



HANDBOOK

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

2022-2023

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GENERAL DESCRIPTION OF THE SCHOOL PSYCHOLOGY PROGRAM

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

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

WELCOME AND INTRODUCTION

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

UNIVERSITY'S MISSION, VISION STATEMENT AND STRATEGIC PLAN

Mission Statement

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

Vision Statement

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

[See website for details.](#)

[Bowie State University - Strategic Plan](#)

UNIVERSITY ACCREDITATION

Bowie State University is accredited by the Middle States Association of Colleges and Schools. University departments are accredited by the National Council for the Accreditation of Teacher Education (NCATE), the National Council of Social Work Education (CSWE), the National Leagues for Nursing, Association of Collegiate Business Schools, and Programs (ACBSP); and the Computer Accreditation Commission (CAC) of the Accreditation Board for Engineering and Technology (ABET). The

University is a member of the Council of Graduate Schools in the United States and the Northeastern Association of Graduate Schools. The College of Education programs are approved by the Maryland State Department of Education. The school psychology MA/CAS program is approved by the National Association of School Psychologists (NASP).

UNIVERSITY CORE VALUES

[See website for details.](#)

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

Excellence

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

Inclusivity

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

Integrity

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

Accountability

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

Innovation

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

University Strategic Priorities

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

COLLEGE OF EDUCATION MISSION AND VISION

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

The mission of the College of Education at Bowie State University is to prepare academic and professional leaders who are globally competitive in their content specialty, grounded in the knowledge bases of their discipline, and sensitive to the ethnicity of the students they serve for positions in public and private schools in Maryland, and school systems in other states and community establishments. The College's teacher education program model rests upon a legacy of the best practices in the field of education and upon what research tells us about teaching and learning. Revised in September of 2011, the College of Education has adopted the following theme for its academic programs: "Preparing Effective and Caring Educators for a Global Society." The College strives through its programs to develop candidates who become academic scholars, skillful instructional leaders, reflective practitioners, and collaborative educator in the schools and communities in which they work. It focuses on productivity and accountability of faculty, professional development, and specific development within its three academic

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

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

PROGRAM PHILOSOPHY

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

PROGRAM OBJECTIVES

1. To provide a clear understanding of the various knowledge bases inherent in the practice of school psychology.
2. To enhance candidates' recognition of the importance of acknowledging relevant social justice issues and embracing diversity in all its forms, including racial, ethnic, religious, gender-identity, sexual orientation, socioeconomic, degree of exceptionality, etc.
3. To prepare candidates to 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 (as needed) but promote safe-school environments in their practice.
12. To enhance the ability of candidates to think critically, analyze and solve problems, and apply acquired knowledge.

13. To encourage candidates to engage in ongoing professional development, lifelong learning, and keep abreast of technology relevant to their profession.

Admission to the Program

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

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

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

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

Admission to the Certificate Program (Currently open to BSU Master of Arts degree candidates only)

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

RETENTION CRITERIA*

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

Per policy of the graduate school, candidates must maintain a 3.00 grade point average each semester prior to and after advancement to candidacy. If they fall below, the candidate will be placed on academic probation. The candidate will meet with their advisor to develop a plan of action which is documented on the Graduate School's Academic Progressive Plan form. After completing nine (9) additional credits, the candidate will be re-evaluated to determine if they have regained a cumulative GPA

of 3.00. If so, the candidate will be restored to good standing. If not, per graduate policy, the candidate will be dismissed from the program. Dismissed candidates may re-apply to the school psychology program after sitting out at least one semester (i.e., fall or spring). For reinstatement, candidates must make a formal request to the Graduate School and the school psychology program to be reinstated. These individuals will also be asked to re-interview with the School Psychology Admission's committee. The committee will make a final determination regarding re-admittance into the program.

Please see the graduate catalog for policy regarding retention and dismissal.

PROGRAM EXIT CRITERIA

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

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

PROFESSIONAL DISPOSITIONS

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

PROGRAM POLICY ON TRANSFER CREDITS

Transfer Credit

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

PROGRAM CORE COURSES

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

First Year - Fall

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

First Year - Spring

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

First Year - Summer

SPSY 601 Human Learning

Second Year - Fall

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

Second Year - Spring

SPSY 608 Practicum II **
SPSY 701 Psychological and Educational Interventions

SPSY 703 Cultural Proficiency in School Psychology
PSYC 739 Dynamics of Group Behavior

One Elective is Required-Check with your Advisor

Third Year - Fall
SPSY 805 School Internship I

Third Year - Spring
SPSY 807 School Internship II

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

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

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

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

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

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

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

PROGRAM FIELD EXPERIENCES

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

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 (12-14 hours/week) days a week in a school. This experience typically takes place during the second year of the program. See Practicum Guidelines for details.

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

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

PROGRAM CAPSTONE ACTIVITY: DIRECT INTERVENTION PROJECT and PORTFOLIO

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

PROGRAM COMPLETION REQUIRED EXAMS:

Comprehensive Examination*

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

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

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

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

PROFESSIONAL DEVELOPMENT

In the profession, School Psychologists are expected to engage in on-going professional development. All candidates are urged to join a relevant professional organization as a student member. All candidates will also be expected to attend professional development or training activities (e.g., local, state, or national conferences; seminars, workshops, webinars, etc.) throughout their tenure in the program. Documentation (e.g., agendas, certificates of attendance, handouts, etc.) should be indicated in the portfolio.

RESIDENCY REQUIREMENTS

Candidates are required to spend at least one continuous year (fall and spring semester) of full-time work in the program (which does not include the internship year). Full time is defined as completing nine (9) credit hours per semester. Candidates are encouraged to matriculate full time throughout the program.

ADDITIONAL PROGRAM INFORMATION

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

PROGRAM THESIS OPTION

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

UNIVERSITY POLICIES AND PROCEDURES

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

Student Code of Conduct

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

Academic Integrity

University Policy Regarding Academic Honesty

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

Policy on Plagiarism

1. Plagiarism is the act of representing another's ideas, words, or information as one's own. Every student writing a paper should be aware of the following principles.
 - a. All directly quoted materials must be identified as such by quotation marks. The source(s) of this material must be acknowledged.

- b. When borrowed ideas or information is not directly quoted by a student, the student should have so assimilated this material that it is indeed being expressed in his/her own words. However, just as in the case of direct quotations, the sources of such borrowed ideas or information must be acknowledged.
- c. The sources of ideas or information lying well within the realm of common knowledge (i.e., material that would be known by **anyone** familiar with the subject under discussion) need not be acknowledged.
2. Students guilty of plagiarism are subject to severe penalties, ranging from failure for the assignment to failure in the course or, in extreme cases, dismissal from the University. The instructor, in consultation with the Departmental Chair and the College Dean, shall determine the appropriate sanction to be imposed. Students appealing the imposed sanction must present their appeal in writing to the Provost for a final resolution.

Academic Dishonesty/Plagiarism Academic Dishonesty

- **Academic dishonesty** is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instruments; falsifying the identity of persons for any academic purpose; offering, giving, or receiving unauthorized assistance on an examination, quiz or other written or oral material in a course; or falsifying information on any type of academic record.
- **Plagiarism** is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the presentation of materials which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact, do. This course will use the resources of safe assign, which searches the web for possible plagiarism and is over 90% effective. In cases involving academic dishonesty, a failing grade or a grade of zero (0) for either an assignment and/or a course may be administered. Students who are expelled or suspended for reasons of academic dishonesty are not admissible to other institutions within the University System of Maryland.
- **Falsification of Information** - Falsification of information includes any form of providing false or misleading information, written or oral, in a manner which has the intent or effect of deceiving authorized University personnel, including members of judicial hearing panels, or of altering or falsifying official institutional records. Misrepresentation of oneself or of an organization as an agent of the University will also be considered a violation of this section. Any student who commits any of the above is subject to discipline as outlined in the Student Code of Conduct and by Bowie State University.
- **Network System Misuse and Dishonesty**
The University considers any misuse of its software programs to be a serious offense. A student may not attempt to degrade the performance of the software programs, to seek to penetrate its security, or in any way deprive other users of resources or access to the computer. Further violations include, but are not limited to, (a) using a computer account belonging to another individual without the explicit permission of that individual; (b) tampering with the operation of the University's software programs including both its equipment and its software; (c) using the system for commercial purposes; (d) using the network system to send abusive, obscene, or otherwise harassing communications.
- **Copyright Notice**
The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials, including music and software. Copying, displaying, reproducing, or distributing copyrighted works may infringe the copyright owner's rights and such infringement is subject to appropriate disciplinary action as well as criminal penalties provided by federal law. Usage of such materials is only appropriate when that usage constitutes "fair use" under the Copyright Act. As a BSU student, you are required to follow the institution's copyright policy.
- **Email Use**
The University has adopted email as the primary means for sending official communications to students. Academic advisors, faculty, and campus administrative offices use email to convey important information and time-sensitive notices. All enrolled students are provided a University email address. Students are responsible for keeping their email address up to date or for forwarding email to another address. Failure to check email, errors in forwarding email, and returned email due to mailbox full or user unknown situations will not excuse a student from missing announcements or deadlines.
- **Dropping a Class/Withdrawal**

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

entries for the course are dropped completely from their transcript. It is students' responsibility to view their schedule on Bulldog Connection and make sure their schedule is correct.

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

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

Withdrawal from Class

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

▪ **Incomplete "I" Grade**

Graduate Students

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

▪ **Student Grade Appeal Procedures**

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

1. The student must initially consult with the instructor for a satisfactory resolution of the appeal. If the instructor is no longer with the University or if the student is unable to resolve the issue with the instructor, the student must present the complaint in writing to the Department Chair.
2. The Department Chair will convene a Departmental Appeals Committee for resolution. If the student is not satisfied with the decision of the Departmental Appeals Committee, the Chair renders a decision.
3. If the complaint cannot be resolved at the Departmental level, the student must present the complaint in writing to the College Dean within fifteen (15) days after receiving notification of the Department's decision.
4. The College Dean will render a final resolution.

▪ **Special Needs/Disabilities**

Bowie State University is committed to creating inclusive and accessible learning environments consistent with federal and state law. If you have registered with Disability Support Services and an accommodation notification was sent on your behalf, please schedule a meeting with me to discuss how your accommodations will be implemented in this course. Students who have a permanent disability or temporary health condition that requires accommodations should contact Disability Support Services immediately.

- You may email: dss@bowiestate.edu , call 301-860-4085 or stop by their office: Thurgood Marshall Library, lower-level, RM# 078.
- Our website provides information about how to register with DSS: <https://www.bowiestate.edu/academics/support-services/disability-support-services/request-services/>
- It is important that you reach out early to ensure adequate time to process your accommodation request and establish an approved plan, if necessary. Please note that approved accommodations are not retroactive. If you have any questions, please contact Dorsha Goodman, at dgoodman@bowiestate.edu.

- Cell phones, pagers, beepers, or any other "attention-grabbing" devices are to be turned off or placed on vibrate before class begins. It is distracting and discourteous to both the instructor and your colleagues. If you are expecting an important call or page during class, please plan to handle the situation in a manner that is not disruptive to the classroom process.
- **Class Cancellation**
When severe weather creates hazardous road conditions in the area or response to other emergencies, classes may be canceled or postponed. Notice of cancellation will broadcast on the following radio and television stations: 680 AM (WCBM-Baltimore); 1430 AM (WNAV-Annapolis); 1300AM (WFBR-Baltimore); 630 AM (WMAL-DC); B-104 FM (Baltimore); 1500 AM and 107.7 FM (WTOP-DC); Channel 2 (WMAR-ABC, Baltimore); Channel 4 (WRC-NBC, Washington); Channel 5 (WTTG-Fox, Washington); Channel 7 (WJLA-ABC, Washington); Channel 9 (WUSA-CBS, Washington); Channel 11 (WBAL-NBC, Baltimore); Channel 13 (WJZ-CBS, Baltimore).

BEES

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

HINI

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

PROFESSIONAL JOURNALS AND RELEVANT WEBSITES

JOURNALS

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

PROFESSIONAL ORGANIZATIONS

American Counseling Association
<http://www.counseling.org/>

American Educational Research Association
<http://www.aera.net/>

American Psychological Association Division 16
<https://www.apa.org/about/division/div16>

Association of Black Psychologists
<http://www.abpsi.org>

Collaborative for Academic, Social and Emotional Learning
<https://casel.org/>

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

International School Psychology Association
<https://www.ispaweb.org/>

National Association of School Psychologists
<http://www.indiana.edu/~div16/index.html>

National Black Child Development Institute
<http://nbcdi.org/>

Maryland School Psychologists' Association (MSPA)
<http://www.msponline.org/>

Society for the Study of School Psychology
<https://www.sssp-research.org>

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CONTACT INFORMATION

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GRADUATE SCHOOL	
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Appendix 1
BOWIE STATE UNIVERSITY
MA/CAS SCHOOL PSYCHOLOGY PROGRAM COURSE SEQUENCE

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

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

APPENDIX 2
Bowie State University
The Graduate School

Graduate Program of Study

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

Transfer Courses

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

Course #	Course Title	Credits	Institution	Semester/Year

Prerequisites

Course#	Course Title	Credits

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

15.	SPSY	703	Cultural Proficiency in School Psychology	3
16.	ESAS or SPED	713 or 520	Curriculum Change and Instructional Methods or Instructional Methods and Curriculum Planning	3
17.	PSYC	739	Dynamics of Group Behavior	3
18.	SPSY	Elect.	ELECTIVE	3
19.		SPSY 805	Internship I- 600 hours (must successfully pass all classes and comprehensive exam)	3
20.		SPSY 807	Internship II- 600 hours (must successfully pass all classes and the comprehensive exam)	3
Total				60
Advancement to Candidacy			A Grade Point Average of 3.25 or better must be attained when a student has between 12 – 18 credit hours	
Master of Arts Degree (MA)			Candidate must complete selected courses (identified by an “*”) and the comprehensive exam to be eligible to receive the MA degree	
Application for the Certificate			All candidates must reapply for the Certificate of Advanced Study (CAS) coursework after completing the Master of Arts Degree	
PRAXIS II and CAS			All candidates must successfully pass all classes (60 hours) and the Praxis II exam to receive the Certificate of Advanced Study (CAS)	
Thesis Option			Candidates who elect to complete a thesis can sign up for SPSY 800 and SPSY 801	

Expiration Date: _____

Signatures:

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

APPENDIX 3

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

NASP Professional Practice Domains

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

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