selecting and analyzing the pictorial and verbal statements of both print and non-print materials for use in literacy development. Both in-class and out-of-class opportunities provide in-depth exposure to literary genre, teaching strategies ,alternative materials, and media. Individual projects relate to students' interest and staff-development projects and programs.

EDUC   646   DIAGNOSTIC, CORRECTIVE AND REMEDIAL READING
Prerequisites: EDUC 544, EDUC 545
Credits: 3
This course focuses on intervention, diagnosis , correction and remediation of reading difficulties of learners K-12. Corrective and remedial procedures emphasize diagnostic/ prescriptive approaches to reading instruction for individuals. Multi-sensory and special approaches to reading instruction are examined. The role of the reading specialist/ coach as a resource person in meeting the needs of students and professionals is explored and practical experience is provided. Experience is given in uses of the computer in diagnosis and prescriptive instruction and in development of management systems in reading programs.

EDUC   647   CURRENT ISSUES IN READING
Prerequisites: EDUC 646
Credits: 3
Emphasis in this course is on critical examination of major issues in reading and reading education. Candidates are required to read broadly in the literature of reading education and related issues. Discussion of issues and examination of the reading specialist/coach's leadership role in staff-development are emphasized in the class.

EDUC   648
Prerequisites: None
Credits: 3
The major purpose of this course is to sensitize students to the importance of and need for implementation of reading instruction in

middle and secondary schools. Special attention is given to developmental aspects of reading at these levels, the roles of the various staff members in the reading program, the roles of parents, utilization of the library, community resources, and development of study strategies and skills.

EDUC   650   MEASUREMENT AND EVALUATION PROCEDURES IN READING
Prerequisites: None
Credits: 3
Formal and informal test and procedures for measuring and evaluating achievement and attitudes in reading ability are examined. Basic concepts related to measurement and interpretation of standardized tests and their results are emphasized. Attention is given to statistical concepts and skills essential in test interpretation. Practical experience is provided in constructing tests, critiquing tests, test administration, and interpretation of test scores. Uses of electronics in construction of tests and analysis of test results are explored.

EDUC   653   TEACHING   READING   TO   MULTICULTURAL POPULATIONS
Prerequisites: None
Credits: 3
This course focuses on special techniques, attitudes, and materials essential for meeting the needs of learners with unique and special abilities and characteristics related to diverse cultural backgrounds. Attention is given to public laws governing education related to various populations. Community resources are explored. Major issues related to diversity are examined. Ways in which electronics can improve reading for students of diverse cultural backgrounds and abilities are examined.

EDUC   656   READING IN CONTENT FIELDS
Former course number   545   Prerequisites: None
Credits: 3
The purpose of this course is to help prospective teachers, classroom teachers, reading and language arts specialists and teachers in content

fields develop knowledge, understanding, attitudes, and competencies essential for concept development through content reading at all levels of school. Special attention is given to problems in reading faced by teachers in content areas in middle and secondary schools. Students examine computers and software for their potential for improving reading in content fields.

EDUC 701 RESEARCH ADVISEMENT

Former course number 601 *Prerequisites:* *None*
Credits: 1
Research for those students needing advisement to complete seminar papers and remove "incompletes" in their Seminar course.

EDUC 704 PERSPECTIVES AND METHODS II

Prerequisites: The student must have completed EDUC 601, Supervised Internship I: Perspectives and Methods in Teaching I, passed Praxis I, began preparation for the Praxis II Examination, and be advanced to candidacy. The student may be concurrently enrolled in Supervised Internship II. *Credits:3*
This course is designed to assist graduate students in the completion of a Master's Thesis or seminar paper based upon action research. The students are expected to use research techniques to systematically examine issues of their choice. Upon choosing a research topic or question, the students will apply the steps of the scientific method to study that topic or question in scope and depth. The students must be advanced to candidacy, must have successfully completed the Praxis I Examination, EDUC 601, passed the comprehensive examination, and Supervised Internship I before registering for this course. EDUC 704 may be taken concurrently with Supervised Internship II.

EDUC 705 SUPERVISED INTERNSHIP I: PERSPECTIVES AND METHODS I (ELEMENTARY EDUCATION)

Prerequisites: The intern must have been advanced to candidacy, successfully completed Praxis I, began preparation for the Praxis II Examination, and completed all prerequisite requirements.
Credits:3

This course has a twenty (20) day on-site documented component in the field. Candidates receive supervised instructional experiences within a public or private school setting under the leadership of an appropriate, competent professional, in addition to a laboratory component with two-eight week segments. The first eight-week segment includes a survey of the methods and competencies necessary for teaching in grades K-8. During the second eight-week segment, the students will concentrate on specific methodology, and pedagogy with emphasis on best practices and procedures specific to teaching in grades K-8. Students practice and simulate learning experiences under the guidance and instruction of the education faculty, practitioners, and supervisors in a state-of-the-art Laboratory. The aspiring candidates integrate knowledge, observe others at work, apply skills and techniques, and construct a philosophy of teaching. The candidate must have passed the Internship Interview.

EDUC   706   INTRODUCTION TO RESEARCH
Former course number   506   *Prerequisites: None*
Credits: 3
This course is designed to provide the graduate student with an understanding of the various kinds of behavioral research and to develop an understanding of various research designs appropriate to behavioral sciences. Use of basic statistical techniques appropriate to these designs is included.

EDUC   707   SUPERVISED INTERNSHIP I: PERSPECTIVES AND METHODS I IN SECONDARY EDUCATION
This course has a twenty (20) day on-site documented component in the field when students are present and (4) days on-site during the opening of school. Candidates receive supervised instructional experience within a public or private school setting in addition to a laboratory component with two-eight week segments at the University. The first eight-week segment includes a survey of the methods and pedagogy necessary for teaching in grades 7-12. During the second eight-week segment, the students will concentrate on specific methodology and pedagogy in secondary content areas. The candidate must have passed the Internship Teacher Education Interview.

The courses that follow separate the content areas of English, mathematics, science and social studies.

EDUC 708   SUPERVISED INTERNSHIP I: PERSPECTIVES AND METHODS I (EARLY CHILDHOOD/SPECIAL EDUCATION)

Prerequisites : The intern must have been advanced to candidacy, successfully completed Praxis I, began preparation for the Praxis II Examination, and completed all prerequisite requirements.
Credits:3

This course has a twenty (20) day on-site documented component in the field. Candidates receive supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional, in addition to a laboratory component with two-eight week segments. The first eight-week segment includes a survey of the methods and competencies necessary for teaching in grades PreK-3. During the second eight-week segment, the students will concentrate on specific methodology, and pedagogy with emphasis on best practices and procedures specific to teaching in grades PreK-3. Students practice and simulate learning experiences, under the guidance and instruction of the education faculty, practitioners, and supervisors in a state-of-the-art laboratory. The aspiring candidates integrate knowledge, observe others at work, apply skills and techniques, and construct a philosophy of teaching. The candidate must have passed the Internship Interview.

EDUC 710   SUPERVISED INTERNSHIP I: PERSPECTIVES AND METHODS I IN ENGLISH LANGUAGE
ARTS   3
Credit Hrs
Credits: 3

This course has a twenty (20) day on-site documented component in the field when students are present and (4) days on-site during the opening of school. Candidates receive supervised instructional experience within a public or private school setting in English language arts with emphasis on best practices and procedures specific to teaching in grades 7-12. Students practice and simulate learning experiences under the guidance and instruction of the education faculty, practitioners, and supervisors in the University state-of-the-art laboratory. The candidate must have passed the Internship Teacher Education Interview.

EDUC 711   SUPERVISED INTERNSHIP I: PERSPECTIVES AND METHODS I IN MATHEMATICS

Credit Hrs

Credits: 3

This course has a twenty (20) day on-site documented component in the field when students are present and (4) days on-site during the opening of school. Candidates receive supervised instructional experience within a public or private school setting in Mathematics with emphasis on best practices and procedures specific to teaching in grades 7-12. Students practice and simulate learning experiences under the guidance and instruction of the education faculty, practitioners, and supervisors in the University state-of-the-art laboratory. The candidate must have passed the Internship Teacher Education Interview.

EDUC 712: SUPERVISED INTERNSHIP I: PERSPECTIVES AND METHODS I IN SCIENCES

3

Credit Hrs

Credits: 3

This course has a twenty (20) day on-site documented component in the field when students are present and (4) days on-site during the opening of school. Candidates receive supervised instructional experience within a public or private school setting in Sciences with emphasis on best practices and procedures specific to teaching in grades 7-12. Students practice and simulate learning experiences under the guidance and instruction of the education faculty, practitioners, and supervisors in the University state-of-the-art laboratory. The candidate must have passed the Internship Teacher Education Interview.

EDUC 713 SUPERVISED INTERNSHIP I: PERSPECTIVES AND METHODS I IN SOCIAL STUDIES

Credits: 3

This course has a twenty (20) day on-site documented component in the field when students are present and (4) days on-site during the opening of school. Candidates receive supervised instructional experience within a public or private school setting in Social Studies with emphasis on best practices and procedures specific to teaching in grades 7-12. Students practice and simulate learning experiences under the guidance and instruction of the education faculty, practitioners, and supervisors in the University state-of-the-art

laboratory. The candidate must have passed the Internship Teacher Education Interview.

EDUC 727 SCHOOL LAW
Former course number 527 Prerequisites: None
Credits: 3
This is a core course and must be taken prior to taking the preliminary examination and being advanced to candidacy. This course is designed to make legal matters understandable to non-lawyers by appraising the laws under which teachers and administrators are employed; to delve into legal principles underlying statues and court decisions; to provide answers to questions which involve individuals and institutions, and to make clear the process of negotiating. The course is intended to give prospective teachers a better understanding of an area that affects their professional environment.

EDUC 731 SCHOOL CURRICULUM DEVELOPMENT
Former course number 531 Prerequisites: None
Credits: 3
This course includes materials and methodology for teaching elementary school curricula. Areas of curriculum include personal, mental, and community health. Family life, health consumer information, nutrition, and an introduction to drug uses and abuses are also included.

EDUC 748 TEACHING READING IN SECONDARY SCHOOLS
Former course number 548 Prerequisites: None
Credits: 3
The major purpose of this course is to sensitize students to the importance of and need for implementation of reading instruction in middle and secondary schools. Special attention is given to developmental aspects of reading at these levels, the roles of the various staff members in the reading program, the roles of parents, utilization of the library, community resources, and development of study strategies and skills.

EDUC   749   LABORATORY   EXPERIENCES   IN   DIAGNOSTIC, CORRECTIVE AND REMEDIAL READING
Prerequisites: EDUC 544, EDUC 645, EDUC 646, or permission of instructor
Credits: 3
This is an advanced course in supervised laboratory experiences in classroom and clinical situations for purposes of meeting the needs of students who have difficulties in reading. Practicum experiences are provided via a tutoring program in candidates' schools or classrooms. Candidates design and implement professional development activities.

EDUC   751   SEMINAR IN READING
Prerequisites: Completion of 24-30 semester hours of the reading program
Credits: 3
 This seminar is designed to assist students in the completion of a 3-chapter research paper based on extant studies in reading and reading education. This course should be taken next to or during the last semester of the degree program.

EDUC   769   PRACTICUM IN SECONDARY EDUCATION
Former course number   569   Prerequisites: None
Credits: 3
To provide an opportunity for students to place the theory of secondary education into practice in a supervised atmosphere, students will be placed in settings that differ from their previous experiences. This course must be taken during the last six hours of the degree program.

EDUC   799   MASTER OF ARTS IN TEACHING COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
Credits: 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

EDUC   806   SUPERVISED   INTERNSHIP   II   (Practicum   Field Experience, Part II)

Former course number   606   Prerequisites: None
Credits: 6

Supervised Internship II provides an on-site, supervised instructional experience within the public school setting under the leadership of an appropriate, competent professional. Supervised practice and learning experiences are included to enable the aspiring teacher to teach, consolidate knowledge, observe others at work, apply skills and techniques, and construct a philosophy of teaching. This course makes provisions for practicum experiences for students in

K-6 and 7-12 settings according to the students' needs. The student in Supervised Internship II will be expected to complete a full semester of supervised teaching. The student will be placed in a classroom with a qualified teacher for direct supervision. This course must be taken after Supervised Internship I (EDUC 605) and Perspectives and Methods in Teaching (EDUC 604).   The student must have been advanced to candidacy and have completed the appropriate components of PRAXIS.

EDUC   807   SUPERVISED INTERNSHIP II IN ELEMENTARY EDUCATION

Prerequisites: EDUC 705
Credits: 6

Supervised Internship II provides an on-site, supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional. Supervised practice and learning experiences are included to enable the aspiring teacher to teach, consolidate knowledge, observe others at work, apply skills and techniques, and construct a philosophy of teaching. This course makes provisions for practicum experiences for students in K-8 settings according to their needs. The intern in Supervised Internship II will be expected to complete a full semester (80 days) of supervised teaching. The intern will be placed in a classroom with a qualified teacher for direct supervision. This course must be taken after the completion of EDUC 705, and may be taken concurrently with Perspectives and Methods in Teaching II (EDUC 704). The intern must be advanced to candidacy and have successfully completed Praxis I and passed the Praxis II examination (pedagogy and content) before the completion of the course.

EDUC   808   SUPERVISED INTERNSSHIP II: PERSPECTIVES AND METHODS II IN SECONDARY EDUCATION

Credits: 6
This course may be taken concurrently with, Perspectives and Methods in Teaching the Content Research Seminar EDUC 704. The intern must be advanced to candidacy and have successfully completed Praxis I and passed the Praxis II examination (pedagogy and content) before the completion of the course.

This course provides an on-site, supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional. Simultaneously provided is practice and ongoing University classroom learning experiences in a laboratory setting. The course makes provisions for practicum experiences for students in 7-12 settings. The intern will be expected to complete a full semester (80 days) of supervised teaching with children and (4 days) on site before the opening of school in secondary content areas.

EDUC   809   SUPERVISED INTERNSHIP II
Prerequisites: EDUC 708
Credits: 6
Supervised Internship II provides an on-site, supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional. Supervised practice and learning experiences are included to enable the aspiring teacher to teach, consolidate knowledge, observe others at work, apply skills and techniques, and construct a philosophy of teaching. This course makes provisions for practicum experiences for students in PreK-3 settings according to their needs. The intern in Supervised Internship II will be expected to complete a full semester (80 days) of supervised teaching. The intern will be placed in a classroom with a qualified teacher for direct supervision. This course must be taken after the completion of EDUC 708, and may be taken concurrently with Perspectives and Methods in Teaching II (EDUC 704). The intern must be advanced to candidacy and have successfully completed Praxis I and passed the Praxis II examination (pedagogy and content) before the completion of the course.

EDUC 810   SUPERVISED INTERNSHIP II IN ENGLISH LANGUAGE ARTS

Prerequisites: EDUC 710

This course may be taken concurrently with, Perspectives and Methods II in Teaching the Content Research Seminar EDUC 704. The intern must be advanced to candidacy and have successfully completed Praxis I and passed the Praxis II examination (pedagogy and content) before the completion of the course.

This course provides an on-site, supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional. Simultaneously provided is practice and ongoing University classroom learning experiences in a laboratory setting. The course makes provisions for practicum experiences for students in7-12 settings. The intern will be expected to complete a full semester (80 days) of supervised teaching with children and (4 days) on site before the opening of school in English Language Arts.

EDUC 811   SUPERVISED INTERNSHIP II IN MATHEMATICS

Prerequisites: EDUC 711
This course may be taken concurrently with, Perspectives and Methods II in Teaching the Content Research Seminar EDUC 704. The intern must be advanced to candidacy and have successfully completed Praxis I and passed the Praxis II examination (pedagogy and content) before the completion of the course.

This course provides an on-site, supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional. Simultaneously provided is practice and ongoing University classroom learning experiences in a laboratory setting. The course makes provisions for practicum experiences for students in7-12 settings. The intern will be expected to complete a full semester (80 days) of supervised teaching with children and (4 days) on site before the opening of school in mathematics.

EDUC 812   SUPERVISED INTERNSHIP II: PERSPECTIVES AND METHODS II IN SCIENCE

Prerequisites: EDUC 712

This course may be taken concurrently with, Perspectives and Methods II in Teaching the Content Research Seminar EDUC 704. The intern must be advanced to candidacy and have successfully completed Praxis I and passed the Praxis II examination (pedagogy and content) before the completion of the course.

This course provides an on-site, supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional. Simultaneously provided is practice and ongoing University classroom learning experiences in a laboratory setting. The course makes provisions for practicum experiences for students in7-12 settings. The intern will be expected to complete a full semester (80 days) of supervised teaching with children and (4 days) on site before the opening of school in Sciences.

EDUC 813   SUPERVISED INTERNSHIP II: PERSPECTIVES AND METHODS II IN SOCIAL STUDIES

Prerequisites: EDUC 713
This course may be taken concurrently with, Perspectives and Methods II in Teaching the Content Research Seminar EDUC 704. The intern must be advanced to candidacy and have successfully completed Praxis I and passed the Praxis II examination (pedagogy and content) before the completion of the course.

This course provides an on-site, supervised instructional experience within a public or private school setting under the leadership of an appropriate, competent professional. Simultaneously provided is practice and ongoing University classroom learning experiences in a laboratory setting. The course makes provisions for practicum experiences for students in7-12 settings. The intern will be expected to complete a full semester (80 days) of supervised teaching with children and (4 days) on site before the opening of school in Social Studies.

EDUC   839   CURRICULUM MATERIALS AND APPRAISAL
Former course number   539   Prerequisites: None Credits: 3

This course emphasizes appraisal of the concepts and principles of new curricula, kindergarten through grade 12, with consideration given to content, teaching methods, and materials of current curriculum projects and published materials.

EDUC   840   SEMINAR: SECONDARY EDUCATION
Former course number   540   *Prerequisites: None*
Credits: 3
This course is designed to review major topics in the area of concentration and to achieve an in-depth exploration of major issues and trends in secondary education. The seminar must be taken during the last six hours of the degree program.

EDUC   863   SEMINAR IN ELEMENTARY EDUCATION
Former course number   563   *Prerequisites: None*
Credits: 3
This seminar has three main purposes: (1) to assist the student in completing the research paper requirement; (2) to review major topics in the area of concentration; and (3) to achieve an in-depth exploration of major issues and
trends in the area of elementary education. The seminar must be taken during the last six hours of the degree
program.

English

ENGL   501   RESEARCH   METHODS   AND   HUMANITIES COMPUTING I
Prerequisites: None
Credits: 3
This course prepares students for graduate study in English with training in Humanities Computing. Students will examine research sources, methodologies, and related topics; current scholarship in modern languages and literature; and the history of academic literary studies. Students will also study searching techniques for Public Access Catalogs, electronic databases, and the Internet. Students will work with electronic media: CD-ROMs and text analysis software. Students will be introduced to a wide variety of electronic resources, including newsgroups, LISTSERVs, and web sites.

ENGL   502   METHODS AND HUMANITIES COMPUTING II

Prerequisites: None
Credits: 3
This course prepares students for graduate study in English with training in Humanities Computing. Students will apply their knowledge of resources (traditional and electronic) and methodologies. Students will obtain an overview of contemporary literature theory to explore resulting issues and conflicts.   Students will advance their knowledge of Humanities Computing by learning about available Humanities Computing resources; by studying TEI (Text Encoding Initiative), HTML (HyperText Markup Language), and SGML (Standard Generalized Markup Language); by writing web pages and hypertext applications with HTML, and by analyzing and preparing electronic texts (including SGM-L Standard General Markup Language.

ENGL   545   ADVANCED GRAMMAR
Former course number   445   Prerequisite: None
Credits: 3
This course is a practical focus on language form and use. It is an intensive study of American English grammar, drawing upon contributions from traditional language scholarship and from more recent communicative approaches to grammar study.

ENGL   601   RHETORICAL THEORIES AND PRACTICES I
Former course number   503   Prerequisites: None
Credits: 3
This course will trace the historical influence of the rhetorical tradition on today's discourse as it is used in various contexts and communities. Students will study the language of rhetorical analysis and apply its principles to various texts, including essays, letters, and speeches. Students will experience the principles of rhetorical theory first-hand through a series of assignments (described on the syllabus). With its emphasis on argument and the relationship between writer, text, and audience, the course could be useful for practicing classroom teachers as well as those intending to enter the classroom.

ENGL   602   RHETORICAL THEORIES AND PRACTICES II
Former course number   504   Prerequisites: None
Credits: 3
This course focuses on modern/contemporary rhetorical theories and how to use these theories to analyze examples of modern/contemporary discourse. The goal is to determine how an

argument is built or meaning created for the reader or writer of a piece of discourse.

ENGL   710   SPECIAL TOPICS IN FICTION
Former course number   510   Prerequisites: None Credits: 3

ENGL   711   SPECIAL TOPICS IN POETRY
Former course number   511   Prerequisites: None Credits: 3
An intensive study of poetry, including the literary traditions of America and/or Great Britain and prosody. The course will investigate the formal techniques of poetry as they reflect both aesthetic and cultural ideologies. Additionally, an understanding of the literary and historical traditions of the poetry will provide context for the work.

ENGL   712   SPECIAL TOPICS IN DRAMA
Former course number   512   Prerequisites: None Credits: 3
This course provides an intensive study of drama. The course investigates the formal techniques of drama as they reflect both aesthetic and cultural ideologies. Additionally, an understanding of the literary and historical traditions of drama provides contexts for the works.

ENGL   713   SPECIAL TOPICS IN WOMEN LITERATURE
Former course number   513   Prerequisites: None Credits: 3
An in-depth, cross-cultural study of selected women's literary expression and representation encompassing the genres of fiction, non-fiction prose, poetry, orature, and film. These works will be grouped under the topics: early
Western feminist thought; women's autobiographical writing; the literature of women in migration; post-colonial and post-slavery women's writing; women's orature and women's representation in film. Current feminist critical theory will be studied and applied where appropriate with the respective social, political, cultural and historical contexts of the works being taken into accounts.

ENGL   714   SPECIAL TOPICS IN ETHNIC/MULTICULTURAL LITERATURE

Former course number   514   Prerequisites: None
Credits: 3
This course is an in-depth study of literary works written in English by contemporary ethnic minority writers in North America. Students will explore representative works-- in fiction, non-fiction prose, poetry, drama, and criticism in the context of minority discourse. Past offerings of this course focused on Asian American literature—encompassing Chinese American literature, Filipino American literature, Japanese American literature, South Asian American literature, and Vietnamese American literature.

ENGL   715   SPECIAL   TOPICS   IN   AUTOBIOGRAPHICAL LITERATURE

Former course number   515   Prerequisites: None
Credits: 3
An intensive study of American autobiography primarily from a historical perspective. This course will explore various forms of the genre, including the diary and journals, letters, slave narratives, essay, and memoir. Topics to be addressed include the ways autobiographies reveal or reflect the social history of the United States, the relationship of literacy to freedom in the African American community, and the reasons for the autobiography being the preferred form of first-generation immigrants. Larger theoretical issues include the nature of "truth" in autobiographical texts and the boundaries between fiction and autobiography.

ENGL   733   SEMINAR IN LITERATURE OF THE CARIBBEAN

Former course number   533   Prerequisites: None
Credits: 3

ENGL   734   SEMINAR IN LITERATURE OF THE EAST

Former course number   534   Prerequisites: None
Credits: 3
An intensive study of the literary tradition of China or India or Japan. Representative works— in non-fiction prose, fiction, poetry, and drama--will be studied in the cultural, historical, social contexts in which they were written. And, where appropriate, the theories of literature of each tradition will be explored.

ENGL   737   CRITICISM AND THEORY
Former course number   537   Prerequisites: None
Credits: 3
This course examines literary practice and theory from Plato to the present. Particular attention will be paid to trends in contemporary criticism and theory from Historical-Biographical Criticism to Formalism (New Criticism) to Structuralism, Deconstruction, Reader-Response, New Historicism and Cultural Materialism, Feminist Criticism, Marxist Criticism, Psychological Criticism, Post-colonial Criticism and Multiculturalism, Narratology, and Cultural Criticism.

ENGL   755   SEMINAR IN AMERICAN LITERATURE
Former course number   555   Prerequisites: None
Credits: 3
An intensive study of American literature, this seminar will focus on one of the following areas of exploration: (1) a literary movement or period, (2) a major writer, (3) a theme that runs through literary works by a number of American writers, (4) the influence of one major writer on another major writer.

ENGL   756   SEMINAR IN BRITISH LITERATURE
Former course number   556   Prerequisites: None
Credits: 3
This course is a seminar in a topic or topics in English literature. Possible topics include, but are not limited to, the history of the English novel; Gothic and horror literature; Romanticism and revolution; pastoral poetry; the epic and romance tradition; Victorian decadent writers; the stream of consciousness novel; utopian/dystopian literature, and etc. This course is designed to enhance the ability of students to apply various trends in critical theory (such as feminism, deconstruction, psychoanalytic criticism, new historicism, reader-response criticism, cultural criticism, multiculturalism, etc.) to a particular aspect of or approach to English literature, which falls under the rubric of a particular genre, mode, period, movement, or theme.

ENGL   757   SEMINAR IN AFRICAN AMERICAN LITERATURE
Former course number   557   Prerequisites: None
Credits: 3
An in-depth exploration of the major genres, themes, styles and traditions that link literary voices of contemporary African American

writers with their historical literary ancestors. Using representative works in fiction, non-fiction prose, poetry, oratory, criticism, and film, the course will examine the African American experience from the cultural, historical, and socio-political perspective of the African American writer.

ENGL   758   SEMINAR IN AFRICAN LITERATURE
Former course number   558   Prerequisites: None Credits: 3

ENGL   759   SEMINAR IN WORLD LITERATURE
Former course number   559   Prerequisites: None Credits: 3
This seminar will explore in depth a theme common to the literature of one or more countries or geographical regions of the world.

ENGL   760   ADVANCED COMPOSITION
Credits: 3
This course provides a workshop approach to improving student writing for a range of audiences and in a variety of genres including; academic and professional writing with an emphasis on research and development of voice. Students will study published models of effective writing and develop an extensive portfolio of their own works.

ENGL   763   SPECIAL TOPICS IN LINGUISTICS
Former course number   563   Prerequisites: None Credits: 3
This course will examine a range of contemporary issues in linguistics that relate to how people acquire or learn language and how they use language to accomplish various purposes. The focus of the course may vary from one semester to another. The students will appreciate the central role of language in people's lives. The readings will highlight how people's attitudes affect language and language use, and how language affects people and their attitudes. Other issues such as the role of age in language learning and acquisition will be covered on occasion.

ENGL   799   ENGLISH COMPREHENSIVE EXAMINATION
Former course number   699   Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades   Credits: 0

The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

ENGL 802 THESIS CONTINUATION
Prerequisites: ENGL 800, ENGL 801
Credits: 1
This course is a continuation of ENGL 800 and ENGL 801, Thesis Design, and Preparation I and II, respectively. The students will enroll in ENGL 802 if they have taken ENGL 800 and ENGL 801 and they still need time to work with their thesis advisors to complete the thesis.

ENGL 600 PRACTICUM IN TEACHING COLLEGE COMPOSITION
Prerequisites: None
Credits: 3
This practicum provides supervised teaching experience in the freshman composition program (English 100, 101, or 102) as preparation for teaching at the community college, college, or university levels. Students will teach one course under the direction of the Director of Freshman Composition; develop specific instructional units that meet the goals of the relevant syllabus; grade student essays; keep a journal of their classroom teaching experiences, focusing on the application of the theory and research learned in 503 and 504; and write a final evaluative paper.

School Administration and Supervision

ESAS 704 SCHOOL AND COMMUNITY RELATIONS
Former course number 504 Prerequisites: None
Credits: 3
This course is designed to consider how issues and confrontations, such as school personnel, pupils, parents, and representatives of social institutions and agencies, interact. The question to resolve is how the school may best use the human resources surrounding it to the enhancement of its goals and its programs.

ESAS 705 RECENT ISSUES IN EDUCATION
Former course number 505 Prerequisites: None
Credits: 3
Emphasis in this course is upon the analysis of selected recent issues in education for critical study. It further includes emphasis upon broad

reading of the research and literature in order to appraise current issues in terms of needs of children and society.

ESAS 720 PROBLEMS AND TECHNIQUES IN CONTEMPORARY

Former course number 520 *Prerequisites:* *None*
Credits: 3

This course is designed to assist the student to prepare for management of educational organizations and programs. Emphasis will be upon identifying specific problems and developing specific techniques by which to solve them. The student will gain an understanding and application of system analysis as it applies to leadership, organizational systems, communications, and change and sustenance of existing systems; human management and technical skills will be emphasized. Major topics to be explored will be accountability, mainstreaming, teacher stress and burn out, alternative approaches to discipline, drugs and alcohol, declining enrollment, and alternative methods for evaluating teachers and students. The student will be afforded the opportunity for input and to suggest other specific topics of interest.

ESAS 722 SCHOOL ADMINISTRATION

Former course number 522 *Prerequisites:* *None*
Credits: 3

This is a core course and must be taken prior to taking the preliminary examination and being advanced to candidacy. This course emphasizes the organization and administrative practices involved in operating a modern school. The course introduces theories pertaining to leadership, organization, communications, change and sustenance of existing systems as they pertain to managerial, human and technical skills and how they are applied to increase the effectiveness and efficiency of existing systems.

ESAS 724 PUBLIC SCHOOL FINANCE

Former course number 524 *Prerequisites:* *None*
Credits: 3

This course includes analysis and discussion of current local, state, and national sources of revenue for the support of public education and a study of school financial practices, including budgetary processes in detail and some principles of sound management of income and expenditures, bonding procedures, accounting, and auditing.

ESAS   727   SCHOOL LAW
Former course number   527   Prerequisites: None
Credits: 3
This is a core course and must be taken prior to taking the preliminary examination and being advanced to candidacy. This course is designed to make legal matters understandable to non-lawyers by appraising the laws under which teachers and administrators are employed; to delve into legal principles underlying statutes and court decisions; to provide answers to questions which involve individuals and institutions, and to make clear the process of negotiating. The course is intended to give prospective teachers a better understanding of an area that affects their professional environment.

ESAS   731   SCHOOL CURRICULUM DEVELOPMENT
Former course number   531   Prerequisites: None
Credits: 3
This course is a survey of the structure of the school curriculum, with emphasis on the (1) historical aspects, (2) current philosophical, psychological, and social bases, (3) processes, and (4) current research in curriculum development. Individual projects may be selected for early childhood, elementary or secondary education levels of interest.

ESAS   757   SCHOOL SUPERVISION
Former course number   557   Prerequisites: None
Credits: 3
This is a core course and must be taken prior to taking the preliminary examination and being advanced to candidacy. This course emphasizes the nature of organization, human relationships and techniques involved in supervision. Particular emphasis is placed on the application of the skill, mix, recent research, and dynamics of group behavior in accomplishing the goals and objectives of the organization, individual schools, and specific departments and grade levels.

ESAS   799   SCHOOL ADMINISTRATION & SUPERVISION COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
Credits: 0

The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

ESAS 825 SEMINAR IN SCHOOL ADMINISTRATION AND SUPERVISION I
Former course number 525 Prerequisites: None Credits: 2
This seminar has three main purposes: (1) to assist the student in completing the research paper requirement; (2) to review major topics in the area of concentration; and, (3) to achieve an in-depth exploration of major issues and trends in the area of school supervision. A previous course in administration or supervision is a prerequisite for this seminar. The seminar must be taken during the last six hours of the degree program. The student must have been advanced to candidacy and have passed the Graduate Comprehensive Examination.

ESAS 828 SEMINAR IN SCHOOL ADMINISTRATION AND SUPERVISION II
Former course number 528 Prerequisites: None Credits: 2

ESAS 855 PRACTICUM FOR SCHOOL ADMINISTRATION AND SUPERVISION I
Former course number 555 Prerequisites: None Credits: 2
This course provides supervised practice and simulated learning experiences that enable the aspiring administrator or supervisor to consolidate his/her knowledge, observe others at work, apply skills and techniques, and organize a philosophy. This course must be taken during the last six hours of the degree program. The student must have been advanced to candidacy and have passed the Graduate Comprehensive Examination.

ESAS 858 PRACTICUM FOR SCHOOL ADMINISTRATION AND SUPERVISION II
Former course number 558 Prerequisites: None Credits: 2

Finance

FINA   520   FINANCIAL MANAGEMENT
Prerequisites: None
Credits: 3
Presents the graduate-level overview of the essential concepts of financial management. The orientation is managerial, with emphasis on the recognition and solution of financial problems as they confront the financial manager in a business environment.

FINA   621   CORPORATE FINANCE
Former course number   521   Prerequisites: None
Credits: 3
Applies the theory of corporation finance. Market efficiency, capital structure, capital budgeting, dividend policy are explored.

FINA   622   FINANCIAL INSTITUTIONS
Former course number   522   Prerequisites: None
Credits: 3
Applies the theory of financial intermediation. The behavior of commercial banks, mutual saving banks, credit union, insurance companies is explored. Topics to be covered include government regulations, the Federal Reserve System and the Federal Deposit Corporation, interest rates, money supply, and insurance.

FINA   623   INTERNATIONAL FINANCE
Former course number   523   Prerequisites: None
Credits: 3
Provides the concepts and techniques of the operations of business in international environments. Multi-national corporations, ethical issues facing the multinational corporations, exchange rates and their effects, managing cultural and political risk, international trade agreements are important topics to be covered.

FINA   721   INVESTMENT BANKING AND CAPITAL MARKETS
Former course number   621   Prerequisites: None
Credits: 3
Provides the concepts of international banking and capital markets. Integrates the modes of financing international transactions by means of deposits, bonds, stocks, and other financial instruments. Evaluates the roles of credit, interest rates, and foreign exchange in international banking and capital markets.

FINA 722 SECURITY ANALYSIS AND PORTFOLIO MANAGEMENT

Former course number 622 Prerequisites: None Credits: 3

Evaluates a wide range of short-term and long-term vehicles. Treasury bills, commercial papers Euro-dollars, bankers' acceptances, common stocks, preferred stocks, and commercial bonds, the effects of interest rates on short-term and long-term vehicles are examined.

FINA 723 SPECULATIVE MARKETS

Former course number 623 Prerequisites: None Credits: 3

The course analyzes the concept of speculation. Day trading puts and call options, speculative stocks, and junk bonds and their impact on financial markets

Human Resource Development

HURD 601 INTRODUCTION TO HUMAN RESOURCE DEVELOPMENT

Prerequisites: None Credits: 3

This basic course is designed to provide an overview of the principles and philosophy associated with the field of Human Resource Development. The course will explore the major thrust of HRD, its activities, roles, and functions in the organization. Training, education, and development are major areas of examination with regard to their impact on human performance and productivity. The American Society for Training and Development (ASTD) publication, Models for Excellence, will be used as a major reference for this course.

HURD 608 CAREER DEVELOPMENT & OCCUPATIONAL ASSESSMENTS

Prerequisites: None Credits: 3

This course provides students with an overview of the application of career development management principles in organizations. The major thrust of the course will focus on developing counseling and human resources skills of the human resource practitioner. Attention will be given to the HRD practitioner's role in the design, development, and implementation of organization programs to ensure maximum

utilization of a diverse work force. Counseling strategies, theories of career development, and individual assessment will be a major part of the course work.

HURD 620   PRINCIPLES OF MANAGEMENT/HUMAN RESOURCE

Prerequisites: None
Credits: 3
This course presents an analysis of problems, issues, and opportunities in managing human resources and developing and utilizing an effective, productive and satisfied workforce. The course focuses on the evaluation of application of HRD principles to business, industry, government, and non-educational settings. Basic concepts of employee training, education, and development are examined as well as the major roles of the human resource development practitioner. Emphasis is placed on the effective integration of human resources development into organization systems.

HURD 656   TECHNOLOGY   USE   IN   HUMAN   RESOURCE DEVELOPMENT

Prerequisites: None
Credits: 3
This course is designed to enable participants to develop a comprehensive and integrated approach to the utilization of computer-based applications in the development of human resources. Participants will explore current concepts, examine a variety of CBT applications, conduct a computer-based learning exercise and/or study, become acquainted with authoring systems, and learn to perform cost-effective analysis of CBT systems.

HURD 668   PRESENTATION   &   FACILITATION SKILLS

Prerequisites: None
Credits: 3
This course combines practical application and theory in developing dynamic trainers and powerful presenters. The course will focus on facilitation and presentation skills, and competencies needed to compete as an effective trainer in a diverse workforce.

HURD 690 FUNDAMENTALS OF ADULT LEARNING

Prerequisites: None

Credits: 3

The thrust of the course will focus on the theory, techniques, and practices of the adult learners. The goal is to understand the inroads to motivating, coaching, instructing, developing plans and projects, and evaluating the desires and efforts of the adult learner to learn. The course will explore the Andragogy Model for its applications in business, industry.

HURD 700 SPECIAL TOPICS IN HRD

Prerequisites: None

Credits: 3

This course addresses the special trends, issues and challenges in the field of human resource development. The goal is to promote student understanding and application of processes within the specific area of instruction.

HURD 730 CONSULTING IN HUMAN RESOURCE DEVELOPMENT

Prerequisites:

Credits: 3

This course explores the role of the HRD consultant from the perspective of a resource person for internal and external consulting. This course is designed to enable learners to understand and apply theories and methodologies to real life situations. Learners will be exposed to field experiences, which will assist in the development of their practitioner skills. Knowledge and skills will be further enhanced through critical analysis, group discussions and instructive conversation.

HURD 732 ORGANIZATIONAL BEHAVIOR MODES AND SMALL GROUP

Prerequisites: None

Credits: 3

This course analyzes concepts of formal organizations, conceptual

models which purport to depict organizational behavior, and focuses on change for accomplishment of established goals and objectives. The dynamics of small group behavior, self-awareness, interpersonal communications and interaction, membership roles, decision-making processes and group assessment will be emphasized with regard to their impact on the organizational structure.

HURD 736 PRACTICUM IN HUMAN RESOURCE DEVELOPMENT
Prerequisites: 30 hours in the program, including HURD 732, 741, and 764
  Credits: 3
The practicum is designed to provide practical applications of human resource development skills in a business and industry, governmental agency, or non-profit setting. Each student will plan and implement a field project under the supervision of a faculty member in advance of registration. The student arranges a working relationship with a faculty member and prepares a learning experience in an appropriate business setting that must be submitted to the Human Resource Development program coordinator prior to registration.

HURD 741 ORGANIZATION DEVELOPMENT (OD)
Prerequisites: None
Credits: 3
This course is designed to provide an understanding of the underlying theory of organization change and intervention; to explore how various change strategies can be applied to problems involving people in intact systems; and to analyze successful approaches and techniques in organization development, to include materials, techniques, designs, current issues and practices in organization development. Other learning interventions are applied to enhance students' skills, knowledge and abilities include: understanding of the organization as a system, organization assessment, team building and intergroup work as OD intervention, entry strategies, internal/external change agent, and third-party consultation.

HURD 748 LEADERSHIP DEVELOPMENT
Prerequisites: None

Credits: 3
This course is designed to allow opportunities for persons to examine various questions about leadership including: What is it? What is the process? What makes for effective leadership and why? What influences can an individual really have on an organization? Is there something really different needed in leadership in the 21st century? Does leadership really make a difference? It is also designed to assist participants in gaining deeper insights about themselves in both the leadership and followership roles. It is designed with the intent of having both students and instructor collaborate in the learning process toward mutual growth and development. Emphasis is also placed on assisting the participants in gaining the knowledge, skills and insights necessary for developing leadership development systems within a variety of organizational types.

HURD 764 TRAINING I: PROCESS AND PRACTICE
Prerequisites: None
Credits: 3
The roles and responsibilities of training and development and their impact on organizational structure are analyzed. The course focuses on the development of knowledge, skills, and awareness needed to design and deliver effective training programs/curriculum. Students examine adult learning concepts and principles for the purpose of developing training programs that reflect participants' needs and emphasize achieving well-defined objectives.   Strategies and techniques are exploited for systematic development of training, beginning with needs analysis and ending with program evaluation.

HURD 765 TRAINING II: PROCESS AND PRACTICE
Prerequisites: HURD 764
Credits: 3
The course focuses on the specialization of knowledge, skills, and awareness needed for the training specialist or manager of human resource development programs. Emphasis is placed on the role of the expert internal or external trainer. Mastery of all aspects of the training and development process is expected. Technology and training strategies and techniques are explored for the systematic development of the training process. The course builds on adult learning concepts and principles for the purpose of developing training programs

presented in HURD 764.

HURD 774   HUMAN RESOURCE DEVELOPMENT: A STRATEGIC APPROACH
Prerequisites: None
Credits: 3
This course develops the ability to recognize, analyze and define problems within and outside of the organization, to identify management choices and to implement appropriate action. The course stresses assessment of the short- and long-term implications of taking certain actions.

HURD 783   FUNDAMENTALS OF PROJECT MANAGEMENT

Prerequisites: None
Credits: 3
This course explores the administration of a temporary organization of human and material resources within a permanent organization to achieve a specific objective. It considers both operational and conceptual issues within the organization. Additionally, it focuses on the essential elements of planning, implementation, control, and evaluation from an operational perspective. This course will conceptually study matrix organization, project authority, motivation and morale, and explore the differences and similarities between project and hierarchical management will be addressed. This course is strongly based on the Project Management Body of Knowledge (PMBOK). Project management professionals not certified must take this course to qualify for the PMP examination.

HURD 785   THE HUMAN DEVELOPMENT SIDE OF PROJECT LEADERSHIP *Prerequisites: None*
                    Credits: 3
This course is the introduction to theory and practice of leading project workers and teams. It addresses core skills in motivating workers, organizing and leading teams, communicating and sharing information, and conflict resolution. It is designed to develop awareness of the manager's role in project success outcomes. The course will address the clear distinction between management and leadership roles with emphasis on theoretical frameworks in discerning management and leadership effectiveness in project management.

HURD 787 STRATEGIC VIEWPOINTS ON PROJECT MANAGEMENT *Prerequisites: None*
Credits: 3
This course provides a theoretical perspective and implications of the establishment of project management in modern organizations. It focuses on managerial styles and attitudes relevant to the development and implementation of specific tools used for strategic planning and control. Practical guidelines are given for developing conceptual thinking skills that directly impact the process of long-term project success.

HURD 789 ADVANCED PROJECT MANAGEMENT IN HRD
Prerequisites: HURD 783, 785, and 787
Credits: 3
This course essentially provides management with a global perspective of the implications of project management theory and practice. It focuses on advanced problems in organization structure, behavior, and leadership. It is a detailed exploration of the application concepts and themes within project management milieu.

HURD 791 PROJECT PLANNING & CONTROL CONCEPTS
Prerequisites: HURD 789
Credits: 3
This course is designed as an experience for personal growth in acquiring essential knowledge of procedures, tools, and techniques needed to conceptualize work requirements and make detailed project plans. It provides an integrative perspective in the organization of structuring projects to improve accuracy of forecasts and to assess project cost and duration.

HURD 806 RESEARCH PLANNING: ANALYSIS, INTERPRETATION, and PROPOSAL WRITING
Prerequisites: None
Credits: 3
This course is designed to 1) provide the human resource development practitioner with an understanding of the various kinds of educational and business research. The focus will be given to business research, design strategies, evaluation and report writing. Provides an understanding and interpretation of the use of basic statistical

techniques appropriate to research designs and includes; 2) the identification, design and implementation of organizational interventions designed to satisfy a need, alleviate a problem, or serve as new initiatives will be critiqued as students develop proposals for a critical analysis of a specific topic related to the HRD field of study. These proposals are to represents a highly sophisticated understanding of the application of principles learned through experience in the HRD program and existing research.

HURD 880   INTEGRATIVE SEMINAR: CRITICAL ENGAGEMENT IN HRD
Prerequisites: *HURD 806*
Credits: 3
This course has dual foci: (1) to provide an academic framework in which human resource practitioners can synthesize their knowledge, and (2) guidance in the application of the knowledge and skills obtained as seminar topic proposals developed during the planning stage (HURD 806) are completed. Topics include current issues in adult learning, training and education; design of training programs; consultant-client relationships; management strategies for change; organizational behavior issues, analysis of social forces; and special topics based on student interests.

HURD 881   RESEARCH ADVISEMENT
Prerequisites: *HURD*
Credits: 3
This advisement course is offered to participants who need extended time to complete practicum or seminar requirements. It does not count toward academic credit.

Management Information Systems

INSS 500   INTRODUCTION TO INFORMATION SYSTEMS
Prerequisites: *None*
Credits: 3
This course is designed to prepare the student to successfully enter and complete the MIS Master's program. The course will cover basic computer and information concepts, including general computer literacy, computer programming, and information concepts

appropriate for the MIS professional. In addition, the fundamental statistical concepts necessary for professional information systems work will be reviewed. Emphasis will be placed on hands-on laboratory work that will acquaint the student with various software packages and hardware platforms.

INSS 505 INTRODUCTION TO OBJECT ORIENTED PROGRAMMING
Prerequisites: None
Credits: 3
This course is designed to prepare the student to successfully enter and complete the MIS graduate program. This course introduces students with *Object-Oriented (OO) methodology as well as OO programming. O*bject-oriented design principles and practices are emphasized throughout the course. Real world programs are also used as examples throughout the course.

INSS 510 COMPUTER CONCEPTS
Prerequisites: *Fulfillment of all required prerequisite courses or consent of the Instructor*
Credits: 3
This course will provide an overview of basic computer concepts as they apply to MIS professionals. Emphasis will be placed on basic machine architecture, including data storage; manipulation; the human-machine interface, including the basics of operating systems, algorithms, and programming languages. In addition, the basic concepts of data organization, including data and file structures, will be examined. Emerging trends in computer technology and their impact on organizational information systems will also be discussed.

INSS 584 MANAGEMENT STATISTICS
Prerequisites: None
Credits: 3

INSS 615 PRINCIPLES AND PRACTICES OF INFORMATION SYSTEMS
Prerequisites: *Graduate Standing*
Credits: 3
This course introduces the concepts and foundations of information

systems development. A systems approach to the architecting, engineering, and management of information systems is emphasized. The course discusses the principles underlying systems modeling, design, construction, testing, and deployment. It provides the state of the art and state of the practice in information systems and software engineering, agile development, software quality and project management, change management, and Web development. The framework and technologies for building software and other systems that exhibit high reliability, usability, security, availability, scalability, and maintainability are presented

INSS 620 SOFTWARE STRUCTURES

Former course number 520 Prerequisites: Fulfillment of all required prerequisite courses or consent of the Instructor
    Credit 3
This course will provide an in-depth look at software from a design and implementation perspective. Language semantics, syntax, and specification and implementation of data structures will be examined. Characteristics of non-procedural, heuristic and object- oriented languages will be examined. Current developments in software engineering methodologies will be reviewed as well as research into the improvement of those practices. Software project management concepts and software quality issues will also be addressed. A programming project will be required.

INSS 625 INDIVIDUAL AND GROUP DYNAMICS IN ORGANIZATIONS

Former course number 525 Prerequisites: INSS 615 or consent of the Instructor
    Credit 3
Many information systems fail due to organizational and behavioral issues. This course will examine the dynamics of individuals and groups as they relate to the design, development, and implementation of information systems within organizations. Information systems will be discussed within the context of an overall socio-technical framework. The organizational culture and politics of change within groups will be discussed. The role of the system analyst as a change agent will be examined.

INSS 630 INFORMATION SYSTEMS IN ORGANIZATIONS

Former course number 530 *Prerequisites:* *INSS 615 or consent of the Instructor*
    Credit 3

This course will introduce basic management information systems concepts and examine the fundamental types of information systems. Personal, work group and enterprise information systems will be discussed. The challenge and use of information to gain competitive advantage will be examined. Other topics to be discussed include: the economics of information use of valued added concepts to evaluate information system effectiveness, and the application of system theory to information system architecture.

INSS 635 COMMUNICATIONS THEORY

Former course number 535 *Prerequisites:* *INSS 615 or consent of the Instructor*
    Credit 3

This course will provide the student with an in-depth analysis of the theory of statistical communication, including applied probability, stochastic processes, random noise theory, linear/nonlinear operations, analysis systems, random inputs, and random parameters.

INSS 636 INFORMATION SYSTEMS AND TELECOMMUNICATIONS

Former course number 536 *Prerequisites:* *INSS 615, 630 or consent of the Instructor*
                    Credit 3

The primary objective of this course is to provide students with an overview of the principles of telecommunications. It will include the following topics: application of telecommunications transmittal, data-enhancing flow of information within the organization, identification of opportunities to apply technology to support the organization, terminology, hardware, and software analysis of needed specifications for designing telecommunications systems.

INSS 638 DATA COMMUNICATION SYSTEMS NETWORKS

Former course number 538 *Prerequisites:* *INSS 615, 630 or*

consent of the Instructor
   Credit 3

This course provides analysis of data communications technology and the application of data communications technology within the public and private sector enterprise. It gives an in-depth view of the communications environment, data communications and telecommunications equipment, and local and wide area networks. The Student will examine case studies in communications systems design in educational, industrial, governmental, and military environments.

INSS 640 INFORMATION SYSTEMS ANALYSIS AND DESIGN
Former course number   540   *Prerequisites:*   INSS 615, 630 or *consent of the Instructor*
                         Credit 3

This course will provide an in-depth look at all phases of information systems development. Requirement acquisition methodologies will be reviewed and evaluated with respect to different application areas. Logical design will be reviewed and implementation issues will be addressed. Data-centered as well as process-centered approaches to system design will be reviewed. Particular design methodologies, including structured design and objected-oriented design will be discussed. Life cycle as well as heuristic approaches to system development will be examined and discussed. Organizational and behavioral issues with respect to information system development will be examined. An analysis and design project will be required.

INSS 650 DATABASE MANAGEMENT AND DECISION SYSTEMS
Former course number   550   *Prerequisites:*   INSS 615, 630 or *consent of the Instructor*
Credit 3

This course will examine database concepts and practices as they relate to business environments. Various database structures, including relational and object-oriented, will be discussed. Concepts of distributed database architecture will be explored. Design, development, and implementation of databases will be examined. Organizational issues concerning the implementation of databases will also be examined. The role of data in the decision-making process will be examined. Decision support system architectures will be reviewed,

with emphasis on the database component. Issues of intelligent databases will be discussed. A database project will be required.

INSS 655 HUMAN INFORMATION PROCESSING

Former course number 555 *Prerequisites: INSS 615 or consent of the Instructor*
Credit 3

This course will examine human information processing capabilities and limitations as they relate to the design, development, and implementation of information systems. Artificial intelligent methodologies for the emulation and enhancement of human information processing will be examined. Expert system, neural net, and natural language processing will be discussed.

INSS 658 HEALTH INFORMATICS

Prerequisite: Graduate Standing
Credit 3

This course provides a state-of-the-art view of how health information is stored, organized, retrieved and used. The course examines emerging trends in information technology, and provides students with the knowledge and skill-set to function effectively in the modern healthcare IT environment. Students will study health information applications in hospitals, clinics, public health settings, government repositories, Internet, and on CD-ROMs. Emphasis will be on the use and analysis of health information by patients/consumers, professionals and governments.

INSS 662 DECISION SUPPORT AND INTELLIGENT DECISION SYSTEM

*Prerequisites: INSS 6*50
Credit 3

This course explores how computers can be used to aid decision makers in dealing with unstructured and other complex problems. Students will learn the characteristics, use, and development of decision support systems (DSS) within the context of other business information systems. Theoretical and practical perspectives on business intelligence, knowledge management, artificial intelligence, visual languages, and agent-based computing, as well as other appropriate material will be used to facilitate the design and implementation of DSS

within distributed environments. Various techniques for evaluating DSS implementation are discussed.

INSS   663   ELECTRONIC   COMMERCE   AND   e-BUSINESS TECHNOLOGIES
*Prerequisites: INSS 6*50
          Credit 3
This course explores the constantly changing field of electronic commerce and the underlying Internet tools and technologies. The basic components, skills, business concepts, strategic opportunities, and issues involved with electronic commerce are discussed. Topics include: Internet fundamentals, e-business frameworks and models, business process analysis, Web service architectures and standards, electronic payment methods and systems, intelligent integration and interchange of information among business partners, certificates, as well as security and digital rights management in e-business environments. The course explores the extensible markup language (XML) and other emerging agent-based languages used in e-business transactions and services.

INSS   673   FUNDAMENTALS OF DIGITAL BUSINESS STRATEGY
*Prerequisite: INSS 6*30
Credit 3
This course develops a strategic understanding of the new electronic marketplace. It provides students with in-depth knowledge of how to leverage a competitive business advantage using Internet strategies and e-business. Students gain insights and build skills formulating strategies for evaluating, planning, and developing a commercial Web site as part of an overall business strategy. Emphasis is on technical, legislative, social and other issues influencing digital business. The course integrates concepts of business strategy and policy with functional knowledge developed in other courses and business practice.

INSS   715   KNOWLEDGE   MANAGEMENT SYSTEMS

Former course number   615   *Prerequisites: INSS 650*
Credit 3
This course examines and explores the foundations of successful Knowledge Management programs, including concepts such as centralized   versus   decentralized   organizational   structures,

collaborative environments, enterprise engineering, decision support systems, and the use of technology to build a knowledge infrastructure. Each area will be presented through in-depth studies of the issues involved and the current state-of-the-art practices and tools. Advanced programming techniques for artificial intelligence and their relationship both to the foundational issues and to the most important application areas for Knowledge Management Systems (KMS) are studied.

INSS 720 INFORMATION SYSTEMS POLICY
Former course number 620 *Prerequisites: INSS 640 or consent of Instructor*
Credit 3
This course will examine the issue of linking business performance with information systems technology. Alternative structures for matching the information system organization with the overall organization will be discussed and evaluated. Planning mechanism and strategies will be examined. Behavior and legal issues that relate to information systems management will be addressed. Case studies will be used to expose students to information systems policy issues.

INSS 730 STRATEGIC INFORMATION MANAGEMENT
*Prerequisite: INSS 6*30
Credit 3
This course provides an opportunity for in-depth analysis and discussion of strategic information management and leadership. The focus is on using information technology as a strategic resource and managing information systems as an asset to the organization. Students learn to how best use IT to affect culture and behavioral changes in an organization. Planning strategies, tactics, and practices are discussed, and overall corporate strategic plans are linked to information technology. Case studies and simulation models are used to explore the issues, problems, and processes in the strategic management of information and the management of information programs in institutional settings

INSS 733 BUSINESS PROCESS AND CHANGE MANAGEMEN

Prerequisite: INSS 630
Credit 3

An in-depth study of business transformation and the role of information technology (IT) as both an enabler and a driver of change. The course examines significant organizational changes and other issues associated with the incorporation and integration of IT throughout various levels of the organization, primarily from the *process management perspective*. A variety of commercial and open source tools will be used to determine the most effective ways of managing change in technology-intensive organizations. Students will learn the best practices in business process re-engineering and continuous process improvement. The focus is on enterprise and IT integration and synergy creation.

INSS   735   INFORMATION   SYSTEMS SECURITY

Former course number 635   *Prerequisites: INSS 615, 630   or consent of Instructor*
Credit 3
This course explores security policies, policies, models, and mechanics for secrecy, integrity, and availability. Topics include operating systems models and mechanisms for mandatory and discretionary controls; data models, concepts, and mechanisms for database security; basic cryptography and its applications; security in computer networks and distributed systems; as well as control and prevention of viruses and other malicious programs.

INSS   740   ADVANCED OBJECT-ORIENTED ANALYSIS AND DESIGN

Prerequisite: INSS 640
          Credit 3
In-depth study of the principles and applications of object-oriented methods in information systems. The course examines a variety of languages and design methods used for class construction. Higher-level tools for system construction are considered. Applications are investigated through program construction and case studies in varied settings, such as database systems, graphical user interfaces, knowledge-based systems, simulations, and prototyping. The course offers step-by-step guidelines for exploiting the benefits of object-oriented analysis and design, using running program examples to compare traditional and object-oriented approaches.

INSS 745 SYSTEMS PROBLEM SOLVING METHODS

Former course number 645   *Prerequisites: INSS 615, 630*
Credit 3
This course covers a broad range of the information management issues, concerns, and approaches for the identification, measuring, and controlling the process of solving complex systems problems. It explores general and specific methods for effective and efficient solution to a variety of information systems problems encountered in the private and public sectors. The course will give students a thorough understanding of the universality of systems thinking and the dynamic nature of systems problems. Students will be exposed to a life cycle approach to selecting, developing, and testing alternative solutions. The students will also be introduced to both quantitative and qualitative techniques for preparing and/or presenting managerial reports.

INSS 750 DISTRIBUTED DATABASE SYSTEMS SECURITY
Prerequisite: INSS 650
       Credit 3
This course emphasizes hands-on experience in the study of security frameworks for databases in a distributed environment. Students learn the science and methods of securing distributed data. Models for multilevel security in both relational and object-oriented databases are studied. Topics include discretionary and mandatory access controls, secure database design, data integrity, secure architectures, secure transaction processing, information flow controls, inference controls, auditing, and statistical database security. Students survey commercial systems and develop research prototypes.

INSS 755 DATA WAREHOUSING AND MINING

Prerequisite: INSS 650
Credit 3 This course provides a comprehensive study of the business potential of data warehousing, including techniques for designing and maintaining large data warehouses as well as how to effectively use data warehouses for business advantage. Topics include OLAP, star schemas, data integration, data cleaning, maintenance of views in the

presence of updates to the sources, and query processing of warehouses, data mining techniques such as classification, clustering, association rules, mining of time-series and complex data. The course presents a current and futuristic view of decision support data repositories, and discusses several successful applications of data warehousing.

INSS 765 INFORMATION MEASURES

Former course number 665 *Prerequisites: INSS 615, 630*
Credit 3
This course focuses upon the theory of quantitative methods of information measurement. Measurement functions and syntactic, semantic and pragmatic levels of information measures and their application in communication systems will be examined.

INSS 770 AUDITING, MONITORING, AND DETECTION INTRUSION

Prerequisite: INSS 735
Credit 3
A detailed study of the methodologies, techniques and tools for auditing, monitoring, and detection of problems or intrusions in computer systems or networks and their environments. Emphasis is on strategies for preventing and detecting unwanted process activity and recovering from malicious behavior. Topics include: types of threats, host-based and network-based information sources, vulnerability analysis, denial of service, deploying and managing intrusion detection systems, passive vs. active responses, designing recovery solutions. Operational and administrative security measures contributing to detection activities are also covered. Case studies and exercises will be used to evaluate security operations.

INSS 773 DIGITAL BUSINESS SECURITY

*Prerequisite: INSS 6*50
Credit 3

The principles of electronic commerce security and advanced technologies for secure digital business are explored in this course. Emphasis is on the critical elements of safe electronic commerce, including the data transaction, the server, the client, and the host network. The information security phases of inspection, protection, detection, reaction, and reflection are also emphasized. Topics include cryptography, SSL, SET, active content security issues (PKI, Java, ActiveX, JavaScript, and VB Script), transaction security, Web privacy, secure UNIX and Windows NT server configuration (hardening, access controls, encryption), CGI scripting, remote authoring, administration, and firewalls. The course also discusses how the business and financial risks associated with security are estimated and managed.

INSS   775   INFORMATION   SYSTEMS   PROJECT MANAGEMENT

Former course number 675   *Prerequisites: INSS 530, 540 or consent of Instructor*
Credit 3
This course will provide of overview of the project management process as it relates to information systems. Project management techniques and methodologies for information systems development will be examined. Important issues that will be addressed include scheduling, resource allocation, risk assessment, contingency planning, management, and user reporting, and automated project management systems. A survey of automated project planning tools will be included.

INSS   776   PRINCIPLES OF ENTERPRISE ARCHITECTURE

Prerequisite: INSS 630
Credit 3
The frameworks and tools used to develop an organization's information system architecture are explored in this course. The course

examines the process of planning, developing, and managing integrated enterprise-wide systems. It matches the various domains of IT enterprise architecture (infrastructure, data, applications, services) with the implementation dimensions (process change, portfolio management, IT processes). The focus is on the alignment of IT and organizational objectives through the integration of business architectures, data and information architecture, application architecture, technology architecture, interfaces and infrastructure. Students develop analytical skills in decision-making and strategy design for integrating IT components into the information system architecture.

INSS 777 ADVANCED INFORMATION AND NETWORK SECURITY
Prerequisite: INSS 735
Credit 3
This course provides an in-depth study of network security monitoring protocols, critical network security challenges, advanced security architectures, as well as tools and techniques for tuning networks to optimize their performance. Network infra-structure security issues explored include perimeter security defense, firewalls, virtual private networks, wireless security, network security auditing tools and ethical considerations. Students develop and evaluate strategies for deployment of "Defense-in-Depth" mechanisms in an enterprise computing environment. A Web-related network security project is required.

INSS 778 INFORMATION SECURITY RISK MANAGEMENT

Prerequisite: INSS 735
Credit 3
This course addresses the perspective of information security as a risk to be managed. The risks, costs, and other issues involved in planning for business continuity and developing secure operations in information systems and networks are studied. Topics covered include disaster recovery, outsourcing issues, service level agreements, contingency and business continuity planning, qualitative/quantitative risk analysis, audit procedures, financial integrity, cost/benefit analyses, back-up and recovery provisions, as well as insurance protection, information security risk management standards, and security awareness programs. Relevant organizational procedures and public policies are also

explored. Students will undertake a research project in information security risk management.

INSS 779 ADVANCED INFORMATION ASSURANCE

Prerequisite: INSS 735
Credits 3
This course provides an in-depth examination of advanced principles of information assurance. A broad range of topics are covered, including penetration testing, formal verification of systems, formal models of information flow and protection, distributed system authentication, protocol design and attack, computer viruses and malware, intrusion and anomaly detection models. Multi-level security, active defenses, investigation and forensics, network firewalls, anonymity and identity, e-commerce support, and database security models and mechanisms are also studied. The course content is largely influenced by latest research in the field.

INSS 799 MANAGEMENT INFORMATION SYSTEMS COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
Credits 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The Examination is a three hour test administered by the Graduate School.

INSS 825 ISSUES IN INFORMATION SYSTEMS MANAGEMENT
Former course number 625 *Prerequisites: INSS 540, 620 or consent of Instructor*
Credits 3
In this course, current issues in information systems management that relate to the integration and implementation of new information systems technology into the organization will be discussed. Possible topics include: managing end-user computing, integrating artificial intelligence capabilities into information systems, and using intelligent databases. The focus of this course will be on the management issues raised by the adoption of new information systems technology.

INSS 885 SPECIAL TOPICS: e-BUSINESS VENTURE

CREATION

Former course number 685   *Prerequisites:* INSS 510, 520, 530 or consent of Instructor

Credits 3

This course integrates theory and practice in providing the student hands-on experience in the creation and development of a growth-oriented new e-business venture. Working in teams, students take a multi-disciplinary approach to the preparation and presentation of a professional business plan. The course focuses on developing skills critical to venture success, including team building, organizing, planning, integrating, and persuading. In addition, students will analyze award winning business plans from the MOOT CORP Competition. The course provides students the opportunity to write award-winning business plans and present the plans to investors.

INSS 887 EMERGING ISSUES IN INFORMATION SECURITY MANAGEMENT

Prerequisite: INSS 735

Credits 3

Exploration of emerging issues and rapidly evolving technologies in the field of information security. The course is structured as a research seminar where students   present research papers to the class.

INSS 880 INFORMATION SYSTEMS PRACTICUM

Former course number 680   *Prerequisites:* Advancement to candidacy, INSS 540, 550, and 620.

   Credits 3

This course provides the student with practical experience in analyzing, designing, implementing and evaluating an information system in industrial, governmental, educational, or military environments. The student is assigned a systems development project where all of the systems development cycles can be experienced. Students can be placed in practicum sites independently or in a team to acquire practical experience.

INSS 890 PROFESSIONAL

SEMINAR

Former course number 690   *Prerequisites:*   *Advancement to candidacy and passing the comprehensive*
Credits 3

This course is a capstone course and is designed to expose the student to the various areas of information systems in the organization where concepts from other core courses can be utilized. The focus of this course is on information science research, policy formation and issues. Students will produce an analytical/scientific paper within the chosen area of organizational interest.

INSS   895   EMERGING ISSUES IN DIGITAL BUSINESS/KNOWLEDGE MANAGEMENT
Prerequisite: INSS 630
Credits 3

Broad coverage of issues associated with advanced information technologies for digital business in the era of the knowledge economy. Selected technologies and their central underlying concepts and functional applications are discussed. Topics include the Internet, semantic Web, networks, Web Ontology Language (OWL), Web services, enterprise applications and integration, e-commerce architectures, supply and value chain management, intelligent systems, cryptography, security, privacy, databases and knowledge bases, collaborative and knowledge management systems, data mining, user interfaces, hardware architecture, resource management, and operating systems. Case studies of successful knowledge acquisition and problem solving systems are presented.

INSS   898   DIRECTED THESIS RESEARCH

Prerequisites: Satisfactory completion all core courses and advancement to
candidacy.
        Credits 3

This course is designed for students in the optional thesis program and is based on a semester-long research project. The project will involve original or advanced research effort evaluated by a committee of three faculty members. Prior approval by a faculty sponsor who supervises the student's work is required. The course should be taken as the last course in the program.

Mathematics

MATH   500   INTRODUCTION TO REAL ANALYSIS

Prerequisites: Graduate status

Credits: 3

This course is a primer in modem mathematical analysis for graduate students in Applied Mathematics. The contents include basic concepts in topology of metric spaces, continuity, differentiation, Riemann-Stieltjes integral, sequences and series of functions, uniform convergence, equicontinuity and power series.

MATH   525   ORDINARY DIFFERENTIAL EQUATIONS

Prerequisites: MATH 500

Credits: 3

The theory of differential equations is one of the basic tools of mathematical

science. The purpose of this course is to study the fundamental concepts of the theory of differential equations, such as: existence, uniqueness, and continuous dependence of solutions on data; linear equations; stability theory and its applications; and periodic and oscillatory solutions. This theory makes it possible to study all evolutionary processes that possess the properties of determinacy, finite-dimensionality, and differentiability. Upon successful completion of this course, the student will have the theoretical understanding and practical knowledge of ordinary differential equations.

MATH   530   INTRODUCTION TO OPTIMIZATION THEORY

Prerequisites: MATH 500 or instructor's permission

Credits: 3

In this course, mathematical foundations of the optimization theory will be studied. Emphasis will be put on convex analysis, convex programming, and duality theory. Although some algorithms will be reviewed, it is mainly the theory of optimization that will be discussed.

MATH   540   OPERATIONS RESEARCH I

Prerequisites: Graduate Status

Credits: 3

This course covers aspects of mathematical programming and its applications. Topics included are linear programming, the simplex method, duality, the transportation problem and other applications, network analysis, and integer programming.

MATH 541 NUMERICAL ANALYSIS I

Former course number 540 *Prerequisites: Graduate status*
Credits: 3
Introduction to the types of problems that require numerical techniques for their solution and examples of error propagation that arise when applying numerical methods. Topics include solutions of equations in one variable using bisection, fixed-point iteration, Newton-Raphson and Muller's methods; interpolation and polynomial approximation; iterative and direct methods of solving linear and nonlinear systems.

MATH 544 APPLIED STATISTICS

Prerequisites: Graduate Status
Credits: 3
The purpose of this course is to give students the background necessary to analyze data in a statistically sound manner. Topics include design of experiments, analysis of variance, time series, non-parametric statistics, linear and multiple regression, and statistical modeling.

MATH 550 APPLIED COMPLEX ANALYSIS

Prerequisites: Graduate Status
Credits: 3
The course covers the following topics: analytic functions of a complex variable, harmonic functions and applications to physical problems, contour integration, Taylor and Laurent expansions, Cauchy integral and residue theorems, conformal mappings.

MATH 560 MATHEMATICAL MODELING

Prerequisites: Graduate Status
Credits: 3
A study of model building processes and the assumptions underlying mathematical models. A sampling of topics includes: mathematical models of phenomena in the physical sciences, biology, population dynamics ecology, management science, and the life sciences.

MATH 570 CODING THEORY AND CRYPTOGRAPHY

Prerequisites: Graduate Status
Credits: 3
A study of the mathematical problem of representing information with the objective of optimizing the economy and security of storage and

transmission. A sampling of topics includes: measures of information, Shannon theory, linear codes, cyclic codes, error-correcting codes, techniques of data compression, cryptosystems, public key cryptography.

MATH   580   APPLIED QUEUING THEORY
Prerequisites: Graduate Status
Credits: 3
The development of queuing theory and the application of that theory to discrete simulations in general, and to computer systems, in particular. Topics include random processes, characterization of different queuing systems, the classical single-server exponential queuing model, additional single and multiple-server queuing models, including birth-death processes and finite sources, and the assumptions and limitations of the various queuing models. The application of queuing theory to computer systems is emphasized.

MATH   625   APPLIED DIFFERENTIAL EQUATIONS
Prerequisites: MATH 525
Credits: 3
This course examines advanced topics in ordinary differential equations, including delay differential equations, existence and uniqueness of solutions of second and third order boundary value problems, periodic boundary value problems.

MATH   630   INTRODUCTIONS   TO   PARTIAL   DIFFERENTIAL EQUATIONS
Prerequisites: MATH 525
Credits: 3
A study of first order partial differential equations (PDE), conservation law, shock application, linear PDEs, the Cauchy problem, canonical form and classification of second order PDEs. The course also includes selected topics from the following: Laplace's equations, harmonic functions, boundary value problems, the wave equation, the initial value problem, the forward light cone, Huyghens' principle, conservation of energy, initial and boundary conditions, the heat equation, heat conduction, the initial-boundary value problem, finite differences, and finite elements.

MATH   640   OPERATIONS RESEARCH II

Prerequisites: MATH 540
Credits: 3
This course introduces stochastic models of operations research. Topics include Markov chains, queuing theory, forecasting, Markovian decision processes, decision analysis, and simulation.

MATH   641   NUMERICAL ANALYSIS II
Former course number   640   Prerequisites: MATH 541
Credits: 3
This course is a continuation of MATH 541. The topics include numerical differentiation and integration, the solution of initial and boundary value problems for ordinary differential equations, methods of solving nonlinear systems of equations; other topics as time permits.

MATH-690-696 SELECTED TOPICS
Prerequisites: None
Credits: 3

MATH   696   RESEARCH PROJECT
Prerequisites: None
Credits: 3

MATH   799   MATHEMATICS COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
                    Credits: 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

Management

MGMT   501   MANAGING PUBLIC AND PRIVATE ORGANIZATIONS
Prerequisites: None
Credits: 3
The focus of the course is on management responsibilities, functions and requirements common to all complex organizations. In addition, students will study the legal, political and economic environments that

contribute to similarities and differences between public and private sector endeavors, the problems with which they are concerned, and the values that influence their decision-making.

MGMT   503   PLANNING, BUDGETING AND EVALUATION
Prerequisites: None
Credits: 3
This course deals with systematic, policy/project formulation and evaluation, which takes place in formal organizations. It presents the processes and techniques for strategic planning, resource allocation, and an introduction to capital facilities planning.

MGMT   511   ORGANIZATIONAL BEHAVIOR
Prerequisites: None
Credits: 3
This course will examine the nature of human behavior in organizations. Coursework will focus primarily on theories related to individual and group behavior in organizations. Incorporated into the course content will be an overview of classical, neoclassical and modern organization theories – to set the stage for studying behavior in organizations. Distinctions will be made among the domains of Organizational Behavior, Organizational Development and Human Resource Management.

MGMT   541   ENTREPRENEURSHIP
Prerequisites: None
Credits: 3
Explores the role of entrepreneurs in a free enterprise system and assesses their contributions to economic progress and national prosperity. Emphasis is placed on types of entrepreneurs, reasons for individuals becoming entrepreneurs, conditions that encourage opportunities for entrepreneurs, and the personality traits that typically characterize entrepreneurs. Moreover, the course examines the process of starting a new venture and explains how organizations promote entrepreneurship.

MGMT   544   Organization Theory & Behavior
Prerequisites: None
Credits: 3

This course is designed to have students understand the clear distinctions between organization behavior and organization theory. The intent is to explain how organizations are structured around critical topics that are relevant for analyzing how employees are led and motivated to perform work. Students learn organizational theories that define the relationships between structure and job design, technology and performance. Employee work behaviors are tied to the socio-technical systems, techno-structural systems, and the job tasks that help to define how work is to be performed. Taken together these topics examine and define how the total organization operates under ideal circumstances.

MGMT 550   LEGAL ENVIRONMENT OF BUSINESS
Prerequisites: None
Credits: 3
This course is designed to provide a general examination of the legal implications of the economic exchange process. A major focus will be directed to the uniform commercial code and its various applications as well as statutory and administrative regulatory requirements operative in the business environment.

MGMT 571   HUMAN RESOURCE MANAGEMENT
Prerequisites: None
Credits: 3
This course provides an analysis of problems, issues, and opportunities in managing the procurement, development, utilization, and maintenance of an effective, productive, and a satisfied work force.

MGMT 572   CONFLICT MANAGEMENT
Prerequisites: None
Credits: 3
This course is designed to acquaint the student with the nature of and the problems associated with human conflicts in the context of domestic and international organizations. It explains conflict situations, explores the competitive and cooperative conflict styles, and identifies and describes conflict resolution techniques. This course also discusses the elements of effective negotiations and explains the advantages of added value negotiating.

MGMT 584   MANAGEMENT STATISTICS

Prerequisites: None
Credits: 3

MGMT 585   QUANTITATIVE METHODS FOR DECISION-MAKING
Prerequisites: None
Credits: 3
This course will acquaint students in advanced undergraduate and graduate classes and the practitioner with the quantitative techniques commonly used in the decision-making processes. Topics discussed will include concepts of decision-making.

MGMT 640   STRATEGIC MANAGEMENT
Prerequisites: None
Credits: 3
The focus of the course is on strategic management process (model): strategy formulation, strategy implementation, and strategy evaluation. Key strategies such as differentiation, cost leadership, integration, and diversification are also emphasized. Strategic management theories, concepts, and techniques are augmented with real-life cases, and managerial practices.

MGMT 649   SEMINAR IN MANAGEMENT
Prerequisites: None
Credits: 3
This course will focus on the analysis of current issues facing top management in mid and large firms. Emphasis is placed on such issues as the globalization of goods, services, capital, technology, domestic and global competition, market opportunities and threats, business strategies, and innovation. Recent developments and trends concerning reengineering as well as organizational and managerial functions also are reviewed.

MGMT 650   INTERNATIONAL MANAGEMENT
Prerequisites: None
Credits: 3
This course will focus on managerial process of leading, planning, organizing, staffing, coordinating, and controlling in a global context. Topics emphasized in this course include the role of the international

manager, cross-national ethics, the global environment, international organizational structure, and international strategy. In addition, subjects such as cross-cultural business practices, cross-cultural communication, and cross-cultural leadership are emphasized.

MGMT 652   INTERNATIONAL BUSINESS
Prerequisites: None
Credits: 3
The course introduces international business as an integrative field that cuts across multinational operations based on the movement of goods, human resources, technology, finance, and markets. Topics include foreign investments, the monetary system, financial forces, socio-cultural forces, political and legal forces, strategic planning and control systems, as well as trends and directions affecting competition.

MGMT 677   LABOR MANAGEMENT RELATIONS
Former course number   577   Prerequisites: None
Credits: 3

MGMT 683   PRODUCTION AND OPERATION MANAGEMENT
Prerequisites: None
Credits: 3
Examines the processes and techniques of decision-making used in the context of production and operations, including planning, analysis, and control. Emphasis is placed on resource allocation, scheduling, and utilization of the human capital. In addition, quality control of processes, product, and services are emphasized. Linear programming, critical path analysis as well as time-series analysis are some of the key techniques utilized in the course.

MGMT 741   ORGANIZATIONAL DEVELOPMENT
Former course number   641   Prerequisites: MGMT 511 and MGMT 772
        Credits: 3
This course is designed to provide an understanding of the underlying theory of organization change and intervention; to explore how various change strategies can be applied to problems involving people in intact systems; and to analyze successful approaches and techniques in organization development, to include materials, techniques, designs, current issues and practices in organization development. Other topics covered in the course will understand the organization as a system,

organization assessment, team building and inter-group work as OD intervention, entry strategies, internal/external change agent, and third-party consultation.

MGMT 772 HUMAN RESOURCES MANAGEMENT SEMINAR
Former course number 772 *Prerequisites: All background courses*
Credits: 3
Problems in industrial relations and manpower involving the public interest, the work force and management; labor relations, compensation, and wage administration; job analysis development and evaluation; work force development and appraisal.

Mental Health Counseling

MHCO 799 MENTAL HEALTH COUNSELING COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
                     Credits: 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a four hour test administered by the Graduate School.

MHCO 836 PRACTICUM IN MENTAL HEALTH COUNSELING

COURSE DESCRIPTION: *Credits: 3*

This course places emphasis on practical counseling with supervised experience in community and/or agency programs. The role of the administrator of community counseling services is considered. Problems and issues in counseling are examined. This is the first semester of the three-semester experience and emphasizes basic skill. An intensive field experience of 200 hours is required, a minimum of 40 hours of which must be in direct contact with clients.

MHCO 858 INTERNSHIP IN MENTAL HEALTH COUNSELING I

COURSE DESCRIPTION: *Credits:*

organization assessment, team building and inter-group work as OD intervention, entry strategies, internal/external change agent, and third-party consultation.

MGMT 772 HUMAN RESOURCES MANAGEMENT SEMINAR
Former course number 672 *Prerequisites: All background courses*
Credits: 3
Problems in industrial relations and manpower involving the public interest, the work force and management; labor relations, compensation, and wage administration; job analysis development and evaluation; work force development and appraisal.

Mental Health Counseling

MHCO 799 MENTAL HEALTH COUNSELING COMPREHENSIVE EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
                     Credits: 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a four hour test administered by the Graduate School.

MHCO 836 PRACTICUM IN MENTAL HEALTH COUNSELING

COURSE DESCRIPTION: *Credits: 3*

This course places emphasis on practical counseling with supervised experience in community and/or agency programs. The role of the administrator of community counseling services is considered. Problems and issues in counseling are examined. This is the first semester of the three-semester experience and emphasizes basic skill. An intensive field experience of 200 hours is required, a minimum of 40 hours of which must be in direct contact with clients.

MHCO 858 INTERNSHIP IN MENTAL HEALTH COUNSELING I

COURSE DESCRIPTION: *Credits:*

3

This course places emphasis on advanced practical counseling with supervised experience in community and/or agency programs. The role of the administrator of community counseling services is considered. Problems and issues in counseling are examined. This is the first of the two-semester internship experiences required for Mental Health Counseling majors and emphasizes advanced skill development. An intensive field experience is needed. Students will complete a total of 400 hours of internship experience of which a minimum of 160 hours must be in direct clinical contact with clients/patients.

MHCO   805   INTERNSHIP ADVISEMENT
Former course number   605   Prerequisites: None
Credits: 1
Mental Health Counseling students should register for this one credit class when they have not completed internship during the semester they have registered for it. This course provides supervision while a student is completing the required field experience.

Marketing

MKT   533   PROMOTION MANAGEMENT
Prerequisites: None
Credits: 3
Examines theories and applications relating to marketing communications, with a focus on planning, managing, and implementing the promotion mix, advertising, publicity, personal selling, sales promotion, and public relations. The approach is to view promotion as a key marketing tool coordinated with other elements of the marketing mix. Discussion topics include integrated marketing communications, media selection, developing an optimal promotional mix, budgeting for promotional strategy, international promotion policies, and measuring the effectiveness of promotion. Students will learn the skills of developing and implementing promotion campaign.

MKT   535   PROCUREMENT MANAGEMENT

Prerequisites: *None*
Credits: 3
The course examines purchasing and materials management principles and practices, organization and functions in materials management; determination or requirements, source selection, buying practices, policies, and ethics applicable to the public and private administration.

MKT   536   CONSUMER BEHAVIOR
Prerequisites: *None*
Credits: 3
Examines the patterns and factors influencing consumer and organizational buying behavior. The course material also includes concepts and findings from behavioral sciences. Analysis includes an integrated model of consumer behavior and the elements that influence the decision-making process. Consumer behavior in global markets is also emphasized.

MKT   538   MARKETING MANAGEMENT
Prerequisites: *None*
Credits: 3
Explores the process of developing and implementing marketing strategies, the role of marketing in a business organization and the importance of building customer satisfaction in the marketing process, how to scan various elements of the marketing environment to detect opportunities and threats in the market. The planning and managing of marketing programs using effective product, promotion, price and promotion strategies is examined. Utilizes case analysis to apply real-world marketing theories and practices. The course also emphasizes the analytical skills necessary for decision-making in marketing.

MKT   630   GLOBAL MARKETING MANAGEMENT
Prerequisites: *None*
Credits: 3
Examines the theories, practices, and contemporary issues related to global marketing management. Provides an in-depth study of the various elements of the international marketing environment, including socio-cultural, political, legal, competitive, technological, and economics. The course also discusses strategic decisions related to international product, pricing, promotion, and distribution policies. Other issues to be discussed include competitive strategies, foreign market entry strategies, ethics, free trade zones, global marketing

organization, and multinational economic integration. Applications of global marketing strategies will be examined through case analysis and class projects.

MKT 631 LOGISTICS AND SUPPLY CHAIN MANAGEMENT
Prerequisites: None
Credits: 3
Promotes analyses of the factors involved in designing and managing channels of distribution. Studies the role of various channel members and their behavior, conflicts, cooperation, and motivation. The course also deals with the behavioral aspects and power struggle in business relations among manufacturers, wholesalers, and retailers. The course discusses marketing logistics, including the management of the physical distribution of goods moving through the marketing system. The impact of distribution policies on costs and customer service are to be analyzed, as well as the relationships between distribution and other elements of the marketing mix. Models and quantitative methods are utilized in the analysis.

MKT 637 MARKETING RESEARCH
Prerequisites: None
Credits: 3
Provides an in-depth analysis of the application of scientific investigation used for decision- making in solving marketing problems, problem/opportunity formulation, determination of research objectives, creation of a research design, selection of data collection method and sampling procedure, data organization and analysis, interpretation of research results, preparation of the research report, and follow-up activities. The course also will focus on strategic implications of marketing research and the applications of marketing research methods in the real world through case analysis.

Mental Health Counseling

MHCO 799 MENTAL HEALTH COUNSELING COMPREHENSIV EXAMINATION
Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades
              Credits: 0

The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

Nursing

NURS 502 CONCEPTUAL AND THEORETICAL FOUNDATIONS FOR ADVANCED PRACTICE NURSING 4CREDITS

Prerequisites: None
This course introduces graduate nursing students to foundational theories and concepts for application to the professional role of an advanced practiced nurse. The process of theory development and critique of selected paradigms, models, and theories are examined. An overview of the health care delivery systems, health care financing, health care policy and other selected concepts is provided.

NURS 509 NURSING RESEARCH 4 CREDITS

Prerequisites: None
This course is designed to provide advanced knowledge and experience with the research process, including the research problem, purpose, research questions, conceptual framework, literature review, ethical considerations, and methodology. Critical analysis of research studies is also conducted. The appraisal and utilization of evidence-based research in clinical practice is emphasized. (4 clock hours)

NURS 604 EPIDEMIOLOGY 3 CREDITS

Prerequisites: None
This lecture course introduces epidemiology and provides an in-depth study of factors that impact the health of populations. It serves as the foundation for understanding medical research, public health, and preventive medicine. Measures of morbidity and mortality used in epidemiology are examined. Research methods used in descriptive and analytic epidemiology will be described. The application of statistical models to test hypotheses and the documentation of results for

epidemiological studies in the community, and the screening of diseases in the community will be explored. Content areas in epidemiology that include infectious diseases, occupational and environmental health, molecular and genetic epidemiology, and psychosocial epidemiology are analyzed. Professional issues in epidemiology will be discussed. (3 clock hours)

NURS   607   ADVANCED   HEALTH ASSESSMENT   4
 CREDITS

Prerequisites: None
This course builds on the undergraduate health assessment course by enhancing the student's ability to recognize, interpret, and act on abnormal physical assessment findings in adults and children across the wellness-illness continuum.   Emphasis is on the synthesis and application of selected theories, principles, and techniques from nursing and the physical and behavioral sciences essential in obtaining the database and in making a differential and nursing diagnosis of patient complaints commonly encountered in primary care settings. (Two hours of lecture and two hours of supervised practice per week)

NURS   608   PHARMACOTHERAPEUTICS
 3   CREDITS
Prerequisites: NURS 610 Advanced Pathophysiology
This lecture course is designed to provide the family nurse practitioner student with knowledge of pharmacotherapeutics. Common categories of drugs most frequently prescribed in primary care to treat minor acute and stable chronic conditions are discussed. These include antibiotics, analgesics, anti-inflammatory agents, decongestants, antihistamines, anti-tussives, and antihypertensives. Drugs prescribed for respiratory, genitourinary,   integumentary,   endocrine,   musculoskeletal, gastrointestinal, sensory, cardiovascular, and mental health problems are also a major focus of this course. (3 clock hours)

NURS   610   ADVANCED PATHOPHYSIOLOGY
 3   CREDITS
This course focuses on the pathophysiology of body systems and clinical manifestations of pathological alterations in structures and functions of body systems. Underlying principles common to all disease processes are addressed. This course provides the foundation for primary care

family nurse practitioner practice that includes diagnosis, treatment of minor acute and stable chronic conditions, and the promotion of health of clients. (3 clock hours)

NURS 620 NURSE EDUCATOR ROLE 3 CREDITS

Prerequisites: None   Corequisite: NURS 502
This course provides the student in the nurse educator role with fundamental knowledge about the evolution of this role, the legal and ethical issues in nursing education, and the role of the nurse educator in higher education and healthcare organizations. Content includes information about the roles and responsibilities of the nurse educator, application of learning theories, and issues impacting teaching and learning. (3 clock hours)

NURS 621 SPECIALTY IN ADVANCED PRACTICE NURSING 3 CREDITS

Prerequisites: NURS 502, NURS 620
This course provides students the opportunity to enhance knowledge and skills of advanced practice nursing within a selected specialty. Seminars allow students to apply theory and evidence-based practices to management of selected health-related problems. Planned practicum learning experiences are provided to enable students to acquire skills that are utilized in advanced practice nursing. (2 lecture hours; 5 practicum hours)

NURS 622 CURRICULUM DESIGN IN NURSING EDUCATION 3 CREDITS

Prerequisites: NURS 620
This course explores curriculum development from a historical and philosophical perspective. The formal process of curriculum planning, development, implementation, and evaluation is presented. Strategies for curriculum design and evaluation in the academic and healthcare settings are highlighted. (3 clock hours)

NURS 624 TECHNOLOGY IN NURSING EDUCATION 3

CREDITS

Prerequisites: None
This course prepares students to design technology-based instruction for nursing education. Students will apply principles of learning theory and curriculum development for appropriate decision-making in the application of a variety of educational technologies. (3 clock hours)

NURS 626 INSTRUCTIONAL STRATEGIES AND EVALUATION 3
CREDITS

Prerequisites: NURS 620 Corequisite: NURS 622
This course prepares students for the application of instructional strategies and methods for teaching in the academic and health care settings. Skills essential to the role of nurse educator through designing, applying, and appraising instructional methods are addressed. An overview of methods utilized for evaluating learning will be provided including test construction, item analysis, teaching effectiveness, and clinical performance evaluation.
(3 clock hours)

NURS 628 TEACHING PRACTICUM 3
CREDITS

Prerequisites: NURS 622, NURS 624, NURS 626
This course provides students in the nurse educator role the opportunity to develop skills in the teaching-learning process, curriculum development, and evaluation. Planned learning experiences are provided to enable students to participate in all phases of the teaching role, including clinical instruction in an area of specialization, classroom instruction, staff development, and course evaluation. (1 lecture hour; 10 practicum hours)

NURS 712 PRIMARY CARE I: ADULT CLIENTS 3
CREDITS

Prerequisites: NURS 502, NURS 509, NURS 607, NURS 608, NURS 610

This lecture course introduces the family nurse practitioner role in primary care settings. The primary care of adult clients with common acute and stable chronic conditions is discussed. Theories and concepts utilized for health promotion, health protection, disease prevention and health restoration are explored, with an emphasis on vulnerable and underserved adults and their families. Theories and research from nursing and other scientific disciplines are integrated into a framework that supports clinical decision making in the identification and management of adult clients. The family nurse practitioner's role in collaborating with an interprofessional team of health care providers is discussed. Legal and ethical issues related to the provision of primary care to adults, are examined. Factors that impact the delivery of health services to vulnerable and underserved adults and their families are examined. (3 clock hours)

NURS 713 PRIMARY CARE I: ADULT CLIENTS - PRACTICUM 2
 CREDITS

Prerequisites: NURS 502, NURS 509, NURS 607, NURS 608, NURS 610
This practicum provides opportunities to apply knowledge and skills in advanced health assessment, diagnostic reasoning, health planning, and illness and disease management in the primary care of adult clients. Students work with experienced nurse practitioner and physician preceptors. Students provide direct primary care services to adult clients with minor acute and stable chronic conditions. Health education using teaching skills aimed at health promotion, disease prevention, and management of common acute and stable chronic illnesses is implemented. Students engage in collaborative care planning with members of the interprofessional health care team.

NURS 714 PRIMARY CARE II: WOMEN'S HEALTH, OBSTETRIC AND PEDIATRIC CLIENTS
 5 CREDITS

Prerequisites: NURS 712, NURS 713
This lecture course introduces the family nurse practitioner role in the provision of primary care to women throughout the life cycle, obstetrical clients, and pediatric clients (from birth to 18 years of age). The primary care of women and children with common acute and stable

chronic conditions is discussed. The comprehensive care guidelines for the management of obstetrical clients and their families are explained. Emphasis is placed on the synthesis of theories and research from nursing and other scientific disciplines to engage in clinical decision-making, and evidence based practice. Health promotion, health protection, disease prevention, health restoration, and cultural competence are explored. The family nurse practitioner's role in collaborating with an interprofessional team of health care providers is discussed. Legal and ethical issues related to the provision of primary care to women, children and their families are appraised. The delivery of primary care health services to vulnerable and underserved women and children are examined. (5 clock hours)

NURS 715 PRIMARY CARE II: WOMEN'S HEALTH, OBSTETRIC AND PEDIATRIC CLIENTS - PRACTICUM 3 CREDITS

Prerequisites: NURS 712, NURS 713
This practicum provides opportunities to apply knowledge and skills in advanced health assessment, diagnostic reasoning, health planning, and management of clients in obstetric /gynecologic (OB/GYN), and pediatric primary care settings. Students work with experienced nurse practitioners, certified nurse midwives, and physicians as their preceptors. Students provide direct primary care services to women and children with common acute and stable chronic conditions; prenatal and postpartum care to obstetrical clients. Health education using teaching skills aimed at health promotion, disease prevention, and health management is implemented. Collaborative care planning with members of an interprofessional health care team is utilized. **(**15 clock hours.)

NURS 716 PRIMARY CARE III: OLDER ADULT CLIENTS 2 CREDITS

Prerequisites: NURS 712, NURS 713
This lecture course prepares the family nurse practitioner student for the role of primary care provider to older adult clients with common acute and stable chronic health conditions. This course emphasizes health promotion, health protection, disease prevention, and health

management of the aging adult and their family. Selected theories and evidence based practice guidelines are discussed in relation to assessment, diagnosis, and health management. The family nurse practitioner's role in collaborating and consulting with other members of the health care team is discussed. Social, economic, legal and ethical issues specific to the care of older adults are examined. Health policies that impact the delivery of health services to vulnerable and underserved adults and their families are explored. (2 clock hours)

NURS 717   PRIMARY CARE III: OLDER ADULT CLIENTS - PRACTICUM   2
 CREDITS

Prerequisites: NURS 712, NURS 713
This practicum provides opportunities to apply knowledge and skills in health assessment, diagnostic reasoning, health planning, and illness and disease management in the primary care of older adult clients. Students work with experienced nurse practitioner and physician preceptors in acute care and long-term care facilities. Students provide comprehensive care services to older adult clients with minor acute and stable chronic conditions. Students engage in collaborative care planning with members of the interprofessional health care team. (10 clock hours)

NURS 718   PRIMARY CARE IV: FAMILY NURSE PRACTITIONER ROLE
SEMINAR   2
 CREDITS

Prerequisites: NURS 714, NURS 715
This seminar course emphasizes the integration and application of theory and evidence based practice in the role of family nurse practitioner (FNP) in providing primary care to clients and families across the lifespan. Issues related to role transition from professional nurse to independent family nurse practitioner are discussed.

Leadership roles, organizational theories and dynamics are examined. Health care policy, health economics, and health care finance are analyzed for their impact on vulnerable and underserved populations, as well as on FNP practice. Regulatory, legal and credentialing requirements for practice are explored. (2 clock hours)

NURS   719   PRIMARY CARE IV: FAMILY NURSE PRACTIONER ROLE SEMINAR   - PRACTICUM   3
  CREDITS

Prerequisites: NURS 714, NURS 715
This practicum emphasizes the application of theories and concepts when providing primary care to clients across the lifespan. There is an emphasis on enhancement of socialization and role development while providing and evaluating direct primary care services to individuals and families. Students have an opportunity to apply and evaluate their critical thinking and diagnostic reasoning skills as well as their personal philosophy of primary care practice. (15 clock hours)

NURS   730   SEMINAR   IN   CRITICAL   ISSUES   FOR   ADVANCED PRACTICE NURSING   3
  CREDITS
Prerequisites: This course is taken in the last semester of the program.
This course focuses on current issues influencing nursing practice and the status of the nursing profession. Content focuses on evolution of advanced practice roles, scientific basis for advanced practice, managed care and issues related to health care policy, legislation, finance and economic concerns. This course is taken during the final semester of the curriculum. (3 clock hours)

Organizational Communications

ORGC   502   COMMUNICATION THEORY AND RESEARCH
Prerequisites: None
Credits: 3
Provides an understanding of organizational communication theories. Includes description, application, and critique of theories. In addition,

this course introduces the basic framework for communication research.

ORGC   504   ORGANIZATIONAL COMMUNICATIONS
Prerequisites: None
Credits: 3
Provides introduction to human communication in organizations. Special attention is given to concepts of motivation, leadership, job satisfaction, goal-setting, task design, operant conditioning, cross-cultural and small group communication.

ORGC   522   CORPORATE COMMUNICATIONS
Prerequisites: None
Credits: 3
Presents an overview of the fundamentals of telecommunications technology and applications in organizations, including human factors in organizations, acquisition and procurement, market competition, logistical planning, research and development, and relations with carriers and manufacturers.

ORGC 538   Research Writing and Meta-Analysis
Core Course: This course focuses on the structure, style, and content of research writing, as well as proper research techniques. Students will explore theses areas through analysis of current communication research. Students will learn the techniques of standard APA in relation to abstracts, in text citation, quotations, and references.

ORGC   606   DOMESTIC TELECOMMUNICATIONS POLICY
Prerequisites: None
Credits: 3
Elective: Development of telecommunications technology industry and policy in the United States, and the interaction of private and public policy in research and development, market entry, competition, ownership and acquisition, business decisions, and social impact.

ORGC   607   LEADERSHIP AND CHANGE COMMUNICATION
Prerequisites: Advancement to Candidacy
Credits: 3
This course explores the relationship between organizational leadership and implementation of effective change. It explores the differences between management and leadership. In addition, the

course investigates several leadership theories, the process of innovation adoption, persuasion, ideas about change agentry, and the building of critical mass of adopters. TAKEN THE LAST YEAR OF YOUR PROGRAM

ORGC 608   DEVELOPMENTAL THEORIES IN COMMUNICATION
Elective: This course examines the role of communication in developing countries and international relations. In the area of development communication, major theories of development, current problems facing development countries and their communication techniques, use of social media, advertising and organizational culture are examined. Studying international communication identifies historical perspectives on theories and how Westernized "developmental theories" are used to "foster" a country's national development.

ORGC 611   SOCIAL DYNAMICS OF COMMUNICATION TECHNOLOGY
Elective: This course examines and analyzes the impact of new technologies on communication in organizations. It investigates the intersection between organizational theories and utilization of communication technologies. It highlights employee involvement, decision-making processes, organizational interaction, structure, and policy development in reaction to technological change.

ORGC 612   SEMINAR ON ORGANIZATIONAL COMMUNICATIONS
(Core Course: Non-Thesis Option): This course allows students to choose an interest area in organizational/corporate communications to investigate during the semester. These areas include healthcare, educational context, crisis management, sports management, entertainment, business, and media among others. Students select an area of interest with the approval of the professor and then apply organizational and corporate communication principles through a research paper and presentation. Taken during the semester in which are graduating.

ORGC 627   CONFLICT MEDIATION
Elective: Examines the process of mediation, negotiation, and conflict resolution, with particular reference to organizations. Reviews communicative acts that shape realities of mediators and disputants and influence outcomes. In addition, this course suggests ways to resolve conflicts effectively.

ORGC 630   INTEGRATED MARKETING COMMUNICATION
Elective: This course is designed to provide students the opportunity to study the development of the commercial aspects of the mass media. The course emphasizes the various styles of print and electronic media advertising and the skills required in putting a piece of advertising together. The focus will be on how corporations need to deliver a consistent message across all channels.

ORGC 631 ORGANIZATIONS AND INTERCULTURAL COMMUNICATION
Elective: This course gives the student an advanced understanding of intercultural communications—verbal and nonverbal—in organizational spheres. It demonstrates the existence of competing values, beliefs, norms, and practices in organizations, particularly in a world where organizations are increasingly inhabited by diverse voices. The course also investigates the differences in cultural intersections that exist between localized and globalized organizations. The essence of this course is to provide the student with the opportunity to understand and adapt successfully to these cultural interactions and to ultimately prepare the student for the organizational reality of interacting with diverse groups.

ORGC 633   ORGANIZATIONAL COMMUNICATION AUDIT
Elective: This course focuses on a systematic assessment of an organization's capacity for effective communications practices. It addresses effectiveness and credibility of an organization's communication media. This course makes use of an ICA-developed instrument for organizational communication audits.

ORGC 634   PUBLIC RELATIONS MANAGEMENT
Elective: Analysis of public relations function in organizations, in-depth study of specialized areas to include public relations analysis, objectives, planning, staffing, budgeting, campaign media and publications in organizations.

ORGC 635   CRISIS COMMUNICATION MANAGEMENT
Elective: This course will address the issues surrounding communication within a crisis context. Natural disasters affecting an organization or other forms of crisis affecting two or more organizations bringing about financial ruins need structured

organizational patterns of communication to achieve desired effects. Organizations need to have prepared personnel skilled in crisis management communication to help them in difficulties. Students' awareness and demonstration of crisis communication knowledge and skill is instrumental for careers in Organizational communication.

ORGC 636   INTERNATIONAL TELECOMMUNICATIONS
Telecomm Policy Concentration: Examination of theories of telecommunications. Investigation of various contemporary social, economic, political, cultural and educational problems in international telecommunications. Explores telecommunications across national borders and the role of telecommunications in developing countries.

ORGC 640   POSTMODERN APPROACHES TO COMMUNICATION
Elective: Postmodernism means an opposition to philosophical foundations of pre-modernization and modernization. In the area of organizational communication, postmodernism focuses on the role of power, of language, of domination, hegemony, feminist perspectives, and queer theory. Such approaches can best be understood and adapted by flattening hierarchy, bureaucracy, management control, decentralization of power, and cultures based on trust and respect for difference.

ORGC 735   STRATEGIC COMMUNICATION PLANNING
Elective: This course will expose students to the role that communication planning has in both for profit and non-profit organizations. The focus will be on creating communication plans for different environments and outcome needs.

ORGC 737   QUALITATIVE RESEARCH
Prerequisites: ORGC 502 and ORGC 504
This course acquaints students with the structure and characteristics of qualitative research methodologies. Both traditional and new forms of qualitative research design in the social sciences and humanities, with respect to communication studies, form the basis for this course. Taken during your second to last semester.

ORGC 738   APPLIED RESEARCH (QUANTITATIVE METHOD)
Prerequisites: ORGC 502 and ORGC 504
Core Course: Course in research methodology which stresses the need for theory development or framework as basis for organizational

communications research. Current literature will be reviewed to include methodology employed and issues of theory building. Students will be guided in developing their own research design and empirical study. Taken during your second to last semester.

ORGC 799   COMPREHENSIVE EXAMINATION
Students who are in the non-Thesis option must enroll in ORGC 799 during the semester they are taking the comprehensive exam.

ORGC 810   PRACTICUM IN ORGANIZATIONAL CULTURE
Elective: This course will allow students to apply the organizational culture theory to real world environments by utilizing the anthropologic approaches. Students will assess a chosen organization to study for organizational culture impacts the functioning of the group. Students will then analyze how the culture should or should not be changed to improve the quality of the organization.

ORGC 815   THESIS (SPRING ONLY)
Prerequisites: ORGC 502, ORGC 504, and ORGC 737/738
Advisory: Comprehensive Examination should have been passed prior to taking 815.
Core Course: An empirical research study. The research topic should be one that will further the student's educational development by developing research and other skills that will help the student keep abreast of the field and enable the student to pursue independent work.

ORGC 816   THESIS ADVISEMENT
Advisory: Taken only when student fails to complete ORGC 815
Thesis writing advisement is provided to students who fail to complete ORGC 815. This 1 credit hour course features research-related advisement and an oral examination at completion.

Psychology

PSYC   501   PRINCIPLES AND PHILOSOPHY OF ADLERIAN COUNSELING
Prerequisites: None
Credits: 3
Historical, philosophical, psychological and sociological basis of counseling in different settings (school, agency and community) and with different populations will be explored. Professional certification and ethical standards will be reviewed. Special emphasis will be given to the socioteleoanalytic (Adlerian) approach to counseling. Eight to ten additional counseling theories and models will be explored, including Gestalt, Client/centered, Behaviorist, Rational Emotive Theory, TA, and Psychoanalytic processes.

PSYC   502   PRINCIPLES AND PHILOSOPHY OF COUNSELING
Prerequisites: None
Credits: 3

Historical, philosophical, psychological and sociological basis of counseling in different settings (school, agency and community) and with different populations will be explored. Intervention strategies, theoretical models, working contexts, relationships to other professions, ethics, obstacles to service delivery and personal qualities of counselors are reviewed. Course activity includes the use of printed, recorded and filmed techniques, and the observation of live interviews. (This course is required for all M.Ed. degrees, whether Eclectic or Adlerian.)

PSYC   601   BIOLOGICAL BASES OF HUMAN BEHAVIOR
Former course number   506   Prerequisites: None
Credits: 3
This course involves an examination of research on the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, drives, and the neurological basis of learning.

PSYC   603   MENTAL HYGIENE IN YOUNG CHILDREN AND YOUTH
Former course number   503   Prerequisites: None
Credits: 3
This course is planned as an integrated study of the interaction of human behavior, learning, and the environment. Emphasis is placed on the symptoms, causes and mediation of deviant behavior among children, adolescents, and young persons. Trends and practices in community mental health are studied, and visits to human rehabilitation institutions for practical observation of clients, the organization, and methods of therapy used are required. Instruction in the writing of a case study report is also given.

PSYC   604   PSYCHOLOGICAL FOUNDATIONS
Former course number   504   Prerequisites: None
Credits: 3
The course deals with psychological principles for guiding learning of children, adolescents and young persons. Emphasis is placed on all aspects of learning -- cognitive, social and emotional -- and on factors in the environment affecting such learning. An overview of the major theories of learning is presented.

PSYC   606   BIOLOGICAL BASES OF HUMAN BEHAVIOR

Former course number   506   *Prerequisites:*   *None*
Credits: 3
This course will emphasize ways in which hereditary and physiological processes and conditions influence human behavior. Implications for understanding and working with people will be considered.

PSYC   607   SOCIAL BASES OF HUMAN DEVELOPMENT
Former course number   507   *Prerequisites:*   *None*
Credits: 3
This course analyzes the socially inherited and transmitted patterns of pressure, expectations, and limitations learned by an individual as he grows up. These are considered in relation to the patterns of feeling and behaving that emerge as the result of growing up in one's social group. An anecdotal record of a living person is required.

PSYC   610   BEHAVIOR MODIFICATION IN THE CLASSROOM
Former course number   510   *Prerequisites:*   *None*
Credits: 3
This is a course in the theory and application of basic behavior principles to the practical problems encountered in education. These principles are based on recent behavioral research and provide a systematic procedure to build and maintain desirable student performances and to reduce or eliminate inappropriate behavior.

PSYC   611   UNDERSTANDING THE CRITICAL ADULT LIFE STAGES
Former course number   511   *Prerequisites:*   *None*
Credits: 3
This course is planned to focus on the typical problems faced by adults at the various stages of early adulthood, middle adulthood and late adulthood. Emphasis is placed on theories, perspectives and research on problems of adult development and strategies for counseling clients at the various stages of adult development. Site visits to institutions for dealing with adult problems in order to study and observe the organization, purpose, types of clients, and procedures and techniques used are required.

PSYC   612   EDUCATIONAL PSYCHOLOGY
Former course number   512   *Prerequisites: Three hours of psychology or permission of the instructor*
                    Credits: 3

This course is a survey of the applications of psychological principles, theories, and concepts as they relate to learning and behavior management and change in the formal learning process. Special consideration will be given to trends and issues, with emphasis on current research in educational psychology.

PSYC   701   HISTORY AND THEORY OF PASTORAL COUNSELING
Prerequisites: None
Credits: 3
An examination will be made of the historical, philosophical, and psychological foundations of the pastoral care/counseling movement. Emphasis will be placed on the influence of the following psychologies: Freudian, Adlerian, Jungian, Rogerian, and Humanistic, philosophies: existentialism, personalism, pragmatism, and phenomenalism; and theologies: Fundamentalism, Neo-Orthodoxy, Liberalism, and Existentialism. The clinical pastoral counseling movement will be investigated by the demands made by the social and cultural trends and reforms of the 20th century.

PSYC   703   PASTORAL DIAGNOSIS AND PSYCHOTHERAPY (DSMIV)
Prerequisites: None
Credits: 3
Through demonstrations and practice students will learn how to conduct a pastoral diagnostic interview, set therapy goals, and devise a counselee treatment plan.   Through this process they will gain competency in empathy, active listening, observation, non-verbal communication, tracking meanings, and the understanding of the counselee's religious and spiritual dynamics. They will be more sensitive to God's presence in the counseling experience and be able to identify and treat therapeutically the potential psychopathologies of guilt, anger, resentment, fear, distrust, sin, rejection, conversion, confession, forgiveness, judgment, redemption, and salvation. Attention will be given to a pastoral counselor's use and abuse of power through the techniques of personal reflection, prayer, and blessing.

PSYC   705   RELIGIOUS AND SPIRITUAL RESOURCES IN COUNSELING

Prerequisites: None
    Credits: 3
Attention will be given to the development of diagnostic skills in order to identify the counselee's religious and spiritual resources that can be utilized in facing psychological problems. Counselors will learn how to distinguish their counselee's existential questions, which are inherent in interpersonal conflicts. Issues of counselee self-worth, self-esteem, self-image, and self-confidence will be addressed. Students will learn how to identify and examine individual and institutional belief and value systems. Emphasis will be given to the development of the counselor's own spiritual resources to enhance his or her counseling and to decrease the possibility of "counselor burnout." Students will be required to write their own spiritual and religious biography.

PSYC   707   CONGREGATIONAL INTERPERSONAL RELATIONS AND PASTORAL CARE

Prerequisites: PSYC 731, 701
Credits: 3
The purpose of the course is to explore the meaning of pastoral care in the larger systems context of a congregation organization or institution. What is the role of Pastoral care in administration, outreach, small groups educational programs and worship? What does one need to know about Pastoral care planning for the different ages of persons? How does a Pastoral leader help a particular congregation practices its beliefs and values to enhance the quality of Pastoral care?

PSYC   710   INTELLIGENCE TESTING

Former course number   610   Prerequisites: Fifteen hours of psychology or counseling courses or permission
        Credits: 3
The course emphasizes the administration, scoring, and interpretation of infant, child, and adult intelligence tests, emphasizing the Stanford-Binet, WPPSI, WISC-R, and WAIS. Included will be a survey of the development of IQ tests, theories of intelligence and current trends and developments in intellectual assessment.

PSYC   711   PROJECTIVE TESTING

Former course number   611   Prerequisites: Fifteen hours of psychology or counseling courses
    Credits: 3

The course will introduce and emphasize the basic administration, scoring and interpretation of major projective child, adolescent, and adult tests: The Rorschach Inkblot Test, The Thematic Apperception Test, The Children's Apperception Test, Draw a Person-Tree-House; Three Wishes; Guess Why Game; Bender-Gestalt Test of Visual Perception (Projective, and Minnesota Mutiphasic Personality Inventory). Included will be a survey of the development of projective tests, underlying theories associated with them, and current trends and developments in projective assessment.

PSYC   714   CLINICAL ASSESSMENT
Former course number   514   Prerequisites: None
Credits: 3
This course integrates various assessment methodologies, including Life Style Assessment techniques, MMPI, MBTI, Beck Depression scales, Intelligence Testing, Projective Testing, DSM-IV Diagnoses, Priorities Interview Technique, and the TAT, for a comprehensive process of assessment. The purposes, techniques, and process of clinical assessment will be explored. Techniques for understanding of non-verbal, verbal, and interpersonal transactions, including the recapitulation of the family structure and dynamics are examined. Students are introduced to situational assessment, psychological inference and report writing.

PSYC   730   ADLERIAN THEORY & PRACTICE AND OTHER THEORIES
Former course number   530   Prerequisites: 6 hours in the Adlerian field, including PSYC 501
          Credits: 3
This course is designed to present the basic theoretical concepts of the Individual Psychology of Alfred Adler and Rudolf Dreikurs and to cover at least three other theoretical counseling approaches common to the counseling profession. Among the other theories covered are Gestalt, Cline/centered, Behaviorist, Rational Emotive Theory, TA, and Psychoanalytic processes. However, the application of Adlerian theory to the techniques and the theories of counseling will be stressed. Particular attention is paid to solution of individual, family, and other group problems. Students may expect to do field work and projects and to participate in a variety of demonstrations in various counseling

settings. Comparison of Adlerian concepts with Eclectic theoretical concepts will be illustrated.

PSYC   734   COUNSELING THEORY AND PRACTICE
Former course number   534   Prerequisites: 6 hours in the field, including PSYC 502
Credits: 3
In this course, several of the major approaches to counseling will be examined. The theoretical bases and major concepts of these approaches, as well as the process of counseling proposed by the advocates of different schools, will be studied. The theories studied will include client-centered, Gestalt, Behaviorist, and Adlerian.

PSYC   739   DYNAMICS OF GROUP BEHAVIOR
Former course number   539   Prerequisites: None
Credits: 3
This course is primarily concerned with the way in which small, face-to-face groups function and the factors which influence their functioning. Secondly, factors that influence organization functioning will be considered. The effect of the individual's behavior on other group members and the group will be examined. Various experiential activities, such as role-playing, subgroup exercises and simulation will be used to demonstrate and analyze facets of group dynamics. The course is designed to assist teachers, administrators, managers, and curriculum workers.

PSYC   744   PSYCHODYNAMICS OF PSYCHOPATHOLOGY I
Former course number   544   Prerequisites: None
Credits: 3
This course will present a foundation for the understanding of psychopathology. The basic constructs of normal and abnormal behavior will be studied dynamically.

PSYC   775   PSYCHOPHARMACOLOGY
Former course number   575   Prerequisites: Admission to Psychotherapy Certificate program or 21 hours of graduate courses and permission of instructor   Credits: 3
This course is designed for non-medical psychotherapists and counselors. Students will be presented an overview of the current therapeutic use of psychotropic drugs. A brief history of psychopharmacology, an overview of neuroanatomy, a survey on

current research on neurotransmitters, and a review of pharmacological terminology will be given. Specific drugs to be considered include the narcotic analgesics, the sedative hypnotics, stimulants,
neuroleptic, anxiolytics, anti-depressants, and lithium.

PSYC   780   LEGAL/ETHICAL ISSUES IN THERAPY
Former course number   580   Prerequisites: None
Credits: 3
This course is designed to provide the helping professional with the knowledge of the major ethical and legal issues in counseling and psychotherapy today. Learners will be exposed to such topics as ethical theory, laws and court decisions, incompetency, malpractice, licensure and certification, privileged communications, DSM III and Family Therapy, and legal liabilities affecting psychologists, and legal obligations of psychotherapists. Ethical standards for individual practitioners will be examined in detail. Participants will be involved in some case research, group discussions, group reports, and individual presentations of ethical and legal issues in the field of counseling and
psychotherapy.

PSYC   793   ART THERAPY FOR YOUNG CHILDREN
Former course number   593   Prerequisites: None
Credits: 3
This course is designed to teach, through student participation, methods for using art as a therapeutic aid in working with behavior problem children and adolescents. This class will focus on the graphic representations and expression depicted through drawings that illuminates certain interpretive data which will allow the counselor to help children understand themselves and their environments better.

PSYC   794   ART THERAPY OF ADULTS
Former course number: 594   Prerequisites: None
Credits: 3
The thrust of the course provides a didactic and experiential approach to t he use of art in counseling. Through participation in directed art experiences, the learner will have the opportunity to assess personal self-awareness as well as learn how to evaluate the graphic product of others from an Adlerian psychological base.

PSYC 799 COUNSELING PSYCHOLOGY COMPREHENSIVE EXAMINATION

Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades

Credits: 0

The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a four hour test administered by the Graduate School.

PSYC 801 SEMINAR ADVISEMENT

Former course number 601 Prerequisites: Permission of instructor.

Credits: 1

Counseling Psychology or Mental Health students should register for this one credit class when they have been unable to complete the seminar paper in one semester. With special permission of the instructor, a student can take COUN 801 to start the paper one semester before registering for COUN 861 if they have passed the Comprehensive Exam.

PSYC 805 RESEARCH ADVISEMENT

Former course number 605 Prerequisites: Permission of instructor.

Credits: 1

Counseling Psychology and Mental Health Counseling students should register for this one credit class when they have not completed internship during the semester they have registered for it. This course provides supervision while a student is completing the required field experience.

PSYC 806 INTERNSHIP IN MENTAL HEALTH COUNSELING II

Prerequisites: 27 credits in the program, Completion of MHC Levels I, II, & III 3 Credits

This course places emphasis on advanced practical counseling with supervised experience in community and/or agency programs. The role of the administrator of community counseling services is considered. Problems and issues in counseling are examined. This is

the second internship semester of the two-semester experience and emphasizes advanced skill development. An intensive field experience is needed. Students will complete a total of 400 hours of internship experience of which a minimum of 160 hours must be in direct clinical contact.

PSYC   833   ADVANCED TECHNIQUES IN PSYCHOTHERAPY

Former course number   633   Prerequisites: None   Credits: 3

This course is an overview and application of treatment models used in therapy to treat various mental health disorders. Specific techniques used in major theoretical models to treat mental, emotional and behavioral disorders will be reviewed. Psychoanalytical/psychodynamic models, cognitive-behavioral models, and the existential-humanistic theoretical approaches/models will be used to assess mental health disorders. Students will role play various techniques in class using these treatment models for various disorders.

PSYC   836   PRACTICUM COUNSELING PSYCHOLOGY I

Former course number   536   Prerequisites: 24 hours in the program, including PSYC 501 or 502, 503, 529   Credits: 3

This course places emphasis on practical counseling with supervised experience in community and/or agency programs. The role of the administrator of community counseling services is considered. Problems and issues in counseling are examined. This is the first semester of the two-semester practicum experience and emphasizes basic skills. An intensive field experience is recommended. This course may be taken prior to passing the Comprehensive Examination.

PSYC   837   LIFE STYLE ASSESSMENT

Former course number   537   Prerequisites: Two of the following courses: PSYC 501, COUN 509, PSYC 530   Credits: 3

This course includes a comprehensive review of theory and technique in life style assessment – personality theory and analysis in Adlerian

Psychology. The use of family constellation information, birth order, family atmosphere, and use of early recollections in life style assessment will be presented, demonstrated, and practiced. Students will discover how information obtained from the life style assessment is used in formulating counseling and psychotherapeutic strategies. Each student is required to complete and submit four life style assessments for
evaluation.

PSYC   838   PRACTICUM IN FAMILY COUNSELING
Former course number   538   Prerequisites: Prerequisites include PSYC 501, 530, COUN 532, and PSYC 536
        Credits: 3
This course will emphasize practical experience in counseling families based on principles of Individual Psychology. May not be substituted for Practicum I, 2001.536 in the master's degree program.

PSYC   857   PRACTICUM COUNSELING PSYCHOLOGY II
Former course number   557   Prerequisites: None
Credits: 3

PSYC   858   INTERNSHIP IN COUNSELING PSYCHOLOGY
Former course number   558   Prerequisites: None
Credits: 3

PSYC   861   SEMINAR IN COUNSELING PSYCHOLOGY
Former course number   561   Prerequisites: Successful completion of the Comprehensive Examination
                Credits: 3
This course is designed to give the student guidance and practice in the preparation and writing of the research paper in the area of counseling psychology and mental health counseling. The course will focus attention on a review of relevant literature on current trends, issues and problems in counseling with presentations and class discussions. This class should be taken during the last six hours of the degree program.

Public Administration

PUAD   502   QUALITATIVE RESEARCH METHODS
Prerequisites: None
Credits: 3
The study and application of research methodology for organizations for use as a tool in decision-making. Emphasis is on applied research theories and designs for methodological approaches that apply non-experimental and quasi-experimental research designs as part of the research strategy.

PUAD   503   MANAGEMENT SYSTEMS
Prerequisites: None
        Credits: 3
This course examines the various types of management systems and controls that are utilized in large complex systems for the purpose of tracking organizational performance. Students will study the relationship between strategic management and performance monitoring. An overview of management information systems and their relationship to organizational politics will be covered as a necessary part of understanding how planning and
management control systems operate. The emphasis in this course is on public sector organizations.

PUAD   524   PUBLIC BUDGETING
Prerequisites: None
Credits: 3
Concepts, principles, and practices and their specific application to the development of resources in support of programs and the allocation of these resources against the demands at national, state, and local levels. The student will evaluate performance budgeting, PPBS, and zero-based budgeting.

PUAD   525   SPECIALIZED INDIVIDUAL STUDY (Elective Course)
Prerequisites: Approval of Advisor
Credits: 3
Specialized individual study requires the student to do a major study that applies and integrates prior learning and course work. The student may design a project from an academic domain that is relevant for the Public Administration discipline as approved by the advisor/instructor.

PUAD   601   CONCEPTS OF PUBLIC ADMINISTRATION

Former course number 501 Prerequisites: None
Credits: 3
A survey of the fundamentals of public administration, management strategies and management techniques at the national, state, and local levels.

PUAD 603 PUBLIC POLICY ANALYSIS

Former course number 530 Prerequisites: None
Credits: 3
Focus is on the analysis of costs and benefits in the selection of public policy choices. Students analyze public policy alternatives, factors, and processes involved in policy development, including the rulemaking that occurs after legislative enactment of public programs.

PUAD 605 MANAGER IN A TECHNOLOGICAL SOCIETY

Former course number 505 Prerequisites: None
Credits: 3
This course examines the relationship between the manager and technology in a rapidly changing world. The focus is on the new management paradigm with respect to organizations of the future and the changing nature of work. The emphasis is on new organizational forms, networks, leadership and globalization

PUAD 612 STRATEGIC PLANNING FOR PUBLIC AND NON PROFIT

Prerequisites: All background courses
Credits: 3
Students will learn the process of adapting the organization to a rapidly changing environment by applying vision-based diagnosis and strategic planning to reposition organizations in the public and non-profit environment so that they can survive and prosper. Topics covered include re-engineering through organizational transformation, situation analysis, organizational invention and innovation.

PUAD 613 SEMINAR IN MEDIATION AND ALTERNATIVE DISPUTE

Prerequisites: MGMT 511 and MGMT 571
Credits: 3
Students will learn the basic fundamentals of mediation in the workplace. Simulated games and case studies are used to operationalize the theories and concepts of mediation and alternative dispute resolution. They will review laws, rules and executive orders

that address issues associated with fair employment practices in the public and private sectors. Experts will be invited to participate in the Seminar as guest lecturers. A major research paper is required

PUAD 704 EVALUATION RESEARCH
Former course number 504 Prerequisites: PUAD 502 and PUAD 530
          Credits: 3
This course will explore the methods and models for policy analysis and program evaluation; methods of collecting and analyzing evaluation data; processes for linking evaluation to policy formulation and program management. Emphasis is on how to conduct formative evaluations of government programs. Students are also able to make the appropriate distinctions between the administrative systems that make government programs work as well as how the impact of these programs on the quality of life in society is measured.

PUAD 710 INTERGOVERNMENTAL RELATIONS SEMINAR
Former course number 610 Prerequisites: All background courses
Credits: 3
The seminar begins with a review of Federalism and constitutional politics. It then moves its focus to the complexities and inadequacies of the federal-state-local systems. The emphasis here is with conflicts and cooperation among the three levels of government and changing roles of government; the development of structures, processes, and management to strengthen the intergovernmental system and improve performance; and with increasing student problem-solving and managerial capabilities in these areas through the use of guest speakers, case studies and a semester project.

PUAD 799 COMPREHENSIVE EXAMINATION
Former course number 699 Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades Credits: 0

The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

Special Education

SPED 511 SPECIAL EDUCATION PERSPECTIVES
Prerequisites: None
Credits: 3
Students examine the historical development, the philosophies, research, legislation, and current difficulties that have emerged relative to the education of exceptional children. The characteristics of children with disabilities and the principles of effective instruction, management, and intervention are addressed as they apply to special education. Family empowerment concepts are explored relative to the diversity of our schools and communities. Professional, community, and parent organizations; local, state, and federal agencies dealing with exceptional children are also identified.

SPED 520 INSTRUCTIONAL METHODS AND CURRICULUM PLANNING
Prerequisites: None
Credits: 3
Students gain familiarity with developmental curricula across cognitive, academic, language, and socio-affective areas as applicable to individuals with exceptional learning needs. Various instructional and remedial methods, techniques, and curriculum materials will be presented and practiced as well as techniques and strategies for modifying instruction and accommodating individual student needs. The characteristics of "typical" children with high-incidence disabilities and the basic principles of effective instruction are discussed as they pertain to educational planning and instructional presentation.

SPED 522 BEHAVIORAL INTERVENTION AND CLASSROOM MANAGEMENT
Prerequisites: None
Credits: 3

Students gain familiarity with the effects of dysfunctional behavior on learning and the differences between behavioral and emotional disorders and other disabling or at-risk conditions. The course will present current research on behavioral interventions and management, along with appropriate ways to apply research findings in the classroom through research - supported instructional strategies and practices. Students will learn how to plan, organize, and implement individualized and group programs appropriate to the cognitive and effective needs of students who may require reinforcement systems, behavioral management plans, specific social skill instruction, or adjustments in their learning environment and curriculum.

SPED 545 COMPUTERS AND TECHNOLOGY IN SPECIAL EDUCATION
Prerequisites: None
Credits: 3
Students examine the current instructional applications available for use with computers and related technology in the elementary and middle school classroom and the benefits of computer-assisted instruction for exceptional students. The appropriate and effective integration of computers across the curriculum and the use of the classroom computer as a means of data analysis for instructional decision-making are emphasized. Assistive/augmentative technology and the evaluation of instructional software are covered in the course as well.

SPED 615 PRACTICUM IN SPECIAL EDUCATION I
Former course number 515 Prerequisites: SPED 511, 520, 522, 545, 649
Credits: 3
In accordance with Maryland Special Education teacher generic certification requirements for working with either elementary/middle or secondary/adult students, the Practicum Phases I and II provide supervised teaching experiences with students ages 5 through 21 who are receiving special education services. All students participating are required to complete practicum experiences, the first upon completion of the first 15 hours and the second at the end of the graduate program. Students demonstrate selected competencies under faculty supervision during fieldwork with disabled children at the elementary and middle school levels.

SPED 626 LANGUAGE AND READING DEVELOPMENT

Former course number 526 *Prerequisites: SPED 511*
Credits: 3

Students compare, adapt, and conduct formal and informal assessments in oral and written language for use with mildly and moderately disabled elementary and middle school children. Methods, materials, and cognitive strategies and concepts are explored, adapted, and designed for classroom use in all language areas, with particular emphasis on reading.

SPED 629 MULTIDISCIPLINARY TEAM: ASSESSMENT, COLLABORATION, AND INTERVENTION

Former course number 529 *Prerequisites: SPED 511, 540*
Credits: 3

Students explore the contributions of various professional and auxiliary disciplines to individual educational programming and development of disabled children. Information from other disciplines and strategies for effective interdisciplinary communication are examined.

SPED 649 SPECIAL EDUCATION PARTNERSHIPS AND LIFESTYLES

Former course number 549 *Prerequisites: None*
Credits: 3

Students explore the concepts, methods, materials, assessment, and transition strategies used in recreational and life-centered career education for culturally diverse students with disabilities. In order to maximize the productive inclusion and collaboration of student, family, professional, and community for children and youth with mild or moderate special needs, effective instruction, behavioral management, and flexible programming designs are presented.

SPED 716 PRACTICUM IN SPECIAL EDUCATION II

Former course number 516 *Prerequisites: SPED 507, 502, 517, 626, 539*
Credits: 3

Students demonstrate selected competencies under faculty supervision during fieldwork with disabled children at the elementary and middle school levels.

SPED   730   SEMINAR IN SPECIAL EDUCATION
Former course number   530   Prerequisites: Successful completion of the Graduate Comprehensive
Credits: 3
Students review major topics, issues, and trends in special education and do an in-depth seminar paper in selected area. This course must be taken during the last six hours of the degree program.

SPED   799   COMPREHENSIVE EXAMINATION
Former course number   699   Prerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades   Credits: 0
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

School Psychology

SPSY 501 INTRODUCTION TO SCHOOL PSYCHOLOGY
Prerequisites: None Credits: 3
This course is an exploration of the history and foundations of school psychology, ethics and standards of practice, professional trends, as well as organization and operation of schools. This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 502 PHILOSOPHY OF EDUCATION
Prerequisites: None Credits: 3
This course consists of discussion of sociological, philosophical, and historical foundations of Western education, with special emphasis on how they relate to current educational issues and practices.

SPSY 503 SCHOOL-BASED CONSULTATION
Prerequisites: None Credits: 3
This course is designed to teach the skills and methods of psychological and educational consultation as practiced in settings

such as educational systems. Students are introduced to basic concepts in consultation, and relevant strategies promoting change in individuals, small groups, and large systems. It provides in class experiential components that assist students in learning about the process of consultation, specifically with culturally diverse populations. This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 504 PSYCHOPATHOLOGY OF CHILDHOOD
Prerequisites: None Credits: 3
This course examines child and adolescent disorders and how they affect educational performance and achievement. Major focus will be on the assessment, design, etiology, and treatment of various disorders including: anxiety and mood disorders, conduct and attentional disorders, learning disorders, autism and schizophrenia. The course investigates how peers, families, teachers, schools, gender, developmental stage and socio-cultural variables are affected by these problems. This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 505 COUNSELING CHILDREN IN THE SCHOOL SETTING
Prerequisites: None Credits: 3
This course teaches basic techniques and approaches helpful in counseling children primarily in educational settings while examining how therapeutic change occurs in individuals and small groups. This course is only open to School Psychology and Counseling majors. Special permission to enroll in this course is required for other students.

SPSY 507 SCHOOL ASSESSMENT I
Prerequisites: None Credits: 3
This course examines basic and advanced concepts and theories of psychological (with particular emphasis on cognitive) and educational assessment. Topics focus on issues such as: test development; commonly used tests in the field; test administration, scoring and report writing; as well as social, legal, cultural, and ethical issues to consider regarding assessment. This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 509 RESEARCH METHODS AND STATISTICS
Prerequisites: None Credits: 3

This course will focus on various techniques and methods of psychological, sociological, and educational research with topics emphasizing research design; data collection; quantitative and qualitative analysis; as well as selection, formulation, and execution of research and program evaluation projects in an applied school setting.

SPSY 510 THE PSYCHOLOGY OF EXCEPTIONAL CHILDREN
Prerequisites: None Credits: 3
This course is a study of the nature of all children who differ significantly from the typical child. Attention is directed towards children of various exceptionalities such as: gifted and talented; specific learning disabilities; intellectual disabilities; emotional disabilities; autism; physical disabilities and speech and language impairment.

SPSY 511 PERSONALITY ASSESSMENT
Prerequisites: None Credits: 3
This course is an introduction to a broad range of approaches, theories, and research focusing primarily on assessing psychological functioning using standardized personality questionnaires and structured and unstructured interviews. Other assessment approaches considered include observation, rating procedures, and individualized measures.

SPSY 601 HUMAN LEARNING
Former course number 506 Prerequisites: None Credits: 3
This course represents a systematic exploration of contemporary and classic theories of human learning and focuses on the application of different types of learning to human problems.

SPSY 606 CHILD NEUROPSYCHOLOGICAL ASSESSMENT
Prerequisites: None Credits: 3
This course consists of an introduction to theory, research and clinical case material relevant to the assessment of cognitive, motor, and neuropsychological functioning of children. Course requirements

include the supervised administration and interpretation of diagnostic approaches to cognitive and neuropsychological functioning in children. Other topics include cultural, biological, and situational factors that influence cognitive performance and its assessment.

SPSY 607 PRACTICUM IN PSYCHOEDUCATIONAL ASSESSMENT
Prerequisites: SPSY 501; 507; 510; 610 Credits: 3
The Practicum experience consists of fieldwork under the supervision of a certified or licensed school psychologist. The accompanying class is designed to complement the Practicum I field experience. Students in this course will be participating in a practicum twice a week in a local school setting. The primary focus of this experience is to expose students to assessment and assessment related activities within the school setting. Class time will be used to provide students with the guidance and feedback necessary to manage the practicum experiences. Through a variety of class activities, the student will gain more knowledge and experience on assessment and evaluation procedures. This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 608 PRACTICUM IN THERAPEUTIC APPROACHES WITH CHILDREN
Prerequisites: SPSY 503; 505; Credits: 3
The Practicum experience consists of fieldwork under the supervision of a certified or licensed school psychologist. The accompanying class is designed to complement the Practicum II field experience. Students in this course will be participating in a practicum twice a week in a local school setting. The primary focus of this experience is to expose students to consultation and intervention related activities within the school setting; however, the class will continue to address assessment issues, as needed. Class time will be used to provide students with the guidance and feedback necessary to manage the practicum experiences. Through a variety of class activities, the student will gain more experiential knowledge on counseling, consultation and intervention approaches**.** This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 609 SOCIAL AND PERSONALITY DEVELOPMENT
Prerequisites: None Credits: 3

This course is a systematic review of research, major theories, and points of view in regard to major problems in the fields of social and personality development.

SPSY 610 SCHOOL ASSESSMENT II
Former course number 508 Prerequisites: SPSY 507 Credits: 3
This course examines basic and advanced concepts and theories of psychological, social-emotional-behavioral, and educational assessment. It emphasizes the methods used for evaluating school aged children and the skills required for formulating, conducting, and reporting comprehensive psychological evaluations. This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 611 ALTERNATIVE ASSESSMENT METHODS
Prerequisites: None Credits: 3
This course teaches types and objectives of assessment for planning and implementing programs for children. Qualitative and quantitative approaches to assessment and evaluation and methods of observing children are also discussed.

SPSY 701 PSYCHOLOGICAL AND EDUCATIONAL INTERVENTIONS
Former course number 603 Prerequisites: Field Experience Credits: 3
This course provides students with the knowledge and professional skills necessary to design, implement, monitor, and evaluate psycho-educational interventions with children in a school setting. Students will explore strategies and techniques helpful for providing interventions at the individual, classroom, building and systems level. Students will become familiar with practices that support collaboration with school personnel, families, and communities in order to support school children with academic, behavioral, and social-emotional needs. The students will also explore therapeutic and academic approaches used for children with common psychological childhood disorders. Current research on evidenced- based- interventions (EBI's) is also emphasized. Non-school psychology majors are advised to consult with the instructor prior to registering for the course.

SPSY 702 SEMINAR IN ETHICS & PROFESSIONAL ISSUES IN SCHOOL PSYCHOLOGY
Former course number 604 Prerequisites: Field Experience Credits: 3

This course is designed to assist School Psychology students with synthesizing and integrating the knowledge, skills, and abilities acquired during coursework and field practica. In addition, students will explore legal and ethical issues that specifically impact this profession. Students will also continue to dialog about current trends in the field with a special emphasis on home-school collaboration and crises intervention. Lastly, this course will provide students with information and strategies for successfully entering the workforce. This course is only open to school psychology majors. Special permission to enroll in this course is required for other students.

SPSY 703 CULTURAL PROFICIENCY IN SCHOOL PSYCHOLOGY
Former course number 605 *Prerequisites: None Credits: 3*
This course focuses on the cultural diversity that exists across many public school environments, and examines the impact that such diversity has on teaching and learning within the schools. This course is designed to enhance students' self-awareness and sensitivity for culturally competent school psychology practice with individuals, families, groups, organizations and communities This course is only open to School psychology majors. Special permission to enroll in this course is required for other students.

SPSY 799 COMPREHENSIVE EXAMINATION
P*rerequisites: Advancement to Candidacy, Completion of all prerequisites, resolution of all Incomplete grades Credits: 0*
The comprehensive examination is a comprehensive test on the core concepts and issues within the discipline. The examination is a three hour test administered by the Graduate School.

SPSY 800 THESIS I
Former course number 601 *Prerequisites: None Credits: 0*
All degree candidates in the program have the option to complete a research-based thesis. This is done under the guidance of a faculty member who has similar research interests.

SPSY 801 THESIS II
Former course number 602 *Prerequisites: None Credits: 3*
All degree candidates in the program have the option to complete a research-based thesis. This is done under the guidance of a faculty member who has similar research interests.

SPSY 805 SCHOOL INTERNSHIP I

Former course number 700 *Prerequisites: 54 semester hours of prescribed coursework in School Psychology Credits: 3*

The SPSY 805 internship field experience comes at the end of the completion of all coursework, practicum activities, successful completion of the comprehensive examination, and final approval of the faculty. It provides the intern with an opportunity to apply knowledge and skills obtained through coursework, practicum and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. Full time emersion into the field experience allows the intern to begin to integrate information, continues to build knowledge and moves them towards independence to begin practice as an entry level school psychology specialist. The program supervisor meets with students on a regular basis to monitor the progress of the internship, and consults with the field supervisor regarding performance and problems that may arise. This course is only open to School Psychology majors. Special permission to enroll in this course is required for other students.

SPSY 807 SCHOOL INTERNSHIP II

Former course number 701 *Prerequisites: 54 semester hours of prescribed coursework in School Psychology Credits: 3*

School Psychology 807 is the second half of the internship experience. This field experience comes at the end of the completion of all coursework, practicum activities, successful completion of the comprehensive examination, and final approval of the faculty. It provides the intern with an opportunity to apply knowledge and skills obtained through coursework, practicum and other training experiences full time while under the guidance and supervision of an appropriately credentialed and practicing school psychologist. Full time emersion into the field experience allows the intern to begin to integrate information, continues to build knowledge and moves them towards independence to begin practice as an entry level school psychology specialist. The program supervisor meets with students on a regular basis to monitor the progress of the internship, and consults with the field supervisor regarding performance and problems that may arise. This course is only open to School Psychology majors.

Special permission to enroll in this course is required for other students.

INDEX