

GRC NEWSLETTER

THE Graduate School @ Bowie State



March 2, 2026

Issue 13

ABOUT THE GRC

The Graduate Research Center's mission is to transform the graduate student experience. We cultivate a dynamic academic environment in which graduate students engage in innovative research, receive tailored academic support, and leverage resources for both academic and professional development. We are dedicated to nurturing emerging scholars, fostering interdisciplinary collaboration, and empowering individuals to excel in their academic pursuits through mentorship, fellowship opportunities, and transformative services.



MARCH EVENTS

- March 3rd - Echoes of the Ancestors Dance Audition
- March 7th: - *The "So What?" Factor: Crafting Narratives*
- March 12th - *The Personal Statement*
- March 13th - Last Day of the 1st 7-week session
- March 14th - Graduate Comprehensive Exam
- March 16-20th - Spring Break
- March 23rd - Classes Resume, 2nd 7-Week Session Begins
- March 25th - Success Fest
- March 27th - Last Day to Add/Drop
- March 28th - Graduate Writing Services Saturday Workshop
- March 30th - Summer and Fall 2026 Registration Opens



@BSUGradCenter



GRC@bowiestate.edu



Center for Business & Graduate Studies
Thurgood Marshall Library, 1185

Tailored Academic Support

GRADUATE WRITING SERVICES



Research editors at the Graduate Research Center focus on helping graduate students grow as academic writers and scholars across disciplines. We support students at any stage in the writing process. We provide feedback on a range of work including research papers, literature reviews, dissertation chapters, grant proposals, and conference presentations.

Offerings:

Brainstorming Consultations

Students talk through approaches they are considering for starting an assignment, drafting sections of longer manuscripts, or even working through structural issues in a current draft. The consultation focuses on using dialogue to explore ideas, ask questions, and gain clarity. Brainstorming consultations are scheduled 24 hours in advance and require an assignment sheet or a short project description.

Read Ahead Consultations

Students will identify a specific challenge that they are facing in a current draft. An editor will read student work before the consultation. The consultation centers on using dialogue to provide constructive feedback, potential strategies, and resources for overcoming the challenge. Consultations are scheduled 48 hours in advance. Requirements for making the appointment include an assignment sheet or a short project description in addition to 5-8 double-spaced manuscript pages or slides.

Thesis/Dissertation Support Groups:

Weekly, noncommittal groups will offer a supportive, flexible space for writers to meet the demands of revising manuscripts and take advantage of dedicated writing time. Sessions will also feature brief workshops focused on enhancing your writing process, trying new revision strategies, using feedback effectively, maximizing writing time, and more.

Dissertation Workshop Series:

The Dissertation Workshop Series guides doctoral students through writing and refining key sections of the dissertation. Workshops will focus on writing a clear problem statement, crafting a comprehensive literature review, describing research methodologies, presenting findings, and highlighting a study's significance.

[Schedule a GRC Service](#)

ACADEMIC ADVISING



Academic advisors at the Graduate Research Center support new and continuing graduate students through the enrollment and registration process, help them understand program requirements, and provide ongoing guidance throughout their academic journey.

Offerings:

In-person and online advising sessions by appointment only.

New Student/Doctoral/Certificate Program Advising:
Ms. Oji

New Student/Master's Program Advising: Ms.
Bradford-Yancey

STATISTICS ACADEMIC ASSISTANCE



Statisticians at the Graduate Research Center provide academic support to graduate students by assisting with statistical concepts, data analysis techniques, and software applications. We help students understand probability, hypothesis testing, regression analysis, and other advanced statistical methods. Services include one-on-one or group sessions, guidance in applying statistical methods to research projects, and clarification on complex topics to enhance comprehension and confidence.

Offerings:

One-on-One or Group Sessions to address challenges directly related to coursework.

Need to Print?

Graduate programs or students in need of printing large images for conference presentations, abstract presentations, posters, etc., may complete the request form below. Materials will be ready for pickup on Mondays and Wednesdays in room 1185 of the Thurgood Marshall Library.

[Print Services Submission Form](#)



The Graduate Assistantship Application is NOW Open!

Bowie State University graduate assistantships offer students the opportunity to gain professional and academic experience in their field of study while receiving tuition remission and a monthly stipend. Graduate assistants work 20 hours per week in various academic departments and campus programs, supporting research, teaching, and administrative responsibilities.

Applications are open to all graduate students who are enrolled in at least nine credit hours each semester and in good academic standing (3.5+ GPA). The deadline to apply is March 31.

[Apply Here!](#)

[Faculty Request
GA's/TA's/RA's Here](#)





Graduate Writing Services

Spring 26'

Research editors at the Graduate Research Center focus on helping graduate students grow as academic writers and scholars across disciplines.

AVAILABILITY
MONDAY-
THURSDAY

Brainstorming Consultations

Students use dialogue to explore ideas, ask questions, and clarify approaches for assignments or drafts.

AVAILABILITY
MONDAY-
THURSDAY

Read Ahead Consultations

Students receive constructive feedback and strategies on a draft after an editor reads their work in advance.

AVAILABILITY
MONDAY-
THURSDAY

Final Dissertation Review

Doctoral candidates receive copyediting and formatting feedback on individual dissertation sections in scheduled 30-minute sessions.

EVERY
LAST
SATURDAY
OF THE
MONTH

Saturday Workshops

Saturday, February 28 – Deep Dive into Qualitative Data Analysis

Learn strategies for organizing qualitative data, developing a codebook, and selecting appropriate data analysis methods aligned with your research design.

Saturday, March 28 – Chapter 4: Presenting Findings

Master the process of presenting your findings with clarity.

Saturday, April 25 – Chapter 5: Implications and Contributions

Learn how to highlight your study's contributions to the literature, policy, theory, and methodology.

10:00AM –
12:00PM

[SCHEDULE AN APPOINTMENT TODAY!](#)



SECURING YOUR RESEARCH FUTURE

A comprehensive grant-writing workshop series presented by THE Graduate School

SOCIAL SCIENCES & HUMANITIES

9:30 am to 1:00pm Breakfast & Lunch Served TML Room 2200

Saturday, February 21st: *Finding Your Funding Identity*

Saturday, March 7th: *The "So What?" Factor: Crafting Narratives*

Saturday, April 11th: *The Final Push: Ethics, Budgets, and the Administrative Maze*

STEM

Snacks & Drinks Served TML Room 2200

Wednesday, February 18th: *Funding Your Graduate Work (6:30 - 8:00 pm)*

Thursday, March 12th: *The Personal Statement (6:30 - 8:00 pm)*

Saturday, April 18th: *The Research Plan/Proposal (10:00 - 11:30 am)*



RSVP TODAY!

The Graduate School @ BSU

Idea



TO



IMPACT GRANT

Graduate students may apply for up to \$5,000 in research funding

To be considered, students must:

Complete and submit a formal application

Provide a letter of reference from an academic advisor who agrees to advise the student throughout the research project

As part of the application, students should be prepared to clearly describe:



**Their proposed research
The significance of the research
The anticipated impact
Expected final outcomes**



APPLICATIONS CLOSE MARCH 8TH, 2026

AUDITION CALL

West African

DANCE



MARCH 3 | 6:00 PM

FINE & PERFORMING ARTS CENTER

RECITAL HALL

OPEN TO
Graduate Students • Undergraduate Students • Faculty

Bring the Rhythms of the Diaspora to Life!

SPOTLIGHT

SAGIRAH BROWN

School Psychology



Meet Sagirah Brown, an emerging scholar-practitioner in the Master of Arts in School Psychology program at Bowie State University, whose work reflects a deep commitment to culturally responsive, community-centered, and trauma-informed practice. Brown's academic and research interests focus on developmental stages in school psychology, with a particular emphasis on how PTSD shapes cognitive, emotional, and identity development. Her passion for this work stems from growing up with a parent in the Army and recognizing that K-12 students also experience trauma that impacts how they learn and show up in school systems.

Brown's background as a special education teacher and case manager grounds her approach in authentic family engagement and cultural humility. She understands that family structures vary widely and ensures they are active partners in assessments, IEP development, and intervention planning.

She has completed advanced graduate training in cognitive, academic, behavioral, and adaptive assessment—including administration and interpretation of the WISC-V, BASC-3, ABAS-3, and WJ-IV—and has authored comprehensive psychoeducational reports to guide eligibility and intervention decisions. Brown has designed behavior intervention plans using ABC data, researched the impact of collaborative co-teaching in inclusive classrooms, and created college and career readiness programming for high school students in transitional housing.

Her leadership extends beyond academic settings. Brown has advocated for families during IEP meetings, contributed to nonprofit education and scholarship initiatives, and supported family engagement across multiple communities. She also serves as a student leader within both the National Association of School Psychologists and the Maryland Association of School Psychologists, ensuring peers have access to resources and research that might otherwise be limited.

Through practicum experiences and coursework at Bowie State, Brown has strengthened her adaptability, cultural awareness, and readiness for her internship year. She enters the next phase of her professional journey prepared to support students, families, and school communities with empathy, insight, and a commitment to equity.



A CONVERSATION WITH SAGIRAH BROWN

Kamryn Kiser: Can you briefly describe your academic or research focus and why this work is important to you?

Sagira Brown: Right now, I'm examining different developmental stages within school psychology, from early learners through adulthood. I've been working with Dr. Scott on research that centers on PTSD and how it affects development—how people grow, who they become, and how they develop cognitively. This interest started with my mom's experiences in the Army and wondering how PTSD shapes identity and growth. Through my program, I've also learned that K-12 students can experience PTSD due to trauma, which influences how they show up in school. That connection really solidified my research interest this semester.

Kiser: Thank you—that is interesting. You also have experience as a special education teacher and case manager. How has that shaped your approach to school psychology?

Brown: It definitely made me more community- and family-centered. As a school psychologist, I always want to include the family in everything I do because everything begins at home. Bowie has helped expand that understanding by emphasizing cultural diversity and showing me that families look different. It might be siblings and an aunt, or an uncle who attends a meeting—whatever is central to that child's world. So now, when writing IEPs or reports, I focus on understanding who students are outside the school building. That background made me very community- and family-focused, knowing that those systems shape the child I see—far beyond academics alone.

Kiser: You've designed behavior intervention plans using ABC data. What are the biggest challenges in collecting high-quality behavioral data in schools?

Brown: Pinpointing the antecedent—why a student is doing something—is the hardest part. You have to understand the function of the behavior: Are they trying to escape? Is the work too hard? Are they overstimulated? And once you know that, the next challenge is choosing a replacement behavior. In a behavior intervention plan, we don't just delete behaviors—we teach something more productive. So identifying what the behavior means and what to replace it with are the toughest pieces.



Kiser: What did you learn from developing college and career readiness programming for students in transitional housing?

Brown: That experience showed me a completely different world outside of schools. I had never worked with high school students before, and helping them not just get into college but stay there was eye-opening. Students in transitional housing often struggle with adjustment—being far from home, dealing with culture shock, or lacking support. I learned you must meet students where they are. Some needed counseling support, others academic help, others food or basic necessities. We focused on closing those gaps so students wouldn't return home after their first year. It taught me that not all students need the same things, especially those living in deep poverty or instability.

Kiser: As a student leader in national and state school psychology associations, what contributions are you most proud of?

Brown: My partner, Kiana, and I create a monthly newsletter and help organize School Psychology Month. Being student leaders gives us access to articles and resources that many students can't get because membership is expensive. Sharing those materials with our peers—whether through our login or by pulling articles for them—feels meaningful. Making information accessible is important to me.

Kiser: What experiences at Bowie State University best prepared you for fieldwork, internships, or your future career?

Brown: Honestly—everything. I'm currently at an elementary school for my practicum, and I feel culturally prepared for any environment. Bowie has shown me that the world isn't linear; every school, community, and family system is different. I've learned to adapt, to support whoever is in the building—students, staff, or families—and to maintain professionalism while being empathetic. Bowie broadened my awareness and prepared me to navigate diverse school settings.

Kiser: If you could share advice with new students entering the Bowie State University Psychology Program, what would you tell them?

Brown: Make connections. Being a GA helped me build relationships inside and outside my department, and those connections have shaped how I understand school psychology, counseling psychology, and development. Talking with peers—especially other GAs—showed me how theories and practices overlap between fields. So put yourself out there, speak to people, and don't be afraid to say hello. You never know who you might meet.



COUNSELING PSYCHOLOGY STUDENTS REPRESENT BOWIE STATE AT SELF-CARE SATURDAY



Dr. Stephanie Pair represented Bowie State University as the faculty moderator for this year's DMV Links Red Dress "Self-Care Saturday" event. Counseling Psychology graduate students Ayanna Coleman, Iyonna Graham, and Jayla Jones joined peers from Howard University and University of the District of Columbia as panelists, leading a thoughtful conversation on student wellness. The discussion explored prioritizing self-care, navigating stress, fostering a campus culture of wellness, embracing "radical rest," and empowering students to advocate for stronger wellness resources.



Do you have the next

BIG
idea?

**BULLDOG PITCH
COMPETITION**



Open to ALL
BSU students
Undergraduate & Graduate

APPLY HERE



\$30,000

in Cash Prizes Awarded!

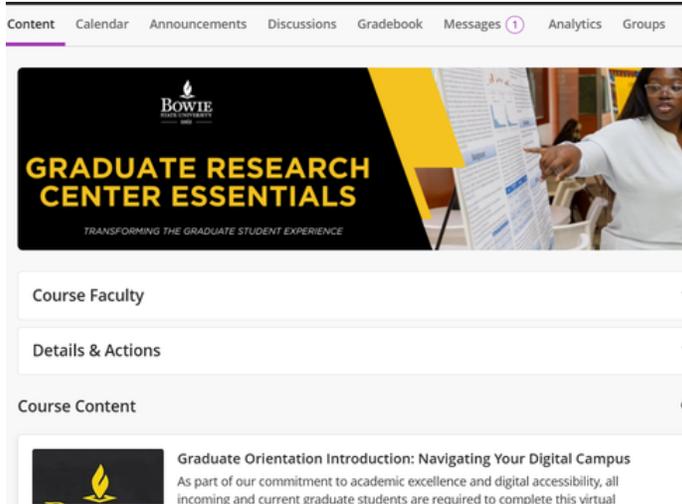
**NEW
DATE!**

- **Semi-Final Round:**
Tuesday, April 7, 2026
- **Final Round:**
Thursday, April 30, 2026

Applications Open:
Wednesday, November 19, 2025

Apply by Deadline:
Monday, March 2, 2026 11:59 PM

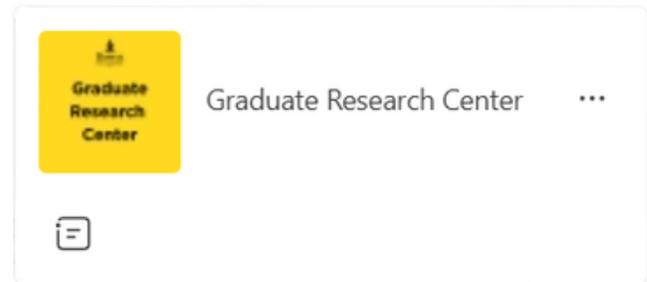
GRC ESSENTIAL INFORMATION ACCESSIBLE ON NEW PLATFORMS



The Graduate Research Center (GRC) Essentials Blackboard organization is now open to all graduate students. This module is designed to orient students to GRC services while also providing access to essential Graduate School resources.

Students can easily access the organization by visiting [Blackboard](#), logging in, and selecting “organization” on the navigation pane located on the left. Within the GRC Essentials module, students will complete a brief orientation and earn a digital badge to recognize their participation.

The module will remain available throughout the academic year, serving as a convenient point of reference for all things related to the Graduate Research Center and the Graduate School.



In addition to Blackboard, we are excited to announce the launch of the GRC Team Hub, now available to all graduate students and faculty. The hub serves as a centralized resource, offering easy access to pertinent information about GRC services, university personnel, policies, and more. By streamlining these resources into one convenient space, the Team Hub is designed to support academic success, strengthen communication, and foster engagement across the graduate community.

**JOIN THE
HUB
HERE!**



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VISIT THE GRADUATE LOUNGE!

Looking for a space to study, collaborate with peers, or work on assignments? Visit the Graduate Lounge in **Thurgood Marshall Library (Room 1185)**. This modern space features seating for 30, 7 computers, 3 private study pods, and a large 80" interactive screen with virtual and touchscreen capabilities.



Thurgood Marshall Library, Room 1185



Bulldog
Card
Required
for Entry

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GRADUATE
LOUNGE



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GRC Feedback Survey



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FEATURED?**

