



# **BOWIE STATE UNIVERSITY**

## Counseling Psychology Program Handbook



*Bowie State University is an active participant in addressing the opioid epidemic with a \$1.02 million federal grant, employing a program of culturally responsive Peer Recovery approach.*

**Department of Counseling & Psychological Studies  
College of Education**

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## I. Welcome and Introduction

Welcome to the Counseling Psychology master's program. This program consists of 48 credit hours (16, 3-credit courses). The program emphasizes the importance of interpersonal relationships that require considerable commitment on behalf of you as a student and professional. You will learn the knowledge and skills necessary to become a future clinician, researcher, or educator. At Bowie State University, we will help you develop the foundational knowledge to pursue doctoral studies or serve as a masters-level professional in your field. After completion, students may apply for a Psychology Associate Letter from the Board of Examiners of Psychologist, Maryland Department of Health. Students who intend to become licensed as Counselors are required to have 60 credit hours in the State of Maryland. The Counseling Psychology master's program offers Certificate Programs which enable student to earn the extra 12 hours which are needed for licensure as a Counselor. The Certificate Programs courses which are offered are in the areas of Psychotherapy, Addictions Counseling and Assessment. Becoming licensed requires 60 hours, passing the National Counselors Exam (NCE) and the State of Maryland Ethics exam. Keeping our working students in mind, our entire degree can be completed with courses that are offered in the evening and on the weekend.

*Dr. Cubie Bragg*

Program Coordinator

## II. University Mission and Vision Statements

### Mission

Bowie State University empowers a diverse population of students from Maryland, the nation and the world to reach their full potential through its high-quality, liberal-arts-based 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.

### Vision

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

## III. University Core Values

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

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

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

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

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

#### **IV. University Accreditation**

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

#### **V. Licensure, Specializations, Professional Certifications**

Students who complete the program satisfy the requirements for a Psychology Associate, as well as 48 of 60 credit hours required for Maryland State Licensed Graduate Professional Counselors. Students who enroll in an additional 12 credit hours to satisfy the 60 credit hours required for licensure can complete a specialization or professional certification. Students are also able to earn certificates in Psychotherapy and Addictions through additional courses beyond the core courses. Students can earn an Addictions Counselor Certification, by completing 3 courses and an internship related to alcohol and/or drug addiction, as well as sit for the Advanced Certified Alcohol and Drug Counselor Level III (master's Level) examination.

#### **VI. College of Education Mission Statement**

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

#### **VII. Program Mission**

Our Master's in Counseling Psychology program is dedicated to cultivating compassionate, knowledgeable, and ethical counseling psychologists and counselors committed to fostering psychological well-being. We provide rigorous academic training, evidence-based practices, and experiential learning opportunities that prepare our graduates to meet the diverse needs of individuals, families, and communities. Through a comprehensive curriculum that integrates theory, research, and clinical practice, we strive to empower our students to become leaders and advocates in the field of psychology, promoting resilience, healing, and social justice. Students will complete 48 hours of the 60-

credit hours required for Maryland state licensure as a counselor. The additional 12-credit hours can also be completed while in the program. Our program also prepares graduates to pursue doctoral studies in psychology.

### **VIII. Program Descriptions, Goals, and Objectives**

The program strives to prepare highly effective and ethical counseling professionals who will positively impact their students, clients, the counseling profession and the diverse populations they serve in the community.

Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the eight Common Core Standards.

1. Professional orientation and ethical practice
2. Social and cultural diversity
3. Human growth and development
4. Career development
5. Helping relationships
6. Group work
7. Assessment
8. Research and program evaluation

Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in Counseling Psychology Program Standards.

1. Foundation. Knowledge, skills and practices of the history, roles, functions, professional identity, current treatment models, effects of diverse contexts and needs and processes and operational management of the counseling practices and impact of crises, disasters and other trauma-causing events on people.
2. Counseling, Prevention and Intervention. Knowledge and skills of theories and practices regarding etiology, diagnostic process, treatment options and strategies for effectiveness service delivery and impact.
3. Diversity and Advocacy. Knowledge, skills and practices of the effects of racism, discrimination, sexism, power, privilege, social justice and oppression on one's own life and career and those of the client; and can identify opportunities and maximize impact in multicultural settings.
4. Assessment. Knowledge, skills and practices of principles and models of assessment, case conceptualization, theories of human development and concepts of normalcy and psychopathology; appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, psychoeducational, psychopharmacological medications and personality assessments.
5. Research and Evaluation. Knowledge and skills of current research and promising practices, models and strategies of evaluation and evidence-based treatments and basic strategies for evaluating counseling outcomes.
6. Diagnosis. Knowledge, skills and practices of diagnostic process, including differential diagnosis and the use of current diagnostic tools, such as the *Diagnostic and Statistical Manual of Mental Disorders* (DSM-5); impact of co-occurring substance use disorders on medical and psychological disorders; and appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

Candidates are expected to demonstrate in their course work, practicum and internship experiences the knowledge, skills and professional dispositions as articulated in the College of Education Institutional Standards.

Centered on the theme of *Preparing Effective, Caring and Collaborative Educators, Counselors and Clinicians for a Global Society*, the College strives to develop candidates who become *academic scholars, reflective practitioners and collaborative leaders* with a strong commitment to professional dispositions and innovative use of technology in the schools and communities in which they work.

## IX. The Universities at Shady Grove (USG) Program Overview

Bowie State University offers a master's in counseling psychology at its off-site campus located at The Universities at Shady Grove (USG). This offers professional preparation for individuals wishing to become psychologists and/ or counselors in non-K-12 school settings, such as community mental health facilities, universities, etc. This program places heavy emphasis on interpersonal and helping relationships among youth and adults that require considerable commitment on the part of the student. Students in this program are well-prepared to pursue doctoral studies or serve as master level professionals. Students in the program must complete 48 semester hours, a practicum and internship (700 hours) placement, write a research paper and pass a qualifying examination. Students who enroll in an additional 12 hours to satisfy the 60 credit hours required for licensure can complete a specialization or professional certification. An additional 300 hours for internship are required for licensure. Students interested in taking courses at The Universities at Shady Grove should contact Dr. Geraldine Smith, Program Coordinator, Email: [gsmith@bowiestate.edu](mailto:gsmith@bowiestate.edu), Cell: (301) 875-1949 and (301) 738- 6000

## X. Program Transition Requirements

### T1. Admission to the Graduate School

Individuals interested in pursuing the graduate program in Counseling Psychology must qualify for admission to Graduate School. The following material must be submitted to the Office of Graduate Admissions:

1. Academic Transcript
  - Showing completion of a B.A. or B.S. degree
  - Minimum grade point average of 2.75
  - At least 12 credits in counseling, psychology or a related area
2. Completed Graduate Application Form
3. Non-refundable application fee.
4. Submission of three letters of recommendation (both form and letters).
  - Two letters must be from an academic instructor
  - One letter must be from an employer/supervisor
5. Personal statement (must not exceed three single-spaced typed pages) addressing the following:
  - **Background:** Tell us about yourself, your family, and your work.
  - **Goals:** Describe your goals. Include your plan for 5 years and 10 years.
  - **Strengths:** Describe strengths that you believe would contribute to your being a good counselor.
  - **Change:** Describe your personality. What traits might need to be changed to enhance your ability to be an effective clinician? What plans, if any, do you have for making any such change(s)?
  - **Why Counseling, Why Bowie?** Describe what factors led to your interest in Counseling Psychology and an education at Bowie State University.
  - **Comments:** Is there anything that we have not asked that you believe might be important for us to know?

6. Submission of a professional resume/CV reflecting related work or volunteer experiences.
7. Interviews may be required as part of the application process before a final admissions decision is made.

As part of the application process for the Counseling Psychology program, we conduct group interviews to assess applicants' suitability for the program. These interviews provide an opportunity for applicants to engage in discussions with faculty and current students, allowing us to evaluate their interpersonal skills, communication abilities, and alignment with our program's values and goals.

During the interview, applicants will be evaluated using a structured scoring rubric. This rubric consists of six key criteria:

1. **Interpersonal Skills:** Assessing the ability to actively listen, demonstrate empathy, and engage respectfully with others.
2. **Communication Abilities:** Evaluating the clarity and effectiveness of verbal communication and non-verbal cues.
3. **Teamwork and Collaboration:** Gauging the capacity to work effectively within a group, collaborate, and support diverse contributions.
4. **Understanding of Counseling Psychology:** Measuring knowledge of key counseling psychology concepts and program objectives.
5. **Alignment with Program Values and Goals:** Assessing commitment to ethical, culturally sensitive counseling practices and alignment with our program's values.
6. **Overall Impressions:** Providing an overall assessment of the applicant's suitability for the program.

Applicants selected for interviews will receive prior notification and detailed information about the interview process. This approach ensures a fair and transparent evaluation process for all applicants.

## **T2. Core and Foundation**

Upon acceptance into the program, candidates are required to complete required 12-18 credit hours, achieving an overall grade point average of 3.25.

## **T3. Advancement to Candidacy**

At the completion of 12-18 credit hours in the program, candidates are required to make application for Advancement to Candidacy. The Counseling Faculty, at this point, reviews each application. If candidates have a 3.25 grade point average and are recommended by at least two members of the full-time faculty based on the student's disposition, they are advanced to candidacy in the degree program.

## **T4. Program Exit**

Candidates are required to complete five (5) hours of professional development activities (PDAs) in the community for each 3-credit hour course. In addition, candidates participate in field experiences throughout the program, complete a clinical practicum field experience (250 clock hrs.) and an internship field experience (450 clock hrs.), pass a standardized Counselor Preparation Comprehensive Examination (CPCE) examination, and write a research paper and/or thesis (i.e., conceptual manuscript).

## XI. Professional Dispositions

Candidates are evaluated on professional work characteristics by field supervisors on the practicum and internship evaluation forms. Also, faculty provides ongoing feedback to candidates on dispositions during personal discussions and in other settings which showcase classroom projects, presentations and professional development activities. Students will complete a thesis/research paper, in preparation for postgraduate work with a focus on doctoral studies. This may satisfy doctoral application requirements.

## XII. Program of Study

A quality degree program is not an accumulation of credit hours, but it is a carefully developed sequence of educational activities and experiences designed to help students achieve the specified objectives of the program. Thus, it is extremely important to properly sequence this 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. Students need to complete a program of study form and submit it to their advisor for signature. The Dean of Education and the Graduate School Dean must also sign the program of study. The student receives a copy of the signed program of study. Students are required to maintain a copy of the program of study, as the approved program of study for completing the program. If the student changes major or tracks, the student needs to submit a new program of study. The student cannot graduate without an approved program of study for the program the student is to complete.

Students complete Professional Development Hours (PDAs) as part of their coursework and ongoing learning. Maintaining these records is recommended for postgraduate work and licensure requirements.

Transition 1: Admission		
Complete BSU and Program Admission Requirements Overall GPA Requirement of 2.75 or above Admission Portfolio: Personal Statement, Interpersonal Skills, Writing Skills, Academic Background & Experience, CV/Resume, Academic Transcript(s) and potential Candidate Interview		
Transition 2: Core Foundation		
Level One		
PSYC	502	Principles and Philosophy of Counseling
EDUC	507	Advanced Human Growth and Development
PSYC	633	Multicultural Counseling
Level Two <sup>1</sup>		
PSYC	608	Career Counseling and Development
PSYC	730	Adlerian and Other Counseling Techniques
PSYC	780	Legal and Ethical Issues in Counseling and Therapy
PSYC	614	Appraisal, Assessment and Evaluation
Level Three		



PSYC	732	Family Counseling
PSYC	733	Group Counseling
EDUC	706	Introduction to Research
<b>Transition 3: Advancement <sup>2,3</sup></b>		
<b>PSYC</b>	<b>799</b>	<b>CPCE/Comprehensive Exam. Note: After completing Levels I, II, and III classes, you may take the CPCE (Comp Exam). You must register and pass the CPCE/Comp Exam before registering for PSYC 836, 858 and 861.</b>
<b>Level Four</b>		
PSYC	744	Psychodynamics of Psychopathology
COUN	762	Drug & Alcohol Counseling
PSYC	737	Life Style Assessment
<b>Level Five</b>		
PSYC	836	Practicum in Counseling Psychology (250 hrs.)
PSYC	861	Seminar in Counseling Psychology
PSYC	858	Internship in Counseling Psychology (450 hrs.)

<sup>1</sup> This chart is for sequencing purposes only. Enrolling in 4 courses the same semester requires Chair approval.

<sup>2</sup> Candidates must have completed Levels I, II, and III and have passed the CPCE/comprehensive examination before registering for these classes

<sup>3</sup> **The Comprehensive Exam (PSYC 799) and Orientation to Practicum and Internship (PSYC 000) are not credit-hour courses. However, taking the exam and attending the orientation are mandatory prior to moving forward in the program.**

<sup>4</sup> If a student has not completed all required internship hours within that semester, the student must enroll in PSYC 801 each semester until the hours are completed. PSYC 801 is a 1-credit hour independent study course.

\* Additional courses are required for licensure, including PSYC 833 Advanced Techniques in Counseling and Psychotherapy is recommended for licensure.

### **XIII. Comprehensive Exam/CPCE**

Students are required to pass the Counselor Preparation Comprehensive Examination (CPCE). The CPCE consists of the eight Common Core areas previously mentioned. The pass score is determined each semester by the CPCE's national mean minus one standard deviation. After completing Levels I, II, and III courses (30 credits) and Advancement to Candidacy, students are eligible to register for the CPCE (PSYC 799), which is offered during the fall, spring, and summer semesters. After passing the CPCE, students are then eligible to take Seminar, Practicum and Internship. Students who do not pass the CPCE after three attempts will be dismissed from the program. Those who require special accommodations must contact Dr. Hughes in Disability Services.

### **XIV. Practicum and Internship Requirements**

Students can learn clinical skills from interactions in the field with clients/patients that will help refine their skills in becoming effective counselors. Clinical requirements for the program consist of two courses in

sequence that total 700 hours. Students are required to attend the Practicum and Internship Orientation one year prior to enrolling in the course.

The Department maintains an updated list of approved Practicum and Internship sites that meet program standards. Students may choose from this list and interview for an internship position before enrolling in the course. Sites not listed must be approved by the University before enrolling in the course. A licensed Graduate Professional Counselor requires 1000 supervised field hours completed prior to graduation. Certificate and Specializations complete this requirement.

The first required clinical course is Practicum in Counseling Psychology (PSYC 836). This consists of 250 hours at an approved site. While at the site, students must spend a minimum of 40% of their time in direct contact with clients/patients. Practicum can start after students have met the following requirements: (1) successful completion of the first 30 credits of their Program of Study (Levels 1, 2 and 3), (2) have been Advanced to Candidacy after completion of the first 12 to 18 credits of their Program of Study, and (3) pass the Comprehensive Exam (PSYC 799). Students are eligible to take the Comprehensive Exam after completion of these first 30 credits (10 courses) and Advancement to Candidacy. Students must pass the Comprehensive Exam (PSYC 799) before being allowed to take Practicum, Internship, and Seminar. Internship in Counseling (PSYC 858) consists of 450 hours at the student's internship site. A minimum of 40% of their time must be in direct contact with clients/patients. The Practicum and Internship Handbook details information on how to obtain a practicum/internship site. In addition, all required forms must be completed by the student, Site Supervisor, and the University Professor.

#### **XV. iSuccess/TaskStream Statement**

To ensure success throughout the academic program, the College of Education has implemented the iSuccess, powered with TaskStream, as its assessment and accountability system that tracks candidate performance, program quality and unit operations. Candidates are expected to meet a set of performance criteria throughout the programs of study, which include course-embedded and field-based signature assignments (SAs) as well as surveys. The assessments are strategically designed to measure candidate competencies as articulated in national, state and professional standards. The SAs and surveys are mandatory for course completion. Final grades will be held until satisfactory completion of these requirements through iSuccess/Taskstream

#### **XVI. Program and University Policies & Procedures**

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

##### **a. Retention**

All candidates must advance to candidacy in order to move on in the program. According to University policy, candidates must secure a grade point average (GPA) of 3.25 within the first 12-8 credit hours of coursework to advance. If candidates do not advance, the candidate will meet with their advisor to develop a plan of action (via Academic Progress Form per Graduate School policy). They will be allowed to take up to 9 additional semester hours of coursework to re-apply and advance to candidacy.

Dismissed candidates may re-apply to the counseling psychology program after sitting out at least one semester (i.e., fall or spring). These individuals must make a formal request to the Graduate School and the school psychology program to be reinstated. These individuals will also be asked to interview with the School Counseling Admission's committee. The committee will make a final determination regarding re-admittance into the program. Please see the graduate catalog for policy regarding retention and dismissal.

**b. Academic Appeal Policy**

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

**c. Student Code of Conduct**

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

**d. Academic Integrity**

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

**e. Policy on Plagiarism**

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

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

**f. Academic Dishonesty/Plagiarism**

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

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

**g. Falsification of Information**

Falsification of information includes any form of providing false or misleading information, written or oral, in a manner which has the intent or effect of deceiving authorized University personnel, including members of judicial hearing panels, or of altering or falsifying official institutional records. Misrepresentation of oneself or of an organization as an agent of the University will also be considered a violation of this section. Any student who commits any of the above is subject to discipline as outlined in the Student Code of Conduct and by Bowie State University.

**h. Network System Misuse and Dishonesty**

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

**i. Copyright Notice**

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

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

**j. Email Use**

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

**k. Dropping a Class/Withdrawal**

Students who wish to drop a course(s) may do so through Bulldog Connection self-service during open enrollment and during the drop period only. If students drop a course during the drop period,

this means that all entries for the course are dropped completely from their transcript. It is the students' responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct. The last day on which courses may be dropped is published in the Academic Calendar for each semester/term. All courses in which students are enrolled after the final drop date will be entered permanently on their academic record.

**l. Withdrawal from Class**

Students wishing to receive a course refund are responsible for officially withdrawing. Withdrawal procedures begin in the Office of the Registrar. The date the withdrawal is received determines the amount of refund. Students withdrawing from the University after completing registration are not entitled to the refund of any fees. Refunds for all courses offered, whether 16-week, 7-week, weekend or workshop format shall be awarded based upon a schedule established by the Office of Student Accounts for each semester.

**m. Incomplete "I" Grade**

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

**n. Class Cancellation**

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

**o. BEES**

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

**XVII. Professional Organizations, Resources and Engagement Department of Counseling**

**Advisory Board**

To have a strong Counseling Psychology program, the Department of Counseling Psychology Advisory Board receives invaluable input from community partners who offer advice about important issues in the field of Counseling as it relates to our students. The Advisory Board meets monthly. Additionally, the Advisory Board will sponsor events at the college, such as special speakers, workshops and training.

**Graduate Student Association**

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

### **Psi Chi Honor Society**

Psi Chi Honor Society is the international honor society for students, professional counselors and counselor educators established in 1929. Their mission is to recognize and promote excellence in the science and application of psychology. <http://www.psichi.org/>

Requirements for Membership:

- a. Enrollment in a Counseling Program
- b. Must have completed 9 credit hours in psychology
- c. Must have an overall 3.5 GPA or better, 3.0 in psychology

### **Student Adlerian Society (SAS)**

The Student Adlerian Society is an organization for all counseling students that focuses on Alfred Adler and his concepts. The Student Adlerian Society provides networking opportunities for future counselors, workshops, annual conferences, PDA hours and much more. The focus of SAS is to help develop well-rounded counselors. Annually, SAS facilitates a conference in which faculty and students present on current topics that affect the local and global community. For more information, contact SAS at [studendadleriansociety@gmail.com](mailto:studendadleriansociety@gmail.com)

## **XVIII. Student Academic and Disposition Process**

The student in the Counseling Psychology Program is monitored throughout the program to maximize their potential for success. The process is 5-tiered.

1. Students are screened during the admission process. In Counseling Psychology, students are screened at the Graduate Admissions Office and then by the Counseling Psychology Program Admissions Committee. They must have a GPA of 2.75 or above and provide answers to the narrative questions which are reviewed by the Admissions Committee. Students who do not meet the program expectations may be eliminated at either round of the screening. The Counseling Psychology Admissions Committee may interview students who are moved forward after the two rounds of screening. All interviewees are asked the same questions, and the responses are scored on a rubric. Individuals who are interviewed and passed within range of the full criteria are candidates for admission into the program.
2. The second review is done after the student has completed 12-18 credits. If needed, professors have an incident report form, which is called the Student Professional Development Recommendation (SPDC). All classroom professors are to fill out an SPDC form on any student who is having a professional or academic problem. These forms are moved forward to the Department Chair. It is then moved forward to the advisor or to the full faculty for remediation depending on the severity of the issue.
3. The student must apply with a picture and a GPA at 12-18 credit hours in the program. If there is a problem, the student is referred to the advisor for remediation. If the student has the requisite GPA and dispositions, they are Advanced to Candidacy.
4. All students are reviewed again during and at the end of Practicum. Practicum is 250 hours for the Counseling Psychology Program. Formative and Summative evaluations are completed by the on-site Professional Licensed Counselor who supervises the student and the Individual University Practicum Supervisors who reviews their work and provides supervision. Students also complete a self-evaluation and submit a form at the mid-term and final portions of the Practicum. All forms are reviewed by the professor of the course and a decision is made about whether the student is

ready to move forward. The professor gives the final grade. A final grade of “Pass” is given to student who are allowed to move forward to internship. A remediation plan has been put in place for students who are having difficulty at this level.

5. The last tier of this process occurs during Internship. Counseling Psychology students have one Internship of 450 hours. Students must complete their supervised hours. The final grade is given by the professor. If a student is having difficulty at this point, a remediation plan can be put in place. This usually includes additional supervised hours.

## **XIX. Contact Information**

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