Coppin State University School of Graduate Studies Catalog

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Revised September 2012

- **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 September 2012

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

School of Graduate Studies

Revised September 2012

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Message from the Dean

Welcome to Coppin State University, an institution with a proud legacy spanning over 113 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: www.coppin.edu/gradschool/

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	College 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	**Telephone**	**Coordinators**
Master of Science		
Adult and General Education	410 951-3082	Dr. Jacqueline Williams jwilliams@coppin.edu
Alcohol and Substance Abuse Counseling	410 951-3097	Dr. David Graham dgraham@coppin.edu
Criminal Justice and Law Enforcement	410 951-3046	Dr Michael Berlin eeze@coppin.edu
Family Nurse Practitioner Program	410 951-3975	Dr. Joan Tilghman jtilghman@coppin.edu
Human Services Administration	410 951-3520	Dr. John Hudgins jhudgins@coppin.edu
Reading	410 951-4172	Dr. Delores Harvey dharvey@coppin.edu

Master of Education		
Curriculum and Instruction (on-site and on-line)	410 951-3066	Dr. Glynis Barber gbarber@coppin.edu
Rehabilitation Counseling	410 951-3514	Dr. Janet Spry jspry@coppin.edu
Special Education	410 951-3544	Dr. George Taylor gtaylor@coppin.edu
Master of Arts		
Teaching	410 951-3066	Ms. Glynis Barber gbarber@coppin.edu
Certification Programs (Post Master's)		
Public School Administration	410 951-3082	Dr. Jacqueline Williams jwilliams@coppin.edu
Rehabilitation Counseling	410 951-3514	Dr. Janet Spry jspry@coppin.edu
Post-Master in Family Nurse Practitioner	410 951-3975	Dr. Joan Tilghman jtilghman@coppin.edu

Academic Calendar

Updates on the academic calendar can be reviewed at www.coppin.edu
And
www.coppin.edu/graduatestudies

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

Coppin State University, an urban, comprehensive, historically Black institution located in Baltimore, Maryland, offers quality undergraduate and graduate programs in teacher education, the liberal arts, mathematics, sciences, technology, and professional disciplines. The University provides educational access and diverse opportunities for students through excellence in teaching, research, and community engagement thus preparing analytical, socially responsible, lifelong learners. Coppin State University builds on a rich legacy of empowering students, promoting community revitalization, and strengthening relationships with local, national, and global partners

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 and nine graduate-degree 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 distance learning courses.

The Master of Science in Adult and Continuing Education subsequently received approval of the Board of Trustees and the State Board for Higher Education later that year. Specialties are now provided in Alcoholism Counseling, Administration and Supervision, Family Counseling, Gerontology and Rehabilitation Counseling/Adults.

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 38-acre 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. The program focused on training students to deliver rehabilitation services, particularly to individuals with the most severe disabilities.

In 1975, an innovative and experimental program in rehabilitation counseling entitled "Rehabilitation Counseling Program: A Behavioral Approach" was developed. This program, involving the rehabilitation agencies of Delaware, Maryland, Virginia, and the District of Columbia, was a federally funded project designed to offer intensive training in client services and to use modeling procedures in the rehabilitation process. Students successfully completing the program earned the Master of Education degree in Rehabilitation Counseling. Although the project period expired in 1978, some of its essential components are incorporated into the existing Rehabilitation Counseling program, which is accredited by the Council on Rehabilitation Education (CORE). Specializations are now offered in Alcoholism Counseling and Addiction Services, Human Resources Management, and Rehabilitation Research Training.

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 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.

The Master of Science in Reading was approved by the Board of Regents and MHEC in 2001. 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.

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 Adult and Continuing Education, Criminal Justice, Curriculum and Instruction, Nursing, Applied Psychology and Rehabilitation Counseling, Special Education, and Social 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, 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

A bachelor's degree from an accredited institution of higher education is prerequisite for admission to graduate study. Students apply to the School of Graduate Studies through the Office of Graduate Admissions.

Applicants must submit the following:

- a completed application for admission,
- 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.

When a particular national standardized examination is not specified for a program, students must submit with the application for admission either GRE (Graduate Record Examination) or MAT (Miller Analogy Test) scores that are no older than five (5) years. The GRE or MAT may be waived if the student has successfully completed requirements for a previous graduate degree with at least a 3.5 cGPA (cumulative grade point average). 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. Request an application from the Admissions Office or School of Graduate Studies (Grace Hill Jacobs, Room 438), (410)951-3090 or on-line: *GraduateStudies@coppin.edu*
2. Complete the application for admission and return it with a résumé, statement of purpose 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.) 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.

Application Deadlines
The deadlines for the submission of all credentials are **May 15** for the fall semester and **October 15** for the spring semester. Applications received after the official deadline will be given consideration at the discretion of the Dean and the Graduate Admissions Committee.

Admission Decisions
The Director of Admissions submits all completed applications to the Dean of Graduate Studies. 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 nine (9) 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 department in which the student plans to pursue graduate studies. Additionally, students pursuing a Post-Master's certificate must submit also 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 2.5 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 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 from any institution of 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 (12) graduate credits only may be transferred and used towards fulfilling degree requirements. 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.

Coppin State University
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

"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 2005/2006 academic year. At the end of the Spring 2006 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	• Maryland Health and Education Commission Increasing Nursing Faculty Through Shared Resources	• $560,000 for student tuition, stipends and laptops (that remain the property of the Helene Fuld School of Nursing). In collaboration with Maryland General, Kernan and Union Memorial Hospitals.
	• CDC Training Grant (in collaboration with Kennedy Krieger)	• Provides paid internships for graduate students to work in the fields of mental health and substance abuse (summer and AY) • Received October 2005
	• Department of Health and Human Services Resources Services Administration (HRSA) Scholarship for Disadvantaged Students (SDS)	• Need based on federal guidelines
	• Department of Health and Human Services Health Resources Services Advanced Education Nursing Traineeships	• Students who are not eligible for SDS funding • Qualifications: FT/good academic standing/within one year of graduation
Rehabilitation Counseling	• Graduate Program for Advancing Undergraduate Students and Graduates from Diverse and Disability Groups (GPA-US/G)	• 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	• Dr. Peter Valletutti Endowment	• Graduate student in Special Education
	• Other private donor assistantships	• Awards given are based on the availability of funds in the endowment portfolio

Academic Regulations and Procedures

Grading System and Academic Standards

Unofficial transcripts may be viewed by the student at any time with an 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

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 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 in 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 where 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 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 will receive an "F" for the project. Plagiarism is a serious offense and may result in formal charges leading to permanent dismissal from the University.

Course 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 a 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 degree-seeking students must complete the degree program within seven (7) years from the date of their first enrollment with degree status, unless this limitation is waived.
3. Regular full-time students must complete a minimum of nine (9) credit hours per semester.
4. 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)
- REHB 509 Seminar in Rehabilitation 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.

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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 Master's 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. Completion of at least twenty (21) credit hours at Coppin State University.
6. Completion of the degree program within seven (7) years from the date of their first enrollment as degree-status students, unless this requirement is waived.
7. 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.
8. 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 make 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. Rehabilitation Counseling/Adults
D. Alcoholism Counseling
E. Family Counseling

II. Alcohol and Substance Abuse Counseling -- Master of Science

III. Criminal Justice -- 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. Reading -- Master of Science

IX. Rehabilitation Counseling -- Master of Education

Areas of Specialization:

A. Alcoholism Counseling and Addiction Services
B. Human Resources Management
C. Rehabilitation Research Training

X. 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
C. Teaching Adaptive Physical Education

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 *[taken after twenty one (21) credits]*	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

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. Rehabilitation Counseling/Adults**

Specialty Courses (15 Credit Hours)			**Credits**
REHB	502	Medical and Psychosocial Aspects of Disability	3
REHB	513	Introduction to Rehabilitation	3
REHB	516	Theories and Techniques of Counseling	3
REHB	598	Vocational Evaluation and Assessment of Individuals with Disabilities	3
ADLT	600	Seminar in Graduate Research (Prerequisite: EDUC 582)	3

D. Alcoholism Counseling***

Specialty Courses (18 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	643	Action Research on Alcoholism and Multiple Addictions in the Inner City and Other Communities	3

PSYC	644	Management of Addiction Treatment Programs and Personnel	3
ADLT	600	Seminar in Graduate Research (Prerequisite: EDUC 582)	3

**Courses for the Rehabilitation Counseling Specialty are offered through the Rehabilitation Counseling program.
***Courses for the Alcoholism Counseling Specialty are offered through the Department of Psychology and Rehabilitation Counseling. Practicum for Alcoholism Counseling is six (6) credits in PSYC 650-659 (200 clock hours). See Advisor before registering for the Practicum ADLT 504.

E. 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.
****Alcoholism Counseling courses will be offered through the Department of Psychology and Rehabilitation Counseling. Electives may be substituted for specialty courses after consultation with the Department Chairperson.

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 Alcohol and Substance Abuse Counseling

The Graduate Program in Alcohol and Substance Abuse 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.)

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 Science in Criminal Justice

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

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

Core Courses: (12-21 Credit Hours)			**Credits**
CRJU	550	Introduction to Correction Systems	3
CRJU	553	Public Administration	3
CRJU	554*	Graduate Survey in Criminal Justice Administration	3
CRJU	557	The Criminal Justice Function in African American Society	3
CRJU	558	Social Control, Criminal Justice and Community Relations	3
CRJU	559*	Review and Evaluation of Criminal Justice Research	3
CRJU	563*	Advanced Criminology	3
EDUC	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 EDUC 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

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
REHB	636	Multicultural Counseling	3

*Required Course

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.

Required Course Sequence

Semester I

		Credits
1. CUIN 560:	Theoretical Bases for Teaching and Learning	3
2. CUIN 605:	Philosophical, Sociological and Political Aspects of the Education Process	3

Semester II

		Credits
3. CUIN 504:	Best Practices in Teaching	3
4. SPED 587:	Teaching Learners with Exceptionalities in the Regular Classroom	3

Semester III

		Credits
5. CUIN 606:	Instructional Strategies and Methods for Effective Teaching	3
6. CUIN 690:	Collaborative Action Research Part I	3

Semester IV

	Credits
7. CUIN 691: Collaborative Action Research Part II	3
8. EDUC 603: Assessing Student Performance	3

Semester V (Elementary Education)

	Credits
9. REED 504: Processes and Acquisition of Reading Skills	3
10. REED 505: Strategies and Materials for Reading Instruction	3

Semester V (Secondary Education)

	Credits
9. REED 501: Teaching Reading in the Content Area I	3
10. REED 502: Teaching Reading in the Content Area II	3

Semester VI (Elementary Education)

	Credits
11. REED 508: Reading and Literacy Instruction in Early Childhood/Elementary Grades	3
12. REED 603: Diagnostic Teaching of Reading	3

Semester VI (Secondary Education)

	Credits
11. CUIN 554: Models of Effective Teaching	3
12. CUIN 604: Helping Students Become Self Directed Learners	3

Master of Science in Nursing - Family Nurse Practitioner (FNP) and (FNP) Post-Master Certification

The Helene Fuld School of Nursing offers the traditional BSN, an RN to BSN Completion Program, and a Master of Science in Nursing degree and Post-Master Certification in Family Nurse Practitioner (FNP). As a master's program student, a total of forty-eight to fifty-one (48-51) credits will be required to earn a Master's Degree in Nursing. As a post-master's student, a total of thirty-three (33) credits will be required to earn a certificate in the FNP program.

Master of Science in Nursing

Graduate education builds on the foundation of undergraduate education. It prepares nurse professionals with advanced practice skills necessary to function as experts who provide direct care in a specialized area of clinical practice. Graduates incorporate 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 graduate nursing program at Coppin State University responds to the health personnel trends and needs of Baltimore City's urban communities, while focusing on the specialty role of the primary care nurse practitioner to define practice and prescribe the educational preparation required.

FNP Purpose

The purpose of the FNP program in the Helene Fuld School of Nursing is to prepare practitioners to provide advanced primary health care to the underserved population in the urban setting. The curriculum content reflects integration of various concepts that are essential for the graduate program, with unique emphasis on primary care of the urban community.

MSN Program Terminal Objectives

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 multi-disciplined 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.

Requirements for the Master's Degree Program

1. A Baccalaureate degree in Nursing.
2. Satisfactory completion of a course in elementary statistics.
3. Undergraduate cGPA of 3.0 on a 4.0 scale. If cGPA is below 3.0, provisional acceptance will be considered.
4. Official scores on the aptitude portion of GRE, which includes scores on verbal, quantitative and analytical skills.
5. A photocopy of current licensure for the practice of nursing in at least one state or in a foreign country. For some courses a U.S. license is required.
6. Completion of an approved physical assessment course is required.
7. A background in or recent review of physiology/pathology.
8. Evidence of personal and professional qualification in the form of three (3) professional recommendations.
9. A personal interview upon request.

Requirements for Post-Master's Program

1. A Master's degree in Nursing.
2. At least two (2) graduate level courses in research and inferential statistics.
3. A cGPA of 3.0 on a 4.0 scale on Master's course work.
4. A photocopy of current licensure for practice of nursing in at least one state or in a foreign country. For some courses a U.S. license is required.
5. Evidence of personal and professional qualification in the form of three (3) professional recommendations.
6. A personal interview upon request.
7. Official scores on GRE.

Application Process

I. The Office of Admissions must receive application and supporting documents for the Master's and Post-Master's programs by July 15th for fall semester and December 15th for spring semester.

II. The FNP program admits students to the fall, spring and summer terms. All applicants must submit the following materials:

1. Complete the Coppin State University Graduate Division Application for Admission, pay the required application fee, and submit three (3) letters of recommendation (please ask for direct forward). Have this information sent to the Office of Admissions.
2. Complete the Coppin State University Helene Fuld School of Nursing Application for Admission to Graduate Nursing Studies, indicating which program you are applying to and send photocopies of the same three (3) letters of recommendation you forwarded to the Office of Admissions to the Helene Fuld School of Nursing.
3. Official transcripts from each college or university you attended should be sent to both the Office of Admissions and to the Helene Fuld School of Nursing.
4. A photocopy of current licensure for practice of Nursing should be sent to the Helene Fuld School of Nursing only.
5. A typewritten statement of goals and objectives (Statement of Intent as described on the Coppin State University Helene Fuld School of Nursing Application for Admission to Graduate Nursing Studies) should be sent to the Helene Fuld School of Nursing only.
6. International applicants must submit an official Testing of English as a Foreign Language (TOEFL) score report to the Office of Admissions. Minimum acceptable score is 550.
7. Proof of satisfactory completion of a course in elementary statistics and/or nursing research.
8. Official record of results of the aptitude portion of the GRE sent directly to the Office of Admissions.
9. Proof of satisfactory completion of a course in physical assessment.

Full-Time (2 years)
(Effective Fall 2004)

Year One (Fall Semester)			**Credits**
NURS	610	Advanced Principles of Pathophysiology	3
NURS	600	Advanced Health Assessment and Promotion	4
NURS	582	Research in Nursing	3

Year One (Winter Session)			**Credits**
NURS	620	Theoretical Foundation for the Practice of Nursing	2

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

Year One (Summer Session)			**Credits**
NURS	650	Primary Health Care for Women in the Family	2
NURS	651	Primary Health Care for Women in the Family (Clinical)	3
NURS	500	Ethics in Nursing	2

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

Year Two (Spring Semester)			**Credits**
NURS	700	Primary Health Care for Family (Practicum)	4
NURS	520	Epidemiology	2
NURS	505	Health System Policy, Organization and Finance	2
NURS	721*	Master's Thesis Guidelines	3

NURS 507 Global Health: Problems and Issues (Elective)
NURS 720/721* Master's Thesis Guidelines (2 semesters for students completing a thesis)

Post-Master's Certificate
Full-Time (2 years)

Year One (Fall Semester)			**Credits**
NURS	610	Advanced Principles of Pathophysiology	3
NURS	600	Advanced Health Assessment and Promotion	4

Year One (Spring Semester)			**Credits**
NURS	660	Primary Health Care for Adults/Older Adults in the Family	3
NURS	661	Primary Health Care for Adults/Older Adults Practicum (Clinical)	3
NURS	615	Pharmacology for Advanced Nursing Practice	3

Year One (Summer Session)			**Credits**
NURS	650	Primary Health Care for Women in the Family	2
NURS	651	Primary Health Care for Women in the Family (Clinical)	3

Year Two (Fall Semester)			**Credits**
NURS	640	Primary Health Care for Children in the Family	3
NURS	641	Primary Health Care for Children Practicum (Clinical)	3

Year Two (Spring Semester)			**Credits**
NURS	700	Primary Health Care for Family (Practicum)	4
NURS	505	Health System Policy, Organization and Finance	2
NURS	507	Global Health: Problems and Issues (Elective)	2

Part-Time (3 years)

Year One (Fall Semester)			**Credits**
NURS	610	Advanced Principles of Pathophysiology	3
NURS	600	Advanced Health Assessment and Promotion	4

Year One (Winter Session)			**Credits**
NURS	620	Theoretical Foundation for the Practice of Nursing	2

Year One (Spring Semester)			**Credits**
NURS	615	Pharmacology for Advanced Nursing Practice	3
NURS	520	Epidemiology	2
NURS	582	Research in Nursing	3

Year One (Summer Session)			**Credits**
NURS	500	Ethics in Nursing	2
NURS	505	Health System Policy, Organization and Finance	2

Year Two (Fall Semester)			**Credits**
NURS	512	Research on Urban Family Health	3

Year Two (Spring Semester)			**Credits**
NURS	660	Primary Health Care for Adults/Older Adults in the Family	3
NURS	661	Primary Health Care for Adults/Older Adults Practicum (Clinical)	3

Year Two (Summer Session)			**Credits**
NURS	650	Primary Health Care for Women in the Family	2
NURS	651	Primary Health Care for Women in the Family (Clinical)	3

Year Three (Fall Semester)			**Credits**
NURS	640	Primary Health Care for Children in the Family	3
NURS	641	Primary Health Care for Children Practicum (Clinical)	3

Year Three (Spring Semester)			**Credits**
NURS	513	Non-Thesis Research Project	3
NURS	700	Primary Health Care for Family (Practicum)	4
NURS	507	Global Health: Problems and Issues (Elective)	2

*For students completing a thesis two (2) additional semesters will be required.

Post-Master Certification course schedule plans will be prepared based on each student's goals and objectives.

Admission to Candidacy

The following are requirements for acceptance to Degree Candidacy and completion of the M.S.N./Post-Master:

1. Follow all Rules and Regulations as they apply to Degree Candidacy requirements by the Coppin State University, Graduate Division and the Helene Fuld School of Nursing.
2. Successful completion of the twenty-six (26) credits of the Family Nurse Practitioner plan of study with a cumulative grade point average of at least 3.0 with a "B" in all specialty courses and clinical.

3. Apply for candidacy or eligible post-certification in the fall of the second year (full-time students).
4. Admission to Candidacy Application is forwarded by the Dean of Nursing with the Plan of Study, and transcript for approval by the Dean of Graduate Studies and the Graduate Council.
5. 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 specialty courses and clinical.
6. After acceptance to candidacy, the student must start and successfully complete a thesis or a project.
7. The student must pass a comprehensive examination in May of the second year with a passing score of 80 or above.
8. The student must complete a clinical internship in the summer of the second year (full-time students).
9. The student can transfer only six (6) credits to the Family Nurse Practitioner Master of Science in Nursing Program.

Admission to Degree Candidacy and Graduation Requirements

MSN (FNP) Full-time Student	Post-Master Certification (FNP) Full-time Student
Successfully pass a minimum of 12 credits with GPA (3.0) or above. (A grade of "B" in all Specialty Courses and Clinics.)	**Successfully pass a minimum of 12 credits with GPA (3.0) or above. (A grade of "B" in all Specialty Courses and Clinics.)**
File Application for Degree Candidacy	**File Application for Degree Candidacy to be "Eligible for Certification"**
Select a Thesis or Project (Follow Guidelines)	**Successfully pass all FNP courses with grade "B" or above. (A grade of "B" is required in all Specialty and Clinical Courses.)**
Successfully pass a written Comprehensive Examination if Thesis Option not selected	**Successfully pass a written Comprehensive Examination.**
GRADUATE	GRADUATE

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

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

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

The Master of Arts in Teaching (M.A.T.) program is recognized by the Maryland State Department of Education (MSDE). In addition to criteria set forth by the School of Graduate Studies, the GRE, the Praxis I examination, an interview, and a writing sample are required for admission to the M.A.T. The program is designed for individuals holding a degree in arts and sciences and persons interested in changing careers. Candidates are encouraged to study their discipline broadly and in depth as they prepare to become professionals in the field of education. Previous experience or training in education is not required.

Program Objectives

1. To attract high quality, talented individuals to enter the teaching profession.
2. To increase the available supply of qualified teacher candidates in the State of Maryland through an alternate route to certification.
3. To meet the needs of non-traditional teacher candidates who are career-changers or liberal arts and sciences graduates interested in teaching as a career.
4. To encourage high quality individuals to enter a teaching career.

Program Description

The Master of Arts in Teaching (M.A.T.) degree program requires a minimum of forty-six (46) hours in the elementary education concentration and forty (40) hours in the middle school or secondary education concentration. The program provides an alternate route to teacher certification for individuals holding a baccalaureate degree in the liberal arts and sciences. Emphasis is placed on the development of a repertoire of instructional strategies and pedagogical skills understanding and application of teaching to current trends in educational research, and effective assessment of the teaching and learning processes.

To promote a supportive learning community students matriculate in cohorts. Emphasis is placed on developing skilled practitioners in either elementary/middle school or secondary education (Biology/Chemistry, History/Social Studies, English, and Mathematics).

Differentiation occurs in the clinical experiences, internship, and the action research. Each of these experiences is designed to meet the needs and requirements of specific certification areas. The MSDE cutoff score on the Praxis II examination is required prior to completing or graduating from the M.A.T. program. The specific Praxis II test is determined by area of concentration.

Certification

Upon successful completion of all program requirements, students receive a Master of Arts in Teaching degree and are eligible for certification in elementary/middle or secondary education in identified content areas. The M.A.T. Program has ICC (Interstate Certification Compact) approval, assuring graduates of reciprocal certification without transcript evaluation in the 33 states with which MSDE has teacher certification reciprocity.

Required Courses

Core Courses			**Credits**
CUIN	560	Theoretical Bases for Teaching and Learning	3
EDUC	581	Statistics in Social and Behavioral Sciences	3
		(Required if an approved statistics course was not taken in the undergraduate program)	3
CUIN	605	Philosophical, Sociological and Political Aspects of the Education Process	3
SPED	587	Teaching Learners with Exceptionalities in the Regular Classroom	3

Professional Courses (All Concentrations)			**Credits**
CUIN	587	Curriculum Domains and Procedures	3
CUIN	600	Internship Proseminar	1
EDUC	582	Research Methods in the Social and Behavioral Sciences	3
CUIN	606	Instructional Strategies and Methods for Effective Teaching	3
CUIN	607	Managing the Teaching/Learning Environment	3
CUIN	608	Internship in Curriculum and Teaching (Field-based with action research)	9
CUIN	609	Seminar on Critical Issues in Teaching (Action research paper required)	3

Professional Courses (Secondary Education Requirements)			**Credits**
REED	501	Teaching Reading in the Content Area I	3
REED	502	Teaching Reading in the Content Area II	3

Professional Courses (Elementary/Middle Requirements)			**Credits**
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

Exit Portfolio

Portfolio assessment is a form of evaluation of student outcomes. The exit professional portfolio should include, but not be limited to, examples of beliefs, instructional planning, teaching competencies and other evidence which demonstrate competencies in all six areas of the program model. The portfolio helps the teacher candidate to:

1. Integrate knowledge skills and attitudes acquired from a variety of practical and theoretical aspects of teacher preparation;
2. Develop and refine reflective observation skills;
3. Apply reflective skills to the analysis of teaching and learning;
4. Foster professional orientation for problem solving, decision making, and leadership.

The portfolio is designed to be completed while the candidate is enrolled in CUIN 608 - Internship in Curriculum and Teaching.

Master of Science in Reading

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

Measurement and Research (9 Credit Hours)			**Credits**
REHB	582	Research Methods in the Social and Behavioral Sciences *Prerequisite: EDUC 581	3
REHB	509	Seminar: Research in Rehabilitation Education *Prerequisite: REHB 582	3
REHB	598	Vocational Evaluation and Assessment of Individuals with Disabilities	3

Field Work and Internship Program (10 Credit Hours)			**Credits**
REHB	526	Internship I (200 clock hours-supervised agency training) *Prerequisite: REHB 538	3
REHB	527	Internship II (200 clock hours-supervised agency training)	3
REHB	528	Internship III (200 clock hours-supervised agency training)	3
REHB	538	Practicum (100 clock hours-supervised agency training)	1

Recommended Electives (3 Credit Hours)			**Credits**
REHB	500	Sign Language I	3
REHB	501	Sign Language II	3
REHB	507	Introduction to Assistive Technology	3
REHB	509	Seminar: Research in Rehabilitation Education	3
PSYC	612	Group Counseling	3
REHB	514	Independent Living Rehabilitation	3
REHB	522	Seminar in Rehabilitation Services for Individuals with Severe Disabilities	3
EDUC	581	Statistics in Social and Behavioral Sciences	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	509	Seminar: Research in Rehabilitation Education	3

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

The following areas of specialization are available in the graduate program in Rehabilitation Counseling:

A. Alcoholism Counseling and Addiction Services

This specialty area is designed to prepare rehabilitation counselors to work with persons having alcohol and drug-related problems. A student desiring to work toward the Master's Degree in Rehabilitation Counseling with a concentration in Alcoholism Counseling and Addiction Services is generally governed by the conditions of the regular graduate program. Six (6) additional courses are required to complete the degree program, which includes eighteen (18) credit hours in the area of specialization. An individualized program plan is prepared for each student, based on his/her interest and background of preparation.

The Director of the Rehabilitation Counseling Program will be responsible for developing the seventy-six (76) credit hour program for each student at the time of his/her entry into the program. The student's plan will remain in the files of his/her departmental office as well as the office of the Division of Graduate Studies.

Nine (9) credit hours (600 clock hours) in internship courses are included in the program and are directed to supervised field experience in addiction facilities.

Students seeking certification in Alcoholism Counseling may take additional courses in field training, to complete four thousand (4,000) clock hours of field work required by the Maryland Alcoholism Counselors Certification Board.

Requirements			**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	643	Action Research on Alcoholism and Multiple Addictions in the Inner City and Other Communities	3
PSYC	644	Management of Addiction Treatment Programs and Personnel	3

PSYC	650	Field Training in Alcoholism/Addiction Services (200 clock hours-supervised field experience)	3
PSYC	651	Field Training in Alcoholism/Addiction Services II (200 clock hours-supervised field experience)	3
PSYC	652	Field Training in Alcoholism/Addiction Services III (200 clock hours-supervised field experience)	3

NOTE: Additional field training courses, PSYC 653 through PSYC 659, are offered as necessary.

B. Human Resources Management

This area of specialization is intended to prepare rehabilitation counselors who will qualify for administrative positions in human services agencies. The didactic course work includes graduate studies in human resources, employment and training, and public administration. The course work is supplemented by a practicum in Human Resources Administration.

A student desiring to work toward the Master's Degree in Rehabilitation Counseling with a concentration in Human Resources Management is generally governed by the conditions for the Rehabilitation Counseling Program. A minimum of sixty-seven (67) credit hours of graduate work [that is, eighteen (18) additional credit hours] is required to complete the degree program, which includes eighteen (18) credit hours in the specialty area. An individualized program plan is also developed for each student electing Human Resources Management as the specialty area.

Nine (9) credit hours (600 clock hours) in internship courses included in the regular Rehabilitation Counseling Program and three (3) credit hours (90 clock hours) in the practicum in Human Resources Administration are mandatory for all students in this specialty area.

Requirements			**Credits**
REHB	611	Public Employment Policy Analysis	3
REHB	612	Labor Market Theory and Analysis	3
REHB	613	Human Resources Program Management	3
REHB	614	Practicum in Human Resources Administration (90 clock hours-supervised field experience)	3
CRJU	553	Public Administration	3
CRJU	574	Research for Planning	3

C. Rehabilitation Research Training

The objective of this specialty area is to introduce students and research workers in rehabilitation education and related fields to the concepts and applications of statistics and research methodology. Emphasis is placed on the collection, analysis, and interpretation of data for purposes of program evaluation and other experiments.

A student desiring to work toward the Master's Degree in Rehabilitation Counseling, with concentration in research training is generally governed by the conditions for the Rehabilitation Counseling Program. A minimum of sixty-seven (67) credit hours of graduate work must include eighteen (18) credit hours in research training.

Furthermore, a thesis is required which earns an additional six (6) credits in two semesters. The number and sequence of courses in the regular Rehabilitation Counseling Program, which should be taken in addition to the courses designed for research training, are to be determined by the student on the advice of the program director or the faculty advisor. When appropriate and based on the background preparation of a student, one or more of the courses scheduled for research training may be waived and replaced by an equal number of courses from the regular program.

The field work and internship experiences are mandatory for all students with the concentration in Rehabilitation Research Training.

Requirements			**Credits**
REHB	582	Research Methods in the Social and Behavioral Sciences	3
REHB	509	Seminar: Research in Rehabilitation Education	3
PSYC	501	Assessment of Individuals with Disabilities	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 eighteen (18) credit hours. Students must complete fifteen (15) 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.

In addition to completing the following twenty-one (21) credit hours, interested students are required to complete forty-nine (49) credit hours in the Rehabilitation Counseling Education Master's Program in order to become eligible to sit for the state exam.

Requirements			**Credits**
PSYC	614	Techniques of Marriage and Family Counseling	3
PSYC	514	Theories of Personality	3
PSYC	529	Seminar in Human Growth and Development	3
PSYC	641	Advanced Individual and Group Counseling, Diagnosis and Assessment of the Addicted Client	3
PSYC	501	Assessment of Individuals with Disabilities	3
PSYC	612	Group Counseling	3
PSYC	625	Psychotherapy and Treatment of Mental and Emotional Disorders	3

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 is a standards-based professional degree which is strongly oriented towards preparing individuals to serve students enrolled in elementary and/or middle grades (K-8) who have been diagnosed with mild to moderate exceptionalities and their families through understanding direct experiences in schools with diverse population. Course work in the various academic program tracks 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 National Council for the Accreditation of Teacher Education, the Council for Exceptional Children and Maryland State Department of Education for certification. All graduate special education courses are offered in the evening.

The Department of Special Education currently offers two academic program tracks that lead to the Master of Education in Special Education Degree and two academic specialization programs for students interested in specializing in Adapted Physical Education or Certification only. These academic program tracks include:

Track 1: Teaching the Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades: Initial Certification and Master of Education Degree Program

This track applies to persons holding a baccalaureate degree in any discipline who wish to obtain certification in special education while earning a Master of Education Degree in Special Education.

Course work in this track is designed to prepare individuals to effectively assess, teach and manage learners with mild to moderate disabilities in the elementary or middle grades. Additionally, this academic program is meant to provide regular classroom teachers with the knowledge, skills, and attitudes 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 places a strong emphasis on viewing the family as a partner in education. Finally, Track 1 is generic and prepares teachers to work with learners who are learning disabled, emotionally disturbed, mentally impaired, or physically challenged.

Initial Certification-Only Specialization

Students may select an Individualized Approach to Track 1. This approach entails the modification of the course work in Track 1 and applies to persons holding a baccalaureate degree who wish to seek certification. Students electing this approach should strongly consider completing the program of study in Track 1, since all courses taken can be applied to the Master of Education in Special Education. To pursue the Master of Education Degree after completing twelve (12) hours of course work, students must obtain a recommendation from a special education faculty member, apply to the School of Graduate Studies for degree-seeking status, and meet the Department of Special Education admission requirements.

Requirements for Admission to Track 1 and Specialization Options

Students apply to the Coppin State University School of Graduate Studies through the Office of Graduate Admissions. Admission decisions are made by the Dean of the Graduate Division in cooperation with chairpersons of the academic departments. These persons constitute the Graduate Admission Committee.

In addition to the official transcripts and three (3) letters of recommendation, the Department of Special Education requires that all applicants selecting admission to Track 1 must have passed PRAXIS I (Academic Skills Assessments) with the following MSDE cut-off scores: Reading 177, Writing 173, and Mathematics 177, or a composite score of 527.

Applicants who have been admitted to the School of Graduate Studies and have not passed PRAXIS I (a Department of Special Education admission requirement) must complete nine (9) graduate credit hours with a minimum cGPA of 3.0 and have passed PRAXIS I before admission to the Department of Special Education is granted.

Applicants with a cGPA below 2.5 will not be admitted. Applicants with a cGPA below 3.0 (2.5 - 2.99) will be denied admission initially. However, these applicants may reapply after the completion of nine (9) graduate credit hours with a minimum cGPA of 3.0. Applicants must have passed PRAXIS I before admission to the Department of Special Education is granted.

M.Ed. and Initial Certification Requirements (**51 - 54 Total Credit Hours)** **Credits**

1. Prerequisite Courses (**6 Credit Hours**)
2. Students who have not completed one or more of the following courses or their equivalent within the past five (5) years must enroll and complete them satisfactorily:

SPED	507	Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities (Fall/Summer)	3
SPED	510	Seminar in Psychology of Exceptional Individuals (Fall/Summer)	3
		or	
SPED	587	Teaching Learners with Exceptionalities in the Regular Classroom (Fall/Spring/Summer)	3

Educational Foundations Area (9 Credit Hours) **Credits**

EDUC	537	Development Bases of Behavior (Fall/Spring/Summer)	3
EDUC	581	Statistics in Social and Behavioral Sciences (Fall/Spring/Summer)	3

Students who have not had a statistics course at the undergraduate or graduate levels must enroll in this course. EDUC 581 is a prerequisite to EDUC 582: Research Methods in the Social and Behavioral Sciences, SPED 669: Research Design and Program Evaluation in Special Education, EDUC 583: Master's Thesis I, and EDUC 584: Master's Thesis II.

EDUC	582	Research Methods in the Social and Behavioral Sciences (Fall/Spring)	3

Special Education Core Area (12 Credit Hours)			**Credits**
SPED	501	Curriculum Development for Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
SPED	502	Human Learning and Child Development (Spring/Summer)	3
SPED	503	Diagnostic Teaching of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
SPED	662	Communicating with Parents, School Personnel and Other Professionals and the Community in the Education of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Spring/Summer)	3

Special Education Major Area (18 Credit Hours)			**Credits**
REED	504	Processes and Acquisition of Reading Skills (Semesters T.B.A)	3
SPED	505	Seminar in Diagnostic Teaching of Mildly and Moderately Disabled Students in Elementary/Middle Grades (Spring/Summer)	3
REED	505	Strategies and Materials for Reading Instruction (Semesters T.B.A)	3
REED	508	Reading and Literacy Instruction in Early Childhood/ Elementary Grades (Semesters T.B.A)	3
SPED	521	Teaching Cognitive, Self-Care, Motor, and Prevocational Skills to Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3

SPED	531	Teaching Learners with Mild and Moderate Disabilities with Academic Discrepancies and Language and Learning Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
SPED	541	Classroom Organization and Teaching Social and Emotional Skills to Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
REED	603	Diagnostic Teaching of Reading (Fall/Summer)	3

Clinical Experiences (6 Credit Hours) **Credits**

All students must enroll in the following courses. Please confer with your advisor before registering for the following courses:

SPED	655	Supervised Practicum I: Elementary Grades (Fall/Spring)	3
SPED	656	Supervised Practicum II: Middle Grades (Fall/Spring)	3

Initial Certification-Only Specialization

Students may select an ***Individualized Approach*** to Track 1 that leads to Initial Certification only:

Certification Category I: Philosophical, Historical and Legal Foundations of Special Education (3 Credit Hours)

			Credits
SPED	510	Seminar in Psychology of Exceptional Individuals (Fall/Summer)	3
		or	
SPED	587	Teaching Learners with Exceptionalities in the Regular Classroom (Fall/Spring/Summer)	3

Certification Category II: Human Growth and Development (6 Credit Hours) **Credits**

SPED	502	Human Learning and Child Development (Spring/Summer)	3
EDUC	537	Developmental Bases of Behavior (Fall/Spring/Summer)	3

Certification Category III: Assessment, Diagnosis and Evaluation (9 Credit Hours)

			Credits
SPED	507	Techniques of Measurement and Evaluation of Learners with Mild and Moderate Disabilities (Fall/Summer)	3
SPED	503	Diagnostic Teaching of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
SPED	505	Seminar in Diagnostic Teaching of Mildly and Moderately Disabled Students in Elementary/Middle Grades (Spring/Summer)	3

Certification Category IV: Curriculum and Instructional Methodology (21 Credit Hours)

			Credits
SPED	501	Curriculum Development for Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
REED	504	Processes and Acquisition of Reading Skills (Semesters T.B.A.)	3
REED	505	Strategies and Materials for Reading Instruction (Semesters T.B.A.)	3
REED	508	Reading and Literacy Instruction in Early Childhood/ Elementary Grades (Semesters T.B.A.)	3
SPED	521	Teaching Cognitive, Self-Care, Motor, and Prevocational Skills to Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
SPED	531	Teaching Learners with Mild and Moderate Disabilities with Academic Discrepancies and Language and Learning Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
SPED	541	Classroom Organization and Teaching Social and Emotional Skills to Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
REED	603	Diagnostic Teaching of Reading (Fall/Summer)	3

Certification Category V: Communication (3 Credit Hours)			**Credits**
SPED	662	Communicating with Parents, School Personnel and Other Professionals and the Community in the Education of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3

Certification Category VI: Practicum (6 Credit Hours)			**Credits**
SPED	655	Supervised Practicum I: Elementary Grades (Fall/Spring)	3
SPED	656	Supervised Practicum II: Middle Grades (Fall/Spring)	3

Track 2: Teaching the Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades: Advanced Program

This track applies to persons holding a baccalaureate degree in special education and are presently certified in special education who wish to earn the Master of Education in Special Education. Teachers holding certification in areas from regular education and other fields must select Track I. Students must present evidence of certification in special education at the time of admission.

This Advanced Program in Special Education is designed to assist teachers in their continued professional development as they increase their knowledge base and progress in their competencies.

Requirements for Admission to Track 2

Students apply to the Coppin State University School of Graduate Studies through the Office of Graduate Admissions. Admission decisions are made by the Dean of the Graduate Division in cooperation with chairpersons of the academic departments. These persons constitute the Graduate Admission Committee.

In addition to the official transcripts and three (3) letters of reference, the Department of Special Education requires that all applicants selecting admission to Track 2 must have passed PRAXIS I (Academic Skills Assessments) with the following MSDE cut-off scores: Reading 177, Writing 173, and Mathematics 177, or a composite score of 527.

Applicants with a cGPA below 2.5 will not be admitted. Applicants with a cGPA below 3.0 (2.5- 2.99) will be denied admission initially. However, these applicants may reapply after the completion of nine (9) graduate credit hours with a minimum cGPA of 3.0. Applicants must have passed PRAXIS I and II before admission to the Department of Special Education is granted.

M.Ed. Requirements for Track 2 (33-36 Total Credit Hours)

Educational Foundations Area (9 Credit Hours)			**Credits**
EDUC	537	Development Bases of Behavior (Fall/Spring/Summer)	3
EDUC	581	Statistics in Social and Behavioral Sciences (Fall/Spring/Summer)	3

Students who have not had a statistics course at the undergraduate or graduate levels must enroll in this course. EDUC 581 is a prerequisite to EDUC 582: Research Methods in the Social and Behavioral Sciences, EDUC 583: Master's Thesis I, and EDUC 584: Master's Thesis II

EDUC	582	Research Methods in the Social and Behavioral Sciences (Fall/Spring)	3

Special Education Core Area (15 Credit Hours)			**Credits**
SPED	706	Theoretical Models and Supervisory and Instructional Practices in Special Education (Spring/Summer)	3
SPED	519	Techniques of Behavior Modification (Spring/Summer)	3
SPED	662	Communicating with Parents, School Personnel and Other Professionals, and the Community in the Education of Learners with Mild and Moderate Disabilities in the Elementary/Middle Grades (Fall/Summer)	3
SPED	714	Seminar in Assessment (Fall/Summer)	3
SPED	715	Curriculum Design and Teaching Functional Living Skills (Fall/Summer)	3
SPED	716	Classroom Organization and Management (Fall/Summer)	3

Clinical Experiences (3 Credit Hours) **Credits**

All students must enroll in the following course. Please confer with your Advisor before registering for the following course.

SPED	504	Internship in Special Education (Summer)	3

Capstone Courses (6 Credit Hours)			**Credits**
These courses should be taken during the last nine (9) credit hours of graduate studies:			
EDUC	583	Master's Thesis I (Fall/Spring/Summer)	3
EDUC	584	Master's Thesis II (Optional) (Fall/Spring/Summer)	3

Advisement

Advising is viewed as one of the most important professional responsibilities of faculty members. The role and responsibilities of the advisor focus on these critical activities:

1. Providing assistance in program planning;
2. Assuring that applicable department, college, and graduate school policies and requirements are presented, discussed, and adhered to;
3. Completing and submitting required forms for which the advisor is responsible;
4. Informing students that it is their responsibility to contact their advisor each semester and to complete and submit required forms for which students are responsible; and
5. Monitoring each student's progress toward degree completion.

Exit Portfolio

The Master of Education in Special Education Portfolio is an organized, yet selective collection of documents designed to facilitate a student's academic and professional development and to provide a basis for evaluating degree progress. The portfolio represents the scope and depth of a student's goals, plans, and accomplishments in course work, independent study, research, internships, and other advanced learning activities. The portfolio thus provides both a vehicle for self-reflection and a comprehensive record of a master's degree student's experiences and ongoing progress toward his or her academic and professional goals. Students use the portfolio to:

1. Define and clarify academic and professional goals;
2. Formulate specific plans to achieve those goals through course work, research, and field-based activities;
3. Reflect upon the process and results of their learning activities;
4. Modify goals and plans as needed based on reflective self-evaluation and feedback from faculty advisors; and
5. Demonstrate readiness to proceed to the dissertation phase of a doctoral program.

As students progress through the program, they periodically meet with their advisor to review goals, plans, and accomplishments, and to discuss possible modifications and additional work needed to facilitate continued progress in the program.

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 in the field. 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 administrators.

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 principles and techniques used to assist learners in using the resources of the community to assist them in understanding how local, state, and federal governmental agencies as well as non-public agencies operate within the community and how they may participate in the activities available through these agencies.

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 implications 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 evaluating 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.

APPL 661 Death, Dying, Loss and Grief 3

Models of adjustment to loss and their application to counseling individuals and groups who have experienced significant loss through death, illness and injury, divorce and major life transitions are explored. It emphasizes issues related to death and dying (including social, psychological and cultural factors that influence grieving). It also explores significant loss areas to which grief intervention perspectives and techniques can be applied.

This course is offered at the University of Baltimore campus.

CNCM 506 Understanding and Assessing Conflict 3

This course introduces the student to various theories of conflict as well as various perspectives, which influence the nature, extent and duration of conflict, as well as the choice of approaches to managing the conflict under consideration. Fundamental to managing the conflict is an understanding of the distinction between conflict resolution and conflict settlement.

This course is offered at the University of Baltimore campus.

CNCM 508 Approaches to Managing Conflict and Methods of Dispute Resolution 3

This course introduces the student to various approaches to managing conflict. Reflective of Mary Parker Follett, the course explores approaches to conflict based upon domination, compromise and integration. The course then introduces the student to various methods of dispute resolution, including litigation, negotiation, mediation and arbitration.

This course is offered at the University of Baltimore campus.

CNCM 513 Negotiations: Theory and Practice 3

This course introduces the student to the theory and practice of negotiations. It explores the similarities and divergences in negotiations and the various stages of negotiation from pre-negotiation, to negotiation proper, to post-settlement negotiation. It also emphasizes the distinctive approaches taken by mediators, the influence of personality on negotiations, and the ethics of negotiators.

This course is offered at the University of Baltimore campus.

CNCM 515 Mediation: Theory and Practice 3

This course introduces the student to the theory and practice of mediation. It explores the similarities and divergences of views concerning the role of the mediator, the idea of neutrality, bias on the part of the mediator, confidentiality, and differing models of "mediated negotiations." It reviews various codes of ethics for mediators and the current state of legislation concerning the licensing and certification of mediators.

This course is offered at the University of Baltimore campus.

CRJU 501 Sociology of Crime and Delinquency 3

This course presents an analysis of the extent, distribution and character of crime and delinquency with emphasis on sociological theory and research on causation, prediction, prevention and treatment.

CRJU 506 Practicum in Correctional Education/Counseling 3

Supervised experiences are provided under the direction of the professional staff in cooperation with public facilities for juvenile delinquents and adjudicated offenders. (For advanced students in the area of Criminal Justice.)

CRJU 514 Psychiatry and the Law 3

This course provides a survey of the implications of psychiatry for the criminal justice process. The problems of legal insanity, competency hearings, *stare decisis* and legal precedents arising out of common and statutory law as well as appellate decisions are discussed**.**

CRJU 515 Information Processing and the Criminal Justice System 3

This course presents an overview of the manner in which the data needed for the precise functioning of all components of the criminal justice system are collected, classified, evaluated and stored. Retrieval systems, data banks and think tanks are also examined.

CRJU 516 Comprehensive Planning in the Criminal Justice System 3

This course provides an analysis and survey of comprehensive criminal justice plans formulated and implemented by states and other subdivisions for the prevention and control of crime. Emphasis is placed on the total system approach, cost-benefit analysis, resource analysis and utilization of models.

CRJU 517 Employment Problems of the Offender 3

This course presents an analysis of programs designed specifically to assist the offender in re-socialization.

CRJU 519 Rights of the Incarcerated 3

This course provides detailed analysis of post-conviction prisoners' rights. The evolution of the prison community and legal philosophies pertaining to the incarcerated is traced and policy implications are examined.

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 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 interrelationships 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 interdisciplinary 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: probation and parole (including parole boards), halfway houses, pre-release guidance centers, work release and study-release programs.

CRJU 563 Advanced Criminology 3

This course presents a historical and analytical review of theories and research in criminology and their relationship to contemporary perspectives, practices and procedures.

CRJU 564 Criminal Justice Management 3

This course provides a forum that focuses on special management trends and issues in criminal justice.

CRJU 565 Field Training 3

Supervised experiences are provided under the direction of professional staff in cooperation with public facilities for juvenile delinquents and adjudicated offenders. Emphasis is concentrated in practicum in the areas of correctional education and program administration. (For advanced students in the area of Criminal Justice.)

CRJU 566 Juvenile Delinquency and Juvenile Corrections 3

Correctional modes are discussed and applied to juvenile offenders. The theoretical approaches to changing and controlling criminal behavior and the practical limitations are discussed as are the impact of methods on present and past educational and correctional behavior.

CRJU 567 Case Analysis in Prevention Programs 3

The significance of factors related to the home and community in determination of referral for delinquent youth and adult offenders are thoroughly explored. The referral process, selection of agency, preparation for referral, and follow-up are also analyzed.

CRJU 568 Problems in the Exercise of Institutional Authority 3

This course is designed to develop participants' insights into problems of authority relationships at work in institutions. Emphasis is given to the interrelationships of objectives, structures, and inter- and intra-group dynamics and their effect upon personal and organizational growth and development. The course focuses on the problems encountered in the exercise of authority based on competence, power, or both and the individual and institution's responsibility.

CRJU 569 Counseling the Juvenile and Adult Offender 3

An analysis is made of the purpose and principles of effective interviewing and counseling in criminal justice settings. Analysis of individual problems in social functioning and the process of establishing rapport with juvenile and adult offenders are also investigated.

CRJU 573 Issues in Curriculum Construction in Correctional Education 3

This course provides an analysis of selected issues related to the needs and goals of correctional education. Principles of curriculum improvement are developed through the critical analysis of current practices in various penal institutions.

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 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 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 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 handicapped students in mainstreamed classes. Emphasis is placed on providing an accepting, responsive and rewarding atmosphere in an integrated environment.

EDUC 704 Designing Action Research Projects to Solve Classroom Problems 3

In this course students become knowledgeable about general problems in the design, procedure and implementation of action research and critically analyze research studies reported in current professional journals. Action research projects are designed to solve specifically identified classroom problems related to both behavior and learning.

EDUC 705 Strategies for Curriculum Development 3

This course analyzes and defines the framework for the development of relevant curricula. The planning, development, implementation and evaluation of curricular models are investigated.

EDUC 706 Discipline in the Classroom 3

This course investigates diverse methods and approaches to classroom discipline based upon research and educational practice. Emphasis is placed on prevention of discipline problems as well as control.

EDUC 707 Administration of Education Programs 3

This course involves a study of administrative theory, administrative styles and administrative function. Also investigated is the role of the communication process as the foundation of effective school administration as analyzed within the various organizational structures found in varied school systems.

EDUC 708 Instructional Media Strategies 3

This comprehensive course equips teachers with the necessary tools for utilizing instructional hardware and software for more effective teaching.

EDUC 709 The Assistant Principal: Professional Development and Educational Leadership 3

This course examines the key role of the assistant principal and his/her role as an educational leader and as a professional involved in the professional development of teachers. Emphasis is placed on the examination of the role, scope and limitations of the assistant principal. The relationship between the assistant principal and other school administrators will be examined.

EDUC 710 The Mentor Teacher: Principles and Practices 3

This workshop describes the role, responsibilities and characteristics of a skillful mentor teacher. The underlying principles of mentoring are explored and current research on the teacher as mentor is reviewed.

EDUC 711 Psychology of Learning 3

This course analyzes the principal learning theories and their application to the art and science of teaching. Students are expected to conduct an action research project in which they apply a specific learning theory to classroom practice.

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 within the context of health care. The student also reviews ethical theories and principles applied to health care. It 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 finance from state, national and international perspectives. Focuses on government, provider, consumer and payer roles in delivery of health care. It examines past, present and future issues in health care and the health care delivery process.

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

NURS 512 Research on Urban Family Health **3**

This course focuses on discussion and analysis of family health research. It addresses family units. Discussion and analysis include comparison of methodologic issues and relationship of study findings to socio-cultural and political issues of family health, focusing on underserved urban family health problems.

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 582 Research in Nursing 3

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

NURS 600 Advanced Health Assessment and Promotion 4

This lecture and laboratory course 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 720,721 - Master's Thesis Guidelines 6

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 multidimensional 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 interpersonal 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 will be surveyed to assist students with developing their own personal style of counseling with a succinct overview of the key concepts of each theory and their implications for psychotherapeutic practice.

PSYC 641 Advanced Individual and Group Counseling, Diagnosis and Assessment of the Addicted Client 3

This course is designed to give students in-depth knowledge of specific techniques for counseling, diagnosing and assessing addicted clients. Emphasis is placed on interview techniques, the nature of clinical settings and clinical processes, diagnostic and assessment tools and systems, vocational evaluation, ethical standards in counseling and counseling evaluation. Special emphasis is placed on innovative individual and group counseling.

PSYC 642 Advanced Group Counseling, Diagnosis and Assessment of the Addicted Client 3

The student is provided training in the application of techniques of group dynamics and group processes in the counseling of alcoholics and other addicts. The object of the course is to develop leadership skills, particularly skills, communication competencies, confrontation skills, organizing abilities and knowledge of diverse age, ethnic and socio-economic group involvement in group counseling and problem solving.

PSYC 643 Action Research on Alcoholism and Multiple Addictions in the Inner City and Other Communities 3

This course is designed to offer training in the principles and techniques of applied research and experimentation in the evaluation of the effectiveness of various therapeutic and counseling methods used to treat alcoholism and substance abuse. Research studies on the problems of group sensitivity and administrative and management procedures are examined extensively.

PSYC 644 Management of Addiction Treatment Programs and Personnel 3

This course is designed to apply fundamental managerial theories in the operation of effective addiction treatment programs and centers. The focus is on leadership, personnel management, and well-designed programmatic features. Special emphasis is placed on staff supervision and development, particularly counseling personnel.

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: 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 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 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 538 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 582 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 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 Function 3

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 Disabilities 3

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 Practices in Special Education 3

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 Impairments 3

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 Disabilities 3

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.

School of Graduate Studies

GRADUATE FACULTY

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

Anderson, William
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M.A. Antioch University Law School
Ph.D. Union Graduate School Center for Minority Studies

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