



**Coppin State
University**

**GRADUATE
CATALOG**

2017-2018

**2500 West North Avenue
Baltimore, Maryland 21216-3698**

- **Coppin State University is a constituent institution of the University System of Maryland**

- **Equal Opportunity/Affirmative Action**

As an Equal Opportunity/Affirmative Action employer, the University complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 (sex discrimination) and Section 504 of the Rehabilitation Act of 1973 (discrimination against the physically challenged). It is the policy of the institution that no person, on the basis of race, sex, color, religion, national origin, age, marital status, disability, sexual orientation, or veteran status, shall be discriminated against in employment, educational programs, activities, or admissions.

- **Privacy Rights of Parents and Students**

In accordance with “The Family Educational Rights and Privacy Act of 1974” (P.L. 93-380), popularly referred to as the “Buckley Amendment,” disclosure of student information, financial and academic, is restricted. Release to anyone other than the student normally requires a written waiver from the student.

- **Accreditation**

Coppin State University is accredited by the Middle States Association of Colleges and Schools (MSACS). The undergraduate and graduate programs in teacher education are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education (MSDE). The Nursing Program is approved by the Maryland Board of Nurses (MBN) and accredited by the National League for Nursing (NLN). The Social Work Program is accredited by the National Council on Social Work Education (NCSWE). The Rehabilitation Counseling Education Program is accredited by the Council on Rehabilitation Education (CORE).

- **Coppin State University Catalog Policy Statement**

The provisions of this publication are not to be regarded as an irrevocable contract between the student and Coppin State University. The University reserves the right to change any provision or requirement at any time during the student’s tenure. However, any necessary changes will be made according to established procedures which protect the integrity of the institution and the student’s interest and welfare.

**Coppin State University
School of Graduate Studies**

Graduate Studies Catalog
Revised July 2017

**Coppin State University
School of Graduate Studies**

School of Graduate Studies

Administrative Office

Grace Hill Jacobs

Room 438

410 951-3090

410 951-3022 Fax

Mary E. Owens-Southall, Ph.D., Dean

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Message from the Dean

Welcome to Coppin State University, an institution with a proud legacy spanning over 117 years. Coppin is a strong dynamic institution experiencing phenomenal growth in academic programming and physical facilities.

Your decision to pursue academic and career goals in our School of Graduate Studies is indeed very wise and commendable. We appreciate the fact that the pursuit of post-baccalaureate education is an important decision. You are focused, determined and committed to academic and career growth. We are committed to assisting in the achievement of those goals. It is our aim to prepare professionals who are poised for leadership with demonstrated competencies in their respective fields.

As an integral partner in the development and achievement of your academic and professional goals we promise you an extraordinary academic experience in a professional setting conducive to learning.

The School of Graduate Studies catalog includes information on Coppin State University's programs, courses, graduate policies and regulations. Additional information and Graduate Studies updates may be obtained by visiting the web site: https://www.coppin.edu/info/200339/school_of_graduate_studies.

Good luck in this endeavor. Thank you for choosing Graduate Studies at Coppin State University.

Sincerely,

Mary E. Owens-Southall, Ph.D.
Dean
School of Graduate Studies

SCHOOL OF GRADUATE STUDIES

Program Contact Persons

For Visits and Further Information. We welcome your inquiries and visits to our University. Information is provided to assist you in contacting the appropriate office. Most offices are open Monday-Friday 8:30 AM - 5:00 PM. Many offices are open through 6:30 PM on Wednesdays. Feel free to contact specific offices directly for further information.

Inquiry	Telephone	Office
Academic Policies and General Graduate Information	410 951-3090	School of Graduate Studies
Admissions	410 951-3090	Graduate Studies
Books and Supplies	410 951-1222	Barnes and Noble Bookstore
Financial Aid	410 951-3636	Financial Aid Office
Library	410 951-3400	Parlett Moore Library
Public Safety	410 951-3900	Public Safety
Registration, Student Records, Transcripts and Scheduling	410 951-3700	Records and Registration
Tuition, Fees and Billing Information	410 951-3677	Controller's Office

Degree Program Information

Doctoral	Telephone	Coordinators
Doctor of Nursing Practice	410-951-3975	Dr. Joan Tilghman jtilghman@coppin.edu
Master of Science		
Adult and Continuing Education	410-951-3028	Dr. Jacqueline Williams jwilliams@coppin.edu
Addictions Counseling	410-951-3097	Dr. David Graham dgraham@coppin.edu
Criminal Justice and Law Enforcement	410-951-3046	Dr. Michael Berlin mberlin@coppin.edu
Human Services Administration	410 951-3528	Dr. John Hudgins jhudgins@coppin.edu
Master of Science in Nursing	410 951-3970	Dr. Robin Reese reese@coppin.edu

**Coppin State University
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Master of Education

Contemporary Educational Leadership	410-951-3028	Dr. Jacqueline Williams jwilliams@coppin.edu
Curriculum and Instruction (on-site and on-line)	410 951-3028	Dr. Jacqueline Williams jwilliams@coppin.edu
Rehabilitation Counseling	410 951-3514	Dr. Janet Spry jspry@coppin.edu
Special Education	410 951- 3549	Dr. Daniel Joseph djoseph@coppin.edu

Master of Arts

Teaching	410 951- 3552	Dr. Juanita Ashby-Bey jashby-bey@coppin.edu
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Certification Programs

Post Master's

Public School Administrator I	410 951-3028	Dr. Jacqueline Williams jwilliams@coppin.edu
Post Master's Counseling Licensure	410 951-3514	Dr. Janet Spry jspry@coppin.edu
Post Master's in Family Nurse Practitioner	410 951-3970	Dr. Robin Reese rreese@coppin.edu

Academic Calendar

Updates on the academic calendar can be reviewed at
<https://www.coppin.edu/calendar/academic>

**Summary Mission Statement
Approved by the Board of Regents, University System of Maryland**

Coppin State University is an urban, comprehensive, and Historically Black Institution. Building on a legacy of excellence in teacher preparation in the metropolitan community, the university offers quality undergraduate and graduate programs in teacher education, liberal arts, health professions, technology and STEM disciplines.

Coppin as an anchor institution, is committed to providing educational access and diverse opportunities for all students while emphasizing its unique role in educating residents of Metropolitan Baltimore and first-generation college students. Coppin is committed to community engagement and partnering with businesses, governmental and non-governmental agencies to meet workforce demands; preparing globally competent students; strengthening the economic development of Baltimore, Maryland and developing stronger strategic partnerships.

As a constituent institution of the USM, Coppin will continue to adopt and support USM's strategic goals.

History of the University and The School of Graduate Studies

Coppin State University is a model urban, residential liberal arts university located in the northwest section of the City of Baltimore that provides academic programs in the arts and sciences, teacher education, nursing, graduate studies, and continuing education. An HBCU (Historically Black Colleges and Universities), Coppin has a culturally rich history as an institution providing quality educational programs and community outreach services. Coppin offers 53 majors, 11 graduate-degree, and 9 graduate certificate programs. A fully accredited institution, Coppin serves Baltimore residents as well as students from around the world, with flexible course schedules that include convenient day, evening, and weekend classes and on-line courses.

Founded in 1900, Coppin was founded in 1900 at what was then called Colored High School (later named Douglass High School) on Pennsylvania Avenue by the Baltimore City School Board who initiated a one-year training course for the preparation of African-American elementary school teachers. By 1902, the training program was expanded to a two-year Normal Department within the high school, and seven years later it was separated from the high school and given its own principal.

In 1926, this facility for teacher training was named Fanny Jackson Coppin Normal School in honor of the outstanding African-American woman who was a pioneer in teacher education. [Fanny Jackson Coppin](#) was born a slave in Washington, D.C. She gained her freedom, graduated from Oberlin College in Ohio, and founded the Philadelphia Institute that was the forerunner of Cheyney State University.

By 1938 the curriculum of the normal school was lengthened to four years, authority was given for the granting of the Bachelor of Science degree, and the name of the Normal School was changed to Coppin Teachers College. In 1950, Coppin became part of the higher education system of Maryland under the State Department of Education, and renamed Coppin State Teachers College. Two years later Coppin moved to its present site on West North Avenue.

In acknowledgment of the goals and objectives of the College, the Board of Trustees ruled in 1963 that the institution's degree-granting authority would no longer be restricted to teacher education. Following this ruling, Coppin was officially renamed Coppin State College, and in 1967 the first Bachelor of Arts degree was conferred. In 1988, the College became part of the newly organized University of Maryland System (now the University System of Maryland.)

- In 1972, a graduate program in Rehabilitation Counseling was begun, leading to a Master of Education (M.Ed.) Degree in Rehabilitation Counseling.
- In 1992, the Board of Regents of the University System of Maryland (USM) and the Maryland Higher Education Council (MHEC) approved the Master of Arts in Teaching (MAT) program. This program is designed to prepare persons with a liberal arts degree for a career in teaching. When students successfully complete the MAT program, they are eligible for certification in elementary education or secondary education. This program has Interstate Certification Compact (ICC) approval, assuring graduates of reciprocal certification without transcript evaluation in the ICC member states.
- In 1999, USM and MHEC approved the Master of Education in Curriculum and Instruction (Distance Learning), Master of Science in Nursing (Family Nurse Practitioner) and Master of Science in Human Services Administration. The Master of

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Education in Curriculum and Instruction program is designed as a non-traditional approach to the delivery of instruction to meet the needs of a population of adult learners. It is delivered via a distance-learning format to assist adult learners in continuing their professional growth in a flexible manner while avoiding scheduling and personal conflicts that plague many adult learners today.

- The purpose of the Master of Science in Family Nurse Practitioner program is to prepare practitioners to provide advanced primary health care to the underserved population in the urban setting.
- The Master of Science program in Human Services Administration is a fully collaborative joint program between Coppin and the University of Baltimore. It is designed to prepare students for professional careers in the field of human services administration in a variety of settings (corporate, governmental, nonprofit and community).
- In January 2000, the Board of Regents for the USM and MHEC approved the Master of Science in Alcohol and Substance Abuse Counseling. As a human services program, it matches the institution's mission and enhances its portfolio of human service programs to meet the needs of the citizens of Baltimore and the surrounding metropolitan area. Upon successful completion of the program, persons are prepared for professional careers in alcohol and substance abuse counseling.
- In 2001, the Master of Science in Reading was approved by the Board of Regents and MHEC. This program was designed to prepare reading specialists to competently meet the challenges and standards of providing excellence in reading instruction.
- In 2003, Dr. Stanley F. Battle was appointed the third president of Coppin State College.
- In 2005, the institution's name was changed to Coppin State University and reorganization of academic programs resulted in the School of Arts and Sciences, the School of Professional Studies, the School of Education, the School of Nursing, the School of Graduate Studies and the Honors College.
- In 2015, Dr. Maria Thompson became Coppin State University's seventh president.

For **more information** on the history of Coppin State University, please visit our web site at <http://www.coppin.edu/info/200737/>

School of Graduate Studies

Mission Statement

The School of Graduate Studies at Coppin State University offers professional programs and prepares students for advanced graduate work. The major goal is to provide a learning environment conducive to the development of skills, attitudes and competencies, which are applicable to growth and development in an urban setting and global environment.

The School of Graduate Studies has a strong commitment to excellence and makes a continuous effort to make its programs relevant to the changing needs of students, to the professional communities it serves, and to society. Applied research and public service endeavors are encouraged in keeping with the University's overall urban mission.

The School of Graduate Studies offers Master's degree programs through the departments of Instructional Leadership and Professional Development, Teaching and Learning, Criminal Justice, Nursing, Psychology, Counseling and Behavioral Health, and Applied Social and Political Sciences as well as a variety of professional advancement sequences in education and human services. All programs provide learning experiences which develop, in students, varied bodies of knowledge designed to enrich their lives, foster a commitment to ethical, intellectual, and social values, and encourage the pursuit of life-long learning.

Organization and Objectives

The Dean of Graduate Studies and the Graduate Council are responsible for the administration and supervision of all programs leading to the Master's degree, Post Master's certificates, and post-baccalaureate studies and for establishing and maintaining the requirements for degrees and certificates in accordance with the rules and regulations of the Board of Regents of the University System of Maryland (USM) and the Maryland Higher Education Commission (MHEC).

The various departments provide courses of instruction for graduate students, direct their studies, conduct examinations, maintain requirements, and make recommendations for advancement to degree candidacy and graduation. Admission to graduate study is granted through the School of Graduate Studies Admissions Committee. The Office of the Registrar supervises academic transactions involving registration and awarding of degrees.

The objectives sought by the School of Graduate Studies are:

- To broaden and deepen the understanding of concepts and competencies in the areas of specialization.
- To develop a comprehensive knowledge of the research process and the ability to conduct scientific research.
- To provide a humanistic approach to the development of professionals in the specialized areas served by the School of Graduate Studies.
- To place appropriate emphasis on affective and cognitive development in the various specialized programs within the School.
- To deepen students' understanding of professionalism and their commitment to it.
- To enhance the development of behaviors that will enable students to make productive contributions to their chosen professions and the larger community.

Graduate Admissions

Criteria for Admission

All graduate programs at Coppin State University require submission of an official transcript indicating a bachelor's degree from an accredited institution of higher education. Students apply to the School of Graduate Studies through the Office of Graduate Admissions.

Applicants must submit a completed, signed admissions application; official transcripts from the undergraduate degree-granting institution and all other post-baccalaureate institutions attended; three (3) current letters of recommendation from current employer, instructors, or other persons who can attest to their character, integrity, and academic potential; resume; and statement of purpose. An interview, on-site testing, and writing sample may be required.

Applicants pursuing degrees in the **Master of Science in Nursing and the Doctor of Nursing Practice** must provide evidence of current nursing licensure.

All students are required to submit a résumé and Statement of Purpose. *(After initial review by the Graduate Admissions Committee, these documents will remain with the Program Coordinator to assist in interviewing and determining an appropriate plan of study for the applicant.)*

The Dean of the School of Graduate Studies, in consultation with graduate Program Coordinators and Directors, make admission decisions. These persons constitute the Graduate Admissions Committee.

Degree Program Admission

The minimum standard for admission to the School of Graduate Studies is a cumulative grade point average (cGPA) of 3.0 on a 4.0 scale in a program of study resulting in the award of a baccalaureate degree from a regionally accredited institution of higher education or an equivalent degree from a comparable foreign institution. The last sixty (60) credit hours may be used to determine the cGPA. Program requirements for admission vary by department. *(See program of interest for details.)*

Students with less than a 3.0 cGPA may be considered for admission.

Admission with Conditions

Graduate programs may admit students not meeting the minimum acceptable cGPA or are deficient in prerequisite requirements as established by a program. The graduate Program Coordinator or Director may take into consideration successful work experience, appropriate evidence of merit in the discipline and other related information in determining a minimum acceptable cGPA below 3.0 to be used for *admission with conditions*. Students admitted under the Admission with Conditions status must correct any deficiencies as determined by the respective graduate Program Coordinator or Director. The requirements for continuation in the program are listed in the letter of admission sent to the graduate student from the Graduate Dean. Completion of all conditional stipulations leads to granting of full degree-seeking status. During the period of conditional admit, students must maintain at least a 3.0 cGPA.

Note: *Students may be required to register for undergraduate courses needed to meet prerequisites for advanced study in a program area.*

Application Process

Students must file an application for admission regardless of the admission status sought. To apply for admission to the School of Graduate Studies, the procedures are:

1. Complete the application on line or request a hard copy of the application from the School of Graduate Studies (Grace Hill Jacobs, Room 438), (410) 951-3090, or via email: GraduateStudies@coppin.edu.
2. Complete the application for admission and return it with a résumé, statement of purpose, three letters of recommendation, and the non-refundable application fee to the Office of Graduate Admissions, Coppin State University, 2500 West North Avenue, Baltimore, Maryland 21216-3698.
3. Arrange to have official transcripts from the degree-granting institution and all other post-baccalaureate institutions attended, official test scores (GRE, Praxis, etc. as required by the program) and three (3) letters of recommendation sent to the Graduate Admissions Committee, Office of Graduate Admissions, Coppin State University, 2500 West North Avenue, Baltimore, MD 21216-3698. (*Transcripts must be official and submitted in sealed, signed envelopes. Transcripts sent by the student are not acceptable.*) Letters of recommendation must be on official letterhead and submitted in sealed, signed envelopes.

To expedite the review process, applicants are encouraged to submit all documents in a single packet. Instructions for the Statement of Purpose are on the last page of the application.

Application Deadlines

Master's and Post-Master's Certification

The deadlines for the submission of all credentials are **May 15** for the fall semester and **October 15** for the spring semester.

Doctor in Nursing Practice

The deadline for submission of applications to the **Doctor of Nursing Practice** program is **July 15**. Applications received after the official deadline will be given consideration at the discretion of the Dean and the Graduate Admissions Committee.

Admission Decisions

No decision is made on an application until all required credentials have been submitted. The Graduate Admissions Committee will make decisions regarding admission to all graduate programs.

Classification of Students

Students are admitted to the School of Graduate Studies under one of three categories:

1. **Degree Seeking (Full Admit):** The student is fully admitted to the School of Graduate Studies in a specified program of study.
2. **Admit With Conditions:** This status is usually granted when the applicant has not met all requirements for Full Admit status. The student is allowed to enroll for a maximum of six (6) credit hours in the School of Graduate Studies during which any outstanding requirements must be met as specified in the letter of admission. Failure to meet requirements may result in suspension from the program.
3. **Non-Degree Seeking:** Students who pursue graduate study with no intention of obtaining a degree and include students pursuing courses for certification, licensure or professional development. Students seeking non-degree status must submit an application for admission and submit an official transcript indicating completion of a baccalaureate degree. Non-degree seeking students may later apply for admission to a degree program. Acceptance will be based upon meeting all admission requirements. No more than twelve (12) credits may be earned prior to application for admission to graduate degree status. In order to be applied towards the degree, credits earned as a non-degree student must meet the requirements of the program in which the student plans to pursue a degree. Additionally, students pursuing a Post-Master's certificate must submit a resume, statement of purpose, three (3) letters of recommendation and evidence of licensure or certification as appropriate to the program.

Admission Prior to Receiving the Baccalaureate Degree

A Coppin State University student may be granted permission to take a maximum of six (6) graduate credits during the last semester of undergraduate study. This permission is based on an evaluation of all undergraduate work through the first semester of the senior year. The student must have earned a cGPA of 2.7 or better and a cGPA of 3.0 in the major. Additional graduate credits must not be completed until graduate-degree status is awarded.

An application for early graduate admission may be submitted prior to completing the last semester of the senior year. However, students moving from senior to graduate status should not register for graduate courses prior to receiving the graduate certification of admission.

Continuous Enrollment

Graduate students will be admitted to graduate-degree status only after completion of the undergraduate degree. A student admitted to degree status in the graduate school will continue in active degree status for the entire period of graduate study. If an admitted graduate-degree student fails to enroll in a course after a period of two (2) years, the student must reapply for admission as a degree-seeking student and meet program and school requirements as indicated in the most recent graduate catalog.

Transfer Credits

All transfer credits must be processed at the time of admission. Twelve (12) credits appropriate to the program from any institution in the University System of Maryland may be accepted toward the fulfillment of course requirements for the master's degree. Six (6) credits from other accredited institutions may be accepted. However, a maximum of twelve credits only may be transferred and used towards fulfilling degree requirements.

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Transfer credits must be appropriate to the program of study and approved by the department, school dean, and dean of Graduate Studies.

Double Counting

The concept of “double counting” credits to two different master's degrees is not encouraged. However, an academic department may recommend that a maximum of nine (9) credits earned in one master's degree program at Coppin State University be transferred to a second master's degree program at the University. The student must still meet credit and other requirements for the new degree.

International Students

International students who speak English as a second language must demonstrate their competence in English by taking the Test of English as a Foreign Language (TOEFL). Arrangements for taking the TOEFL are made through the Educational Testing Service, P.O. Box 952, Princeton, New Jersey 08541, or P.O. Box 2306, Oakland, California 94614. The results of this test must be forwarded to the Coppin State University Office of Admissions at the time of application for admission to the Graduate School. In addition to meeting admission requirements, the student must submit official copies of transcripts showing all college and university work. Transcripts from international institutions must be translated and evaluated prior to submission by an appropriate agency such as World Education Services (WES), Inc., P.O. Box 745, Old Chelsea Station, New York, NY 10011 U.S.A.

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Tuition, Fees and Course-Related Expenses

Updated tuition and fee schedule may be accessed at

[http://www.coppin.edu/downloads/200378/bursar and student accounts](http://www.coppin.edu/downloads/200378/bursar_and_student_accounts)

"Coppin State University reserves the right to make changes in tuition, fees, and other charges at any time such changes are deemed necessary by the College and the University System of Maryland Board of Regents."

Tuition and Fees

A sample guideline for the annual cost of attendance for a full-time, in-state, graduate student is as follows:

Tuition/Fees	\$ 2,876
Books/Supplies	\$ 800
Personal expenses	\$ 2,785
Transportation	\$ 900
Housing expense	\$ 6,498
TOTAL EXPENSE*	\$13,859

*These expenses may vary each academic year.

Total Expected Family Contribution (TEFC)

This amount is generated when the Free Application for Federal Student Aid (FAFSA) is processed. This amount represents the amount the student is expected to contribute to their education as determined by the U.S. Department of Education.

Financial Aid Application Process for Graduate Students

It is the policy of the Financial Aid office that students are awarded on a first come - first served basis upon receipt of a completed application. A completed application requires that the following items have been received in the Financial Aid office:

1. Electronic Student Aid Report (SAR) with a valid EFC
2. Verification documents (if required)
3. Any other documents requested on the SAR

All students must be officially admitted into a graduate program at Coppin State University in order to receive federal financial aid. Re-admission may be required for students returning following a period of non-enrollment.

Students must re-apply for Federal financial aid each year between January 1 and March 1 for priority processing for the upcoming academic year (example: apply between January 1, 2012 and March 1, 2012 for the 2012/2013 academic year). Applications received after March 1 are considered late.

Note: Students applying for Federal loans (Perkins and Direct Stafford loans) must complete additional forms. Some of these forms can be accessed via the Internet. Contact the Financial Aid office for more information about these forms.

Financial Aid Satisfactory Academic Progress Policy for Graduate Students

Graduate students must maintain a cGPA of 3.0 on a scale of 4.0 and must maintain a completion rate of at least 67%.

Completion rate example: The student attempts 30 credits for the 2016/2017 academic year. At the end of the Spring 2017 semester he/she has only earned 18 credits. The student's completion rate is 60% and his/her financial aid is now suspended.

Earned Credits = 18

$$\frac{18}{30} = 60\%$$

Attempted credits = 30

Graduate students who are not making Satisfactory Academic Progress (SAP) are no longer eligible for Federal financial aid; in some cases, however, this suspension may be appealed.

The total attempted credit hours cannot exceed 150% of program credit requirements (total number of credits varies by program for graduate students). Students who do not complete their program within this framework will incur permanent financial aid suspension, which CANNOT be appealed.

Appeal Process for Reinstatement of Financial Aid

Reinstatement of Financial Aid

If a student fails to make satisfactory academic progress due to extenuating circumstances, he/she has the right to appeal the suspension. Some examples of extenuating circumstances include illness and death in the family.

A student must submit a letter that explains why he/she has not successfully maintained satisfactory academic progress. Supporting documentation must be included. The financial aid appeals committee will review the letter and documentation and mail a decision to the student within ten (10) business days.

If the appeal is upheld by the committee, the student will receive Federal financial aid for the academic year (in which the appeal was granted) and be placed on financial aid probation. The student's academic progress will be reviewed at the beginning of the next academic year.

If the appeal is not upheld by the financial aid appeals committee, the student may submit a written appeal to the Director of Enrollment Management Specialist, in the Enrollment Management office. The decision will be final.

Financial Aid for Transfer Students

Federal financial aid does not transfer from one institution to another. However, the amount received at another institution may affect the student's eligibility for aid at Coppin State University. Any student in default on a Federal Perkins or Stafford loan and/or who owes a repayment on a Federal Pell Grant or FSEOG (Supplemental Educational Opportunity Grant) is not eligible for Federal financial aid. Students planning to transfer to Coppin should add the University's Federal school code (002068) to their Student Aid Report (SAR) so that Coppin will receive their information.

Financial Aid for International Students

Students must be either U.S. citizens or eligible non-citizens to receive Federal financial aid. Some examples of eligible non-citizens include permanent residents and persons granted asylum status. Generally, students entering the country on temporary student visas are not eligible for Federal financial aid. Some banks offer private student loans to foreign students provided they have a co-signer who is a U.S. citizen or permanent resident. For more information on these loans contact the Financial Aid office.

Institutional Grants

Diversity grants are offered to graduate students based on certain criteria.

NOTE: Students cannot receive this award based on race, ethnicity, gender or age.

These criteria include the following:

- Student must be a Maryland resident
- Student must meet one criterion from each group (A and B):
 - Group A:
 1. Demonstrated financial need; and
 2. Student is not receiving tuition reimbursement from any other sources.
 - Group B:
 1. Student possesses unique attributes, characteristics or abilities which would add diversity to the graduate population at Coppin State University;
 2. Student is majoring in an area experiencing a critical shortage of qualified professionals in Maryland; and
 3. Student possesses the ability to overcome personal obstacles in the pursuit of higher education.
- Preference is given to first-time graduate students
- Any remaining funds will be distributed to continuing, transfer and part-time students

Maryland State Grants

Graduate students who are residents of Maryland may be eligible for various grants offered by the Maryland Higher Education Commission (MHEC). Most of these grants require the student to complete the FAFSA by March 1st and may require an additional application. Students can obtain more detailed information on these programs at www.mhec.state.md.us or by calling (410)260-4500.

Federal Perkins Loan

The Federal Perkins loan is a long-term, low-interest loan available in amounts up to \$1,500 for graduate students at Coppin State University. The maximum loan amounts are set by the institution based on Federal regulations and availability of funds. When the student begins repayment the minimum monthly payment is \$40. Perkins loans are subject to an interest rate

of 5%. Repayment on the loan is deferred until nine (9) months after the student graduates or falls below half-time enrollment (4 credits or less). Priority is given to students with exceptional financial need. Promissory notes must be completed in the Financial Aid Office before funds can be disbursed.

Federal Direct Stafford Loan

Federal Direct loans can be subsidized or unsubsidized.

1. **Federal Direct Subsidized Loan (Need Based)**

Federal government pays the interest on these loans while the student is attending school at least half-time, during grace periods and during deferments. Students must demonstrate financial need to receive this type of loan. The amount that students are able to borrow varies based on the student's cost of attendance, EFC and other financial aid received.

2. **Federal Direct Unsubsidized Loan (Non-need Based)**

Federal government does not pay interest on these loans while the student is attending school, during grace periods or during deferments. Payment on interest begins thirty (30) days after receipt of the loan. The student may pay the interest while in school or choose to capitalize (interest is added to the principle amount of the loan and additional interest will be based upon the higher amount.) Students do not have to show financial need to receive this loan. The amount that students are able to borrow varies based on the student's cost of attendance, EFC and other financial aid received.

Federal Work-Study Program (FWS)

Graduate students with demonstrated financial need are eligible for a Federal work-study award. Award amounts are up to \$2,400, depending on the student's cost of attendance, EFC and other financial aid received. These funds must be earned by working on-campus or at designated sites off-campus. Earnings are paid directly to the student on a bi-weekly basis. Students receiving this award are required to complete additional paperwork with the Career Development office. They will also receive their work assignment from that office.

Book Vouchers

In some cases graduate students whose total financial aid exceeds their institutional charges AND who have not been ordered a refund check may receive book vouchers. Book vouchers allow students to purchase their books/supplies in the on-campus bookstore if their financial aid application is complete and their financial aid award has not been fully processed by the beginning of classes. Book voucher amounts vary and are charged to the student's account. A student's eligibility for book vouchers is determined by the Financial Aid office; however, the program is managed by the Office of Auxiliary Services. Book vouchers are given to assist students in obtaining their books at the beginning of the semester. The deadline for receiving book vouchers varies.

**School of Graduate Studies
Available Financial Support for Graduate Students**

There are limited private donor scholarships available for qualified students. Information may be obtained by calling the Office of Institutional Advancement (410)951-3800, and by visiting the web site for the School of Graduate Studies at www.coppin.edu. Listed below are several program-specific sources of funding. Please contact the department for more information on eligibility.

Program	Financial Source	Comments
Family Nurse Practitioner	<ul style="list-style-type: none"> Maryland Health and Education Commission Increasing Nursing Faculty Through Shared Resources 	<ul style="list-style-type: none"> \$560,000 for student tuition, stipends and laptops (that remain the property of the Helene Fuld School of Nursing). In collaboration with Maryland General,
	<ul style="list-style-type: none"> CDC Training Grant (in collaboration with Kennedy Krieger) 	<ul style="list-style-type: none"> Provides paid internships for graduate students to work in the fields of mental health and substance abuse (summer
	<ul style="list-style-type: none"> Department of Health and Human Services Resources Services Administration (HRSA) Scholarship for Disadvantaged Students 	<ul style="list-style-type: none"> Need based on federal guidelines
	<ul style="list-style-type: none"> Department of Health and Human Services Health Resources Services Advanced Education Nursing 	<ul style="list-style-type: none"> Students who are not eligible for SDS funding Qualifications: FT/good academic standing/within one year of graduation
Rehabilitation Counseling	<ul style="list-style-type: none"> Graduate Program for Advancing Undergraduate Students and Graduates from Diverse and Disability Groups (GPA-US/G) 	<ul style="list-style-type: none"> Funded by USDE Rehabilitation Services Administration (RSA) Qualifications: FT/degree seeking/maintain 3.0 cGPA/agree to RSA Payback agreement
Other: Office of Institutional Advancement	<ul style="list-style-type: none"> Dr. Peter Valletutti Endowment 	<ul style="list-style-type: none"> Graduate student in Special Education
	<ul style="list-style-type: none"> Other private donor assistantships 	<ul style="list-style-type: none"> Awards given are based on the availability of funds in the endowment portfolio

Note: The above information is subject to change passed on availability of funds and agency requirements.

Academic Regulations and Procedures

Grading System and Academic Standards

Unofficial transcripts may be viewed by the student at any time using their official Coppin password and EagleLinks. Grades are available from the Office of the Registrar approximately three weeks after the close of each semester. The grading system for graduate students, with the quality points assigned, is as follows:

A	4.0
B	3.0
C	2.0
F	0.0
I	Incomplete
W	Official Withdrawal

Academic Probation

Academic success in graduate study requires that the student maintain a minimum overall "B" average. Students who fall below the required 3.00 cGPA will be placed on academic probation the following semester. Failure to bring the cumulative grade point average to the mandated 3.0 level during the semester the student is on probation will result in dismissal from the University.

No student may accrue more than two (2) "C"s or one (1) "F" during their graduate career at the University. A second "C" will result in academic probation and must be repeated. A third "C" will result in dismissal from the School of Graduate Studies. A course resulting in a grade of "F" must be re-taken the next semester when the course is again offered. Failure to do so may result in immediate dismissal from the University.

Students on probation or dismissal will not be allowed to advance to degree candidacy, be approved for the comprehensive examination, or graduate.

Academic Dismissal

Students who fail to meet the minimum academic standard of at least a 3.0 cumulative grade point average in the time allowed or have accumulated unsatisfactory grades in excess of the number allowed will be dismissed from their program of study. Appeals will be considered by the Graduate Council Appeals Committee when there exist documented mitigating circumstances. Appeals of this sort must be supported by the Program Advisor and Program Coordinator and accompanied by an action plan for completion of the program.

Students may apply for readmission after one calendar year [twelve (12) months] from the date of dismissal. An action plan must be developed in consultation with and approved by the Program Advisor, Program Coordinator and Chairperson and include a plan to overcome academic deficiencies and strategies for completing the program of study. The action plan and other supporting documents must be submitted with the application for re-admission to the Dean of Graduate Studies. Re-admitted students must meet requirements in the current catalog at the time of readmission.

Cumulative Grade Point Average Computation

To determine the academic average, (1) multiply the numerical value of each letter grade by the number of credit hours assigned to each course, and then (2) divide the sum of these products by the total number of credit hours.

The Dean's List

Students who complete at least fifteen (15) graduate credit hours with a cGPA of 3.8 or higher will be recognized as meeting the criteria for graduate honors and may be nominated for inclusion on the National Dean's List.

Incomplete Grades

An instructor may enter a grade of "I" for students who have not, because of extenuating circumstances, completed all requirements at the end of the semester of involvement. If the "I" grade is not removed within eight (8) weeks into the following semester, the grade converts to an "F" or grade previously designated by the professor. No "I" grades are assigned for courses taken in the summer or winter sessions. Extensions of "I" grades will generally not be granted. In extenuating circumstances, a student who has received an "I" grade may petition the Dean for reconsideration provided there is sufficient documentation that extenuating circumstances exist.

Auditing

To audit a course, students must have the consent of the instructor, register for the course, and pay the required tuition and fees. Under no circumstances may students receive credit for a course that has been audited, although the course may be repeated for credit with the approval of the advisor. Students cannot change from credit to audit after classes begin.

Course Repetition

Students who receive a grade of "B" for a course may not repeat that course for credit. Students may, with the approval of the Dean of the School of Graduate Studies, repeat a course in which a grade of "C" is received. If a student receives a grade lower than the original grade when repeating a course, the most recently earned grade will take precedence. Whenever a course is repeated on a credit basis, the last grade and credits earned replace the previous grade in computing the grade point average; however, all entries remain a part of the student's permanent academic record. A course can be repeated only once.

Attendance

Course attendance is an essential and intrinsic element of the educational process and a valid consideration in determining the grade a student receives. It is the responsibility of the instructor to stipulate the relevance of attendance to the evaluation process and final grade in the course at the beginning of each semester. Therefore, all students are expected to be in regular attendance at all class meetings throughout the semester.

Writing Standards

In general, writing style and standards are determined by the discipline and program of study. Students should note the following:

1. Examinations may include essay and short-answer questions. Students should be able to meet the minimum graduate level writing standard .
2. All written work will be graded on quality and correctness, according to established criteria for grammar, spelling, mechanics and organization.

3. Unless otherwise noted, written assignments are expected to follow APA (American Psychological Association) style.

Plagiarism

It will be taken for granted that any work, oral or written that a student does for a course is his/her original work. Plagiarism includes any form of cheating on examinations, tests, or quizzes, and any unacknowledged/undocumented use of another's writing or ideas, published or unpublished. A student who plagiarizes may receive an "F" for the project. Plagiarism is a serious offense and may result in formal charges leading to permanent dismissal from the University.

School Requirements

Students are responsible for following the prerequisites indicated in the Graduate Catalog. General prerequisites pertain to all graduate students, while departmental prerequisites pertain to the students in a departmental major area of study. The major general prerequisites are:

1. EDUC 581 Statistics in Behavioral and Social Sciences or its equivalent is a prerequisite to EDUC 582 Research in the Social and Behavioral Sciences. Students must enroll in the section appropriate for their program of study. This course may be waived if the student completed an undergraduate course in statistics with a grade of "B" or better. This course does not count towards meeting credit requirements for the completion of a program of study.
2. EDUC 582 is a prerequisite to the departmentally designated courses associated with Option I as follows: ADLT 600 Seminar in Graduate Research; CRJU 559 Review and Evaluation of Criminal Justice; REHB 509 Seminar in Rehabilitation Research; SPED 669 Research Design and Program Evaluation in Special Education; CUIN 609 Seminar on Critical Issues in Teaching; HSAD 698 Research Practicum I: Program Planning, Implementation, Evaluation; and HSAD 699 Research Practicum II: Program Planning, Implementation, Evaluation.

Policy on Graduate Student Inter-Institutional Registration

I. Policy

It is the policy of the Coppin State University School of Graduate Studies to encourage graduate students enrolled at Coppin State University to avail themselves of course offerings, research facilities, and special faculty competencies at other institutions of the University System of Maryland. Therefore, degree-seeking graduate students at Coppin may, with the permission of the respective Program Coordinator and the Dean of Graduate Studies, pursue for credit at other institutions within the University System graduate courses to augment their degree programs. Ordinarily, students may earn no more than six (6) graduate credits total at another institution after receiving degree-seeking status.

In granting permission to pursue the opportunity afforded by this policy, significant factors to be considered may include but are not limited to:

1. Availability of a similar or comparable course at the home institution within a reasonable time frame. Convenience is not an adequate justification.
2. Possible enhancement of the student's overall program in a way not possible at the home institution, as by the existence at the host institution of a unique research or instructional facility, particular faculty expertise, or the availability of particular course not offered at the home institution.
3. The level and content of the course, including the nature of prerequisite course work.

II. Definitions

1. **Home institution:** The institution to which the student is currently, formally admitted in an approved graduate degree program. The home institution will be responsible for admission, academic advising, grants of financial aid, the academic transcript and the awarding of the graduate degree. The student must maintain academic eligibility at the home institution.
2. **Host institution:** The institution that registers the inter-institutional student for the inter-institutional course only and offers the course(s) taken as a visiting inter-institutional student. The host institution will provide, on a space available basis, access to courses, seminars, and research facilities. Use of the libraries, parking facilities, and emergency health care will be made on the same terms on which they are offered to graduate students at that institution.

III. Eligibility

Degree-seeking graduate students in good academic standing in approved graduate programs at USM institutions are eligible to participate in inter-institutional registration. Regulations governing the registration process for the Inter-Institutional Program may be obtained from Program Coordinators.

Graduate Program Regulations

Full-time/Part-time Status

Full-time graduate students pursue nine (9) credit hours of graduate course work during regular semesters. If a student desires to take more than nine (9) hours, he/she must obtain approval from the Dean of Graduate Studies. Part-time graduate students pursue three to eight (3-8) credit hours of graduate work during regular semesters.

Plan of Study and Advisement

A tentative Plan of Study should be developed in advance of or during the first semester of graduate study. The official Plan of Study must be presented to the Graduate Council with the application for Admission to Candidacy.

The tentative Plan of Study should be congruent with the academic and career goals of the student and determined in consultation with the advisor and Program Coordinator. It must include any courses that the student is required to complete as prerequisites to admission to that program of study, courses to strengthen research or communication skills, appropriate transfer credits, and all other requirements for the particular master's degree being pursued.

The official Plan of Study is the document used when students apply for Admission to Candidacy. It must include the following:

1. All information contained in the tentative Plan of Study.
2. All graduate courses taken by students (including transfer credits) with grades earned in each course.
3. A list of the courses the student plans to take to complete the program.
4. Any additional program requirements.

The plan is to be prepared by the student with the advisor or Program Coordinator's assistance and submitted to the Dean who then presents the plan of study and the student's application for Admission to Candidacy to the Graduate Council for approval. *Graduate Council meetings are held on the third Tuesday of each month during the academic year.*

All graduate students are responsible for meeting the degree requirements specified in this Catalog. Since clear charting of a degree program is important, all incoming graduate students must contact the Program Coordinator as soon as possible to be assigned an advisor who will assist them in developing a plan of study. This must be done prior to registration, if possible, or within the first six (6) weeks of the first semester of study.

Residency Requirement

1. All degree-seeking students must complete a minimum of twenty-one (21) credit hours on the Coppin State University Campus.
2. All master's degree-seeking students must complete the degree program within five (5) years from the date of their first enrollment with degree status, unless this limitation is waived.
3. Doctoral students must complete the degree program within seven (7) years from the date of their first enrollment with degree status.
4. Regular full-time students must complete a minimum of nine (9) credit hours per semester.
5. No student can complete a degree program in less than one (1) year of full-time study.

Independent Study

Independent study may be taken at any time with the permission of the advisor, the Program Coordinator, and the faculty member who is to supervise the study; however, it should be delayed until after the advisor and the Program Coordinator have approved a final Plan of Study. No more than three (3) credits of independent study may be taken in one semester. A minimum of forty-five (45) clock hours is required for each three (3) hours of credit. A verification log is to be submitted as documentation with the final report of the study.

Independent study may be:

1. A critical review of the literature on a given problem or topic of interest;
2. A curriculum analysis of a problem or issue;
3. The design and development of original professional material for children/clientele;
4. A detailed study of an approved policy;
5. A directed essay on a systematic research methodology;
6. Other tasks approved by the advisor, and Program Coordinator.

Students engaged in independent study must schedule advisement and consultation meetings with the faculty member supervising their study. There is no maximum number of meetings; however, there is a minimum of three (3) meetings:

1. A planning meeting;
2. A meeting to ascertain the progress of the study;
3. A meeting for submission of the final report and an oral review of the study by the student.

The nature of the study will determine how many additional meetings may be necessary.

To obtain approval to register for independent study, the student must first initiate a discussion with his/her program advisor and identify a faculty member, who may be the advisor or any other appropriate professor, who has agreed to supervise the study. An Independent Study Proposal of not more than four (4) pages must be submitted to the Dean's Office within the first week of the semester. The proposal should include the following:

1. A clear statement of the topic(s) to be studied;
2. A rationale for the study, i.e., how it will contribute to the growth of knowledge;
3. A tentative calendar for completion, including a plan for meeting with the faculty supervisor;

4. Reference sources to be read, persons to be interviewed, etc.;
5. A brief description of the end product;
6. Credit expected with justification [one to three (1-3) credit hours must be verified].

The required end product of an independent study is a scholarly paper or product appropriate to the study, to be graded by the supervising faculty member. The study must be completed and the grade submitted to the Registrar within the semester of study. A student may not receive an incomplete grade for Independent Study.

No more than three (3) students may undertake “joint” independent study. Each student must clock in the minimum required number of hours per credit. If more than three (3) students are interested in a topic, a regular class should be requested.

Independent study cannot be substituted for one of the two research and examination options and may not be waived as a requirement for graduation.

To receive credit for independent study, students must complete the Independent Study Request Form, which must be signed by the advisor, faculty supervisor, Program Coordinator and Dean prior to registration. Only students with degree-seeking status are eligible to take independent study.

Research and Examination Options

Students enrolled in the Master of Education, Master of Science or Master of Arts in Teaching degree programs may elect one of the following two options in partial fulfillment of the degree requirements:

Option I: Comprehensive Examination and Research Paper

Graduate degree students may elect to take a comprehensive examination and complete a research paper as an integral part of a departmentally identified three-credit course.

The following are the research courses required by the departments offering M.A.T./M.Ed./M.S. degrees under Option I:

- ADLT 600 Seminar in Graduate Research (3)
- CRJU 559 Review and Evaluation of Criminal Justice Research (3)

To be eligible for the above courses, students must be in good academic standing, have been advanced to degree candidacy, have permission of the advisor and be within the last twelve (12) credit hours of graduate study.

Graduate degree students must be presently enrolled in the graduate program to be eligible to take the comprehensive examination.

Option II: Thesis

Graduate degree students who elect to write a thesis must take six (6) credit hours in thesis research and writing, which may be part of the existing credit requirements for the degree. Each student's major advisor will be the faculty supervisor for these courses.

A Thesis Committee will be established prior to enrollment in the second thesis course. It will be composed of three (3) members: the major advisor (who serves as chairperson), one (1) member from the student's major department, and one (1) member from the graduate faculty outside of the student's major department selected by the student after consultation with and approval by the major advisor. The student also has the right to request the appointment of an outstanding practitioner in the field of study as the third member of the committee, providing that the individual holds a doctorate and is approved by the major advisor.

Course Requirements

1. Adult Education and Special Education
 - A. EDUC 583 Master's Degree Thesis I (3)
 - B. EDUC 584 Master's Degree Thesis II (3)
2. Criminal Justice
 - A. CRJU 583 Thesis Project I (3)
 - B. CRJU 584 Thesis Project II (3)
3. Rehabilitation Counseling
 - A. REHB 583 Thesis Project I (3)
 - B. REHB 584 Thesis Project II (3)
4. Master of Arts in Teaching
 - A. CUIN 609 Seminar in Critical Issues in Teaching (3)
 - B. CUIN 610 Thesis Project II (3)
5. Family Nurse Practitioner
 - A. NURS 720 Master's Thesis Guidelines
 - B. NURS 721 Master's Thesis Guidelines

To be eligible for the above courses, students must be in good standing, have been advanced to degree candidacy, have permission of the advisor and be within the last twelve (12) hours of graduate study.

Note: Completion of Thesis Project I with a grade of "B" or higher is a requirement for enrollment in Thesis Project II.

Option III: Comprehensive exam only

Graduate Students Academic Advisement

Graduate students are required to report to their Program Coordinator or Associate Dean for the assignment of an academic advisor. This faculty person will advise the student on a program of study, prepare the Application for Degree Candidacy and complete the student's Graduation and Certification Approval Application for graduation

Degree Candidacy and Requirements

Admission to Candidacy

Admission to graduate study does not imply automatic admission to candidacy for the master's degree. Graduate degree students must apply for admission to candidacy as soon as possible after earning twelve (12) credit hours and before earning more than twenty-one (21) credit hours. No more than twenty-one (21) hours of credit earned before acceptance to candidacy will apply toward the degree unless the Program Coordinator and the Dean of Graduate Studies grant special permission. The Program Coordinator forwards Advancement to Candidacy applications with the Plan of Study for approval by the Dean of Graduate Studies and the Graduate Council. Students must be enrolled at the University and in good academic standing.

Additional Requirements for Degree in Education

All graduate students who are certified teachers and are seeking an additional area of certification through the approved program approach must meet the following requirements:

1. Students must take and pass the appropriate PRAXIS II prior to enrolling in the required practicum course(s). Only the supervised practicum courses that are equivalent to student teaching are covered by this regulation.
2. Students are encouraged to enroll in the undergraduate course EDUC 273-- Enhancing Test Performance.

Continuous Enrollment

Students are not permitted to apply for a degree, graduate, advance to candidacy, or take the comprehensive examination during any semester in which they are not officially enrolled. Students who have completed all course work may register for the program appropriate one (1) credit course, i.e., CRJU 602, EDUC 602, HSAD 602, NURS 602, PSYC 602 -- *Seminar in Graduate Studies*, while completing the degree requirements. This gives students the right to confer with advisors and faculty, use the library and other facilities of the University, take the comprehensive examination, and apply for graduation.

Degree Requirements

The following are requirements for the completion of the graduate program at Coppin State University:

1. Acceptance as a full admit degree-seeking student in a specified program of study.
2. Completion of all graduate courses work with a 3.0 cGPA or higher.
3. Advancement to degree candidacy at the completion of no more than twenty-one (21) credit hours.
4. Successful completion of a research option unless otherwise indicated by the program of study.
5. For Research Options II and III, successful oral defense of research (thesis) or doctoral project.
6. Completion of at least twenty (21) credit hours at Coppin State University.
7. Completion of the degree program within five (5) years from the date of their first enrollment as degree-status students, unless this requirement is waived.
8. Submission of an Application for Graduation with the appropriate fees to the Registrar's Office. Deadlines are noted in the calendar and on the web site.
9. Students must review with their assigned advisor the completed Program of Study Status Sheet. This form should be submitted to the Dean's Office with the application for graduation.

The Graduate Council

Policy and curriculum matters related to graduate programs are approved and monitored by the Graduate Council. The Graduate Council approves all Graduate Programs before they are submitted to MHEC and the USM. It promulgates all policies and procedures used in the governance of the School of Graduate Studies. It may also makes program and policy recommendations pertaining to undergraduate, professional and continuing studies programs.

Student/Faculty Appeal Procedure

Graduate students and faculty may appeal to the Graduate Council, through the Graduate Dean, to address any possible grievance within the Graduate School. The steps of the Appeal procedure are as follows:

1. Submission of the appeal to the Graduate Dean within ten (10) days of the event or the appellant's knowledge of the event.
2. Overview of appeal at the next Graduate Council meeting following the filing of the appeal.
3. Referral of appeal to the standing Appeal Committee of the Graduate School.
4. Inquiry about any conflicts of interest of Appeal Committee members and placement of alternate members on the Committee if necessary.
5. Appeal Committee hears and studies Appeal and submits a recommendation to the Graduate Council.
6. The Graduate Council receives, discusses, and votes on the Committee's recommendation(s).
7. The Graduate Council's recommendations are forwarded to the Dean of Graduate Studies who will render a final decision on the Graduate Council's recommendations.
8. The Dean will notify both parties in writing of the decision which shall be final.

The procedures are subject to change upon advice from the Assistant Attorney General (Educational Affairs Unit) for the University System of Maryland and Coppin State University.

**Curricula Leading to Master of Education,
Master of Science and Master of Arts in Teaching Degrees**

I. Adult and Continuing Education -- Master of Science

Areas of Specialization:

- A. Administration and Supervision
- B. Gerontology
- C. Family Counseling

II. Addictions Counseling -- Master of Science

III. Criminal Justice and Law Enforcement -- Master of Science

Areas of Specialization:

- A. Criminal Justice Administration
- B. Crime and Delinquency
- C. Correctional Counseling
- D. Correctional Education
- E. Criminal Justice Research and Planning

IV. Curriculum and Instruction -- Master of Education (on-campus and on-line)

V. Family Nurse Practitioner (FNP) -- Master of Science in Nursing

VI. Human Services Administration -- Master of Science

Areas of Specialization:

- A. Addictions Counseling
- B. Counseling Psychology (UB)
- C. Entrepreneurship (UB)
- D. Family Counseling
- E. Gerontology
- F. Health Care Delivery Systems (UB)
- G. Negotiations and Conflict Management (UB)
- H. Recreation for Disabled
- I. Rehabilitation Counseling
- J. Special Education

VII. Master of Arts in Teaching

VIII. Rehabilitation Counseling -- Master of Education

IX. Special Education -- Master of Education

Areas of Specialization:

- A. Teaching the Mildly and Moderately Handicapped in the Elementary/Middle Grades
- B. Working with Handicapped Individuals in Community Recreational Settings

Master of Science in Adult and Continuing Education

The services of adult educators and other human service personnel serving adults are increasingly in demand by organizations such as federal and local government agencies, centers for human resource development, community clinics, general and mental hospitals, business and industry, public day and evening schools, and adult education centers as well as colleges and universities. The Master of Science in Adult and Continuing Education is designed to enhance the professional competency of those individuals working in diverse fields serving adults. It is also meant to develop and strengthen the liberal and specialized education of administrators, counselors, teachers, and all other relevant practitioners of adult education, counseling and training programs.

All degree candidates must select an Area of Specialization in consultation with the department chairperson and their faculty advisor. A student pursuing a degree in this program should confer with the assigned faculty advisor during the first semester of study for approval of the choice and sequence of courses to be taken.

Admission Requirements

In addition to the basic requirements for admission to the School of Graduate Studies, a degree-seeking student in Adult and Continuing Education is required to schedule an interview with the Department Chairperson and their advisor, and to submit a statement of goals and objectives and a résumé of experiences.

General Program Requirements

Degree-seeking students are required to complete a minimum of thirty six (36) credit hours of graduate work. All degree candidates are required to complete the designated eighteen (18) to twenty-one (21) credit hours of Core courses followed by a selection of one (1) of five (5) Areas of Specialization in which fifteen (15) to eighteen (18) credit hours are completed. EDUC 581 is required of any Graduate student who has not had a basic statistics course either at the undergraduate or graduate level.

Core Courses: (18 Credits Hours)			Credits
ADLT	500	Foundations of Adult Education	3
ADLT	501	The Adult Learner	3
EDUC	538	Designing and Implementing a Thinking Curriculum	3
ADLT	503	Counseling Adults	3
ADLT	504	Practicum [<i>taken after twenty one (21) credits</i>]	6
EDUC	582*	Research Methods in Social and Behavioral Sciences (Prerequisite for ADLT 600)	3
EDUC	581*	Statistics in Social and Behavioral Sciences (Prerequisite for EDUC 582 and only required of students who have not completed a Statistics course)	3

**Coppin State University
School of Graduate Studies**

The following areas of specialization are offered:

Areas of Specialization

A. Administration and Supervision

Specialty Courses (15 Credit Hours)			Credits
ADLT	510	Administration of Adult Education Programs	3
OR			
EDUC	707	Administration of Education Programs	3
ADLT	511	Principles of Supervision	3
ADLT	512	Planning, Programming and Budgeting for Adult Education Programs	3
ADLT	513	Sociology of the Community and Community Development	3
ADLT	600	Seminar in Graduate Research (Prerequisite: EDUC 582)	3

B. Gerontology

Specialty Courses (15 Credit Hours)			Credits
ADLT	530	Environment and Aging	3
ADLT	531	Nutritional Problems of the Aging	3
ADLT	532	Developmental Psychology: Adult Years and Aging	3
ADLT	533	Processes of Aging	3
ADLT	600	Seminar in Graduate Research (Prerequisite: EDUC 582)	3

C. Family Counseling

A. Core Courses (18 Credit Hours)			Credits
REHB	516	Theories and Techniques of Counseling	3
PSYC	512	Mental Health	3
ADLT	503	Counseling Adults in Adult and Continuing Education	3
EDUC	537	Development Bases of Behavior	3
EDUC	582	Research Methods in Social and Behavioral Sciences (Prerequisite for ADLT 600)	3
ADLT	600	Seminar in Graduate Research (Prerequisite: EDUC 582)	3
B. Specialty Courses (18 Credit Hours)			
			Credits
PSYC	612	Group Counseling	3
PSYC	641	Advanced Individual and Group Counseling, Diagnosis and Assessment of the Addicted Client	3
PSYC	508	Child Abuse and Spousal Abuse	3
PSYC	614	Techniques of Marriage and Family Counseling	3
ADLT	504	Practicum	6
C. Elective****			
			Credits
CRJU	569	Counseling the Juvenile and Adult Offender	3
ADLT	533	Processes of Aging	3

Students must complete the research requirements by following one of the two (2) research options.

NOTE: The approved electives can be used as substitute courses where appropriate.

Program of Certification for Public School Administration

Professionals who have completed at least five (5) years of exemplary teaching and have a master's degree in an education-related discipline can enroll in the program of certification for Administrator I. Upon completion of the sequence of eighteen (18) credit hours of course work, program completers should submit a transcript of completed work to the Maryland State Department of Education in order to receive the official certification for Administrator I.

NOTE: A person pursuing this program of certification should plan to take the following courses, twelve (12) credits of which must be taken at the same institution.

			Credits
EDUC	646	Human Relations and Interpersonal Communications	3
EDUC	655	Supervision of Instruction	3
EDUC	701	School Law	3
EDUC	705	Strategies for Curriculum Development	3
EDUC	707	Administration of Education Programs	3
EDUC	667*	Internship in Education Administration	3

(*This internship must be done under the supervision of a Public School principal.)

Master of Science in Addictions Counseling

The Graduate Program in Addictions Counseling is offered through the Department of Applied Psychology and Rehabilitation Counseling. It is designed to prepare students for professional careers in Alcohol and Substance Abuse Counseling, with emphasis on substance abuse prevention and treatment. It builds upon the institution's undergraduate program in Alcohol and Substance Abuse Counseling and upon its graduate program in Rehabilitation Counseling.

General Program Requirements

Degree-seeking students are required to complete thirty-nine (39) credit hours of graduate work. Twenty-seven (27) credit hours are Core courses and twelve (12) credit hours are electives. Upon advancing into Candidacy students electing Option I must successfully complete a Comprehensive Examination and Research Paper; students electing Option II must successively complete courses Thesis I and Thesis II and write a Master's Thesis. (Note: EDUC 581 is required of any graduate student who has not had a basic statistics course, with a "B" or better grade, either at the undergraduate or graduate level.)

Curriculum Guide

Core Requirements: (15 Credit Hours) Credits

PSYC	621	Seminar in Physiological and Psycho-Social Aspects of Alcoholism and Other Addictions	3
PSYC	622	Addiction Prevention Techniques for the Individual, the Family, the School, and the Community	3
PSYC	641	Advanced Individual and Group Counseling, Diagnosis and Assessment of the Addicted Client	3
PSYC	642	Advanced Group Counseling, Diagnosis and Assessment of the Addicted Client	3
PSYC	644	Management of Addiction Treatment Programs and Personnel	3

Measurement and Research: (6 Credit Hours) Credits

REHB	582	Research Methods in Social and Behavioral Sciences	3
REHB	509	Seminar in Rehabilitation Research	3

Fieldwork and Internship: (6 Credit Hours) Credits

PSYC	650	Field Training in Alcoholism/Addiction Services	3
PSYC	651	Field Training in Alcoholism/Addiction Services	3

(Note: Each field training requires 200 supervised clock hours.)

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Recommended Electives: (12 Credit Hours)			Credits
PSYC	511	Advanced Abnormal Psychology	3
PSYC	512	Mental Health	3
PSYC	514	Theories of Personality	3
PSYC	529	Seminar in Human Growth and Development	3
PSYC	612	Group Counseling	3
PSYC	653	Theories of Drug Abuse and Alcoholism	3
PSYC	656	The Evaluation of Drug Policies in the U.S.	3
PSYC	657	Seminar in Substance Abuse and Cultural Influences	3
PSYC	658	Assessment Interviewing for Treatment Planning for the Substance Abuser	3
PSYC	659	Applied and Clinical Research in Addictions	3
PSYC	660	Substance Abuse and the Law - Legal and Ethical Conduct	3
REHB	502	Medical and Psychosocial Aspects of Disability	3
REHB	535	Community Resources in Mental and Physical Health	3

Master of Education in Contemporary Educational Leadership

The Master of Education in Contemporary Educational Leadership is a 33 credit hour program of study for professionals who seek certification as K-12 public school Assistant Principals and/or Principals. This program requires the completion of the 18 credit hours of course work required for the Public School Administrator I Certificate and an additional 15 credit hours of study. The additional 15 credit hours includes writing a Thesis (Thesis I & II), two Seminar courses (Seminar I & II), and a course which engages the participants in building effective school, family and community partnerships.

Admission Requirements

All applicants must:

- Possess a bachelor's degree
- Be a certified teacher (3 years of experience)
- complete the Coppin State University School of Graduate Studies application process including: official transcripts from all previously attended institutions; 3 recommendation forms (one of which must include the applicant's immediate supervisor)
- Possess an undergraduate GPA of 3.0 (on a 4.0 scale) or better.
- Submit current resume
- Submit a writing sample
- Submit a statement of educational philosophy

General Program Requirements

A. CORE COURSES (18 CREDITS)

EDUC 646 Human Relations and Interpersonal Communications

EDUC 655 Supervision of Instruction

EDUC 701 School Law

EDUC 705 Strategies for Curriculum Development

EDUC 707 Administration of Education Programs

EDUC 667 Internship in Education Administration (This internship must be done under the supervision of a Public school principal)

B. LEADERSHIP COURSES (15 CREDITS)

EDUC 681 Effective School-Community Relations for Effective Schools

EDUC 660 Critical Issues in Education- Seminar I

EDUC 661 Educational Leadership – Seminar II

EDUC 583 Master's Degree Thesis I

EDUC 584 Master's Degree Thesis II

Contact:

Dr. Jackie Williams, Chairperson

410-951-3028

jwilliams@coppin.edu

Master of Science in Criminal Justice and Law Enforcement

The Department of Criminal Justice offers a program leading to the M.S. or M.Ed. degree. The primary purpose of the program is to provide the criminal justice student with a broad knowledge base and specialized technical training in criminal justice. Course work in the program is designed to increase individual competency, develop analytical thought processes and facilitate the development of abilities and skills. Course work focuses on examination of contemporary issues in the administration of justice counseling, research and management problems in the fields of criminal justice and correctional education. Through the advanced study of theoretical and applied issues the Master's degree student will be prepared to assume leadership positions in the field of criminal justice.

Programs of Study

For the Master of Science degree, areas of specialization include administration, correctional counseling, crime and delinquency prevention and control, and criminal justice planning and research. For the Master of Education degree, areas of specialization include correctional education, correctional counseling, and correctional administration.

Students enrolled in the criminal justice program may pursue studies on a full-time or part-time basis in either a degree or non-degree capacity. A student desiring to work toward either of the degrees must confer with the department chairperson for initial advisement and for the assignment of a faculty advisor.

With the written approval of the department chairperson, a non-degree-seeking student may register for criminal justice courses while acceptance to a degree program is pending. No more than twenty-one (21) credit hours completed as a non-degree-seeking student may be applied toward either the M.S. or M.Ed. degree.

Program Requirements

The Department of Criminal Justice offers two options for completion of the master's degree: comprehensive examination and thesis.

1. Option I - Comprehensive Examination: Students choosing Option I must complete a minimum of thirty-three (33) hours of course work in the graduate curriculum, submit a completed seminar paper meeting accepted standards in the discipline and pass a comprehensive examination.
2. Option II - Thesis: Students choosing Option II must complete thirty-three (33) hours of course work plus CRJU 583 and 584. The final written thesis must show evidence of research rigor and meet accepted standards in the discipline. Each student is required to present an oral defense of the thesis before a faculty thesis advisor.

Field Training and Internship in Criminal Justice

Each student working toward a Master's degree in criminal justice is encouraged to complete a minimum of three (3) credit hours in either field training or internship in a criminal justice

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setting related to the area of specialization. The field training/internship experience consists of a minimum of ninety (90) clock hours of field-related experience for one (1) full semester. The primary objective of the field training/internship is to enable the student to experience criminal justice system practices in action. Field training/internship involves placement in agencies that agree to provide supervised experience at a level corresponding to the student's academic development and career goals. Because field training/internship is viewed as an opportunity to integrate concepts acquired in the classroom with the practical problems of the criminal justice field, students will normally not be approved for enrollment in the field training/internship prior to completion of a minimum of twenty-five (25) hours of graduate credit.

Master of Science in Criminal Justice and Law Enforcement

Core Courses: (12-21 Credit Hours)			Credits
CRJU	554*	Graduate Survey in Criminal Justice Administration	3
CRJU	559*	Review and Evaluation of Criminal Justice Research	3
CRJU	563*	Advanced Criminology	3
CRJU	582*	Methods in the Social and Behavioral Sciences	3
EDUC	581*	Statistics in Social and Behavioral Sciences (required if student has no previous background)	3
CRJU	583	Thesis Project I (required in thesis option)	3
CRJU	584	Thesis Project II (required in thesis option)	3

* Required course

NOTE: EDUC 581 and CRJU 582 are prerequisites for CRJU 583 and CRJU 584.

Requirements for the Specialty Areas

Criminal Justice Administration: (9 Credit Hours)			Credits
CRJU	551*	Administrative Theory	3
CRJU	560*	Seminar in Criminal Justice Administration	3
CRJU	568*	Problems in the Exercise of Institutional Authority	3

Crime and Delinquency Prevention and Control: (9 Credit Hours)			Credits
CRJU	501*	Sociology of Crime and Delinquency	3
CRJU	562*	Community Corrections	3
CRJU	566*	Juvenile Delinquency and Juvenile Corrections	3

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Correctional Counseling: (9 Credit Hours)			Credits
CRJU	506*	Practicum in Correctional Counseling/Education	3
REHB	516*	Theories and Techniques of Counseling	3
REHB	610*	Organization and Administration of Counseling and Rehabilitation Programs	3

Criminal Justice Research and Planning* (9 Credit Hours)			Credits
CRJU	516*	Comprehensive Planning in the Criminal Justice System	3
CRJU	574*	Research for Planning	3
CRJU	577*	Criminal Justice Program Planning and Evaluation	3

Recommended Electives: (12 Credit Hours)			Credits
To be selected from the following courses or any of the above courses which are not used to fulfill requirements.			

SPED	510	Seminar in Psychology of Exceptional Individuals	3
PSYC	511	Advanced Abnormal Psychology	3
CRJU	515	Information Processing and the Criminal Justice System	3
PSYC	613	Career Development and Occupational Choice	3
PSYC	612	Group Counseling	3
CRJU	514	Psychiatry and the Law	3
CRJU	517	Employment Problems of the Offender	3
CRJU	519	Rights of the Incarcerated	3
PSYC	641	Advanced Individual and Group Counseling, Diagnosis and Assessment of the Addicted Client	3
CRJU	564	Criminal Justice Management	3
CRJU	565	Field Training	3
CRJU	567	Case Analysis in Prevention Programs	3
CRJU	569	Counseling the Juvenile and Adult Offender	3
CRJU	573	Issues in Curriculum Construction in Correctional Education	3
CRJU	575	Quantitative Research in Criminal Justice	3
CRJU	588	Supervision and Administration of Correctional Education Programs	3
CRJU	601	Seminar in Professional Research	3
CRJU	550	Introduction to Correction Systems	3
CRJU	553	Public Administration	3
CRJU	557	The Criminal Justice Function in African-American Society	3
CRJU	558	Social Control, Criminal Justice and Community Relations	3
REHB	636	Multicultural Counseling	3

**Required Course*

Policing Strategies Certificate

Police officers, supervisors and commanders require advanced education to address the increasingly complex demands being placed upon them. These demands include improved relationships with the community, communications, diversity and interpersonal skills, effective enforcement strategies and crime analysis, terrorism and homeland security responsibilities and the use of intelligence, information and data in administrative, operational, tactical and strategic decision making. This certificate is specifically designed to address these issues.

The policing strategies certificate requires a total of 18 credit hours. The certificate enhances professional preparedness for those seeking or serving in mid-level law enforcement management positions. It is anticipated that many of the students who enroll in this program will already be employed in the criminal justice system looking to enhance their skills and careers. The proposed CSU program will allow qualified students to receive a post-baccalaureate certificate in Policing Strategies upon successful completion of six three-credit graduate courses. These courses may also be used to fulfill degree requirements within the M.S. in Criminal Justice.

The following is a description of the courses:

POLICING STRATEGIES COURSE DESCRIPTIONS

- 1. COURSE NUMBER AND TITLE:** CRJU 533 – The Dynamics of Police Community Relationships

CREDITS/CLOCK HOURS: 3

COURSE DESCRIPTION

This course examines the origins and development of community policing, definitions and key elements of community policing, management and organization of community policing, impediments to community policing, problem-solving, links between policing, poverty, drug abuse, violence, mental health and other social issues, police–minority relationships, police, youth, the elderly and other “special populations”, community policing in relation to crime control, compstat, other policing strategies, terrorism and contemporary issues.

- 2. COURSE NUMBER AND TITLE:** CRJU 534 – Terrorism and Homeland Security

CREDITS/CLOCK HOURS: 3

COURSE DESCRIPTION

The graduate seminar analyzes definitions of terrorism; examines the history and evolution of terrorism from ancient times through the present and focuses on contemporary modern terrorism. It identifies different types of terrorism, terrorist strategies and tactics, terrorist organizational

structures and explores counter-terrorism strategies. It compares terrorism to crime; considers individual and group aspects of terrorism and investigates the role of the military, homeland security and intelligence community, as well as federal, state and local law enforcement in prevention and response to terrorism. The seminar addresses legal, constitutional, privacy, surveillance, security and ethical issues arising out of the U.S. response to terrorism after September 11, including coercive investigative techniques, the concept of “enemy combatants, military tribunals, detention at Guantanamo and elsewhere, the Patriot Act and other post 9/11 legislation. It will also explore technology, immigration, border security, racial, ethnic and religious profiling; the impact of terrorism on local policing and other issues associated with terrorism.

- 3. COURSE NUMBER AND TITLE:** CRJU 535 – Compstat, Crime Analysis & Mapping and Strategic-Oriented Policing

CREDITS/CLOCK HOURS: 3

COURSE DESCRIPTION

This course defines crime analysis, provides an overview of the crime analysis process, identifies different types of crime analysis, examines the origins and development of crime analysis and the current state of crime analysis. It introduces GIS and crime mapping, addresses geographic features and types of crime mapping and provides a history of crime mapping from the early 1900’s to the present. It addresses the relationship between criminological theory and crime analysis and discusses technological and data related issues. It explores Strategic Crime Analysis, including temporal and spatial analysis, as well as Tactical Crime Analysis and pattern identification. It examines the historical background of the New York City Crime Control Model, key aspects of the Compstat/Crime Control Model, implementation issues and law enforcement strategy and tactics. Legal, ethical, leadership and management issues are discussed, as is the relationship between community policing and compstat.

- 4. COURSE NUMBER AND TITLE:** CRJU 536 – Intelligence Led Policing and Intelligence Analysis

CREDITS/CLOCK HOURS: 3

COURSE DESCRIPTION

This course examines the rapidly growing practice of intelligence led policing in the context of the historical evolution of policing. We will review and apply the intelligence cycle to a variety of hypothetical and actual problems and address legal, ethical and privacy concerns related to intelligence analysis. We will explore a wide variety of

analytical techniques and apply select analytical techniques to actual and hypothetical problems. We will review typical intelligence products and draft sample products based upon actual or hypothetical problems. We will analyze case studies of intelligence led policing, evaluate the effectiveness of intelligence led policing and consider issues relating to integration of intelligence and crime analysis.

5. CRJU 525 - Criminal Procedure

This course addresses constitutional law and its impact on criminal justice system processes. The implications of federal constitutional protections with respect to police investigations, pre-trial, trial and post-conviction processes are covered. Particular attention is paid to probable cause, reasonable suspicion, arrest, search and seizure and stop and frisk.

6. CRJU 564 - Criminal Justice Management

This course provides a forum that focuses on special management trends and issues in criminal justice. It begins by reviewing fundamental principles of leadership and management and rational, natural and opens systems theory. Special emphasis is placed on case studies highlighting recent management trends and current issues.

Investigative Sciences Post-Baccalaureate Certificate

The **Investigative Sciences Post-Baccalaureate** Certificate provides the student with a unique educational opportunity to develop skills concerning the scientific and forensic investigation of crime scenes, death investigation, sexual assaults, missing children, while providing them with the requisite knowledge to conduct proper and accurate interviews. In order to earn this certificate, all students must take and successfully pass all six of the courses for a total of 18 credits. As additional courses are developed students will be afforded the opportunity to select a couple of substitutions. These courses may be applied towards the M.S. Degree in Criminal Justice

The **six graduate courses** are as follows:

- a. CRJU 520, Advanced Scientific Investigations (a prerequisite to all other course/certificate offerings)
- b. CRJU 521, Crime Scene Investigation-I
- c. CRJU 524, Death Investigation
- d. CRJU 525, Criminal Procedures (Like CRJU 520, a prerequisite)
- e. CRJU 526, Investigating Missing Children and Human Trafficking
- f. CRJU 527, Forensic Interviewing

Course Descriptions:

CRJU 520 Advanced Scientific Investigation

This course is designed to introduce students to the conduct of advanced scientific criminal investigations utilizing thorough and accurate reconstruction processes. Through critical thinking case studies, the students will identify and discuss scientific investigative steps as they relate to specific types of crimes. They will learn and fully understand investigative responsibilities, how to handle items with evidentiary value, conduct interviews and interrogations while staying within the legal framework of our society.

CRJU 521 Advanced Crime Scene Investigation I

An entry level course that will study the methods and techniques of scientific crime scene investigation, documentation and recognition of physical evidence, collection, and crime scene reconstruction.

CRJU 524 Death Investigations

An in-depth study of the principles and techniques associated with investigating homicides, suicides, accidental, natural, or equivocal deaths. While considering the sociological, psychological, and legal aspects typically found in these cases, the process will take the student from the death scene to the court, criminal or civil.

CRJU 525 Criminal Procedure

This course addresses constitutional law and its impact on criminal justice system processes. The implications of federal constitutional protections with respect to police investigations, pre-trial, trial and post-conviction processes are covered. Particular attention is paid to probable cause, reasonable suspicion, arrest, search and seizure and stop and frisk.

CRJU 526 Investigating Missing Children and Human Trafficking

An in-depth study of the principles and techniques associated with investigating missing children and incidences of human trafficking. While considering the sociological, psychological, and legal aspects typically found in these cases, the process will take the student from the scene of an abduction or of trafficking, through the investigative process (with careful consideration to documenting and collecting physical evidence), to search and rescue/recovery aspects of the investigation

CRJU 527 Forensic Interviewing

A study of the procedures for gathering information from people that includes the forensic interview of adults and children who have been victimized by crime; create an understanding of human bias as it relates to different elements in our society while maximizing the information we gather. Present concerns and issues regarding false confessions and how we may preclude them. Experience how to testify in a legal proceeding.

Master of Education in Curriculum and Instruction (On-campus and on-line)

The Master of Education degree program requires thirty-six (36) semester hours of course work for completion. Since each course is designed to build upon previously learned information and skills, courses must be taken sequentially; each course is a prerequisite for the next. Students typically take at least two (2) courses per semester.

The course content in this Master's program is presented through multi-learning modalities. The Master of Education in Curriculum and Instruction is based upon a framework that provides for the professional growth of the teacher practitioner. This framework includes a cyclical process of inquiry, reflection, application, evaluation, and additional reflection. These five (5) elements are incorporated into the activities and assignments in each course of the program through a combination of collaborative and individual work.

The goal of the Master of Education in Curriculum and Instruction degree program is to provide a learning environment for the professional teacher in which collaborative efforts between college faculty and practicing teachers result in positive change in the classroom. The program is designed to promote a quality graduate education experience in the convenience of home or school. Every aspect of this program has been created with the working professional in mind.

Admission Requirements

In addition to the general requirements for admission to the School of Graduate Studies, an applicant for the Master of Education must be a certified practicing teacher. Students must select a primary mode of instruction: on-campus or on-line. This will impact cohort placement.

Requests to transfer credit must be submitted in writing at the time of application, along with a course description and syllabus. The Graduate Record Exam (GRE) or Miller Analogy Test (MAT) is required. A combined score of eight hundred (800) is required for the GRE. A 3.0 cumulative grade point average (cGPA) is required for admission. Students must maintain a 3.0 cGPA to continue in the program. Applicants having a cGPA of 2.5-2.9 who meet other requirements may be considered for admission to enroll in six (6) credits and must attain a cGPA of 3.0 or higher. In addition, students must have access to a classroom for application of concepts and strategies.

Transfer Credit (Apply Standard Policy)

The course content must be comparable to the program course content. Submission of the request to transfer credit must be submitted and approved by the coordinator during the first semester of enrollment. Only the portfolio assignments for the course must be completed. A grade of PS is assigned to indicate that Portfolio assignments have been completed.

Program Objectives

Program participants will:

1. Demonstrate and apply knowledge of current research and practice.
2. Promote intellectual growth and acquire the skills and strategies to become lifelong learners.
3. Create an environment that encourages collaboration with colleagues, administrators, parents, and the community to promote and support student learning.
4. Develop and implement teaching strategies to meet the needs of learners from diverse populations.
5. Reflect on practices to extend knowledge, improve teaching, and refine teaching strategies.
6. Demonstrate appropriate strategies for accommodating the inclusion of disabled students.
7. Assist students in developing a multicultural and global perspective on issues, and model, as well as reward, appropriate behaviors.
8. Employ a variety of assessment strategies to obtain useful information about student learning and development and use the information to modify practice.

Master of Education in Curriculum and Instruction
PLAN OF STUDY

<u>Course # and Title</u>	<u>Credits</u>
1. <u>CUIN 560: Theoretical Bases for Teaching</u>	<u>3</u>
2. <u>CUIN 605: Philosophical, Sociological, and Political Aspects of the Education Process</u>	<u>3</u>
3. <u>CUIN 504: Best Practices in Teaching</u>	<u>3</u>
4. <u>SPED 587: Teaching Learners with Exceptionalities in the Regular Classroom</u>	<u>3</u>
5. <u>CUIN 606: Instructional Strategies and Methods for Effective Teaching</u>	<u>3</u>
6. <u>EDUC 582: Research Methods in Social & Behavioral Sciences</u>	<u>3</u>
7. <u>CUIN 690: Collaborative Action Research: Part I or EDUC 583 Master's Degree Thesis I</u>	<u>3</u>
8. <u>EDUC 603: Assessing Student Performance</u>	<u>3</u>
9. <u>REED 504: Processes and Acquisition of Reading Skills</u>	<u>3</u>
10. <u>REED 505: Strategies and Materials of Reading Instruction</u>	<u>3</u>
11. <u>REED 508: Reading and Literacy Instruction</u>	<u>3</u>
12. <u>REED 603: Diagnostic Teaching of Reading</u>	<u>3</u>

Total Credit Hours Required: 36

NOTE: CUIIN 691 Collaborative Action Research Part II or EDUC 584 Thesis II are required of all graduate students who select Research Option II Thesis.

**COLLEGE OF HEALTH PROFESSIONS
HELENE FULD SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

The purpose of the **Doctor of Nursing Practice** Program in the School of Nursing at Coppin State University is to prepare nurses to provide advanced primary health care to the underserved population in urban settings. The curriculum reflects the general philosophy of the School of Nursing, as well as the expressed needs of community. The curriculum content reflects integration of various concepts that are essential for the graduate program focusing on primary health care of the community. The program defines the DNP graduate as a registered nurse with advanced knowledge in the assessment and management of changing family health pattern across the life span.

The Doctor of Nursing Practice (DNP) program delivers an innovative academic endeavor that will assist in increasing the number of advanced practice nurses prepared to meet the healthcare needs locally, nationally and internationally. The DNP program of study provides education in nursing science, leadership, evidence-based practice, quality improvement, systems thinking and evaluation of health outcomes. The DNP program curriculum will prepare advanced practice nurses who have earned a Master of Science in Nursing degree from a nationally accredited program. The Post-Masters option incorporates the AACN's recommended guidelines for Graduate Nursing education, and advanced practice.

Advanced practice may be either direct care specialty (examples include but are not limited to nurse practitioner or clinical nurse specialist) or indirect care specialty (nursing administration, health policy or health informatics). The student shall complete a minimum of 30 semester hours and additional practice hours. Up to 700 verifiable practice hours may be transferred from the student's MSN degree program.

Students will successfully complete a DNP scholarly project that can involve, research, gaining additional expertise in an identified area and spending practicum hours in a setting that is relevant to their DNP Project. Students are able to gain experiences during the DNP practicum that will aid in the development and completion of the DNP project. This advanced practicum will provide the opportunity to, for example, link policy making with clinical systems, translate research into practice, and/or serve as change agents for health care. The student will have an individualized practicum plan to meet the goals and objectives related to their DNP Project.

Plans of Study will be developed for individual students, which reflect their goals, background, specific requirements, either for full-time or part-time study. Each student will have advisement with a member of the faculty. A curriculum outline for the degree is provided for students' part-time or full-time study.

HFSON mission

The mission of doctoral education, offering a Doctor of Nursing Practice degree, is to prepare graduate nurses with advanced knowledge who will practice at the most advanced level of nursing. The graduate program of the School of Nursing derives its purpose directly from the underlying philosophy of the School of Nursing. The graduate program builds on the foundation of

undergraduate and graduate education; the program prepares professionally educated nurses who are capable of intellectual and professional leadership to provide high quality clinical nursing to populations, focusing on vulnerable, underserved urban and global communities.

Philosophy

The faculty of the School of Nursing believe that graduate education prepares the nurse with a strong theoretical foundation, and provides increased opportunities to utilize analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.

The faculty believe that baccalaureate education prepares the graduate for the emerging roles of the beginning nurse generalist and provides the foundation for graduate study. Professional nursing education is built on theoretical foundations of the humanities, liberal arts and the basic and applied sciences. These are used in conjunction with nursing science in a creative and disciplined approach to provide nursing care under conditions of change.

Faculty believe that nursing is a scientific and clinical practice discipline, which facilitates the promotion, maintenance, and restoration of adaptive responses in clients, through therapeutic nursing interventions.

Graduates incorporate advanced theory, research, advocacy, leadership, and clinical skills with an emphasis on independent and inter-professional practice required to assume responsibility and accountability for the health promotion, assessment, diagnosis, and management of culturally diverse clients' problems across settings.

Through its program of study and outreach service, the School of Nursing fosters the University's unique mission of focusing on the problems, needs, and aspirations of the people from vulnerable, underserved urban and global communities. Faculty believe that there is a dynamic exchange and interdependence between the individual and his or her internal and external environments at it relates to the provision of culturally sensitive care.

Major areas of concentration are directed toward reaching applicants from diverse backgrounds who have commitment to continual personal and professional growth in serving the urban and global communities.

As students consistently demonstrate analytical abilities, they exhibit an increased ability to incorporate emerging information systems and technology for the improvement and transformation of healthcare. Faculty believe education is an individual process in which the educator and learner have shared responsibility.

Doctor of Nursing Practice (DNP) Program Outcomes

Upon successful completion of the requirements for the DNP degree, the student will:

1. Integrate advanced knowledge from the sciences, humanities and ethics with clinical expertise to support advanced nursing practice.
2. Demonstrate knowledge and evaluate nursing theories and concepts as a basis for advanced nursing practice.

3. Plan, engage, and participate in clinical scholarship for evidence practice.
4. Provide and design care for vulnerable, underserved, culturally diverse clients utilizing health promotion strategies.
5. Plan, initiate, and evaluate changes in health care policy and the healthcare system.
6. Analyze epidemiological, statistical, environmental, and relevant data regarding individuals, families and the community.
7. Integrate nursing science with emerging technology and information systems to identify, gather, process, manage and evaluate healthcare outcomes, the healthcare delivery system and investigate healthcare issues to improve quality.
8. Develop and evaluate organizational and systems leadership for quality improvement and systems thinking.
9. Demonstrate and integrate inter-professional collaboration for improving patient and population health outcomes to foster continuity of care.
10. Advocate for health care and policies that promote client health and the advancement of nursing as a profession.
11. Utilize professional standards in advanced practice nursing roles.
12. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Application, Admission and Recruitment Policies and Criteria

The Helene Fuld School of Nursing does not discriminate against students on the basis of race, color, ethnicity, age, gender, gender identify and/or expression, marital status, sexual orientation, religion, creed, handicap, veteran status, or national origin.

Applications received after the official posted deadlines may be given consideration at the discretion of the Dean, Associate Dean, and the DNP Chairperson.

Applicants Information

The program involves instruction and clinical. The academic load varies depending on the selection of part-time or fulltime plan of study. Each individual student will be evaluated independently to develop their course of study using the gap analysis and where applicable, approved credits from other colleges and universities will be accepted. Other exceptions will be determined by the departmental Chairperson in collaboration with the Associate Dean and the Dean of the College of Health Professions.

Application for enrollment into the College of Health Professions at Coppin State University is a three-step admission process. Step 1: An application must be made *first* to the University. Applicants must meet all University requirements and be officially admitted to the University by the Graduate Admissions Office. Step 2: Applicants must be admitted to the College of Health Professions. Step 3: Applicants must admitted into the Helene Fuld School of Nursing.

Admission to the Helene Fuld School of Nursing is based upon a thorough evaluation of all components of the application.

Students must be admitted to the university, have a competitive* cumulative with a minimum GPA of 3.25; meet the competitive criteria for the admission to the Helene Fuld School of Nursing

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Doctor of Nursing Practice program. All students admitted to the program will be required to sign the Honor Code, Confidentiality, Release of Information form, and complete the Health Clearance, Background Check, and Drug Screen.

The Director of Admissions submits all completed applications to the Dean of the School of Graduate Studies. No decision is made with respect to an application to a graduate program until all required credentials have been submitted. The DNP Chairperson, HFSON Graduate faculty and the CHP Dean make all decisions regarding admission to the DNP Program.

Students apply to the Coppin State University School of Graduate Studies through the Office of Admissions. The Dean of the College and the Dean of the School of Graduate Studies in collaboration with the faculty, Chairperson of the DNP program, and HFSON Associate Dean make admission decisions. These persons constitute the Graduate Admissions Committee.

Applicants must submit a completed application, and official transcript for the degree granting institution, and all of the institutions attended, and three (3) current letters of reference from current employer, instructors, or other persons who can attest to their character, integrity, and academic potential.

All applicants who meet the requirements shall have an interview with the HFSON Graduate Faculty. In addition, official transcripts and three (3) letters of reference are required for admission. All doctoral student applicants must hold an unencumbered RN license in Maryland or a compact state prior to enrolling or applying in the program. Licensure must be maintained in good standing throughout enrollment in the School of Nursing. The Dean, Associate Dean, and Chairperson of DNP program must be notified immediately if the status of licensure changes for any reason.

Applicants are advised that if they have been convicted of or have pled nolo contendere to a felony or a crime involving moral turpitude, they may not be eligible for relicensure as a professional nurse in Maryland.

Note for all applicants: Admission to Coppin State University is not considered automatic admission to the Helene Fuld School of Nursing.

**Note to all applicants: Admission to the Helene Fuld School of Nursing is highly competitive. The criteria contained here are the minimum criteria; however, this does not guarantee admission.*

TRANSFER CREDITS

Students applying to the Doctor of Nursing Practice program are able to request for transferable courses up to 6 credits.

Masters Prepared Registered Nurse Applicant Criteria

Procedure for Applying

In order to be considered for admission to the DNP program, applicants must submit a completed application packet and:

1. Receive admission to the University prior to requesting admission to the College of Health Professions and the Helene Fuld School of Nursing.
2. Complete the application process as required by the University Office of Admissions.
3. Complete the application form for the Doctor of Nursing Practice program (<http://www.coppin.edu/dnp/Application.pdf>) and all necessary documentation for the DNP program.
4. Must hold a current unencumbered Registered Nurse License for the State of Maryland and/or Compact state licensure. If a Nurse Practitioner, must hold an unencumbered Advanced Practice Registered Nurse license with documentation of national certification.
5. Masters degree in Nursing from a program accredited by the [Accreditation Commission for Education in Nursing](#) (ACEN) or Commission on Collegiate Nursing Education (CCNE) or an equivalent degree from a comparable foreign university.
6. Have a minimum cumulative grade point average of 3.25 or better on a 4.0 scale on all college or university courses completed prior to requesting admission to the DNP program. Must submit transcripts from all universities and colleges attended.
7. Submit a current resume.
8. Submit an essay which addresses the student's philosophy of nursing and overall professional goals.
9. Submit three (3) letters of recommendation on the form required by the Nursing Program. (These forms are ONLINE or in the HFSON Admission Packet or found on the STAR website.)
10. * Interviews will be held with students who have met admission requirements.

The applicant should be advised that additional requirements of the program include:

1. Maintenance of an unencumbered RN license prior to enrollment and while matriculating in the program.
2. Computer skills: proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email

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School of Graduate Studies

(including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files, use of the web enhanced courses management system (Blackboard), ability to access and navigate the official University web site, and the installation and maintenance of anti-virus and firewall software.

If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free on-line tutorials that are available via web. Computer skills as suggested above by CSU CHP Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.

3. Health clearance with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the Coppin State University Community Health Center's Physical Examination form. The form must be stamped and dated by the health care provider.
4. Complete the health requirements including PPD testing, Immunizations, and titers. Additional requirements may be identified by the Community Health Center administration to be in compliance with the agency stipulations.
5. Completion of background check and urine drug screening once admitted and must use the company selected by the HFSON.
6. CPR Basic Life Support (BLS for Healthcare Professionals) and AED Training. Must be an American Heart Association Certification of CPR (adult, child, and infant). This card must include date of expiration.
7. Completion of the HFSON online training for HIPAA, OSHA, Bloodborne Pathogens standard and Joint Commission requirements including Diversity and Restraints. Instructions will be provided on this requirement.
8. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video Consent. An admitted student shall receive instructions on how to meet this requirement.

ACADEMIC POLICIES

Grading

Students must attain a final grade of "**B**" in all nursing courses required in the Nursing Program of Study. Student performance in the clinical practice components will be graded on a pass/fail basis; the criteria for determining acceptable performance are included in the syllabus of each clinical nursing course. Satisfactory clinical performance is required to earn a passing grade in a clinical nursing course. Students who are not performing at a satisfactory level will be so advised

at mid-point in the course. Students must pass both clinical and didactic components to pass the course.

Grading Scale

Student must attain a final grade of “B” in all nursing courses required in the Nursing Program of Study. The grading system for graduate students is as follows:

Grade	Quality Points	Numeric
A	4.00	100 - 90
B	3.00	80 - 89
C	2.00	70 - 79
F	0.00	69 & below

I Incomplete

W Official Withdrawal

90-100 A

80-89 B

All other grades are considered failing scores and thus the student is subject to academic probation and/or dismissal.

PROGRESSION

Satisfactory progress in the Nursing Program promotes and enhances retention and expansion of knowledge and skills. Therefore, once nursing courses are begun students are expected to progress each semester in accordance with the Plan of Study.

* The student must complete each course prior to enrolling in the next course. A grade of “B” (*80% in nursing courses*) or better must be achieved.

If the student does not successfully complete the failed course the next semester it is offered, the student may be dismissed from the Program.

Courses required in the Nursing Program may not be taken more than twice*. Students must adhere to the sequence of courses as outlined in the Plan of Study.

*Exception for medical withdrawal and extraordinary circumstances

Probation Policies: A student will be placed on probation in the School of Nursing for any of the following reasons:

1. A student who earns less than the required cumulative grade point average *of 3.0* will be placed on probation.
2. A student will *also* be placed on probation for failure to achieve a grade of “B” or better in any nursing course.

Admission to Degree Candidacy

The following are requirements for acceptance to Degree Candidacy and completion of the DNP Program: The official Plan of Study is to be used when a student applies for Admission to Degree Candidacy. It must include the following:

1. All information contained in the Plan of Study.
2. All graduate courses taken by students (including transfer credits) with grades earned in each course.
3. A list of the courses the student plans to take to complete the program.

The student with the Advisor's or Department Chair consultation and assistance will prepare the plan. It must be approved by the Chairperson of the Department and submitted to the Dean. Upon submission of the student's application for Admission to Candidacy to the Graduate Council, the Plan of Study will be included the student shall:

1. Follow all policies and procedures that apply to Degree Candidacy requirements for Coppin State University, Graduate Division, and the Helene Fuld School of Nursing.
2. Successful completion of 12-18 credits of the DNP plan of study with a cumulative grade point average of at least 3.0 with a "B" in all courses.
3. Admission to Candidacy Application is forwarded by the Chairperson of the DNP program with the Plan of Study, and transcript for approval by the Dean of the School of Graduate Studies and the Graduate Council.
4. After Admission to Candidacy, it is required that the student must complete the remaining course work with a cumulative grade point average of 3.0 or above, and a grade of "B" in all courses.

DISMISSAL POLICIES

A student shall be dismissed from the Helene Fuld School of Nursing for any of the following reasons:

1. Failure to achieve a grade of "B" *in nursing courses required as per the Plan of Study*. This includes withdrawing from a course, or failing the course on the second attempt. A student may enroll in a nursing course only two (2) times.
2. Failure to maintain the cumulative grade point average (GPA) of 3.0 required in the Nursing Department for two (2) consecutive semesters.
3. Additional reasons for dismissal from the nursing department include but are not limited to:
 - a. Has blatant breach of *client, agency, University, HFSON and/or student-to-student* confidentiality. An example of student-to-student confidentiality breach includes inappropriate release of student's health information.

- b. Action or lack of action that cause an adverse complication in the class or clinical setting. Failure to follow agency, University, CHP, or HFSON policies.
- c. *Academic* dishonesty or a violation of the HFSON Honor Code.
- d. Unprofessional conduct (Refer to Honor Code and Student Code of Conduct)
- e. Failure to demonstrate in clinical practice setting the ability to be physically and mentally competent at all times to provide safe client care.
- f. An encumbered license for any license student.

Process for Requesting Reinstatement

The applicant seeking reinstatement to the School of Nursing must *submit a reinstatement request packet to the Office of Graduate Admissions.*

Graduation Requirements

1. Successful completion of all courses taken with a cumulative G.P.A. of 3.0.
2. Completion of all courses with a grade of B or higher.
3. Successful completion of a DNP Project.
4. Recommendation of the faculty.
5. Completion of 1000 clinical practice hours (students can transfer a maximum of 700 verifiable clinical practice hours from their Masters Program or Nurse Practitioner program.) 300 practicum hours must be completed as a component of the DNP program.

A student completing the DNP program is required to successfully complete a Portfolio as a Graduation requirement. A student shall complete this requirement during his/her final semester. The student shall submit the document to the DNP Chairperson and/or designee who will review the Portfolio for adherence to the guidelines. A student must achieve a passing score.

The student must have a graduation GPA of 3.0; portfolio as the Exit requirement; have successfully implemented and disseminated the DNP Project and must pass at the benchmarks set by the faculty.

Student Participation in Governance within the Helene Fuld School of Nursing

Students participate in program development and evaluation. At the end of each course, students have the opportunity to evaluate both the course and the instructor(s). Students participating on faculty committees are selected through the Nursing Student Association. Students are encouraged to participate in any of the following HFSON Committees. Participation is based on being a member of the Nursing Student Association.

An undergraduate nursing student representation shall ordinarily include: Faculty and Student Affairs Committee, Curriculum Committee, Evaluation Committee and the Program Committee.

Student Fees

In addition to annual University tuition and fees, students in the Helene Fuld School of Nursing should anticipate the additional fees throughout the nursing program, which are subject to change based on vendor costs. These include and are not limited to (course management, health clearance, background and drug screen, books, uniforms, graduation, transportation costs to clinical settings).

Most clinical facilities are accessible by public transportation; otherwise, a personal automobile is needed. Clinical facilities may be located within a fifty (50) mile radius within the Baltimore/Washington Metropolitan Area.

Information on fees for the Nursing Program is provided annually by the Helene Fuld School of Nursing to the Commission on Collegiate Nursing Education, One DuPont Circle, NW Suite 530 Washington, DC 20036-1120.

**COLLEGE OF HEALTH PROFESSIONS
HELENE FULD SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM**

MSN to DNP Plan of Study (Full time)

Course	Title	Practicum hours	Credits
Fall Semester Year 1			
NURS 830	Research Methods and Design for Nursing Practice		3
NURS 831	Theoretical Perspectives in Nursing Practice		3
NURS 832	Foundations for Evidenced Based Practice		3
Wintermester Year 1			
*NURS 840	DNP Practicum		1-4
Spring Semester Year 1			
NURS 834	Leadership and Analysis of Health Care Delivery Systems		3
NURS 835	Epidemiology		3
NURS 838	DNP Project I Leadership or Health Policy focus		3
Summer Year 1			
NURS 833	Global Health: Perspectives of Health		3
NURS 840	DNP Practicum		1-4
Fall Semester Year 2			
NURS 836	Health Policy Analysis		3
NURS 837	Nursing Information Technology and Analysis		3
NURS 839	DNP Project II Leadership or Health Policy focus		3
Spring Semester Year 2			
Spring Semester Year 2 *NURS 850 or NURS 860	Health Policy Practicum I or Leadership Practicum I		1-4
Summer Year 2 *NURS 851 or NURS 861	Health Policy Practicum II or Leadership Practicum II		1-4
Fall Semester Year 3 *NURS 852 or NURS 862	Health Policy Practicum III or Leadership Practicum III		1-4

The requirement is that all students must complete 1000 Practicum hours as a criterion for graduation. 1000 Practicum hours. *The student identifies the practicum focus within 8 weeks after enrollment in the nursing research and/or nursing theory course. **Practicum hours calculation formula:** 1 credit = 45 contact hours; 2 credits=90 contact hours, 3 credits =135 contact hours; 4 credits = 180 contact hours.

MSN to DNP Plan of Study (Part time)

Course	Title	Credits
Fall Semester Year 1		
NURS 830	Research Methods and Design for Nursing Practice	3
NURS 832	Foundations for Evidenced Based Practice	3
Wintermester Year 1		
*NURS 840	DNP Practicum	1-4
Spring Semester Year 1		
NURS 834	Analysis of Health Care Delivery Systems	3
NURS 835	Epidemiology	3
Summer Year 1		
NURS 833	Global Health: Perspectives of Health	3
Fall Semester Year 2		
NURS 831	Theoretical Perspectives in Nursing Practice	3
NURS 837	Nursing Information Technology and Analysis	3
Spring Semester Year 2		
NURS 838	DNP Project I	3
Fall Semester Year 3		
NURS 836	Health Policy Analysis	3
NURS 839	DNP Project II	3
Spring Semester Year 3 *NURS 850 or NURS 860	Health Policy Practicum I or Leadership Practicum I	1-4
Summer Year 3 *NURS 851 or NURS 861	Health Policy Practicum II or Leadership Practicum II	1-4
Fall Semester Year 4 *NURS 852 or NURS 862	Health Policy Practicum III or Leadership Practicum III	1-4

Part time study options are based on student selection of courses. The requirement is that all students must complete 1000 Practicum hours as a criterion for graduation. 1000 Practicum hours. *The student identifies the practicum focus within 8 weeks after enrollment in the nursing research and/or nursing theory course. **Practicum hours calculation formula:** 1 credit = 45 contact hours; 2 credits=90 contact hours, 3 credits =135 contact hours; 4 credits = 180 contact hours.

**COLLEGE OF HEALTH PROFESSIONS
HELENE FULD SCHOOL OF NURSING
Master of Science in Nursing
Post-Master Advanced Practice Registered Nurse FNP Certificate**

The Master of Science in Nursing (MSN) program delivers an innovative academic endeavor that will assist in increasing the number of nurse professionals prepared to meet the healthcare needs locally, nationally and internationally. The MSN degree provides advanced theory and research skills into the competencies required to assume responsibility and accountability for the health promotion, assessment, diagnosis and management of the problems of culturally diverse clients.

The MSN program curriculum will prepare registered nurses who have earned a Bachelor's degree in Nursing from a nationally accredited program. The Post- Master's Advanced Practice Registered Nursing (APRN) Certificate option builds upon the prior graduate nursing education degree program. Both the MSN and the Post Master's APRN Certificate option prepare advanced practice nurses who will provide advanced primary health care as a Family Nurse Practitioner (FNP). Consistent with the Helene Fuld School of Nursing (HFSON) mission, the program prepares the advanced practice nurses who are able to exceed the healthcare needs of vulnerable and underserved population in a variety of settings. The program defines the MSN graduate as an advanced practice nurse with the knowledge, skills and abilities necessary to function as experts who provide direct care in a specialized area of clinical practice.

As a MSN program student, a total of forty-eight to fifty-one (48-51) credits will be required to earn the degree. As a Post-Master's student, a total of thirty-three (33) credits will be required to earn a certificate in the program.

Helene Fuld School of Nursing Mission

The Helene Fuld School of Nursing is committed to providing exemplary education that broadens empowered nursing student's intellectual and scholarly pursuits while promoting healthy communities and strengthening relationships with local, national and global partners. Through its programs of study and outreach service, the School of Nursing fosters the University's mission and legacy of excellence in teaching, research and community engagement.

Helene Fuld School of Nursing Philosophy

Faculty of the Helene Fuld School of Nursing believe that undergraduate and graduate education prepares the nurse with a strong theoretical foundation, and provides increased opportunities to utilize analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.

Faculty believe that baccalaureate education prepares the graduate for the emerging roles of the beginning nurse generalist and provides the foundation for graduate study.

Professional nursing education is built on theoretical foundations of the humanities, liberal arts and the basic and applied sciences. These are used in conjunction with nursing science in a creative and disciplined approach to provide nursing care.

Faculty recognize the worth and dignity of the individual as a holistic being incorporating the conservation principles of energy, structural, personal and social integrity. Faculty believe that there is a dynamic exchange and interdependence between the individual and his or her internal and external environments as it relates to the provision of culturally sensitive care.

Faculty believe the organization of individuals into families and communities is the foundation of society, and that society influences the definition of health and illness because of its normative value aspects. Health is an individual perception of one's state of being which each person defines in relation to culture and values. Health is a state of wholeness, dynamic in quality and reflects the client's ability to adapt to the environment.

Faculty believe one important component of the external environment is the health care delivery system and recognize it is impacted by societal trends, demographics, political influences and technological advances.

Faculty believe that the incorporation of emerging information systems and technology for the improvement and transformation of healthcare is essential to process, manage and evaluate healthcare outcomes and the healthcare delivery system.

Faculty believe that nursing is a scientific and clinical practice discipline, requiring clinical reasoning, which facilitates the health promotion, maintenance, and restoration of clients through therapeutic nursing interventions.

Faculty believe nursing, is an interactive process, based on an understanding of the individual's relationship with the environment and adaptive processes, in which the client has a right to participate in their nursing care as a partner. The nurse empowers the client with skills needed to make decisions related to care. In the health care delivery system the role of the professional nurse includes provider of care, designer/manager and coordinator of care, and member of a profession (AACN, 2011). The professional nurse functions in a collaborative role.

Faculty believe that the learner is self-directed and is involved in active learning, acquisition of knowledge, scientific inquiry, translation of knowledge and personal assessment.

Faculty believe that students from diverse backgrounds bring a commitment to personal and professional growth in serving the urban and global communities adding to their learning experience.

Faculty believe education is a collaborative process in which the educator and student and/or client have shared responsibility.

Therefore, the faculty functions by serving as professional role models in the classroom and clinical settings and must maintain expertise by engaging in professional growth activities.

Faculty believe that continual evaluation of the curriculum, faculty and students are essential to sustain the integrity of the program.

Graduates address healthcare disparities among individuals, families and communities while respecting individual values, autonomy and promoting self-determination.

Master of Science in Nursing Program Outcomes

Upon completion of the Master of Science in Nursing Program the graduate will be able to:

1. Acquire advanced knowledge from the science and humanities to support advanced nursing practice and role development.
2. Expand personal knowledge of nursing theories and concepts to serve as a basis for advanced nursing practice.
3. Acquire the knowledge and skills related to a specific role in nursing.
4. Acquire advanced knowledge and skills in the research process.
5. Provide care for urban-based ethnically and culturally diverse clients, in health and illness, utilizing appropriate theoretical frameworks.
6. Plan, initiate, and evaluate change in the health care system.
7. Utilize computers and other technologies to manage, evaluate, and investigate health care issues.
8. Develop and implement leadership strategies for the improvement of health care.
9. Collaborate with inter-professional health care teams to foster continuity of care.
10. Advocate for health care consumer improvement, and for the advancement of nursing as a profession.
11. Participate in lifelong learning as a professional member of society.
12. Acquire a foundation for doctoral study.

Application, Admission and Recruitment Policies and Criteria

The Helene Fuld School of Nursing does not discriminate against students on the basis of race, color, ethnicity, age, gender, gender identify and/or expression, marital status, sexual orientation, religion, creed, handicap, veteran status, or national origin.

Applications received after the official posted deadlines may be given consideration at the discretion of the Dean, Associate Dean, and the MSN Chairperson.

Applicants Information

The program involves instruction and clinical. The academic load varies depending on the selection of part-time or fulltime plan of study. Each individual student will be evaluated independently to develop their course of study using the gap analysis and where applicable, approved credits from other colleges and universities will be accepted. Other exceptions will be determined by the departmental Chairperson in collaboration with the Associate Dean and the Dean of the College of Health Professions.

Application for enrollment into the College of Health Professions at Coppin State University is a three-step admission process. Step 1: An application must be made *first* to the University. Applicants must meet all University requirements and be officially admitted to the University by the Graduate Admissions Office. Step 2: Applicants' applications are transferred to the College of

**Coppin State University
School of Graduate Studies**

Health Professions Office of Student Affairs and Retention. Step 3: Applicants' packets must be reviewed by the Helene Fuld School of Nursing MSN faculty. Eligible applicants receive an interview. Admission to the College of Health Professions and the Helene Fuld School of Nursing is based upon a thorough evaluation of all components of the application.

Applicants must be admitted to the university, have a competitive* cumulative Grade Point Average (GPA) with a minimum GPA of 3.00; meet the competitive criteria for the admission to the Helene Fuld School of Nursing MSN or Post-Master's APRN FNP Certificate program. Applicants must submit a completed application; official transcript from an accredited, degree granting institution, and all of the institutions attended; resume; and three (3) current letters of reference from current employer, instructors, or other persons who can attest to their character, integrity, and academic potential. In addition, the applicant shall submit an essay which addresses the student's philosophy of nursing and overall professional goals.

All applicants who meet the admission requirements shall have an interview with the HFSON Graduate Faculty. In addition, official transcripts and three (3) letters of reference are required for admission. All MSN student applicants must hold an unencumbered RN license in Maryland or a compact state prior to enrolling or applying in the program. If a nurse practitioner, must hold an unencumbered Advanced Practice Registered Nurse license with documentation of national certification. Licensure must be maintained in good standing throughout enrollment in the School of Nursing. The Dean, Associate Dean, and Chairperson of MSN program must be notified immediately if the status of licensure changes for any reason.

The Dean of the College submits all reviewed packets with recommendations to the Dean of the School of Graduate Studies. No decision is made with respect to an application to a graduate program until all required documentation has been submitted. The HFSON Graduate Faculty, MSN Chairperson, HFSON Associate Dean and the CHP Dean make all decisions regarding admission to the MSN or Post-Master's Program. These persons constitute the Graduate Admissions Committee.

All students admitted to the program will be required to sign the Honor Code, Confidentiality, Release of Information form, and complete the Health Clearance, Background Check and Drug Screen.

Applicants are advised that if they have been convicted of or have pled nolo contendere to a felony or a crime involving moral turpitude, they may not be eligible for re-licensure as a professional nurse in Maryland.

Note for all applicants: Admission to Coppin State University is not considered automatic admission to the Helene Fuld School of Nursing.

****Note to all applicants: Admission to the Helene Fuld School of Nursing is highly competitive. The criteria contained here is the minimum criteria; however, does not guarantee admission.***

TRANSFER CREDITS

Applicants applying to the Master of Science in Nursing program are able to request for transferable courses up to six credits. The request must be completed before beginning any coursework at CSU.

REGISTERED NURSE APPLICANT CRITERIA

The applicant should be advised that additional requirements of the program include:

1. Maintenance of an unencumbered RN license prior to enrollment and while matriculating in the program.
2. Computer skills: proficiency is expected in word processing (preferably Microsoft Word), presentation software (preferably Microsoft PowerPoint), spreadsheets (preferably Microsoft Excel), Internet use (such as search/browse, access specific web sites), email (including the ability to attach and send documents via e-mail and to retrieve documents from incoming emails), uploading/downloading documents and or attaching files, use of the web enhanced courses management system (Blackboard), ability to access and navigate the official University web site, and the installation and maintenance of anti-virus and firewall software.
If students are lacking in any of these skills, it is important that these skills be obtained through, for example, courses offered or via self-study through any of the free on-line tutorials that are available via web. Computer skills as suggested above by CSU CHP Helene Fuld School of Nursing are defined as a demonstrated ability to use technology to access, manipulate, evaluate, use, and present information.
3. Health clearance with statement by physician or care provider verifying student is in good health and capable of maintaining the rigors of a nursing program. To obtain the physical examination from your personal provider, students must utilize the Coppin State University Community Health Center's Physical Examination form. The form must be stamped and dated by the health care provider.
4. Complete the health requirements including PPD testing, Immunizations and titers. Additional requirements may be identified by the CHP, HFSON or the agency to be in compliance with the agency's stipulations.
5. Completion of background check and urine drug screening once admitted and must use the company selected by the HFSON.
6. CPR Basic Life Support (BLS for Healthcare Professionals) and AED Training. Must be an American Heart Association Certification of CPR (adult, child and infant). This card must include date of expiration.
7. Completion of the HFSON online training for HIPAA, OSHA, Bloodborne Pathogens standard and Joint Commission requirements including Diversity and Restraints. Instructions will be provided on this requirement.

8. Signed Honor Code, Confidentiality, Release of this Information and Photo/Video Consent. An admitted student shall receive instructions on how to meet this requirement.

ACADEMIC POLICIES

Grading

Students must attain a final grade of "B" in all nursing courses required in the Nursing Program of Study. Student performance in the clinical practice components will be graded on a pass/fail basis; the criteria for determining acceptable performance are included in the syllabus of each clinical nursing course. Satisfactory clinical performance is required to earn a passing grade in a clinical nursing course. Students who are not performing at a satisfactory level will be so advised at mid-point in the course. Students must pass both clinical and didactic components to pass the course.

The grading scale for all Baccalaureate nursing courses is:

A = 90 - 100

B = 80 - 89

C = 70 - 79

D = 69 - 74

F = 68 or below

Clinical Courses: **PASS/FAIL**

The grade of "A" designates work of superior quality, "B"--work of good quality, "C"--work of satisfactory quality, grade "D" or below not satisfactory quality, but allowable for credit. The grade of "D" or below indicates failure (a final grade of "D" is not acceptable in HFSON courses and major support courses).

PROGRESSION

Satisfactory progress in the Nursing Program promotes and enhances retention and expansion of knowledge and skills. Therefore, once nursing courses are begun students are expected to progress each semester in accordance with the Plan of Study.

*** The student must complete each course prior to enrolling in the next course. A grade of "B" (80% in nursing courses or better must be achieved.**

If the student does not successfully complete the failed course the next semester it is offered, the student may be dismissed from the Program.

Courses required in the Nursing Program may not be taken more than twice*. Students must adhere to the sequence of courses as outlined in the Plan of Study.

*Exception for medical withdrawal and extraordinary circumstances

Probation Policies: A student will be placed on probation in the School of Nursing for any of the following reasons:

1. A student who earns less than the required cumulative grade point average *of 3.0* will be placed on probation.

2. A student will *also* be placed on probation for failure to achieve a grade of “B” or better in any nursing course.

Admission to Degree Candidacy

The following are requirements for acceptance to Degree Candidacy and completion of the MSN Program: The official Plan of Study is to be used when a student applies for Admission to Degree Candidacy. It must include the following:

11. All information contained in the Plan of Study.
12. All graduate courses taken by students (including transfer credits) with grades earned in each course.
3. A list of the courses the student plans to take to complete the program.

The student with the Advisor’s or Department Chair consultation and assistance will prepare the plan. It must be approved by the Chairperson of the Department and submitted to the Dean. Upon submission of the student’s application for Admission to Candidacy to the Graduate Council, the Plan of Study will be included the student shall:

1. Follow all policies and procedures that apply to Degree Candidacy requirements from Coppin State University, Graduate Division and the Helene Fuld School of Nursing.
2. Successful completion of 12-21 credits of the MSN plan of study with a cumulative grade point average of at least 3.0 with a "B" in all courses.
3. Admission to Candidacy Application is forwarded by the Chairperson of the MSN program with the Plan of Study, and transcript for approval by the Dean of the College of Health Professions. Then, forwarded to the Graduate Council.
4. After Admission to Candidacy, it is required that the student must complete the remaining course work with a cumulative grade point average of 3.0 or above, and a grade of "B" in all courses.

DISMISSAL POLICIES

A student shall be dismissed from the Helene Fuld School of Nursing for any of the following reasons:

1. Failure to achieve a grade of “B” *in nursing courses required as per the plan of study*. This includes withdrawing from a course, or failing the course on the second attempt. A student may enroll in courses in the major only two (2) times.
2. Failure to maintain the cumulative grade point average (GPA) of 3.0 required in the Nursing Department for two (2) consecutive semesters.

3. Additional reasons for dismissal from the nursing department include but are not limited to:
 - a. Has blatant breach of *client or agency, University or HFSON and/or student-to-student* confidentiality. An example of student-to-student confidentiality breach includes inappropriate release of student's health information.
 - b. Action or lack of action that cause an adverse complication in the class or clinical setting. Failure to follow agency, University, CHP, or HFSON policies.
 - c. *Academic* dishonesty or a violation of the HFSON Honor Code.
 - d. Unprofessional conduct (Refer to Honor Code and Student Code of Conduct)
 - e. Failure to demonstrate in clinical practice setting the ability to be physically and mentally competent at all times to provide safe client care.
 - f. An encumbered license for any license student.
4. If matriculation extends beyond six (6) of the initial enrollment in the department

Process for Requesting Reinstatement

The applicant seeking reinstatement to the Helene Fuld School of Nursing must *submit a reinstatement request packet to the Office of Graduate Admissions.*

Graduation Requirements

1. Successful completion of all courses taken with a cumulative G.P.A. of 3.0.
2. Successful completion of a written comprehensive examination, for students not completing a Thesis.
3. Recommendation of the faculty, MSN Chairperson and the Dean of the College.
4. Completion of a scholarly project (Non-Thesis Research Project) or completion of a Master's Thesis.

Student Participation in Governance within the Helene Fuld School of Nursing

Students participate in program development and evaluation. At the end of each course, students have the opportunity to evaluate both the course and the instructor(s). Students are encouraged to participate on CHP or HFSON committees. Student representation shall ordinarily include: Faculty and Student Affairs Committee, Curriculum Committee, Evaluation Committee and the Program Committee.

Student Fees

In addition to annual University tuition and fees, students in the Helene Fuld School of Nursing should anticipate the additional fees throughout the nursing program which are subject to change based on vendor costs. These include and are not limited to (course management, health clearance, background and drug screen, books, uniforms, graduation and transportation costs to clinical settings).

Most clinical facilities are accessible by public transportation; otherwise, a personal automobile is needed. Clinical facilities may be located within a fifty (50) mile radius within the Baltimore/Washington Metropolitan Area.

Information on fees for the Nursing Program is provided annually by the Helene Fuld School of Nursing.

ACCREDITATION

The Nursing Program was initially approved by the Maryland State Board of Examiners of Nurses in 1974 (currently known as the Maryland Board of Nursing). Generic graduates are eligible to take the registered nurse licensure examination of the State Board of Nursing. The baccalaureate program in nursing, the master's degree and post master's programs are accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

**Coppin State University
School of Graduate Studies**

FAMILY NURSE PRACTITIONER PROGRAM (MSN Degree)

Full-Time (2 years)

<u>Year One (Fall Semester)</u>	<u>Credits</u>
NURS 582 Research in Nursing	3
NURS 600 Advanced Health Assessment and Promotion	4
NURS 610 Advanced Principles of Pathophysiology	<u>3</u>
TOTAL	10

<u>Wintermester</u>	<u>Credits</u>
NURS 620 Theoretical Foundations for Nursing Practice	<u>2</u>
TOTAL	2

<u>Year One (Spring Semester)</u>	<u>Credits</u>
NURS 512 Research on Urban Family Health	3
NURS 615 Pharmacology for Advanced Nursing Practice	3
NURS 660 Primary Health Care for Adults/Older Adults in the Family	3
NURS 661 Primary Health Care for Adults/Older Adults (Practicum)	<u>3</u>
TOTAL	12

<u>Year One (Summer)</u>	<u>Credits</u>
NURS 500 Ethics in Nursing	2
NURS 650 Primary Health Care for Women in the Family	2
NURS 651 Primary Health Care for Women (Practicum)	<u>3</u>
TOTAL	7

<u>Year Two (Fall Semester)</u>	<u>Credits</u>
NURS 640 Primary Health Care for Children in the Family	3
NURS 641 Primary Health Care for Children (Practicum)	3
NURS 513 Non-Thesis Research Project	3
<u>OR</u>	
*NURS 720 Master's Thesis Guidelines	<u>3</u>
TOTAL	9-12

<u>Year Two (Spring Semester)</u>	<u>Credits</u>
NURS 505 Health System Policy Organization & Finance	2
NURS 520 Epidemiology	2
NURS 700 Primary Health Care for Family (Practicum)	4
*NURS 721 Master's Thesis Guidelines	<u>3</u>
TOTAL	8-11

TOTAL CREDITS 48-51

<u>Electives</u>	
NURS 507 Global Health: Problems and Issues	2 credits
NURS 530 Curriculum Development in Nursing Education	3 credits
NURS 531 Principles of Learning in Nursing	3 credits

**Coppin State University
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FAMILY NURSE PRACTITIONER PROGRAM (MSN Degree)

Part-Time (3 years) + One Summer

<u>Year One (Fall Semester)</u>	<u>Credits</u>
NURS 582 Research in Nursing	3
NURS 610 Advanced Principles of Pathophysiology	<u>3</u>
TOTAL	6

<u>Wintermester</u>	<u>Credits</u>
NURS 620 Theoretical Foundations for Nursing Practice	<u>2</u>
TOTAL	2

<u>Year One (Spring Semester)</u>	<u>Credits</u>
NURS 615 Pharmacology for Advanced Nursing Practice	3
NURS 512 Research on Urban Family Health	<u>3</u>
TOTAL	6

<u>Year Two (Fall Semester)</u>	<u>Credits</u>
NURS 500 Ethics in Nursing	2
NURS 600 Advanced Health Assessment and Promotion	<u>4</u>
TOTAL	6

<u>Year Two (Spring Semester)</u>	<u>Credits</u>
NURS 660 Primary Health Care for Adults/Older Adults in the Family	3
NURS 661 Primary Health Care for Adults/Older Adults (Practicum)	<u>3</u>
TOTAL	6

<u>Year Two (Summer)</u>	<u>Credits</u>
NURS 513 Non-Thesis Research	3
NURS 650 Primary Health Care for Women in the Family	2
NURS 621 Primary Health Care for Women (Practicum)	<u>3</u>
TOTAL	8

<u>Year Three (Fall Semester)</u>	<u>Credits</u>
NURS 640 Primary Health Care for Children in the Family	3
NURS 641 Primary Health Care for Children (Practicum)	<u>3</u>
TOTAL	6

<u>Year Three (Spring Semester)</u>	<u>Credits</u>
NURS 505 Health Systems, Policy, Organization and Financing	2
NURS 520 Epidemiology	2
NURS 700 Primary Health Care for Family (Practicum)	<u>4</u>
TOTAL	8

TOTAL CREDITS 48

<u>Electives</u>	<u>Credits</u>
NURS 507 Global Health: Problems and Issues	2 credits
NURS 530 Curriculum Development in Nursing Education	3 credits
NURS 531 Principles of Learning in Nursing	3 credits

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**FAMILY NURSE PRACTITIONER PROGRAM
Post-Masters Certificate Full-Time (2 years)**

<u>Year One (Fall Semester)</u>	<u>Credits</u>
NURS 610 Advanced Principles of Pathophysiology	3
NURS 600 Advanced Health Assessment and Promotion	<u>4</u>
TOTAL	7

<u>Year One (Spring Semester)</u>	<u>Credits</u>
NURS 660 Primary Health Care for Adults/Older Adults in the Family	3
NURS 661 Primary Health Care for Adults/Older Adults (Practicum)	3
NURS 615 Pharmacology for Advanced Nursing Practice	<u>3</u>
TOTAL	9

<u>Year One (Summer)</u>	<u>Credits</u>
NURS 650 Primary Health Care for Women in the Family	2
NURS 651 Primary Health Care for Women (Practicum)	<u>3</u>
TOTAL	5

<u>Year Two (Fall Semester)</u>	<u>Credits</u>
NURS 640 Primary Health Care for Children in the Family	3
NURS 641 Primary Health Care for Children (Practicum)	<u>3</u>
TOTAL	6

<u>Year Two (Spring Semester)</u>	<u>Credits</u>
NURS 700 Primary Health Care for Family (Practicum)	<u>4</u>
TOTAL	4

TOTAL CREDITS 31

<u>Electives</u>	
NURS 507 Global Health: Problems and Issues	2 credits
NURS 530 Curriculum Development in Nursing Education	3 credits
NURS 531 Principles of Learning in Nursing	3 credits

COURSE DESCRIPTIONS:

NURS 620 - Theoretical Foundation for the Practice of Nursing (2)

This course is designed to provide students with opportunities to analyze nursing models and theories as they relate to practice. The nursing process provides the framework for studying the application of theory to practice.

NURS 505 - Health Systems Policy, Organization and Finance (2)

This course is designed to provide students with critical examination of health care finance from state, national and international perspectives. Focuses on government, provider, consumer, and payer role in delivery of health care. Examines past, present and future issues in health care and the health care delivery process. Incorporate knowledge gained to assist clients in their role as Advanced Practice Nurses.

NURS 500 - Ethics In Nursing (2)

This course is designed to provide the student the opportunity to strengthen clinical ethical analysis and decision making within the context of health care. The student also reviews ethical theories and principles applied to health care. Explores particular clinical settings to determine ethical significance of that reality and discusses the extent to which a given intervention or practice is ethically appropriate.

NURS 582 Research in Nursing (3)

The course focuses on the scientific method of problem solving and decision making in nursing, provides advanced knowledge, skill and application of the research process. Students use science to identify appropriate solutions for clinical problems. Provides content foundational to development of clinical projects. Research literature in nursing and health is used to illustrate and evaluate application of research principles.

NURS 512 – Research on Urban Family Health (3)

This course is designed to provide basic theoretical content pertaining to urban families and groups. This course focus on assessment of various urban family subgroups, identification of researchable problems and exploration of the issues related to the role of the Advance Practice Nurse in underserved and culturally diverse communities. Implementation of family framework and nursing process in exploring high-risk families and group is emphasis. Course includes comparison of related methodological issues and relationships of findings to socio-economical, cultural, political, environmental, gene science, technology, and changes in the health care system. Identification of the urban family, subgroups, and researchable problems with specific emphasis of utilization of a family model, theory as a guideline is emphasis.

Clinical Science Core Courses:

NURS 520 - Epidemiology (2)

This course provides a contemporary approach to the epidemiological concepts and methods of the detective and preventive branch of health care. The distribution and incidence of major health problems are considered, with strategies for their prevention. Application of course information to families living within urban communities is required.

NURS 600 - Advanced Health Assessment and Promotion (4)

This is a lecture and laboratory course which provides a theoretical basis for health assessment and interpretation of findings for individuals across the life-span, requiring demonstration of psychomotor skills and select diagnostic tests with interpretation of findings relevant to the advanced practice of nursing, including health promotion.

NURS 610 - Advanced Principles of Pathophysiology (3)

This course builds on basic principles of pathophysiology, which are related to structural and functional alterations of body tissues and organ systems resulting from disease. Correlation of disease state to underlying pathophysiology and clinical presentation is emphasized.

NURS 615 - Pharmacology for Advanced Nursing Practice (3)

This course addresses the theoretical and practical issues concerning the science of drug effects within a living system. Emphasis is on those drugs commonly used in primary care settings.

Family Nurse Practitioner Track Courses

NURS 640 - Primary Health Care for Children in the Family (3)

This is a didactic course that examines concepts focusing on the assessment, diagnosis (nursing & selected medical), management, and evaluation of primary health care for children within their families.

NURS 641 - Primary Health Care for Children Practicum (3)

This is a clinical course that focuses on health maintenance and common problems of the infant, child and adolescent. Assessment, diagnosis (nursing and medical) management, and evaluation of care are emphasized.

NURS 650 - Primary Health Care for Women in the Family (2)

This is a didactic course that focuses on the assessment, diagnosis (nursing & selected medical), management, and evaluation of neonate and women's gynecologic, obstetric and menopausal primary health care needs.

NURS 651 - Primary Health Care for Women Practicum (3)

This is a clinical preceptorship course focusing on assessment, diagnosis, (nursing & selected medical), management, and evaluation of neonate and women's gynecologic, obstetric and menopausal primary health care needs.

NURS 660 - Primary Health Care for Adults / Older Adults in the Family (3)

This is a didactic course focusing on assessment, diagnosis, (nursing & selected medical), management, and evaluation of adult clients. The primary focus will include promotion and prevention, as well as management of selected illness, injuries and chronic diseases.

NURS 661 - Primary Health Care for Adults / Older Adults Practicum (3)

This is a clinical course focusing on assessment, diagnosis, (nursing & selected medical), management, and evaluation of adult clients. The primary focus will include promotion and prevention, as well as management of selected illness, injuries and chronic diseases.

NURS 700 - Primary Health Care for Family Practicum (4)

This is a practicum preceptorship focusing on attainment of the nurse practitioner role, reflecting independent and collaborative practice to promote expertise in assessment, diagnosis, management, and evaluation of primary health care for clients across the life span. The role will address socialization, logistics of practice and ongoing responsibilities.

Supporting Courses

NURS 513 Non-Thesis Research Project (3)

This course provides opportunities to develop, implement, and evaluate a research project. The project, designed in collaboration with a clinical faculty/preceptor, will reflect analysis, synthesis, and integration in exploring a topic related to advance nursing practice.

NURS 720 Master's Thesis Guidelines (3)

This course provides opportunities to develop, and write a Master's Thesis. The thesis is written in collaboration with a faculty member will reflect analysis, synthesis, and integration in exploring.

NURS 721 Master's Thesis Guidelines (3)

This course provides opportunities to continue writing, data analysis of the Masters Thesis. The thesis written in collaboration with a faculty member will reflect analysis, synthesis, and integration in exploring a research topic.

Electives

NURS 507 Global Health Problems and Issues

This course is designed to provide an overview and analysis of domestic and international health issues.

NURS 530 Curriculum Development in Nursing Education(3)

This course provides an overview of curriculum models and learning theories to guide course development and implementation in academic and health settings.

NURS 531 Principles of Learning in Nursing (3)

This course is designed to provide application of theoretical and teaching methodologies for classroom and clinical settings.

Master of Science in Human Services Administration

The Master of Science program in Human Services Administration is a fully collaborative joint program between Coppin State University (CSU) and The University of Baltimore (UB). Under the guidance of Program Directors from both campuses, students will take courses on both campuses, receiving a joint degree from both institutions.

The thirty-six (36) credit curriculum prepares students for professional leadership careers in the field of human services administration in a variety of public/governmental, corporate/business, nonprofit or community-based settings. Eighteen (18) credits are required core courses, in which students will have the opportunity to develop administrative abilities in the areas of planning, evaluation, leadership and decision-making. Students must individualize their course of study by choosing twelve (12) credits in an approved human services elective content area, such as counseling psychology, entrepreneurship, health care systems, negotiations and conflict management, addictions counseling, family counseling, gerontology, rehabilitation counseling, special education, and community recreation for the disabled. Finally, the capstone experience includes six (6) credits of field experience, or research in program planning, implementation, or evaluation.

The market demand for human service administrators is high. Nationally and across the region, the job opportunity growth rate is outpacing the number of trained professionals. Those with the Master of Science degree in Human Services Administration will be uniquely positioned to take advantage of this growth sector of the economy, while making significant contributions to human service agencies in a variety of administrative capacities such as: program planning, implementation and evaluation; grant writing and administration; fundraising; personnel and fiscal administration; and community outreach.

Standing

Every person who applies for admission will be evaluated by the Program Director and, if admitted, will be given a profile showing any graduate credits, any deficiencies to be corrected, required courses, and options available. This student profile will become a part of the student's permanent record and will serve as a guide throughout the period of matriculation.

Completion Time

This degree is structured as a four-semester (two-year) program; however, it can be tailored to meet individual student needs and/or limitations. All requirements for the M.S. degree must be completed within seven (7) calendar years from formal acceptance into the program.

Academic Standards

Graduate students must maintain an overall cumulative grade point average of 3.0. No more than six (6) credits of "C" may be applied toward the M.S. degree. Students failing to maintain a 3.0 average may be placed on probation, suspended, or dismissed from the degree program.

Degree Requirements

The M.S. degree in Human Services Administration requires the successful completion of thirty six (36) credit hours of graduate course work. This consists of twenty-four (24) credit hours of required core course work including an internship or research option, and twelve (12) credit hours of course work in one of the program’s approved elective content areas.

Core Courses (24 Credits)

The core curriculum is as follows. Each course is offered only at one of the participating campuses, UB or CSU.

Historical and Contemporary Issues Credits

HSAD	602	History and Foundations of Human Service Systems (UB) Graduate standing required	3
HSAD	603	Contemporary Issues in Human Services Administration Prerequisite: HSAD 602	3

Planning and Evaluation Credits

HSAD	610	Strategies for Human Services Program Planning (UB) Second year standing required	3
HSAD	611	Program Evaluation and Policy Analysis Prerequisite: HSAD 610	3

Leadership and Decision-Making Credits

HSAD	620	Human Services Leadership and Supervision Graduate standing required	3
HSAD	621	Administrative Decision-Making in Human Service Agencies (UB) Prerequisite: HSAD 620	3

Capstone Practical Experience (Second Year Standing Required)

Internship Option Credits

HSAD	695	Field Practicum I: Human Services Administration (UB)	3
HSAD	696	Field Practicum II: Human Services Administration	3

Research Option Credits

HSAD	698	Research Practicum I: Program Planning, Implementation and Evaluation	3
HSAD	699	Research Practicum II: Program Planning, Implementation and Evaluation (UB)	3

Elective Content Areas (12 Credits)

In consultation with a Program Advisor, each student will develop a twelve (12) credit hour course of study choosing four (4) courses from one of the following approved elective content areas related to Human Services. Each elective content area is offered only at one of the participating campuses, CSU or UB.

Addictions Counseling Credits

PSYC	622	Addiction Prevention Techniques for the Individual, the Family, the School and the Community	3
PSYC	641	Advanced Individual and Group Counseling, Diagnosis and Assessment of the Addicted Client	3
PSYC	642	Advanced Group Counseling, Diagnosis and Assessment of the Addicted Client	3
PSYC	643	Action Research on Alcoholism and Multiple Addictions in the Inner City and Other Communities	3

Counseling Psychology (UB) Credits

APPL	605	Advanced Theories of Personality	3
APPL	606	Basic Counseling Techniques	3
APPL	613	Human Development	3
APPL	621	Substance Abuse Counseling	3
APPL	622	Group Counseling	3
APPL	623	Career Counseling	3
APPL	625	Multicultural Counseling	3
APPL	661	Death, Dying, Loss and Grief	3

Entrepreneurship (UB) Credits

ACCT	504	Introduction to Accounting	3
MGMT	762	Opportunity Analysis	3
MGMT	763	Commercialization Planning	3
MGMT	764	Commercial Start-Up	3

Family Counseling Credits

PSYC	508	Child Abuse and Spousal Abuse	3
PSYC	612	Group Counseling	3
PSYC	614	Techniques of Marriage and Family Counseling	3
PSYC	622	Addiction Prevention Techniques for the Individual, the Family, the School and the Community	3

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Gerontology			Credits
ADLT	530	Environment and Aging	3
ADLT	531	Nutritional Problems of the Aging	3
ADLT	532	Developmental Psychology: Adult Years and Aging	3
ADLT	533	Processes of Aging	3
Health Care Delivery Systems (UB)			Credits
MGMT	765	Management of Health Care Organizations and Professionals	3
PUAD	751	Policy Issues in Health Care	3
PUAD	755	Health Administration	3
PUAD	756	Managed Care Administration	3
PUAD	757	Strategic Management for Health Care	3
Negotiations and Conflict Management (UB)			Credits
CNCM	506	Understanding and Assessing Conflict	3
CNCM	508	Approaches to Managing Conflict and Methods of Dispute Resolution	3
CNCM	513	Negotiations: Theory and Practice	3
CNCM	515	Mediation: Theory and Practice	3
MGMT	725	Conflict Management and Dispute Resolution in the Workplace	3
Recreation for the Disabled			Credits
RECR	500	Health and Safety Factors in Recreational Planning	3
RECR	501	Recreation in Community Settings	3
RECR	502	Leisure Skills for the Disabled	3
REHB	502	Medical and Psychosocial Aspects of Disability	3
RECR	503	Outdoor Adventure Programming for the Disabled	3
SPED	507	Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities	3
Rehabilitation Counseling			Credits
REHB	504	Psychosocial Aspects of Disability	3
REHB	513	Introduction to Rehabilitation	3
REHB	516	Theories and Techniques of Counseling	3
REHB	536	Casework/Caseload Management	3
REHB	610	Organization and Administration of Counseling and Rehabilitation Programs	3
REHB	636	Multicultural Counseling	3

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Special Education

Credits

SPED	512	Administration and Supervision of Special Education Programs	3
SPED	514	Seminar in Interdisciplinary Information	3
SPED	587	Teaching Learners with Exceptionalities in the Regular Classroom	3
SPED	700	Legal Aspects of Special Education	3

Master of Arts in Teaching – Elementary Education

The Department of Teaching and Learning is committed to preparing high-quality professionals in Elementary Education who can address the academic needs of all students. The Master of Arts in Teaching Elementary Education program provides our graduates with the theoretical and practical knowledge to meet the specific needs of urban students using research-based practices to support individual student needs and to address the diversity reflected within urban environments while valuing the academic standards of the profession.

The Elementary Education Program is approved by the Maryland State Department of Education (MSDE), recognized by the Association for Childhood Education International (ACEI) and is offered in a unit accredited by the National Council for the Accreditation of Teacher Education (NCATE).

The primary objectives of the M.A.T (ELED) Program is to prepare professional educators who are equipped with knowledge and skills to effectively teach and meet the academic needs of all students in first through sixth-grade classrooms; as well as to:

1. Plan and engage children in activities through exploration, experimentation, and discovery;
2. Reflect appropriate professional dispositions;
3. Deconstruct curricula, be familiar with curricula organization, objectives, and procedures; as well as the instructional resources of the school and community to effectively implement curricula;
4. Apply knowledge and skills acquired during practical experiences to effectively analyze teaching practices and experiences while engaging in the selection, planning, presentation, and evaluation of content knowledge;
5. Apply and reflect on the practical application of theories and principles of learning to support and motivate learners;
6. Knowledgeably collaborates with the broader community of education professionals and practice continuous professional growth;
7. Apply knowledge and skills in the use of technology to support instruction, access and manipulate data, enhance professional growth and productivity; communicate and conduct research.
8. Provide teacher candidates with strategies for infusing technology for both professional and instructional purposes.

Admission to Teacher Education [Milestone #2]

1. Completion of Background Check
2. Completed application for admission in teacher education
3. Successful completion of 12 Sem.Cr. hrs of content courses in Sci. & Math
4. Philosophy of Education
5. Interview
6. On-Demand Writing
7. Disposition of Assessment
8. Advancement to degree candidacy

Program Description

MAT in Elementary Education participants can undertake this program full-time or part-time. Depending on the content area, the program is 46 – 49 semester credit hours, including a 100 days of supervised Internship experience in a Professional Development School (PDS). Applicant must meet program pre-requisites of 12 semester credit hours in mathematics and 12 credit hours in the Sciences. Program course include:

Program Core Courses (18-21 credit hours)*

- CUIN 560 Theoretical Bases for Teaching (3 cr. hrs.)
- CUIN 605 Philosophical, Sociological, and Political Aspects of the Education Process (3 cr. hrs.)
- CUIN 690 Collaborative Action Research I (3 cr. hrs.)
- CUIN 691 Collaborative Action Research II (3 cr. hrs.)
- EDUC 581 Statistics in Social and Behavioral Sciences (if applicable) (3 cr. hrs.)
- EDUC 582 Research Methods in Social and Behavioral Sciences (3 cr. hrs.)

Specialty Area Course Requirements (28 credit hours)

- CUIN 587 Curriculum Domains and Procedures (3 cr. hrs.)
- CUIN 607 Managing in the Teaching/Learning Environment (3 cr. hrs.)
- REED 504 Processes and Acquisition of Reading Skills (3 cr. hrs.)
- REED 505 Strategies and materials of Reading Instruction (3 cr. hrs.)
- REED 508 Reading and Literacy Instruction (3 cr. hrs.)
- REED 603 Diagnostic Teaching of Reading (3 cr. hrs.)
- SPED 587 Teaching Learners with Exceptionalities in the Regular Classroom (3 cr. hrs.)
- CUIN 606 Instructional Strategies and Methods for Effective Teaching

Internship Experience Course requirements (10 credit hours)

- CUIN 600 Pro-seminar (*Taken concurrently with CUIN 608*) (9 cr. hrs.)
- CUIN 608 Internship in Curriculum and Teaching (*Taken concurrently with CUIN 600*) (1 cr. hrs.)

**Additional content coursework may be required as an outcome of a transcript review.*

Good Academic Standing

All program participants are expected to remain in good academic standing throughout the entire degree program. To be in good academic standing, a participant must make satisfactory progress toward fulfilling program's requirements, including the completion of critical milestones as set forth by the program. The program participant must maintain a cumulative grade point average of 3.0. Additionally, the program participant must meet all Department of Teaching and Learning academic standards which may be more inflexible than the minimum set forth by the University/School of Graduate Studies.

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Department of Teaching & Learning requirements: In order to remain in good standing, graduate students must earn a grade-point average of 3.0. Two course grades below 3.0 (B -grade) or one below 2.0 (C-grade) automatically leads to an appraisal of progress and possible dismissal. Program participants who are not in good academic standing for any reason are subject to probation and/or dismissal from further graduate study.

Master of Science in Reading
[Program Deactivated September 1, 2014]

We believe that schools should be a major venue for elevating and responding to society's literacy issues and concerns. Therefore, we believe that all teachers should be teachers of reading as schools address the unprecedented literacy expectations and demands.

The purpose of this program is to prepare professionals who would be contributors of new knowledge about reading, reading specialists, reading resource teachers or literacy coaches. Graduates would have theoretical, practical, technical and experiential knowledge that would support programmatic and pedagogical decisions. The mission is to provide students with knowledge, skills and experiences that would empower and energize them as activists and advocates for urban learners.

The foundation of this thirty-nine (39) hour program includes a core of courses with work in psychology, human development and sociolinguistics. This foundation supports six (6) professional courses in reading, two action research courses and a capstone course, Internship in Urban Literacy, which rounds out the experience.

The elevation of literacy to national and state prominence is an investment in the foundation of all education. To accomplish this goal, we believe that those who would teach any subject, at any level, should know the profound effects of literacy. Therefore, we welcome you as you join others who believe in the transforming power of reading and who have decided to advance literacy in places of teaching and learning.

Certification

Graduates of this program receive certification from the Maryland State Department of Education.

Core Courses				Credits
EDUC	537	Developmental Bases of Behavior	3	
SPED	587	Teaching Learners with Exceptionalities in the Regular Classroom	3	
CUIN	690	Collaborative Action Research Part I	3	
CUIN	691	Collaborative Action Research Part II	3	
PSYC	529	Seminar in Human Growth and Development	3	

Professional Courses				Credits
REED	501	Teaching Reading in the Content Area I	3	
REED	502	Teaching Reading in the Content Area II	3	
REED	504	Processes and Acquisition of Reading Skills	3	
REED	505	Strategies and Materials for Reading Instruction	3	
REED	508	Reading and Literacy Instruction in Early Childhood/Elementary Grades	3	
REED	603	Diagnostic Teaching of Reading	3	
REED	606	Internship in Urban Literacy (Capstone Course)	3	

Admission Requirements

Applicants must:

1. Be certified teachers. Provide official documentation.
2. Apply for admission to the School of Graduate Studies.
3. Apply to the Master of Science in Reading Program.
4. Submit official scores from either the Miller Analogies Test (MAT = > 45) or the Graduate Record Examination (GRE = 800).
5. Have a cGPA of 3.0 or better (may consider applicants with a cGPA of 2.5- 2.9).
6. Have three current letters of recommendation.
7. Have had three (3) years of successful teaching and provide official documentation.

Master of Education in Rehabilitation Counseling

The Graduate Program in Rehabilitation Counseling is designed to meet the need for (1) specialized professional personnel in vocational rehabilitation who are able to provide high quality vocational rehabilitation services to clients with disabilities, especially those with the most significant conditions; (2) developing rehabilitation counselors who are trained to address the multi-dimensional needs of clients from diverse backgrounds; (3) meeting manpower needs for qualified vocational rehabilitation personnel in private and public rehabilitation settings; (4) providing increased opportunities for human services personnel to upgrade their skills; and (5) preparing vocational rehabilitation counselors to work in varied rehabilitation settings. These human resource training needs have become more pressing with the enactment of the new Amendments to the Rehabilitation Act and Americans with Disabilities Act of 1990. The program is fully accredited by the Council on Rehabilitation Education, Inc. (CORE).

A minimum of forty-nine (49) credit hours of graduate work, which usually takes 2½ academic years of full-time study or its equivalent, is required for completing the program. The program requirements include course work in three areas: academic studies, clinical work, and internship experiences. A research option, either Option I or II, must be selected by the student for program completion.

The field work/internship component is an integral part of the program and is, therefore, mandatory for all students. Counselors who are employed in rehabilitation agencies may use their job sites as the facility for the internship. The practicum component of the program is one (1) credit and consists of a minimum of 100 clock hours of supervised clinical experience in a rehabilitation agency/facility. The internship component consists of three (3) courses for a total of nine (9) credits. To earn three (3) credits in any of the three (3) internship courses, a minimum of two hundred (200) clock hours of supervised clinical experience in a rehabilitation agency/facility is required.

A student desiring to work toward the Master of Education degree in Rehabilitation Counseling should first confer with one of the faculty advisors of the program. This step should be taken immediately after admission to the program.

Requirements

Rehabilitation Foundation (6 Credit Hours)			Credits
REHB	513	Introduction to Rehabilitation	3
REHB	516	Theories and Techniques of Counseling	3
Rehabilitation Core (21 Credit Hours)			Credits
REHB	502	Medical and Psychosocial Aspects of Disability (Fall Semester)	3
REHB	503	Psychiatric Aspects of Disability (Spring Semester)	3
REHB	508	Legal and Ethical Issues for the Professional Counselor	3
REHB	521	Seminar in Occupational Information and Rehabilitation Placement	3
REHB	535	Community Resources in Mental and Physical Health	3
REHB	536	Casework/Caseload Management	3
REHB	636	Multicultural Counseling	3

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Measurement and Research (9 Credit Hours)			Credits
REHB	581	Research Methods in the Social and Behavioral Sciences	3
REHB	582	Seminar: Research in Rehabilitation Education	3
REHB	598	Vocational Evaluation and Assessment of Individuals with Disabilities	3

Field Work and Internship Program (10 Credit Hours)			Credits
REHB	525	Practicum (100 clock hours-supervised agency training)	1
REHB	526	Internship I (200 clock hours-supervised agency training)	3
REHB	527	Internship II (200 clock hours-supervised agency training)	3
REHB	528	Internship III (200 clock hours-supervised agency training)	3

Recommended Electives (3 Credit Hours)			Credits
PSYC	501	Assessment of Individuals with Disabilities	3
PSYC	512	Mental Health	3
PSYC	529	Seminar in Human Growth Development	3
PSYC	612	Group Counseling	3
PSYC	625	Psychotherapy and Treatment of Mental and Emotional Disorders	3
REHB	500	Sign Language I	3
REHB	501	Sign Language II	3
REHB	514	Independent Living Rehabilitation	3
REHB	610	Organization and Administration of Counseling and Rehabilitation Programs	3

Courses Required for the Completion of Research Options I and II

Option I			Credits
REHB	582	Seminar: Research in Rehabilitation Education	3

Option II			Credits
REHB	583	Thesis Project I	3
REHB	584	Thesis Project II	3

The following Certificate Programs are available in the Graduate Program in Rehabilitation Counseling:

A. Job Development and Job Placement Services

The objective of this Certificate Program is to introduce students to the concepts and applications of job development and job placement services for both the consumer and employer and to provide current training techniques to increase the employment outcomes and job retention for individuals with disabilities. Emphasis is placed on technology in the workplace and special services for individuals who are blind or have vision impairments, and individuals who are deaf or hearing impaired.

The program consists of a minimum of fifteen (15) credit hours. Students must complete twelve (12) credit hours of course work and an internship of three (3) credit hours.

Requirements				Credits
REHB	513	Introduction to Rehabilitation		3
REHB	521	Seminar in Occupational Information and Rehabilitation Placement		3
REHB	507	Introduction to Assistive Technology		3
REHB	526	Internship I		3
PSYC	613	Career Development and Occupational Choice		3

B. Vocational Evaluation and Work Adjustment

The objective of this Certificate Program is to introduce students to the fundamentals and theories involved in vocational evaluation and work adjustment services. Additionally, this program will provide the student with knowledge of the instruments and techniques used to assess personal characteristics (such as aptitude, achievement, interest, values, and other personal traits) as well as worker's traits, vocational skills, assets and limitations. Such areas will be addressed as computer-assisted technology, assessment measures and techniques, interpretation of data from assessment instruments, report writing and ethics.

This certificate program will prepare students to work more effectively with evaluating individuals with disabilities and with providing work adjustment services and recommendations, consequently, improving upon vocational outcomes and job retention.

The scope of knowledge and skills required to provide vocational evaluation and work adjustment services to individuals with disabilities is both comprehensive and specialized. It is a role which involves sensitivity to the cultural diversity of test takers. Additionally, it requires knowledge of the selection of appropriate evaluation tools, the purpose of test taking, and an understanding of ethical issues as well as the available testing technologies.

This program consists of a minimum of fifteen (15) credit hours. Students must complete twelve (12) credit hours of course work and an internship of three (3) credit hours.

Requirements				Credits
REHB	513	Introduction to Rehabilitation		3
REHB	598	Vocational Evaluation and Assessment of Individuals with Disabilities		3
REHB	500	Sign Language I		3
REHB	507	Introduction to Assistive Technology		3
REHB	526	Internship I		3

C. Counselor Certification and Licensure

The objective of this Certificate Program is to provide a structure by which required courses can be completed by those students who are preparing to apply for State of Maryland Certification or Licensure as a professional counselor.

Students enrolled in the Rehabilitation Counseling Program must complete the forty-nine (49) credit hours in the Rehabilitation Counseling Education Master’s Program in addition to the Following (21) credit hours in order to become eligible to sit for the Maryland State Professional Licensure Exam.

Requirements	Credits
PSYC 501 Assessment of Individuals with Disabilities	3
PSYC 502 Theories of Counseling	3
PSYC 529 Seminar in Human Growth and Development	3
PSYC 612 Group Counseling	3
PSYC 614 Techniques of Marriage and Family Counseling	3
PSYC 625 Psychotherapy and Treatment of Mental and Emotional Disorders	3
*PSYC 641 Advanced Individual and Group Counseling, Diagnosis and Assessment of the Addicted Client	3
PSYC 645 Internship I: Professional Counselor Licensure	3
PSYC 646 Internship II: Professional Counselor Licensure	3

**REHB 502 (Medical and Psychosocial Aspects of Disability) may be taken in place of this course to meet professional counselor licensure requirements.*

Note: The above-listed course requirements are subject to change based on the Board of Professional Counselors Licensure Regulations. Students pursuing course work towards licensure should confer with a faculty advisor in the program.

D. Assistive Technology

This fifteen (15) hour comprehensive Certificate Program is designed to meet the demand for qualified Assistive Technology (AT) professionals, and rehabilitation practitioners who seek to enhance their professional development and skill level by earning a Certificate in Assistive Technology. Training modalities include lectures, demonstrations, discussions, field visits, hands-on experiences, and presentations on assistive technology. Participants must have or establish an e-mail account and access to the World Wide Web for assignments and web research activities.

Requirements	Credits
REHB 507 Introduction to Assistive Technology	3
REHB 510 Designing and Using Assistive Technology	3
REHB 511 Special Project - Applications of Technology	3
REHB 598 Vocational Evaluation and Assessment of Individuals with Disabilities	3
REHB 636 Multicultural Counseling	3

Master of Education in Special Education

The Master of Education in Special Education (Track I) is a standards-based professional degree that is strongly oriented towards preparing individuals to serve students, enrolled in elementary and/or middle grades (1-8) who have been diagnosed with mild to moderate exceptionalities, and their families through understanding direct experiences in schools with diverse population. Prior to being accepted in the program, all applicants must have 12 credit hours of undergraduate math and 12 credit hours of undergraduate science. Course work is designed to emphasize critical thinking, breadth, and depth of theoretical methods of inquiry in education and ample academic opportunities that lead to scholarly production. The curriculum meets the standards for special education dictated by the Council for Exceptional Children and Maryland State Department of Education for certification. All graduate special education courses are offered in the evening.

Track I applies to persons holding a baccalaureate degree in any discipline who wish to obtain initial certification in special education while earning a Master of Education Degree in Special Education. This academic program is designed to provide classroom teachers with the knowledge, skills, and dispositions necessary to work effectively with learners with special learning needs in all classrooms while enriching their overall instructional, management, and diagnostic competencies. Moreover, this program is generic and prepares teachers to work with learners who are learning disabled, emotionally disturbed, intellectually limited, or physically challenged.

At least 12 graduate credits must be completed prior to Admission to Teacher Education, which is required for all degrees leading to initial certification. The candidate must complete 100 days of experience in the field over two consecutive semesters – 20 during the methods course and 80 during the internship.

Criteria for Admission to Teacher Education [Milestone #2]

The candidate must:

1. Completion of Background Check
2. Completed application for admission in teacher education
3. Successful completion of 12 Sem.Cr. hrs of content courses in Sci. & Math
4. Philosophy of Education
5. Interview
6. On-Demand Writing
7. Disposition of Assessment
8. Advancement to degree candidacy

Masters of Education in Special Education
PLAN OF STUDY
M.Ed. in SPED – Initial Certification

PLEASE PRINT ALL OF THE INFORMATION

ADVISOR'S NAME: _____ DATE: _____

STUDENT'S NAME: _____ ID# _____

ADDRESS: _____

Street

City State Zip Code

WORK PHONE: _____ HOME PHONE: _____ OTHER NUMBER _____

Course # and Title	Credits	Semester Taken	Grade	Transfer
1. SPED 587: Teaching Learners with Exceptionalities in the Regular Classroom	3			
2. SPED 502: Human Learning & Child Development	3			
3. EDUC 581: Statistics in Social and Behavioral Sciences (if applicable)	3			
4. EDUC 582: Research Methods in Social & Behavioral Sciences	3			
5. EDUC 537: Developmental Bases of Behavior	3			
6. SPED 501: Curriculum Development for Learners with Mild/Moderate Disabilities in the Elementary/Middle Grades	3			
7. SPED 503: Diagnostic Teaching of Learners with	3			

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Mild/Moderate Disabilities in the Elementary/Middle Grades				
8. SPED 505: Seminar in Diagnostic Teaching of Learners with Mild and/or Moderate Disabilities in the Elementary/Middle Grades	3			
9. SPED 507: Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities	3			
10. SPED 662: Communicating with Parents, School Personnel and Other Professionals, and	3			
11. SPED 521: Teaching Cognitive, Self-Care, Motor and Pre-Vocational Skills to Learners with Mild/Moderate Disabilities in the Elementary/Middle Grades	3			
12. SPED 531: Teach Learners with Academic Discrepancies, Language and Learning Disabilities in the Elementary/Middle Grades	3			
13. SPED 541: Classroom Organization and Teaching Social and Emotional Skills to Learners with Mild/Moderate Disabilities in the Elementary/Middle Grades	3			
14. SPED 655: Supervised Practicum I: Elementary Grades	3			
15. SPED 656: Supervised Practicum II: Middle Grades	3			

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16. REED 504: Processes and Acquisition of Reading Skills	3			
17. REED 505: Strategies and Materials of Reading Instruction	3			
18. REED 508: Teaching Reading and Literacy Skills in Early Childhood and Elementary Grades	3			
19. REED 603: Diagnostic Teaching of Reading	3			

Total Credit Hours Required: 51-57

STUDENT STATUS

- | | |
|---------------------------------------------------------------------------------------------------|-------------|
| 1. Admitted Graduate School | Date: _____ |
| 2. 12 hours of science and 12 hours of math are required for full admission into the SPED program | Date: _____ |
| 3. Admitted to Teacher Education | Date: _____ |
| 4. Advanced to Candidacy | Date: _____ |
| 5. Research Option (Please check one below)
I. _____ II. _____ | Date: _____ |
| 6. IRB Approval (If applicable) | Date: _____ |
| 7. Passed the Comprehensive Examination (If applicable) | Date: _____ |
| 8. Action Research/Thesis with all approved signatures (if applicable) | Date: _____ |

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- | | |
|-----------------------------------------|-------------|
| 9. Oral Defense (if applicable) | Date: _____ |
| 10. E-Portfolio | Date: _____ |
| 11. Met all requirements for graduation | Date: _____ |

DISCLAIMER: The Program of Study is subject to change based upon Maryland State Department of Education Certification requirements.

I acknowledge that I am required to do 100 days of student teaching in an approved CSU Professional Development School.

Student's Signature	Date	Advisor's Signature	Date	

Department Chairperson's Signature	Date

COPIES TO: Graduate Office
Departmental File

Course Descriptions

ACCT 504 Introduction to Accounting 3

This course introduces financial and managerial accounting as the information systems of business. It will teach a student to: 1) understand accrual accounting; 2) have an appreciation of Generally Accepted Accounting Principles (GAAP); 3) comprehend the difference between the goals of GAAP and the goals of the principles set forth by the International Accounting Standards Committee; 4) develop, interpret, and analyze balance sheets, income statements, and statements of cash flow; and 5) understand production costs, overhead allocations, profitability measures, and the limitations of historical costs. Prerequisite: Graduate standing.

This course is offered at the University of Baltimore campus.

ADLT 500 Foundations of Adult Education 3

This course provides an in-depth study of the historical, philosophical, sociological and psychological bases of adult and continuing education.

ADLT 501 The Adult Learner 3

This course provides an in-depth review of current research and literature revealing the lifestyles, personal characteristics, and problems of the adult learner, with emphasis on the undereducated adult.

ADLT 502 Techniques of Teaching Adults 3

This course presents a survey of the relationships and techniques established by adult educators to facilitate learning. Each student is given the opportunity to become skillful in applying several techniques for precisely defined bodies of participants in diverse situations in which adult learners are found.

ADLT 503 Counseling Adults in Adult and Continuing Education 3

This course provides an introduction to counseling techniques, the teacher as counselor, effective interviewing and counseling of adult learners who seek help from counselors. Ways in which the counselor can understand and assist them are also explored.

ADLT 504 Practicum 6

This course utilizes the student's prior knowledge and experience with adult learners. The instructor designs the practicum or internship experience. Students with little or no prior knowledge and experience with adult learners will require both extensive classroom instruction and practicum experience. Knowledgeable and experienced students may elect to complete the internship at their job sites or at adult education centers where their knowledge and experience will be applied and maximized. An on-the-job internship requires that the student be engaged in a project, which is distinctly different in nature from his regular responsibilities on the job.

ADLT 510 Administration of Adult Education Program 3

This course provides an overview of the administration of adult education programs, concentrating on the major functions, principles, and current practices of adult education administration.

ADLT 511 Principles of Supervision 3

This course is designed to provide in-depth knowledge of and the practical supervisory skills needed to function as a professional adult education administrator. Various media are used to give each student the chance to see, hear, study, discuss, and review the skills of professional managers and to relate the skills of professional managers to the educational process.

ADLT 512 Planning, Programming, and Budgeting for Adult Education Programs 3

An in-depth study is made of the tasks of proposal writing, finance and budget planning, evaluation procedures, and the development of comprehensive programs in which all goals and objectives are measurable.

ADLT 513 Sociology of the Community and Community Development 3

An in-depth study is made of the tasks of proposal writing, finance and budget planning, evaluation procedures, and the development of comprehensive programs in which all goals and objectives are measurable.

ADLT 530 Environment and Aging 3

This course explores the relationship between human behavior and the physical environment over the life span of the individual with an emphasis on subjects such as privacy, mobility, institutionalization, perception, isolation, and social interaction with respect to the developing needs of people over their life span. Implications for environmental design, planning, and policymaking are analyzed.

ADLT 531 Nutritional Problems of the Aging 3

This course investigates the nutritional needs of the aging from the context of health maintenance and nutritional needs related to debilitating conditions associated with the aging process.

ADLT 532 Developmental Psychology: Adult Years and Aging 3

A consideration of developmental theory relating to the adult years, aging and of developmental tasks of aging in areas such as psychomotor function, cognitive abilities, performance, motivation, and personality.

ADLT 533 Processes of Aging 3

This course provides a multi-disciplinary analysis of the bio-psychosocial characteristics of older persons as they interact with age-related social, economic, and political influences of American society. Social policy and social problem implications are explored.

ADLT 600 Seminar in Graduate Research 3

This course explores research procedures and techniques appropriate to graduate research in the field of adult education and training. Each student utilizes these procedures and techniques while doing outside research in a chosen area of specialization.

APPL 605 Advanced Theories of Personality 3

A more in-depth exploration of theories and research regarding normal and abnormal personality development. Psychodynamic, humanistic and cognitive-behavioral models are emphasized; some discussion of treatment implication related to each therapy is also provided.

This course is offered at the University of Baltimore campus.

APPL 606 Basic Counseling Techniques 3

The basic skills and techniques required for conducting counseling sessions. Listening skills, initial interviewing, taking case histories, etc., are explored. Classes are experiential in nature, with students practicing and evaluation counseling styles and abilities, participating in varied classroom views. Lab fee may be required.

This course is offered at the University of Baltimore campus.

APPL 613 Human Development 3

This course provides a survey of the biological, psychological, and social changes that accompany the developmental process. It includes a study of the physical, intellectual, emotional, and social development of the individual from conception to death, with special emphasis on adulthood.

This course is offered at the University of Baltimore campus.

APPL 621 Substance Abuse Counseling 3

This course reviews current literature regarding the prevalence, etiology, physiology, psychology, risk factors, and social phenomena associated with substance (including alcohol) abuse and dependence. It emphasizes contemporary treatment methods employed by outpatient clinics and inpatient units. Prerequisite: APPL 606

This course is offered at the University of Baltimore campus.

APPL 622 Group Counseling 3

This course provides an introduction to the theory and practice of group psychotherapy, including consideration of history and theory, as well as practical considerations and clinical techniques. Ethical considerations for therapists who lead groups are discussed. An experiential component may be incorporated into the class periods. Prerequisite: APPL 606

This course is offered at the University of Baltimore campus.

APPL 623 Career Counseling 3

This course introduces the student to the primary theories that explain how individuals make career choices and specific strategies the counselor can use to help the client make informed career choices. Students gain exposure to specific instruments designed to assist in career decisions. Prerequisite: APPL 606

This course is offered at the University of Baltimore campus.

APPL 625 Multicultural Counseling 3

This course explores the impact of social and cultural norms on several groups in the population, with emphasis on aging, ethnicity, gender issues and psychosexual orientation. Cultural differences and their impact on the counseling relationships are examined. Prerequisites: APPL 605 and APPL 606, or permission of the instructor.

This course is offered at the University of Baltimore campus.

CRJU 525 Criminal Procedure 3

This course addresses constitutional law and its impact on criminal justice system processes. The implications of federal constitutional protections with respect to police investigations, pre-trial, trial and post-conviction processes are covered. Particular attention is paid to probable cause, reasonable suspicion, arrest, search and seizure and stop and frisk.

CRJU 526 Investigating Missing Children and Human Trafficking 3

An in-depth study of the principles and techniques associated with investigating missing children and incidences of human trafficking. While considering the sociological, psychological, and legal aspects typically found in these cases, the process will take the student from the scene of an abduction or of trafficking, through the investigative process (with careful consideration to documenting and collecting physical evidence), to search and rescue/recovery aspects of the investigation

CRJU 527 Forensic Interviewing 3

A study of the procedures for gathering information from people that includes the forensic interview of adults and children who have been victimized by crime; create an understanding of human bias as it relates to different elements in our society while maximizing the information we gather. Present concerns and issues regarding false confessions and how we may preclude them. Experience how to testify in a legal proceeding.

CRJU 532 Social Impact of Deviance 3

Deviance is explored (1) as a cultural construct applied to individual variance, (2) as affecting society's response to individuals and the consequent psychosocial adjustment of the individual and (3) in terms of intervention strategies.

CRJU 533 The Dynamics of Police Community Relationships 3

This course examines the origins and development of community policing, definitions and key elements of community policing, management and organization of community policing, impediments to community policing, problem-solving, links between policing, poverty, drug abuse, violence, mental health and other social issues, police–minority relationships, police, youth, the elderly and other “special populations”, community policing in relation to crime control, compstat, other policing strategies, terrorism and contemporary issues.

CRJU 534 Terrorism and Homeland Security 3

The graduate seminar analyzes definitions of terrorism; examines the history and evolution of terrorism from ancient times through the present and focuses on contemporary modern terrorism. It identifies different types of terrorism, terrorist strategies and tactics, terrorist organizational structures and explores counter-terrorism strategies. It compares terrorism to crime; considers individual and group aspects of terrorism and investigates the role of the military, homeland security and intelligence community, as well as federal, state and local law enforcement in prevention and response to terrorism. The seminar addresses legal, constitutional, privacy,

surveillance, security and ethical issues arising out of the U.S. response to terrorism after September 11, including coercive investigative techniques, the concept of “enemy combatants, military tribunals, detention at Guantanamo and elsewhere, the Patriot Act and other post 9/11 legislation. It will also explore technology, immigration, border security, racial, ethnic and religious profiling; the impact of terrorism on local policing and other issues associated with terrorism.

CRJU 535 Compstat, Crime Analysis & Mapping and Strategic-Oriented Policing 3

This course defines crime analysis, provides an overview of the crime analysis process, identifies different types of crime analysis, examines the origins and development of crime analysis and the current state of crime analysis. It introduces GIS and crime mapping, addresses geographic features and types of crime mapping and provides a history of crime mapping from the early 1900’s to the present. It addresses the relationship between criminological theory and crime analysis and discusses technological and data related issues. It explores Strategic Crime Analysis, including temporal and spatial analysis, as well as Tactical Crime Analysis and pattern identification. It examines the historical background of the New York City Crime Control Model, key aspects of the Compstat/Crime Control Model, implementation issues and law enforcement strategy and tactics. Legal, ethical, leadership and management issues are discussed, as is the relationship between community policing and compstat.

CRJU 536 Intelligence Led Policing and Intelligence Analysis 3

This course examines the rapidly growing practice of intelligence led policing in the context of the historical evolution of policing. We will review and apply the intelligence cycle to a variety of hypothetical and actual problems and address legal, ethical and privacy concerns related to intelligence analysis. We will explore a wide variety of analytical techniques and apply select analytical techniques to actual and hypothetical problems. We will review typical intelligence products and draft sample products based upon actual or hypothetical problems. We will analyze case studies of intelligence led policing, evaluate the effectiveness of intelligence led policing and consider issues relating to integration of intelligence and crime analysis.

CRJU 550 Introduction to Correction Systems 3

This course provides an overview of the correctional system, encompassing arrest, arraignment, indictment, conviction, incarceration, prison culture, rehabilitation, and reintegration.

CRJU 551 Administrative Theory 3

This course provides an introduction to the principle theories and important empirical research in various disciplines that study organizations. The subject matter content of various fields that contribute to the study of organizations is examined.

CRJU 552 Institutional Management 3

The student is provided with an in-depth exposure to the new insights from behavioral sciences and from decision-making theories and with well-established concepts of the management

process. The student is assisted in developing managerial expertise and in learning the application of successful management concepts.

CRJU 553 Public Administration 3

A study is made of the response of government organizations to external and internal environmental changes, a systematic analysis of the governmental decision-making processes and the conflict-resolving apparatus of governments. The theory and framework of public administration is also reviewed.

CRJU 554 Graduate Survey in Criminal Justice Administration 3

Major problems involved in the administration of justice in the United States are discussed. Emphasis is placed on analyzing the relationship of the idea of justice to concrete situations in which the issues of justice arise.

CRJU 557 Criminal Justice Function in African American Society 3

Topic issues are discussed relevant to the development, functioning and inter-relationships of components of criminal justice systems. Strategies that help achieve systematic coherence within a democratic society are also explored. Particular attention will be paid to the historical and contemporary role that each component of the criminal justice system has played in the African-American experience. In addition to the traditional mainstream literature, African-American scholarship will be heavily employed in examining this germane topic.

CRJU 558 Social Control, Criminal Justice and Community Relations 3

This graduate seminar in the field of community relations encompasses the spectrum of the administration of justice and community responsibility, utilizing the inter-disciplinary approach in case and situational analysis.

CRJU 559 Review and Evaluation of Criminal Justice Research 3

This course presents an analysis, review and critical evaluation of criminal justice research findings and draws conclusions pertaining to the decision-making process.

CRJU 560 Seminar in Criminal Justice Administration 3

This course explores the frameworks through which the objectives of the process of social control (criminal justice) are obtained. Consideration is given to the administrative, political and social milieu in which these mechanisms operate.

CRJU 561 Principles of Correctional Education 3

This course describes and analyzes the special education problems of institutionalized youths and adults and the role of the correctional educator in dealing with them. Topical issues include planning, curriculum models, systems approaches, use of behavior modification principles, bibliotherapy, recreational therapy and research geared toward correctional education experimentation and evaluation.

CRJU 562 Community Corrections 3

This course presents the historical background and contemporary perspectives on the community treatment of the offender, focusing on the study of alternatives to incarceration:

CRJU 574 Research for Planning 3

This course provides an analysis of research techniques for planning, monitoring and evaluation. Practical application of research techniques for increasing the quality and effectiveness of administration functions is also featured.

CRJU 575 Quantitative Research in Criminal Justice 3

This course combines research methodology, statistical techniques, and computer-based analysis. Emphasis is on the introduction of computerized software including spreadsheets, databases, graphics and statistical packages to facilitate data analysis. National criminal justice data banks such as the National Crime Survey and the Uniform Crime Report are discussed and their policy and research value explained.

CRJU 577 Criminal Justice Program Planning and Evaluation 3

This course explores system theory and method, examining planning methods and models based primarily on a systems approach to the operation of the criminal justice system.

CRJU 582 Research Methods in Criminology & Criminal Justice 3

This course explores in-depth the different types of research and the various methods of observation and data collection in criminology and criminal justice.

CRJU 583 Thesis Project I 3

CRJU 584 Thesis Project II 3

CRJU 588 Supervision and Administration of Correctional Education Programs 3

This course examines the nature and scope of responsibilities of areas in correctional education. Planning and organization of educational programs in penal institutions are explored in relation to adequacy, adaptability, efficiency, economy and safety.

CRJU 601 Seminar in Professional Research 3

Students will participate in roundtable discussions of contemporary criminal justice issues with scholars in the discipline.

CUIN 504 Best Practices in Teaching 3

This course is designed to expand the teaching repertoire of best practices and instructional strategies, assist students in attaining academic competence in the content area that they teach, learn to apply professional and pedagogical knowledge, and enhance their skills for working with all students using effective teaching practices and meeting national standards.

CUIN 550 The High Performing Teacher 3

This course will focus on the profile of competent, compassionate, and creative teachers who are committed to high performance. It will emphasize the importance and the impact of the teacher's self-esteem and strategies for overcoming challenges.

- CUIN 551 Learning Styles/Multiple Intelligences 3**
The purpose of the course is to assist the classroom teacher in understanding the challenges facing teachers in working with diverse populations. Current research and theories on learning styles, cultural diversity, and multiple intelligences will be explored. The major focus will be on instructional strategies to meet the needs of all learners.
- CUIN 552 Motivating Today's Learner 3**
This course focuses on the research basis for the use of a wide range of student engagement strategies to promote students' motivation. The impact of teacher-student interaction and the use of higher order questions on motivation will also be examined.
- CUIN 554 Models of Effective Teaching 3**
This course is designed to assist teachers in expanding their repertoire of best practices, instructional skills, and strategies as they examine models of teaching through reflection and critical inquiry.
- CUIN 560 Theoretical Bases for Teaching and Learning 3**
This course examines the nature and function of educational theories basic to the design and implementation of curriculum, teaching, and learning experiences. The focus is on models, strategies and skills that apply to teaching in all subject areas and at all grade levels. A fifteen (15) hour clinical experience is required.
- CUIN 587 Curriculum Domains and Procedures 3**
This course explores the various types of curricula, effective schools research and its relationship to teaching and learning, curriculum policy, and the relationship of curriculum to instruction in grades K-12. A fifteen (15) hour clinical experience is required.
- CUIN 600 Internship Proseminar 1**
This one (1) hour per week proseminar is designed to provide systematic feedback on internship issues, focus on reflection in research and practice, and assist students in conducting and reporting an action research project.
- CUIN 604 Helping Students Become Self-Directed Learners 3**
This course focuses on helping students acquire the skills and behaviors needed for self-management, self-monitoring, and self-modification necessary to become self-directed learners.
- CUIN 605 Philosophical, Sociological and Political Aspects of the Education Process 3**
This course analyzes the impact of philosophical, sociological and political forces on the educational processes of the school as a social organization.
- CUIN 606 Instructional Strategies and Methods for Effective Teaching 3**
This course provides teachers with research-based pedagogical theory and practical strategies for instruction. The major focus is on utilization of effective instructional models to improve the probability of student achievement. A secondary focus involving the utilization of

effective instructional strategies for reading instruction in grades K-12 are also addressed. A fifteen (15) hour classroom practicum in the certification area is required.

CUIN 607 Managing the Teaching/Learning Environment 3

This course focuses on the utilization of major research recommendations to enable the classroom teacher to create and manage a supportive classroom environment conducive to effective teaching and learning. A variety of strategies for actively involving students in the learning process will be examined. A fifteen (15) hour classroom practicum in the certification area is required.

CUIN 608 Internship in Curriculum and Teaching 9

A one semester supervised internship with a master teacher/mentor providing systematic feedback and evaluation in a public school setting. A weekly proseminar focusing on reflection about research and practice composes a major component of the internship. An action research project is required.

CUIN 609 Seminar on Critical Issues in Teaching 3

This course is designed to assist the teacher candidate in continuing and expanding the knowledge base related to action research. An extensive research paper is the final outcome.

CUIN 690 Collaborative Action Research Part I 3

This course will introduce the process of collaborative action research, a practical approach to research for the practicing educator. A differentiation will be made between action research and traditional empirical research. Basic research assumptions and concepts in the social behavioral sciences will be discussed. General principles of research design, descriptive statistics, research models, and data collection methodology will be emphasized. The course will culminate with the identification of a focused research topic, a research question or hypothesis based on a classroom problem, a limited review of the literature on current educational practices on the topic, and the development of a research proposal.

CUIN 691 Collaborative Action Research Part II 3

This course is designed to assist the student with refining the research topic identified in CUIN 690 while focusing on the written form of communicating ideas and information. Individuals who teach or manage groups must be proficient in sharing ideas and information both verbally and in writing. The student will define further the problem and the methodology. Emphasis is placed on assisting the student in continuing and expanding the knowledge base related to an action research project. An extended literature review will be conducted. Explicit attention will be given to data collection, reporting and interpretation. Implications and recommendations for the application of the findings will constitute a significant aspect of the report. The final product will be the Master's Thesis Paper based on the writing style of the American Psychological Association. (APA).

EDUC 500 Psychological Foundations of Education 3

This course analyzes the theory and current status of the leading systems of psychology with emphasis on their relationship to education.

EDUC 503 The Testing Process: Evaluating Student Progress 3

This course is designed to acquaint the student with both formal and informal procedures for measuring growth at various instructional levels. Special attention is given to training students to use and interpret test results in an enlightened and efficient manner. Students are exposed to a variety of instruments that are to be used in measuring and evaluating pupil performance, analyzing group and individual achievement and diagnostic tests, inventories, behavior rating scales, and informal assessment devices that provide data concerning the needs of the learner.

EDUC 505 Multi-Media and Instructional Technology 3

This course is designed to facilitate learning in an individualized model of instructional planning, presenting an approach to the principles of multi-media utilization in education and the concept of designing learning modules. Emphasis is placed on media selection and evaluation, media utilization, media production, and equipment operation.

EDUC 509 Social Foundations of American Education 3

This course provides an analysis of education using basic sociological concepts with emphasis on schools and colleges as social systems, school-community interrelations, the sociology of professions, and education in its societal context. The development of American education is explored in the context of American social and intellectual history and the changing social ideas and attitudes of the American people and their leaders.

EDUC 510 Philosophy of Education 3

Education is considered from the perspective of the major branches of philosophy. An in-depth analysis of major educational issues in light of alternative philosophical assumptions is provided.

EDUC 533 Community Resources in Social Services 3

Students observe and participate in the service programs of a variety of community organizations to gain a better appreciation of sociological forces in the community and of the intervention possibilities for achieving social change. The Department of Vocational Rehabilitation, the Department of Juvenile Services and Community Action Programs are among the cooperating agencies.

EDUC 535 Community Resources in Mental and Physical Health 3

Students observe and participate in the service programs of a variety of community organizations to gain a better appreciation of mental and physical health and stress factors in the community and of the intervention possibilities for ameliorating such problems.

EDUC 536 Evaluation of Community Resources and Programs 3

This course provides the graduate student with independent study of community services. Students observe and participate in the service programs of a variety of community organizations to gain a better appreciation of the social forces and the mental and physical stress factors in the community.

EDUC 537 Developmental Bases of Behavior 3

Theories of neurophysiology, biochemistry of learning, and

psychological principles of development are examined as they apply to normally developing and exceptional individuals. Through study of these interrelated topics, insights are gained which will lead to a more complete understanding of all learning as it applies to a variety of exceptionalities as well as the non-handicapped learner.

EDUC 538 Designing and Implementing a Thinking Curriculum 3

This course is designed for classroom teachers, administrators and supervisors and will present practical approaches for the development of thinking curricula using the Inclusion Process, a direct instruction model and appropriate related strategies using the Dimensions of Thinking and Dimensions of Learning (ASCD) as frameworks. Participants will have ongoing opportunities to develop and critique lessons specific to their own programs and to develop performance assessments with appropriate criteria for the lessons developed.

EDUC 539 Teaching Thinking Through Cooperative Learning 3

This course will treat the teaching of thinking in the classroom context, with a particular emphasis on the uses of cooperative learning structures. Participants will focus on and have experience with the major components of a responsive, cooperative, thinking classroom. Cognitive mapping, conceptual incongruity, metacognition, classroom cueing, pair learning, and student's theory making will be areas of special focus.

EDUC 542 Developing Students' Thinking Abilities 3

This introductory course is designed for classroom teachers, administrators and supervisors and will emphasize practical strategies for the development of thinking skills (K-12) through direct instruction. Participants will have ongoing opportunities to develop and apply these strategies to their specific curriculum by using the Inclusion Process, a direct instruction process framework for thinking skill development. This course is recommended prior to EDUC 538 for students who do not have a strong background in cognitive studies.

EDUC 554 Legal Aspects of Public School Operations 3

This course gives school personnel an understanding of the privileges, rights, and responsibilities of people in education with a view toward operating within the law, administering personnel practices legally and fairly, and avoiding litigation.

EDUC 560 Developing Test-Taking Skills to Improve Instruction 3

This course provides instruction in the development of test-taking skills K-12. "Hands-on" experiences focus on effective techniques for teaching critical thinking skills to enhance student achievement.

EDUC 561 Usage of the Computer in the Classroom 3

This course examines the diverse usage of the computer in the classroom setting. Computer literacy is attained, as is skill in using various programs. The computer's application to the wide variety of subject matter is demonstrated. Particular emphasis is placed on word processing and the development of databases.

- EDUC 570 Baltimore City: An Instructional Resource for Classroom Teachers 3**
This course explores the cultural, scientific, educational and other instructional resources abundantly available in Baltimore City and its immediate environs. An in-depth analysis is provided on how to utilize these exceptional resources to both enrich and reinforce classroom learning in the broad range of curriculum activities and experiences.
- EDUC 581 Statistics in Social and Behavioral Sciences 3**
This course provides an in-depth study of the fundamentals of the descriptive statistics involving tabulating, depicting and describing collections of data; measures of central tendency; measures of variability; theories of the normal curve and probability; and correlation and regressions.
- EDUC 582 Research Methods in the Social and Behavioral Sciences 3**
This course explores in-depth the different types of research and the various methods of observation and data collection in the social and behavioral sciences.
- EDUC 583 Master's Degree Thesis I 3**
This course is designed to assist students who elect to write a thesis, teaching them to apply techniques of research and documentation to technical writing.
- EDUC 584 Master's Degree Thesis II 3**
A course designed to assist students who elect to write a thesis, teaching them to apply techniques of research and documentation to technical writing.
- EDUC 586 Counseling Minority Groups 3**
This course is designed to introduce the student to the particular and unique problems of counseling minority groups. Special emphasis is placed on counseling those groups who are outside of mainstream American life: African Americans, Chicanos, Puerto Ricans, Native Americans, selected immigrant groups and Appalachian Whites.
- EDUC 602 Education Seminar II 1**
This course is a one (1) credit continuous enrollment status course to facilitate completion of the graduate requirement after completion of course work. These requirements might include finalization of research project or taking the Comprehensive Examination. Students enrolled in EDUC 602 are expected to inform their advisor and to develop a plan for completion of the program. Application for graduation and Graduation Certification forms should be completed while enrolled in this course, if not completed prior to this time.
- EDUC 603 Assessing Student Performance 3**
This course is designed to help teachers learn about and use some of the many strategies available to assess student achievement at different stages of development, and use the assessment results to plan for and provide appropriate instruction.
- EDUC 606 Instructional Strategies and Methods for Effective Teaching 3**
This course provides teachers with research-based pedagogical theory and practical strategies for instruction. The major focus is on utilization of effective instructional models to

improve the probability of student achievement. A secondary focus is the utilization of effective instruction strategies for reading instruction in grades K-12. A fifteen (15) hour classroom practicum in the certification area is required.

EDUC 610 Classroom Methods for Assessing Thinking 3

Presentations and discussions of methods, which can be employed to assess whether students are thinking critically, will be the focus of this course. Primary emphasis will be placed on classroom-based performance assessments. Students will review and analyze a variety of commercially available critical-thinking tests and will be guided in developing their own performance-based assessment tasks for measuring thinking.

**EDUC 616 The Education of African Americans in the United States
from Colonial Times to the Present 3**

This course will trace the unique features associated with the education of African Americans in the United States from the beginnings of the Black experience in Colonial America to the present day. Emphasis will be placed on the role of African Americans as active participants in their quest for education. The course will follow a chronological sequence. During each period, emphasis will be placed on (1) the institutions - formal and informal - that were developed; (2) the philosophy of education and the salient ideas of black education; and (3) the contributions and overall impact of each period.

EDUC 646 Human Relations and Interpersonal Communications 3

This course emphasizes the role of effective human relations with pupils, their caregivers, and the community. Various modes of organizational communication and strategies for effective transmission of information within all segments of the school's organizational structure are also emphasized.

EDUC 651 Learning Theories 3

This course explores the main concepts and principles of Gestalt and Stimulus-Response (S R) learning theories as they relate to the principal lines of research on learning abilities and disabilities.

EDUC 655 Supervision of Instruction 3

This course emphasizes principles of supervisory management. Critical supervisory skills are stressed including: planning, delegating, communicating, budgeting and evaluating. Case studies demonstrating a variety of decision-making strategies are incorporated.

EDUC 660 Critical Issues in Education – Seminar I 3

This graduate seminar explores current critical issues in education as they impact on school systems, school administrators, supervisors and related personnel and on the art and science of teaching.

EDUC 661 Educational Leadership – Seminar II 3

This course is designed to meet the standards set forth to facilitate the development of the outcomes of standards for advanced programs in Educational Leadership. The changing school and community contexts create unusual demands as well as exceptional opportunities for school

leaders. Expectations will increase for small units to solve problems with minimal oversight, which, with the constant stream of change, will require maximum organizational flexibility

EDUC 664 Educating the Gifted in the Regular Classroom 3
This course emphasizes techniques and cognitive strategies designed to challenge and motivate gifted students in the regular classroom setting.

EDUC 666 School Climate: An Invitational Teaching Approach 3
This course provides the graduate student with a study of school-based approaches, based on research and practice that have proven to be effective in preventing disruptive student behaviors and discipline problems.

EDUC 667 Internship in Education Administration 3
This course is designed to provide prospective school administrators with an internship experience that will sharpen their skills in the performance of major administrative functions such as planning, programming, scheduling, staffing, curriculum designing, evaluating and budgeting in the context of actual school settings under the supervision of veteran school administrators. The administrative interns will be expected to participate in generating specific projects, which will incorporate newly acquired administrative competencies.

EDUC 669 Suicide, Stress, and Survival 3
This course places special emphasis on the psychological, physiological and social bases of stress, suicide and depression. Teachers and other human service professionals review topics including stress management, perceptual processes, behavior modification, needs, values, expectations, locus of control, interpersonal interactions and problem solving for adaptation to daily living.

EDUC 681 Effective School-Community Relations for Effective Schools 3
This course provides professionals with the knowledge, competencies, and techniques for developing collaborative partnerships between the school and its community for excellence in education.

EDUC 701 School Law 3
The course analyzes school-related legislation over the past fifty years and its impact on current school policies and practices. Key judicial decisions relevant to their effect on educational practices, teachers and students are also reviewed and discussed.

EDUC 702 Techniques of Educational Evaluation for Classroom Teachers 3
This course concentrates on the development of informal assessment techniques available to classroom teachers. Emphasis is placed on translating teacher-acquired data into instructional objectives, curriculum alternatives, individualized methods and grouping decisions.

EDUC 703 Career and Leisure Education for Mainstreamed Classrooms 3
This course reviews the curricular areas of career and leisure utilization as they apply to the development of lessons and units of instruction appropriate to non-handicapped and

EDUC 712 Curriculum Models: Thesis Design and Implementation 3

This advanced graduate course is designed for public school supervisors and administrators who are or will be involved in the identification of curriculum paradigms and models and in the design and implementation of new curricula that represent modifications in educational thought based on theory, research, and practice.

EDUC 713 Approaches and Techniques for Evaluating Curricula 3

This advanced graduate course is designed for public school supervisors and administrators who are involved in evaluating existing curricula at all levels of the public school enterprise. It is also meant to assist them in evaluating curriculum designs for future use.

EDUC 714 Data Systems and Their Application to Education 3

This course discusses the major techniques for logical data modeling and approaches to physical database structuring. It emphasizes the role of data dictionary/directing support and data administration. Major commercially available database management systems are surveyed, demonstrated, and employed to assist the school administrator in data management.

EDUC 715 Instructional Strategies and Methods for Effective Teaching 3

This course is designed to provide teachers with curriculum theory and practical strategies for instructional planning. It focuses on utilizing appropriate instructional methodologies and organizing learning opportunities to improve the probability of student achievement in classroom K-12.

HSAD 602 History and Foundations of Human Service Systems 3
(formerly SOCI 602 Sociology of Human Service Practice)

The history and foundations of human service practice are surveyed. Societal factors that have fostered the evolution of human services are emphasized, and basic strategies and tactics common to the delivery of human services are reviewed.

This course is offered at the University of Baltimore campus.

HSAD 603 Contemporary Issues in Human Service Administration 3

This course provides an overview of the current status of the field of human services and the political, socio-cultural, and economic contexts of administration. Discussion of the conceptual and theoretical issues related to the practical skills necessary for administering human service agencies.

HSAD 610 Strategies for Human Services Program Planning 3

This course focuses on the various properties and implications of planned change. Emphasis is placed on models, strategies, and roles required when working within organizations and in the community to develop new programs with input from a variety of stakeholders.

This course is offered at the University of Baltimore campus.

HSAD 611 Program Evaluation and Policy Analysis 3
(formerly SOCI 545 Program Evaluation)

This course provides a study of the conceptual and methodological issues concerning the evaluation of human service programs. Statistical and data analysis skills are a central focus

of the course. The relationships between program/policy design and analysis/evaluation are emphasized.

HSAD 620 Human Services Leadership and Supervision 3

This course provides theoretical and practical analysis of organizational leadership, personnel (employee and volunteer) supervision, workplace design, and the ethical dimension of leadership in human service agencies. Students also receive training in organizational relationships and staff development. Job-related case studies are used to apply principles of supervision and leadership.

HSAD 621 Administrative Decision-Making in Human Service Agencies 3

Within the context of human service agencies, this course focuses on decision-making at the individual, work group, departmental and organizational levels. Emphasis is placed on the development of skills necessary to securing consistency of practice, the coordination of various planning units and the economizing of planning efforts.

This course is offered at the University of Baltimore campus.

HSAD 695 Field Practicum I: Human Services Administration 3

Under the guidance of the Program Directors from UB and CSU and an on-site agency mentor, the student will experience fieldwork training in administration at a human service agency. Permission of the Program Directors is required. Eligible for (CS) grade.

This course is offered at the University of Baltimore campus.

HSAD 696 Field Practicum II: Human Services Administration 3

This course is a continuation of HSAD 695. Under the guidance of the Program Directors from UB and CSU and an on-site agency mentor, the student will continue the fieldwork training begun in HSAD 695. Prerequisite: HSAD 695.

HSAD 698 Research Practicum I: Program Planning, Implementation and Evaluation 3

Under the guidance of the Program Directors from UB and CSU and a research committee, the student will prepare an original work which displays research and writing skills. Topics include a realistic feasible plan for a new human services program, implementation of a new program and/or evaluation of a program. Permission of the Program Directors is required. Eligible for (CS) grade.

HSAD 699 Research Practicum II: Program Planning, Implementation and Evaluation 3

This course is a continuation of HSAD 698. Under the guidance of the Program Directors from UB and CSU and a research committee, the student will continue to prepare the original work begun in HSAD 698. The student will then formally defend the work before his/her research committee. Prerequisite: HSAD 698.

This course is offered at the University of Baltimore campus.

MGMT 725 Conflict Management and Dispute Resolution in the Workplace 3

This course reviews the critical issues in conflict, including workplace violence, cultural diversity, and changes in the organization of work. Creative approaches to intra- and inter-organizational dispute resolution are explored. The course provides opportunities to interface with experts, to engage in challenging experiential exercises, and to share problem-solving approaches.

This course is offered at the University of Baltimore campus.

MGMT 762 Opportunity Analysis 3

This course introduces the subject of opportunity analysis and entrepreneurship, and the practice of its requisite skills. It includes the analysis of markets, preliminary cost feasibility and intellectual property audit. It also involves the creation and development of preliminary strategy positioning appropriate to the market opportunity.

This course is offered at the University of Baltimore campus.

MGMT 763 Commercialization Planning 3

This course is focused on commercialization planning and the practice of its necessary skills in all of its phases. It includes market planning, operations planning, management planning, financial planning and resource planning and details the development of business strategy and the creation of plans for strategy implementation.

This course is offered at the University of Baltimore campus.

MGMT 764 Commercial Start-Up 3

This course expands on MGMT 762 and MGMT 763 with emphasis on the skills and behaviors engaged in during the start-up process. It includes the search for capital, the negotiation of contracts, initial advertising and marketing and the development of alliances. It discusses strategy implementation, alteration and revision.

This course is offered at the University of Baltimore campus.

MGMT 765 Management of Health Care Organizations and Professionals 3

This two-module course focuses on major organization and management issues in health care service organizations, and the role of individual health professionals, interaction among them, and their relationships with patients and the organization's administration.

This course is offered at the University of Baltimore campus.

NURS 500 Ethics in Nursing 2

This course is designed to provide the student the opportunity to strengthen clinical ethical analysis and decision making within the context of health care. The student also reviews ethical theories and principles applied to health care. Explores particular clinical settings to determine ethical significance of that reality and discusses the extent to which a given intervention or practice is ethically appropriate.

Clinical Science Core Courses:

NURS 505 Health System Policy, Organization and Finance 2

This course is designed to provide students with critical examination of health care finance from state, national and international perspectives. Focuses on government, provider,

consumer, and payer role in delivery of health care. Examines past, present and future issues in health care and the health care delivery process. Incorporate knowledge gained to assist clients in their role as Advanced Practice Nurses.

NURS 507 Global Health: Problems and Issues (Elective) 2

This course is designed to provide an overview and analysis of domestic and international health issues.

NURS 512 Research on Urban Family Health 3

This course is designed to provide basic theoretical content pertaining to urban families and groups. This course focus on assessment of various urban family subgroups, identification of researchable problems and exploration of the issues related to the role of the Advance Practice Nurse in underserved and culturally diverse communities. Implementation of family framework and nursing process in exploring high-risk families and group is emphasis. Course includes comparison of related methodological issues and relationships of findings to socio-economical, cultural, political, environmental, gene science, technology, and changes in the health care system. Identification of the urban family, subgroups, and researchable problems with specific emphasis of utilization of a family model, theory as a guideline is emphasis.

NURS 513 Non-Thesis Research Project 3

Taken during the final semester of the student's course of study, this course provides opportunities to develop, implement, and evaluate a research project or initial step in writing a thesis. The project, designed in collaboration with a clinical faculty/preceptor, will reflect analysis, synthesis, and integration in exploring a topic related to advanced nursing practice.

NURS 520 Epidemiology 2

This course provides a contemporary approach to the epidemiological concepts and methods of the detective branch of health care. The distribution and incidence of major health problems are considered, with strategies for their prevention. Application of course information to families living within urban communities is required.

NURS 530 Curriculum Development in Nursing Education 3

This course provides an overview of curriculum models and learning theories to guide course development and implementation in academic and health settings.

NURS 531 Principles of Learning in Nursing 3

This course is designed to provide application of theoretical and teaching methodologies for classroom and clinical settings.

NURS 582 Research in Nursing 3

The course focuses on the scientific method of problem solving and decision making in nursing, provides advanced knowledge, skill and application of the research process. Students use science to identify appropriate solutions for clinical problems. Provides content foundational to development of clinical projects. Research literature in nursing and health is used to illustrate and evaluate application of research principles.

NURS 600 Advanced Health Assessment and Promotion 4

This is a lecture and laboratory course which provides a theoretical basis for health assessment and interpretation of findings for individuals across the life-span, requiring demonstration of psychomotor skills and select diagnostic tests with interpretation of findings relevant to the advanced practice of nursing, including health promotion.

NURS 610 Advanced Principles of Pathophysiology 3

This course builds on basic principles of pathophysiology, which are related to structural and functional alterations of body tissues and organ systems resulting from disease. Correlation of disease state to underlying pathophysiology and clinical presentation is emphasized.

NURS 615 Pharmacology for Advanced Nursing Practice 3

This course addresses the theoretical and practical issues concerning the science of drug effects within a living system. Emphasis is on those drugs commonly used in primary care settings.

Family Nurse Practitioner Track Courses:

NURS 620 Theoretical Foundation for the Practice of Nursing 2

This course is designed to provide students with opportunities to analyze nursing models and theories as they relate to practice. The nursing process provides the framework for studying the application of theory to practice.

NURS 640 Primary Health Care for Children in the Family 3

This is a didactic course examining concepts focusing on the assessment, diagnosis (nursing and selected medical), management and evaluation of primary health care for children within their families.

NURS 641 Primary Health Care for Children Practicum 3

This is a clinical course focusing on health maintenance and common problems of the infant, child and adolescent. Assessment, diagnosis (nursing and medical) management and evaluation of care are emphasized.

NURS 650 Primary Health Care for Women in the Family 2

This is a didactic course focusing on the assessment, diagnosis (nursing and selected medical), management, and evaluation of neonate and women's gynecologic, obstetric and menopausal primary health care needs.

NURS 651 Primary Health Care for Women Practicum 3

This is a clinical preceptorship course focusing on assessment, diagnosis (nursing and selected medical), management and evaluation of neonate and women's gynecologic, obstetric and menopausal primary health care needs.

**NURS 660 Primary Health Care for Adults/Older Adults in the
Family 3**

This is a didactic course focusing on assessment, diagnosis (nursing and selected medical), management and evaluation of adult clients. The primary focus will include promotion and prevention, as well as management of selected illness, injuries and chronic diseases.

NURS 661 Primary Health Care for Adults/Older Adults Practicum 3

This is a clinical course focusing on assessment, diagnosis (nursing and selected medical), management, and evaluation of adult clients. The primary focus will include promotion and prevention, as well as management of selected illness, injuries and chronic diseases.

NURS 700 Primary Health Care for Family Practicum 4

This is a practicum preceptorship focusing on attainment of the nurse practitioner role, reflecting independent and collaborative practice to promote expertise in assessment, diagnosis, management and evaluation of primary health care for clients across the lifespan. The role will address socialization, logistics of practice and ongoing responsibilities.

Supporting Courses

NURS 720 Master's Thesis Guidelines 3

This course provides opportunities to develop, and write a Master's Thesis. The thesis is written in collaboration with a faculty member will reflect analysis, synthesis, and integration in exploring.

NURS 721 Master's Thesis Guidelines 3

This course provides opportunities to continue writing, data analysis of the Masters Thesis. The thesis written in collaboration with a faculty member will reflect analysis, synthesis, and integration in exploring a research topic.

NURS 830 Research Methods and Design for Nursing Practice 3

This course is designed to provide students with a solid foundation in statistical analysis and research process. Course content is geared towards providing students with the skills necessary for successful appraisal of biomedical studies; integration of evidence-based guidelines in their practice; and the ability to initiate, design, and conduct both quantitative and qualitative research.

NURS 831 Theoretical Perspectives in Nursing Practice 3

This course prepares nurses to transition into new roles and advanced nursing practice by exploring a wide range of theories from nursing and other sciences. Students will analyze critique and evaluate selected theories, and incorporate these theories into research, practice, education and leadership. Students will understand the role of knowledge development in advancing the nursing discipline.

NURS 832 Foundations for Evidenced Based Practice 3

This course focuses on the connection of evidence-based guidelines and research in various healthcare settings to improve practice and the practice environment as essential aspects in transforming healthcare. Essential theory and methods in the area of evidence-based practice will be examined as it impacts patient safety and healthcare outcomes.

NURS 833 Global Health: Perspectives of Health 3

NURS 834 Leadership and Analysis of Health Care Delivery Systems 3

This course focuses on analysis of organizational and healthcare systems to serve as a framework to improve patient and healthcare outcomes. This course will review the significance

of health and the healthcare delivery system while analyzing and evaluating issues of individuals, families and groups.

NURS 835 Epidemiology 3

This course is designed to provide knowledge to analyze and utilize epidemiological concepts and applications. The course prepares the student to utilize epidemiological strategies to examine patterns of illness or injury in groups of people.

NURS 836 Health Policy Analysis 3

NURS 837 Nursing Information Technology and Analysis 3

NURS 838 DNP Project I (Leadership or Health Policy focus) 3

This course focuses on the comprehensive review of the literature related to specific practice concerns and issues with practice leaders. In the course students will develop a Capstone project proposal in an identified practice area. Students in the course will identify and explore specific issues related to practice that will assist with the completion of the Capstone project. This course will include a clinical practicum.

NURS 839 DNP Project II (Leadership or Health Policy focus) 3

NURS 840 DNP Practicum 1-4

This course provides the opportunity for the student to utilize practicum hours to complete the related to identify activities specific to the student's identified DNP project focus.

NURS 850 Health Policy Practicum I 1-4

NURS 851 Health Policy Practicum II 1-4

NURS 852 Health Policy Practicum III 1-4

NURS 860 Leadership Practicum I 1-4

NURS 861 Leadership Practicum II 1-4

NURS 862 Leadership Practicum III 1-4

PSYC 501 Assessment of Individuals with Disabilities 3

This course provides an examination of intelligence, achievement, personality and other standardized tests. Selection criteria, methods of administration, interpretation and use of results for evaluation and program planning are covered.

PSYC 502 Theories of Counseling 3

This course provides an orientation to the helping relationship between counselor and client and an overview of the basic concepts and applications for counseling approaches useful in rehabilitation. Counseling theories are studied with emphasis on interviewing and counseling skills appropriate for special situations and populations.

PSYC 507 Legal and Ethical Issues for the Professional Counselor 3

The purpose of this course is to prepare graduate students to develop ethical reasoning capabilities to resolve ethical dilemmas that they are likely to encounter in counseling, psychology and specialty practices (e.g., rehabilitation counseling, mental health counseling, alcohol and substance abuse counseling, marriage and family counseling, group counseling, supervision, consultation and research). Students are afforded opportunities to: (1) utilize self-assessment tools to clarify value systems; (2) analyze the influence of basic principles underlying ethical standards of behavior; (3) assess codes of ethics as content guide; and (4) utilize a systematic decision-making model as a mechanism for resolving ethical dilemmas.

PSYC 508 Child Abuse and Spousal Abuse 3

This course emphasizes the psychological and sociological causal factors for child and spousal abuse. Pertinent legislation is reviewed and strategies for prevention are emphasized.

PSYC 511 Advanced Abnormal Psychology 3

This course examines the major categories of abnormal or deviant behaviors and personality disorders and the major theoretical perspectives which account for the acquisition development and treatment of these behaviors. A major aspect of this course is the extensive research students will be required to do in determining the theoretical security of the different perspectives. The treatment approaches to the different perspectives will also receive major emphasis.

PSYC 512 Mental Health 3

This course is designed to provide students with in-depth knowledge of mental health and the mental health profession in six areas: (1) professional orientation and responsibility; (2) legal issues; (3) ethics of practice; (4) practice specialization; (5) variables which influence mental health; and (6) mental disorders.

PSYC 514 Theories of Personality 3

This course is designed to assist various professional personnel who encounter persons in a multitude of settings to better understand human behavior through an examination of current and respected theories relative to the nature of personality.

PSYC 529 Seminar in Human Growth and Development 3

This course is a study of the processes of human growth and development in the context of education, teaching and learning. It is designed to encourage students to integrate theory, research and classroom practice. An examination is made of the literature, including growth trends in the physical, cognitive, emotional, social and personality areas. Problems of intergenerational differences are also considered.

PSYC 610 Social and Psychological Problems in Special Education I 3

This course describes and examines societal and psychological problems including (1) changing social values and treatment; (2) the nature of the interaction between society's expectations and individual abilities and disabilities; and (3) idiosyncratic and/or mental impairments. The effects of various strategies, e.g., drug or chemotherapy, corrective surgery and special dietary regimen, are delineated.

- PSYC 611 Social and Psychological Problems in Special Education II 3**
This course examines the nature of vocational evaluation, the various professional disciplines serving exceptional individuals, and the multi-dimensional roles of recreation. Students examine the methods, materials, and processes of occupational education programs with emphasis on critical elements, which lead to vocational adjustment.
- PSYC 612 Group Counseling 3**
This course provides a systematic study of the group as the basic societal unit. The focus of attention is on the group's internal structure and functions, on the roles of members, characteristics, leaders and on the criteria by which dysfunctional factors are defined and addressed. The experiential and on-line components enhance learning.
- PSYC 613 Career Development and Occupational Choice 3**
This course is a study of the concepts and theories underlying human involvement in vocational development from historical and contemporary viewpoints. Sources of information related to knowledge of the world of work are examined in-depth with an overview of recruitment, surveying, interviewing, referral, recommendation and résumé preparation techniques.
- PSYC 614 Techniques of Marriage and Family Counseling 3**
This course provides a case-study approach, analyzing a multitude of inter-personal relationships within the context of marriage and the family. Techniques for dealing with marital and family conflicts are emphasized.
- PSYC 621 Seminar in Physiological and Psycho-Social Aspects of Alcoholism and Other Addictions 3**
This course examines the physiological and pharmacological effects of alcohol and other addictive substances on the human body. The topics include (1) such characteristics of addiction as physiological need, tolerance, withdrawal and dependence; (2) short and long-term effects of alcohol, both from physical and psychological standpoints; (3) causes and epidemiology of alcoholism and drug addiction; (4) various treatment approaches including behavioral techniques, medical regimens, and Alcoholics Anonymous and other 12-step programs; (5) impact of alcoholism and other addictions on family and children; and (6) HIV/AIDS Prevention.
- PSYC 622 Addiction Prevention Techniques for the Individual, the Family, the School and the Community 3**
This course is designed to present information about drugs, so that members of our society will avoid potent and potentially dangerous substances. A related aim of the course is to examine prevention techniques for use by the individual, the family, the school and the community. The course is especially intended to provide teachers and parents with methods and procedures for acquainting youth with the drug arena and its impact upon the individual. The relationship of drugs to traffic safety is also studied.
- PSYC 625 Psychotherapy and Treatment of Mental and Emotional Disorders 3**
This course is designed to survey the major concepts and practices in contemporary psychotherapeutic systems and highlight some of the ethical and professional issues concerning treatment of individuals with mental and emotional disorders. Various theories and techniques

PSYC 646 Internship II: Professional Counselor Licensure 3

**PSYC 650/651/652 Field Training in Alcoholism/Addiction Services
(3 Credits-200 clock hours per course)**

Each course provides supervised clinical and counseling experience in hospitals, halfway and quarter-way houses, penal institutions, and pre-release programs and other community health centers. All enrollees meet monthly in a seminar to discuss problems encountered in the field.

PSYC 653 Theories of Drug Abuse and Alcoholism 3

The various theories of drug abuse and alcoholism are presented from four perspectives: relationship with self; others; social; and nature. The theories are research-based and provide adequate documentation for the theory. The course explores new theories that are emerging in the field.

PSYC 656 The Evaluation of Drug Policies in the United States 3

This course looks at the drug policies established by the U.S. Congress. It examines the role of the Drug Policy Office in the implementation of a national drug abuse strategy. Linkages to state drug authorities are discussed. Budget framing and the distribution of funds to the states are considered. A review of these policies cuts across designated federal agencies, such as FDA, Justice Department and Health and Human Services.

PSYC 657 Seminar in Substance Abuse and Cultural Influences 3

This course takes a look at the various cultures and examines how the specific cultures might impact upon alcohol and drug use and abuse. Special attention is given to resident populations of the United States: African Americans, Asian Americans, Native Americans, Pacific Islanders and Whites. Some consideration is given to sub-cultural problems.

**PSYC 658 Assessment Interviewing for Treatment Planning for the
Substance Abuser 3**

The course is designed to present both knowledge-based and skill performance-based aspects of the addiction problem. The course is a model for staff treatment planning. Case history development and interview techniques are a focus of the course. Evaluation techniques (psychological tests) are presented and discussed in terms of the role of psychological tests in the assessment procedure.

PSYC 659 Applied and Clinical Research in Addictions 3

This course provides opportunity for the student to review, study and assess applied and clinical research in addictions. The areas to be covered include alcohol and other drugs. Special focus will be given to the role alcohol and other drugs play in the multi-ethnic and multi-cultural areas. A paper is required.

PSYC 660 Substance Abuse and the Law - Legal and Ethical Conduct 3

The course presents a broad overview of the laws that relate to alcohol and other drug problems. Attention is paid to the area of addicted patient rights. Issues of ethical conduct on the part of the practitioner are reviewed. Confidentiality of patient records is a focus of the course.

- PSYC 680 Psychosomatic Disorders: The Autonomic Nervous System, Stress and Biofeedback 3**
This course focuses upon four major areas: (1) the meaning and nature of psychosomatic disorders, their causes and symptoms; (2) organization of the central and autonomic nervous systems and their interaction with other body systems; (3) the nature and sources of stress; and (4) the use of biofeedback and mental exercises in learning how to manage the autonomic and other systems responsible for psychosomatic disorders.
- PUAD 751 Policy Issues in Health Care 3**
This course is a study of a few current policy issues in the American health care system. Particular attention is given to the roles and powers of non-medical participants, including consumers, planners, administrators and policy makers.
This course is offered at the University of Baltimore campus.
- PUAD 755 Health Administration 3**
Problems and issues with performing such basic managerial functions as direction, control, and staffing in health care institutions, with emphasis on analyzing tools and techniques, which are important in fulfilling these managerial functions.
This course is offered at the University of Baltimore campus.
- PUAD 756 Managed Care Administration 3**
Basic theoretical concepts concerning managed care, practical management issues and areas of controversy as they pertain to managed care are considered. Topics include benefit design in managed care, structure and management of managed care delivery systems, financing of managed care, and future trends in managed care.
This course is offered at the University of Baltimore campus.
- PUAD 757 Strategic Management for Health Care 3**
This course presents an examination of strategic management in health care organizations. Included are discussions of the nature of strategic management; environment of health organizations and methods of environmental analysis; and methods of formulating, implementing and controlling strategic management of health care delivery.
This course is offered at the University of Baltimore campus.
- RECR 500 Health and Safety Factors in Recreational Planning 3**
This course provides a study of the health and safety factors which must be considered when planning and implementing a recreation program. These include considerations for site selection, proper employee training and standards and programming for specific populations, visits to various recreational facilities including those designed for handicapped populations and those in which handicapped people are integrated or featured.
- RECR 501 Recreation in Community Settings 3**
This course is designed to develop an understanding of the importance of recreation in the community. The evolution of community recreation, theories of play, program criteria, program planning and administration and public relations are studied. Particular emphasis is placed on the integration through recreation of the handicapped.

RECR 502 Leisure Skills for the Disabled 3

This course emphasizes the development of programs, materials and experiences in leisure time utilization for people with various handicapping conditions. The course also provides experiences in developing lesson plans/experiences designed to facilitate leisure skill development at all age and ability levels.

RECR 503 Outdoor Adventure Programming for the Disabled 3

This course is designed to acquaint students with the wide range of outdoor recreational opportunities and possibilities for individuals with handicapping conditions. Students are expected to design appropriate instructional objectives and lessons designed to integrate outdoor adventure programming into the overall curriculum in schools and in community recreation settings.

REED 501 Teaching Reading in the Content Area I 3

This course will provide upper elementary and middle school teachers with effective strategies for the comprehension of narrative and expository texts. This course will explore the nature of the reading process, reveal methods of creating literate learning environments, review various reading assessment measures, examine a wide range of curriculum materials and discuss contemporary issues impacting classroom reading instruction.

REED 502 Teaching Reading in the Content Area II 3

This course is designed to explore the nature of the reading process and design and use effective strategies for meeting the literacy demands of a diverse secondary school population. A variety of comprehension, vocabulary and study skills strategies will be presented to aid students in becoming independent readers who can respond to texts by applying a variety of appropriate strategies to construct, extend, and examine meaning.

REED 504 Processes and Acquisition of Reading Skills 3

This performance-based course explores and provides students the opportunity to demonstrate and apply knowledge of: the reading acquisition process, language acquisition and development, prevailing research-based theoretical models that explain exceptions to typical development, the contributions of brain research findings to understanding language acquisition, development and reading and the current focus of scientifically based reading research (SBRR). Emphasis is placed on data-driven pedagogical responses.

REED 505 Strategies and Materials for Reading Instruction 3

This course is designed to provide opportunities for students to select and examine a variety of materials for reading instruction and related skills. Students will engage in the selection and evaluation of materials that are consistent with the findings of scientifically based reading research (SBRR). Students will examine research-supported programs, approaches and methods that address different levels of reading proficiency; promote strategic, fluent and independent readers; and encourage parent and community involvement in multiple aspects of literacy development.

REED 508 Reading and Literacy Instruction in Early Childhood/Elementary Grades 3

This course is designed to increase the teaching effectiveness of the pre-service and in-service teacher by providing instruction based on current research in reading and literacy skills development.

REED 603 Diagnostic Teaching of Reading 3

This course emphasizes the importance of diagnostic teaching as a continuous process. This process establishes the instructional conditions that produce optimal learning. Formal and informal strategies for assessing student strengths, needs, and attitudes are examined in relationship to the integration of theory and practice in reading instruction in the elementary and middle school classroom.

REED 606 Internship in Urban Literacy 3

The internship in Urban Literacy is the CAPSTONE experience for this program. The purpose of this course/experience is to apply to the dynamic fluidity of an urban classroom setting the concepts and theories offered in the program. Interns will demonstrate psychological, sociological and linguistic knowledge as they assess, diagnose and evaluate the needs, challenges and strengths of K-12 students. Interns will use the findings of assessment and diagnostic procedures to construct developmentally appropriate and context-specific instructional and experiential responses. The targeted population for this experience will be urban K-12 students who present a range of difficulties and competencies in reading ability.

REHB 500-501 Sign Language I and II 3-3

The basic courses in manual communication are designed not only to teach signs but also to put signs together the way deaf people do. Both courses are concerned with the structure of American Sign Language (Ameslan), with the second one primarily designed to build skill in sign vocabulary to facilitate communication with deaf people.

REHB 502 Medical and Psychosocial Aspects of Disability 3

This course provides a survey of medicine and medical practices to provide basic medical information enabling the rehabilitation counselor to work effectively with physicians, nurses and other health personnel and to translate medical reports into vocational goals and limitations. The problems of disability generated at the social level are covered with emphasis on adjustment aspects of disability. The survey includes the most severely handicapping conditions, their effects and treatments.

REHB 503 Psychiatric Aspects of Disability 3

This course presents a survey of psychiatric nomenclature and classifications to facilitate interdisciplinary communication in mental hospitals, psychiatric clinics, general hospitals and in comprehensive community mental health centers. Diagnostic categories regarding the nature or cause of mental disorders and their effects and treatments are also discussed.

REHB 504 Psychosocial Aspects of Disability 3

This course provides an overview of the current thinking on the psychology and sociology of disability. A wide range of problems that can be conceptualized and dealt with on an individual basis and the problems of disability generated at the social level are covered with

emphasis on adjustment aspects of disability. The course is particularly directed to providing specialized knowledge of disability groups with the most severe disabilities.

REHB 507 Introduction to Assistive Technology 3

This course provides an overview of varying aspects of assistive technology, including policy, legislation, funding, evaluation, selection and maintenance. Students will be provided the opportunity to utilize an outcome-oriented process that will ensure, to the extent possible, an appropriate match between technology and the individual. Special emphasis will focus on the importance of using a consumer-centered approach to providing technology services.

REHB 508 Legal and Ethical Issues for the Professional Counselor 3

The purpose of this course is to prepare graduate students to develop ethical reasoning capabilities to resolve ethical dilemmas that they are likely to encounter in counseling, psychology and specialty practices (e.g., rehabilitation counseling, mental health counseling, alcohol and substance abuse counseling, marriage and family counseling, group counseling, supervision, consultation and research). Students are afforded opportunities to: (1) utilize self-assessment tools to clarify value systems; (2) analyze the influence of basic principles underlying ethical standards of behavior; (3) assess codes of ethics as a content guide; and (4) utilize a systematic decision-making model as a mechanism for resolving ethical dilemmas.

REHB 509 Seminar in Rehabilitation Research 3

REHB 510 Designing and Using Assistive Technology 3

This course uses a holistic approach to Assistive Technology (AT) applications, which moves beyond medical justification. This approach reflects the notion that the selection of assistive devices must take into consideration the whole person and the contexts in which the devices will be used. Cultural and environmental barriers to AT development and use are explored. A group project comprises the experiential component of the course.

REHB 511 Special Project - Applications of Technology 3

Participants must develop an independent project to meet the needs of an individual with a disability and/or his/her organization. Projects will be developed and approved in consultation with the course instructor. The project must be completed within one semester and be described at a poster presentation at the end of the semester to be considered for the Certificate.

REHB 513 Introduction to Rehabilitation 3

This course introduces the graduate student to the history and philosophy of rehabilitation and the legislative base and operation of the State-Federal program of vocational rehabilitation. The rehabilitation process, case status classification and casework methods are discussed in detail.

REHB 514 Independent Living Rehabilitation 3

This course provides a study of the philosophical and legislative bases of the Independent Living Movement. Emphasis is placed on home management, community adjustment, consumer involvement, group living, developmental approaches, family relations and models independent living centers.

REHB 516 Theories and Techniques of Counseling 3

This course provides an orientation to the helping relationship between counselor and client and an overview of the basic concepts and applications for counseling approaches useful in rehabilitation. The relationships between psychological theories and counseling techniques are studied with emphasis on interviewing and counseling skills appropriate for special situations.

REHB 521 Seminar in Occupational Information and Rehabilitation Placement 3

This course surveys all aspects of placement and follow-up of rehabilitation clients, with special emphasis on the severely handicapped to help them function optimally in society within their capacities and limitations. In this context, the role of sheltered workshops, the possibilities of homebound employment and the concept of independent living rehabilitation are examined in depth.

REHB 522 Seminar in Rehabilitation Services for Individuals with Severe Disabilities 3

This course surveys model programs for providing comprehensive services to the severely handicapped to help them function optimally in society within their capacities and limitations. In this context, the role of sheltered workshops, the possibilities of homebound employment and the concept of independent living rehabilitation are examined in depth.

REHB 525 Rehabilitation Practicum 1

This course provides a review of the major concepts in counseling, case management, case study and other elements of case processing in a practicum setting where he/she will use these concepts in a "hands-on" format with actual consumers. Special focus will be directed toward having him/her use these skills with consumers from a wide variety of different consumer populations. The end goal is to equip and empower the student to begin his/her clinical internship experience with some practical exposure to consumers from these populations and to learn tactics, strategies and procedures for working effectively.

REHB 526 Internship I 3

This course provides an overview of agency procedures and services, providing orientation to agency facilities, functions and services, routines and regulations, staff and client cases. It also offers opportunities to participate as an observer in interview sessions, diagnostic work-up, case or team conferences, staff meetings, medical and psychiatric consultations, case recording and various activities related to the provision of treatment and services. (200 clock hours of supervised agency experience)

REHB 527 Internship II 3

This course provides intensive agency training and includes an extensive casework experience as required of an employed rehabilitation counselor, from intake to discharge and/or placement. Interns also participate in counseling sessions, staff meetings, case conferences, skill training, workshops and other activities related to the rehabilitation process. (200 clock hours of supervised agency experience)

REHB 528 Internship III 3

This course provides intensive agency training in counseling and vocational guidance; utilization of community resources; case recording; case management; job development and

placement activities; post-employment services; and program evaluation. (200 clock hours of supervised agency experience)

REHB 535 Community Resources in Mental and Physical Health 3

This course orients the graduate student to the scope of resources available for rehabilitation programming. The topics covered are: (1) a team approach to the provision of rehabilitation services; (2) types of resources; (3) service integration; (4) private rehabilitation; (5) other resources available in rehabilitation; and (6) some guidelines for interagency collaboration by rehabilitation counselors. Students observe and participate in the service programs of a variety of community organizations.

REHB 536 Casework/Caseload Management 3

This course provides an orientation to casework principles, interview methods, case recording techniques and caseload management. The course is designed to foster development of communication skills, both verbal and nonverbal, to prepare the student to establish interview goals and objectives and to enhance the student's ability to write professional and ethical case reports.

REHB 581 Research Methods in the Social and Behavioral Sciences 3

This course orients Rehabilitation Counseling students to basic research concepts needed to successfully prepare a research proposal. Students will be introduced to research designs, journal article critiques, sampling procedures, reliability and validity analyses and various methods of data collection procedures. By the end of the course, students will be expected to have completed the following sections of their research proposal: Introduction, Purpose of the Study, Research Questions, Hypothesis(es), Significance of the Study, Literature Review, Methodology and References. Students will also be expected to have their proposals approved by the Institutional Review Board prior to registering for REHB 509.

REHB 582 Seminar: Research in Rehabilitation Education 3

This is a basic introductory course in research methodology and statistics with emphasis on research utilization. A survey of journal articles and various types of research reports in rehabilitation and other closely related fields is conducted in individual student projects.

REHB 583 Thesis Project I 3

This course prepares rehabilitation students to fulfill the requirements of the proposal portion of their thesis (Chapters 1, 2, and 3). In particular, students will complete an introductory chapter, literature review and a detailed analysis of their research methodology. Prior to advancement to Thesis Project II, students will be expected to receive approval from the Institutional Review Board in order to proceed with the implementation of their study.

REHB 584 Thesis Project II 3

This course is designed for students to conduct and successfully complete their research study (Chapters 4 and 5). Chapter 4 requires a description of Results and Chapter 5 involves a discussion of their Conclusions, Recommendations, and Implications for Rehabilitation Counselors. Students will be expected to verbally defend their thesis before a committee.

- REHB 598 Vocational Evaluation and Assessment of Individuals with Disabilities 3**
Training and evaluation techniques used for vocational evaluation are studied. These techniques are designed to answer the questions dealing with the handicapped person's potential, interest and vocational needs. Standardized tests, aptitude tests and work history and prevocational tests are included in the battery. Experiences with new methods and materials and the vocational education concepts at different occupational levels are emphasized.
- REHB 601 Seminar in Professional Research 1**
This one-hour per week seminar course is designed primarily for students who have completed all course requirements but still may require faculty advisement with their final research papers and/or comprehensive examinations. It is, therefore, designed to afford continuing enrollment to degree-seeking students.
- REHB 610 Organization and Administration of Counseling and Rehabilitation Programs 3**
This course provides an orientation to the principles and theories involved in program development, organization and management. The following topics are also covered: (1) budget preparation; (2) evaluation and assessment of counselor skills; (3) determining and monitoring appropriate caseloads; and (4) various strategies of organizational change.
- REHB 611 Public Employment Policy Analysis 3**
This course presents an overview of public employment policy, including legal, organizational/institutional and individual/interpersonal dimensions. Ways of analyzing and implementing governmental policies are discussed in detail.
- REHB 612 Labor Market Theory and Analysis 3**
This course is designed to present a core of theories and analyses that are directed toward gaining insights into the process of wage and income determination, wage structure formation and behavior and employment issues. The student is expected to gain a working knowledge of major theoretical concepts and to be conversant with studies that have explored applications to specific labor markets and issues.
- REHB 613 Human Resources Program Management 3**
This course presents an in-depth survey of theory and research about managerial behavior within the context of human resources and their practical application. The topics include: (1) functions of human resource managers; (2) factors influencing service delivery; (3) inter-organizational coordination; and (4) management of change in human resource organizations.
- REHB 614 Practicum in Human Resource Administration 3**
This course provides a comprehensive review of the sponsoring agency's policy statements, policy manuals, personnel regulations, budgets and annual reports. A written analysis of the practicum experience is required. (90 clock hours of supervised agency experience)
- REHB 636 Multicultural Counseling 3**
This course is designed to acquaint students with the implications of counseling in a culturally diverse society. It is structured to teach rehabilitation practitioners and other human

services system professionals the intricacies of providing counseling and ancillary services to racial and cultural minorities.

REHB 701 Grief and Bereavement Counseling 3

This course is designed to assist families and individuals to cope with and adjust to the emotional stress resulting from the loss of a relative, friend, or a person close to them. In addition to the psychological aspects relating to death, attention is given to the comprehensive nature of preparing for the funeral, the final rites, interpersonal relations of family members and friends and adjustment strategies and mechanisms of close associates of the deceased.

REHB 702 Medical Problems of Children and Adolescents 3

This course reviews the most commonly occurring handicapping conditions found in children and youth. The role of the teacher and other human service professionals is explored relevant to the nature and needs of medical conditions that interfere with learning and behavior.

**REHB 703 Human Relations in Education and Rehabilitation:
Current Themes and Practices 3**

This workshop emphasizes the important role of human relations in facilitating the education and rehabilitation of clients. Current themes and practices are explored and discussed in detail.

REHB 704 Grant and Proposal Writing 3

This course introduces the graduate student to the art of grant and proposal writing. A model proposal will be developed as part of the workshop. In addition, funding sources are identified.

**SPED 501 Curriculum Development for Learners with Mild and Moderate
Disabilities in the Elementary/Middle Grades 3**

This course provides a critical survey of the problems and issues related to the development of function and appropriate curricula for learners with mild and moderate disabilities in the elementary/middle grades.

SPED 502 Human Learning and Child Development 3

This course presents a review of learning theory and child development and their implications for educating the exceptional student, examining current trends and findings in educational research with special students.

**SPED 503 Diagnostic Teaching of Learners with Mild and
Moderate Disabilities in the Elementary/Middle Grades 3**

This course reviews the assumptions and objectives of formal tests of intelligence, physical ability, academic achievement and personality as they are used with exceptional children. Students acquire observational and reporting skills, enabling them to use informal tests and techniques to determine individualized objectives and programs for learners with mild and moderate disabilities in the elementary/middle grades.

SPED 504 Internship in Special Education 3-6

This internship provides a practicum experience for current special education teachers who desire to improve their professional skills within their assigned classrooms. This course is required for all students electing Track 2.

SPED 505 Seminar in Diagnostic Teaching of Mildly and Moderately Disabled Students in Elementary/Middle Grades 3

This course provides a seminar experience in designing annual goals, instructional objectives, evaluation strategies and other elements in the IEP process. Emphasis is placed on elementary/middle grade students with diverse learners with mild and moderate disabilities. Prerequisite: SPED 503 or SPED 370 (graduates of Coppin's undergraduate program)

SPED 507 Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities 3

This course provides an examination of intelligence, achievement, personality, and other standardized tests. Selection criteria, methods of administration, interpretation, and use of results for evaluation and program planning are covered.

SPED 510 Seminar in Psychology of Exceptional Individuals 3

This course provides the graduate student with an overview of the psychology of exceptionality from behavioral, psychoanalytical and somato-psychological viewpoints. The philosophical, historical and legal aspects of special education are also covered.

SPED 512 Administration and Supervision of Special Education Programs 3

This course provides a thorough examination of the administration, organization and supervision of special education programs. Included are experiences dealing with program staffing, physical facilities, budgeting, equipment, community agencies, methods of school survey, program evaluation and legal considerations.

SPED 514 Seminar in Interdisciplinary Information 3

This course presents an analysis of interdisciplinary methods, approaches and terminology as pertinent to the education and rehabilitation of learners with mild and moderate disabilities.

SPED 519 Techniques of Behavior Modification 3

This course provides experiences designed to assist the student in developing skills in applying a variety of management techniques for changing, eliminating, maintaining and developing specified behaviors.

SPED 521 Teaching Cognitive, Self-Care, Motor, and Prevocational Skills to Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades 3

This course surveys current program adaptations and methodological approaches for teaching cognitive, self-care, motor and prevocational skills to learners with mild or moderate disabilities in the elementary/middle grades.

- SPED 530 Psychology of Learners with Language and Learning Disabilities 3**
This course provides an examination of the nature, etiology, and symptomatology of language and learning disabilities. Also reviewed are current research findings, current treatment approaches and current issues pertinent to the education and treatment of learners with specific learning disabilities.
- SPED 531 Teaching Learners with Mild and Moderate Disabilities with Academic Discrepancies and Language and Learning Disabilities in the Elementary/Middle Grades 3**
This course provides experiences in teaching and writing Individualized Education Programs (IEPs) for learners with academic discrepancies and language and learning disabilities. The course also includes a survey of methods and materials developed for use with this population of learners in the elementary and middle grades. Specialized methods of evaluation and team relationships are also emphasized as is the design of remedial programs.
- SPED 540 Psychology of Learners with Emotional Disturbance 3**
This course provides an examination of the psychodynamics of learners with emotional and social disturbances. Major systems of classification of behavior, analysis of aberrant adjustment mechanisms, and deviant development and abnormal behavior with implications for therapeutic education are reviewed.
- SPED 541 Classroom Organization and Teaching Social and Emotional Skills to Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades 3**
This course provides an overview of teaching methods and techniques for adapting curriculum and teaching methods appropriate to the social and emotional development of learners with mild or moderate disabilities in the elementary/middle grades. Emphasis is also placed on approaches and techniques of classroom organization and behavioral management.
- SPED 587 Teaching Learners with Exceptionalities in the Regular Classroom 3**
This course is designed to assist teachers of regular classes by developing the knowledge, skills, and attitudes necessary to deal with the learning and behavioral problems of learners who exhibit mild to moderate disabilities. Practical, ethical, and theoretical issues are examined in the context of national, state, and local initiatives for the least restrictive placement of these students. Emphasis is placed on utilizing the inclusion model in the regular classroom.
- SPED 655 Supervised Practicum I: Elementary Grades 3**
This course provides a practicum experience in which the student demonstrates specified competencies on the job or in the field teaching/learning conditions relevant to students with mild or moderate disabilities in the elementary grades. A minimum of fifteen (15) weeks of classroom experiences is required.
- SPED 656 Supervised Practicum II: Middle Grades 3**
This course provides a practicum experience in which the student demonstrates specified competencies on the job or in the field teaching/learning conditions relevant to students with mild

or moderate disabilities in the middle grades. A minimum of fifteen (15) weeks of classroom experiences is required. SPED 657 can be taken concurrently with SPED 656.

SPED 657 Supervised Practicum III: Secondary Grades 3

This course provides a supervised practicum in which the student demonstrates specified professional competencies on the job or in the field teaching/learning conditions relevant to students with mild or moderate disabilities in the secondary school. A minimum of fifteen (15) weeks of classroom experiences is required.

SPED 658 Supervised Practicum IV: Adults 3

This course provides a supervised practicum in which the student demonstrates specified professional competencies on the job or in the field teaching/learning conditions relevant to adults with mild or moderate disabilities in adult programs. A minimum of fifteen (15) weeks of experiences is required.

SPED 662 Communicating with Parents, School Personnel and Other Professionals and the Community in the Education of Learners with Mild or Moderate Disabilities in the Elementary/Middle Grades 3

This course presents an overview of strategies and techniques appropriate to the development of effective communication with parents, school personnel, members of other professional disciplines, and the general community relevant to quality education of learners with mild or moderate disabilities in the elementary/middle grades. Also included is a discussion of methods of discovering and evaluating internal and community resources in order to utilize them effectively and efficiently in the education and rehabilitation of students with mild or moderate disabilities.

SPED 669 Research Design and Program Evaluation in Special Education 3

This CAPSTONE course examines the field of special education and special education issues within the context of recent educational, political and economic changes. This course presents current issues from a unique perspective, looking back through history and comparing historical trends to today's social climate to show the impact on key issues in special education. Additionally, this course lays the groundwork for developing and initiating action research in the classroom and/or program evaluation. Finally, students will prepare a master's level action research proposal. Prerequisites: forty-two to forty-five (42-45) credit hours in the Special Education degree program of which three (3) credit hours must be in Research Methods and three (3) credit hours in Statistical Analysis (i.e., EDUC 581 and EDUC 582, respectively).

SPED 700 Legal Aspects of Special Education 3

This course is designed to acquaint educators and other professionals with the provisions of the major Federal and State statutes that affect learners with mild or moderate disabilities and parents or surrogates relevant to their educational rights. Also reviewed are significant judicial decisions as well as procedures designed to ensure that the educational rights of the disabled and their families are safeguarded and enforced.

- SPED 703 Assessing Young Learners with Disabilities 3**
This course deals with those assessment techniques that are appropriate for evaluating young learners with mild or moderate disabilities. Widely used and professionally sanctioned instruments are examined and evaluated relevant to their appropriateness, applicability and validity to the educational process.
- SPED 704 Special Education Models and the Supervisory Role and 3**
Function
This course reviews program models in Special Education in the United States and internationally in all areas of exceptionality. Also examined are frequently employed instructional systems. Both of these elements are discussed and analyzed as they relate to the role of the special education supervisor and how one functions in a public school setting.
- SPED 705 Sex Education and Learners with Developmental 3**
Disabilities
This course deals with the curricular elements pertinent to the sex education of children and youth with developmental disabilities. Lesson plans and units of instruction are developed and demonstrated in simulated workshop settings. Books, pamphlets, and films especially developed for this population are reviewed and critiqued.
- SPED 706 Theoretical Models and Supervisory and Instructional 3**
Practices in Special Education
This course provides an overview of the most recently cited theoretical models that deal with the supervisory process in Special Education, instructional programming, and classroom management for students with mild or moderate disabilities. Implications of these models for classroom teachers and school application in diverse settings and situations are emphasized.
- SPED 708 Inclusion of Children with Physical and Other Health 3**
Impairments
This course explores those strategies appropriate to providing children with physical and other health impairments with an inclusive, responsive and reinforcing classroom environment. Implications for classroom organization, management, and programming are examined and drawn.
- SPED 710 Teaching Communication Skills to Young Children with 3**
Disabilities
This course explores the techniques and strategies appropriate for developing nonverbal and oral language skills in young students with mild or moderate disabilities. The role of the special educator is compared and contrasted with the role of the speech/language/hearing pathologist.
- SPED 713 Teaching Academics to Learners with Exceptionalities 3**
This course is designed for both special education and regular classroom teachers who teach students with disabilities in an inclusive classroom setting. Emphasis is placed on generally accepted methods and instructional strategies based on educational research and professional consensus. Particular attention is paid to functional goals and objectives as well as the functional approach to curriculum design and lesson and unit planning.

SPED 714 Seminar in Assessment 3

This seminar reviews standardized tests typically used to assess students with learning and behavioral problems. In addition, it assists students in acquiring observation and reporting skills for the purpose of designing individualized programs of instruction and monitoring and reporting on student progress.

SPED 715 Curriculum Design and Teaching Functional Living Skills 3

This course is designed to assist students in designing a functional curriculum. It also emphasizes the development of curriculum experiences that reflect the actual life experiences to which people are exposed. The course stresses the transition from school to life in the community.

SPED 716 Classroom Organization and Management 3

This course is designed to provide students with an in-depth experience in classroom organization and behavioral management. It is taught in a public school setting, thus providing a field-based experience that deals primarily with behavioral management and organization skills from a teacher's perspective.

GRADUATE FACULTY and STAFF

Updated listings are available under each respective program and may be accessed via the web: www.coppin.edu/directory.