Counselor Education Program
Student Handbook

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Dear Counseling Students:

Welcome to the Clark Atlanta University Counseling Program! You have chosen to embark on an exciting career. Counselors across the United States are facilitating the growth and development of individuals in crisis.

The counseling faculty is here to provide you with the required training to prepare you to become a professional counselor. This handbook will provide you with critical information to make your matriculation process most effective and efficient. Stay in frequent communication with your advisor throughout your program to ensure that you are making the best decisions concerning your academic and professional career. For general university policies and procedures, as well as course description and registration information, kindly consult the University Catalog and the University Student Handbook. Again, welcome to the Counseling Program at CAU.

Sincerely,

Jill M. Thompson, Ed. D., LPC, NCC, LMFT

Associate Professor, Department Chair
PREFACE

The Counseling Graduate Program’s Handbook is designed to give students in our program critical information regarding degree requirements, and administrative procedures set forth by the Counseling Program Faculty, the School of Education, and the administration at Clark Atlanta University. In addition, the handbook is a guide for your program of study in all your counseling courses within the Counseling Graduate Program at Clark Atlanta University. This handbook is specifically designed to help counseling graduate students understand the established guidelines, including areas such as: meeting admissions requirements, adhering to program objectives, establishing a recommended program of study, adhering to the advising policies and procedures, complying with practicum and internship requirements, and other pertinent information needed for successful completion of a rigorous program.

This handbook is a practical and useful resource in helping counseling graduate students navigate through their graduate program of study at CAU. It is strongly recommended, however, that graduate students not rely solely on this handbook, but also on their advisors for accuracy and clarity of information. It should also be noted that the student is ultimately responsible for his/her own academic progress in the program in order to ensure his/her academic success. Students are encouraged to read all printed resources and to meet with any faculty and/or staff member for assistance with issues or questions as they arise.
MISSION STATEMENT

The mission of Clark Atlanta University is to provide a quality undergraduate, graduate and professional education to a student body that is predominantly African-American and also diversified by students from various other racial, ethnic, cultural and socioeconomic backgrounds. As an institution grounded in the liberal arts, the University is committed to the development of productive and creative students who excel in their chosen careers and who become responsible citizens in their communities and the world.

To achieve its mission, the University attracts and maintains a dedicated faculty that meets high professional standards in teaching, scholarship, research, and service. The University also provides an educational environment in which its students thrive, learn, and develop their potential for leadership and responsible citizenship, and the pursuit and creation of knowledge.

The University maintains an historic relationship with the United Methodist Church and emphasizes sound ethical and moral principles that promote personal integrity and understanding of others.

INSTITUTIONAL GOALS

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among students, faculty, administrators, and staff.

2. To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.

3. To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.

4. To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.

5. To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.

6. To implement an integrated and centralized program for faculty and staff to address personal and professional development.

7. To continue to institute modern management techniques, taking into account the new
information systems, the improvement of human work environments, and the energy-efficient utilization of space.

8. To build and maintain a vigorous institutional advancement and fund-raising capacity to provide the financial resources necessary to meet the University's goals.

9. To continue to develop and implement a comprehensive student life program that will include both the undergraduate and graduate levels.

10. To develop and implement more comprehensive public service programs, including opportunities for students to participate in local, national, and international internships and work experiences.

11. To implement a systematic plan for attracting a student body of increasing quality and size and an expanded academic support system to improve student retention.

12. To enhance and provide services to meet the education, cultural, and social service needs of the community by maintaining ongoing linkages with other local, regional, national, and international institutions.

13. To enhance the institution's commitment to provide education and technical assistance to other nations through programs, and to the furtherance of a university community that will be sensitive to the nature and depth of global interdependence.

14. To provide a state-of-the-art telecommunication infrastructure using multimedia technology to facilitate excellence in teaching, research, and service.

**HISTORY**

Clark Atlanta University is a comprehensive, private, urban, coeducational institution of higher education with a predominantly African-American heritage. It offers undergraduate, graduate, and professional degrees as well as certificate programs to students of diverse racial, ethnic, and socioeconomic backgrounds. It was formed by the consolidation of Atlanta University, which offered only graduate degrees, and Clark College, a four-year undergraduate institution oriented to the liberal arts.

The first President of Clark Atlanta University was Dr. Thomas W. Cole, Jr., who served concurrently as the President of both Atlanta University and Clark College prior to consolidation. In November 1987, after more than a year of discussion, the Boards of Trustees of Atlanta University and Clark College authorized an exploration of the potential advantages of closer working arrangements between the two institutions, including their consolidation into one university. In April 1988, the joint committee delivered its report titled *Charting a Bold New Future: Proposed Combination of Clark College and Atlanta University* to the Boards for ratification. The report recommended that the two schools be consolidated into a single institution. On June 24, 1988, the Boards of both Atlanta University and Clark College made the historic decision to consolidate the two institutions, creating Clark Atlanta University. The new and historic...
University inherits the rich traditions of two independent institutions, connected over the years by a common heritage and commitment; by personal, corporate and consortia relationships; and by location.

Atlanta University, founded in 1865, by the American Missionary Association, with later assistance from the Freedman's Bureau, was, before consolidation, the nation's oldest graduate institution serving a predominantly African-American student body. By the late 1870s, Atlanta University had begun granting bachelor's degrees and supplying black teachers and librarians to the public schools of the South. In 1929-30, it began offering graduate education exclusively in various liberal arts areas, and in the social and natural sciences. It gradually added professional programs in social work, library science, and business administration. At this same time, Atlanta University affiliated with Morehouse and Spelman Colleges in a university plan known as the Atlanta University System. The campus was moved to its present site, and the modern organization of the Atlanta University Center emerged, with Clark College, Morris Brown College, and the Interdenominational Theological Center joining the affiliation later. The story of the Atlanta University over the next twenty years from 1930 includes many significant developments. The Schools of Library Science, Education, and Business Administration were established in 1941, 1944, and 1946 respectively. The Atlanta School of Social Work, long associated with the University, gave up its charter in 1947 to become an integral part of the University. In 1957, the controlling Boards of the six institutions (Atlanta University; Clark, Morehouse, Morris Brown and Spelman Colleges; and Gammon Theological Seminary) ratified new Articles of Affiliation. Unlike the old Articles of 1929, the new contract created the Atlanta University Center. The influence of Atlanta University has been extended through professional journals and organizations, including Phylon and the National Association for the Advancement of Colored People, for both of which Dr. W.E.B. DuBois, a member of the faculty, provided leadership.

Clark College was founded in 1869 as Clark University by the Freedmen's Aid Society of the Methodist Episcopal Church, which later became the United Methodist Church. The University was named for Bishop Davis W. Clark, who was the first President of the Freedmen's Aid Society and became Bishop in 1864. A sparsely furnished room in Clark Chapel, a Methodist Episcopal Church in Atlanta's Summerhill section, housed the first Clark College Class. In 1871, the school relocated to a new site on the newly purchased Whitehall and McDaniel Street property. In 1877, the School was chartered as Clark University.

An early benefactor, Bishop Gilbert Haven, visualized Clark as the "university" of all the Methodist schools founded for the education of freedmen. Strategically located in the gateway to the South, Clark was founded to "give tone" to all of the other educational institutions of the Methodist Episcopal Church providing education for Negro youth. After the school had changed locations several times, Bishop Haven, who succeeded Bishop Clark, was instrumental in acquiring 450 acres in South Atlanta, where in 1880 (the institution relocated in 1883) the school conferred its first degree. Also in 1883, Clark established a department, named for Dr. Elijah H. Gammon, known as Gammon School of Theology, which in 1888 became an independent theological seminary and is now part of the Interdenominational Theological Center.

For purposes of economy and efficiency, during the 1930s, it was decided that Clark would join the Atlanta University Complex. While students on the South Atlanta campus fretted over final examinations in the winter of 1939, work was begun across town on an entirely new physical plant
adjoining Atlanta University, Morehouse College, and Spelman College.

During the 1980s some of the advantages of proximity, which had seemed promising earlier, again became evident. Clark College and Atlanta University through consolidation preserved the best of the past and present and "Charted a Bold New Future." Clark Atlanta University was created on July 1, 1988.

Dr. Walter D. Broadnax became the second President for Clark Atlanta University on August 1, 2002, and Dr. Carlton E. Brown, our third President, assumed the presidency on August 1, 2008.

SCHOOL OF EDUCATION

“Preparing critical thinking change agents for social justice in urban schools and communities”

School of Education Conceptual Framework

The School of Education infuses all curricula with understandings that recognize and develop the gifts and talents that all persons bring to their respective program. The School identifies specific concepts: change agents for social justice, critical thinking and inquiry, assessment, pedagogy, diversity, content knowledge and technology—which undergird all curricula and instruction. These concepts empower students to pass on the unit’s vision that is sensitive to underserved populations.

Curricula and Educational Outcomes

The School of Education offers Bachelor of Arts and Bachelor of Science degrees leading to Georgia teacher certification in: Early Childhood Education, Postbaccalaureate Certification in Early Childhood Education, Special Education Adapted Curriculum, and Educational Leadership; a Master of Arts degree in School Counseling, Community Counseling, Educational Leadership and Special Education General Curriculum; an M.A.T. in Secondary Education Mathematics and M.A.T. in Secondary Education Science. The School of Education also offers a Doctor of Educational Leadership degree.

The requirements of the counseling programs consist of courses in counseling skills, theories, ethics, and research. More advanced courses offer students the opportunity to learn of a variety of counseling strategies and theories, which they will utilize in their practice. Other courses in the professional sequence emphasize self-concept development in relation to the role of the counselor. Monitored and sequenced practicum and internship courses provide opportunities for the application of appropriate theories and practice as a professional counselor.
Welcome to the Clark Atlanta University Counselor Education Unit. You have chosen to begin a journey with the goal of becoming a professional counselor. This handbook is offered to students interested in one of two sequences (i.e., community counseling, or school counseling) and to our current students. It is hoped that the contents will assist students in understanding the counseling program and to maximize students’ experience in our program. While every effort has been made to provide a comprehensive handbook, the following are only guidelines. Students need to work closely with their advisor. Ultimately, the student is responsible for the successful completion of all graduation requirements.

In addition, it should be noted that the Counseling Program receives periodic review, permitting addition of new course work, elimination of obsolete course work, and/or change in program policy when appropriate. Any curriculum changes or policy changes required by reviews will be based on due notice and consultation with the academic and professional community. In order to “lock” in your curriculum, you must sign a program of study with your advisor. The program of study is the contract between you and the program regarding the requirements for graduation. If you do not sign a program of study early in your studies, it is possible that curriculum changes could affect your requirements for graduation.

Counseling

Counseling can be a fulfilling profession for those who desire to promote the well-being of clients in a variety of settings. American Counseling Association outlined a definition and discussion that highlights the enormous responsibility and commitment that comes with being a professional counselor.

Professional counseling is the application of mental health, psychological or human development principles, through cognitive, affective, behavioral or systemic interventions, strategies that address wellness, personal growth, or career development, as well as pathology. To prepare for this challenging career, professional counselors undergo extensive education and training. This includes at least a master’s degree and field training with a solid foundation in human growth and development, career and lifestyle development, social and cultural foundations, group work, practice and internships. Professional counselors serve at all levels of schools and universities, in hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations, community centers and private practice. The following include some examples that illustrate how counselors positively affect the lives of many different people...

In the schools...School counselors are certified professional educators specially trained in counseling interventions, theories and techniques. School counselors – as an integral part of school’s total education program – work with students, teachers, parents, administrators, local business leaders and community leaders to help students become responsible and productive citizens. School counselors promote educational success, interpersonal skills and self-understanding. The following two examples illustrate the unique way counselors work with students.
**Children and adolescents**... Many schools call upon professional counselors for alternatives to traditional ways of curbing violence. One method, the invitational approach, maintains that everything the school does, as well as how it is done, invites a response from students. Counselors strive to create a total school environment in which students see themselves as important players in the success of both the school and themselves. To accomplish this, professional counselors use a number of techniques, including conflict management seminars, peer mediation teams, student mentoring, group guidance activities and rumor control. All represent safe avenues of expression, minimizing a child’s desire to resort to violence.

**Young adults**... Recognizing that the key to our nation’s competitiveness is a high-quality workforce, professional counselors are at the forefront of a national movement to prepare “work-bound” young adults. Unlike those who are college-bound, at least half of all high school graduates aspire to enter the workforce immediately. Professional counselors help these young people to personalize education and planning so the students can maximize their talents and opportunities. They create, develop and shape innovative strategies to enable students to be satisfied learners as well as productive citizens.

**Adults in a unique group**... Emergency and rescue workers routinely respond to life-threatening incidents that inflict a level of job stress few will ever know. Counselors join with other professionals to prepare these personnel who are called to such incidents as the bombing of the federal building in Oklahoma City, a hurricane that devastates the Gulf Coast or a rescue operation at a burning day care center. Counselors help these men and women identify stress in themselves and others, as well as take constructive action to alleviate acute stress responses at the scene or within days of an incident.

**Older adults**... Improvements in lifestyle choices, nutrition and health care are helping more Americans live longer lives. The fastest growing subgroup in America, older adults present a unique set of challenges for professional counselors. For example, retirees can experience a deep sense of loss. Some feel that their lives no longer have meaning, that they are no longer useful to society. To assist in the transition into senior adulthood, professional counselors guide many older adults in assessing their interests, abilities and potential in preparation for a second career. For many living on a fixed income, a successful second career provides new options.

**Families**... The number of single-parent families in America has grown at an alarming rate. With help and guidance from professional counselors, however, single parents and their children can learn to redefine relationships, live in harmony and lead productive lives. Working with parents who may be widowed, divorced or unmarried, professional counselors help them to overcome the negative stereotypes that society has perpetrated. Single parents learn how to identify their unique strengths and to use them advantageously in raising their children. Counselors also assist single parents in practical matters, such as dealing with school personnel and making career decisions.

About CAU’s Counseling Program

Counselors must have a critical body of knowledge and set of skills in order to help clients function effectively in their lives. To achieve this goal, the program offers a curriculum which includes the following core components: human growth and development; counseling diverse populations; the nature of helping relationships skills; group counseling; career counseling; appraisal, research and program evaluation; ethics, and professional issues. In addition, course work specific to the various areas of specialization (i.e., Community, and School) is required. Finally, a variety of field practica and internship experiences are required to ensure that students are able to apply the skills and knowledge they have learned. The Counseling Program is also designed to make sure that the counseling student possesses the personal characteristics necessary to be an effective helper. This is accomplished through a multifaceted admissions process, the use of experiential learning approaches, and through the application of an ongoing screening of students’ personal characteristics. The program is aligned with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Students receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive intervention. Possible employing agencies and institutions include mental health clinics and hospitals, corporations, governmental social agencies, public and private schools, community colleges, and correctional institutions. This major also prepares students for advanced graduate work at other institutions. A 700-hour clinical field placement is required.

The School Counseling program at CAU is accredited by NCATE, and both Counseling Programs meet the academic requirements for Georgia licensure as a Professional Counselor (LPC). The Georgia Standards of Commission (PSC) has approved the School Counseling Program at CAU as leading to the School Counselor Certificate.

WHO WE ARE AT CLARK ATLANTA UNIVERSITY

Mission Statement

The Counseling Program furthers Clark Atlanta’s mission by preparing students to assume roles of leadership and service in society as Licensed Professional Counselors (LPC) through the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards based programs. To promote a more just and humane society through counseling, the faculty prepare candidates who are knowledgeable, critical thinkers, and ethical change agents. These candidates exhibit the highest degree of professionalism in facilitating the personal growth and development of clients at the individual, institutional, and systemic levels. This preparation takes place in a pluralistic teaching and learning environment that incorporates all educational means, including didactic courses, practica and internships, research, and community service.
The CAU Community Counseling Program faculty prepares candidates based on CACREP Community Counseling Standards to be knowledgeable, competent, ethical, change agents in the field of counseling who exhibit the highest degree of professionalism as community counselors. To work in a variety of diverse settings, including agencies, institutions, and in private practice; collaborate with the total community at the individual, institutional and systemic levels; promote a more just and humane society in roles of community leadership and service; commit to ongoing program evaluation; advocate for their clients and the counseling profession; and, engage in continuing professional development.

The CAU School Counseling Program faculty prepares candidates based on CACREP, NCATE and PSC School Counseling Standards and guidelines to be knowledgeable, competent, ethical, change agents in the field of counseling who exhibit the highest degree of professionalism as school counselors. Faculty prepare school counseling candidates to work in diverse school environments and private practice; advocate care and support for all students; develop comprehensive school counseling programs based on the standards of the American School Counselor Association and Georgia Teacher Standards; collaborate with parents, school administrators and community agencies; commit to lifelong professional development; and promote a more just and humane society as leaders of the school counseling profession at the individual, institutional and systemic ranks.

**Program Goal and Objectives**

The Goal of the Counseling Program is to prepare professional counselors with personal and professional integrity. This endeavor requires, at a minimum, institutional and departmental support, a programmatic structure meeting credentialing requirements, qualified faculty, and dedicated students. In order to help prepare them to enter the field of counseling, faculty will provide students with specialized curricular, experiential, supervisory, and professional experiences. These include course work, practicum, internship, supervision, and opportunities for professional experiences. Students are encouraged to attend workshops, conferences, and to work with faculty on presentations/research. Faculty and students are expected to participate in local, state, and national professional activities and associations such as the American Counseling Association (ACA), its divisions, branches, and its affiliate organizations. We encourage participation and contribution to seminars, workshops that contribute to personal and professional growth. In addition, the counseling faculties are dedicated to recruiting students from underrepresented groups and to educating future counselors on issues related to working with diverse populations.

Upon graduation from the CAU counseling program, graduates should meet the following objectives:

1. Comprehend and adhere to professional ethical standards and identity, including: the history and philosophy of the counseling profession, professional roles and responsibilities.

2. Understand the uniqueness of human diversity and how it relates to the context of relationships, and issues in a pluralistic society.
3. Understand and apply scientific processes, theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.

4. Understand and integrate career theories, career decision making, Career planning and career assessment in counseling through work at an agency or school.

5. Understand and apply basic helping skills necessary for effective counseling and consultation with individuals and groups in schools or agencies.

6. Learn group theory and group practice as related to dynamics, counseling theories, group counseling methods, and group approaches.

7. Understand individual and group assessment approaches and their utility in a pluralistic society.

8. Understand appropriate research methods (e.g., qualitative, quantitative, case study), statistical analysis, needs assessment and program evaluation methodologies, as well as ethical concerns for conducting research and evaluating research in a pluralistic society.

9. Understand and use basic technology: PowerPoint, appraisal instruments, World Wide Web, e-mail, computers, and word-processing programs.

Student Orientation

Clark Atlanta University counseling program faculty provides a student orientation once per Fall and Spring semester. The primary objectives of this meeting are to introduce students to relevant department policies, admission requirements, program, certifications and any updated information. Information is disseminated to each student regarding graduate courses in counseling, the counseling profession, program objectives, faculty advising, division of education policies and procedures, student organizations, professional development and the School of Education conceptual framework. The orientation meeting will also be a time to answer any questions students might have about the program. The program faculty believes this meeting is extremely valuable and, therefore, requires attendance by all newly accepted and potential counseling students.
PROCEDURES

Admission Criteria

For admission to the Counseling Program and one of the two sequences, students must complete a graduate school application, and meet the minimum admission criteria as described below. Applicants are admitted on a full-time or part-time basis. Please check the Graduate Office for the Office of Admissions deadlines for applications.

1. In addition to the CAU graduate application for admission accompanied by an application fee, applicants must have at least:
   a. A baccalaureate degree from a regionally accredited college or university, with a GPA of 2.6 for all undergraduate course work attempted;
   b. A minimum score of 650 on the verbal and quantitative portions of the Graduate Record Examination (GRE)-General Test. Test scores older than five years are not acceptable.
   c. Transcripts from all undergraduate institutions attended. Transcripts from all post-baccalaureate institutions attended are also required.
   d. The Statement of Intent should be one to two pages and should describe your interest in the program to which you are applying and your goals. Statement of Intent may be the heading for the document. Remember to include your name.
   e. Three recent letters of recommendation.

2. All requirements for admission must be fulfilled and in the Office of Admissions by the respective assigned deadline dates before the application is forwarded to the Department of Counseling and Psychological Studies for decision by the faculty regarding acceptance. Admission decisions are sent via U.S. mail to applicants. Students are encouraged to review the graduate catalog.

Transfer Students

A student transferring from an accredited institution must present an official copy of his/her transcript from each college-level institution attended. A recommendation from an appropriate university official (e.g., Registrar, Academic Dean, the Dean of Students, etc.) at each institution attended as a full-time or part-time student may also be required. The transfer applicant must be in good standing with the institution and eligible to return to it. A resume or statement of activities may be required to account for extended periods of nonenrollment.
Transfer Credits

If students wish to transfer credit from other institutions, they must have transcripts with them when they see their advisor to develop their program of study. The number of transfer hours accepted shall not exceed 1/4 of the total hours required for the program. In order to officially obtain approval for a transfer of credit, students must arrange for an appointment with their advisor to discuss the matter in detail. At this meeting students are requested to submit an official copy of their transcripts from the previous college or university, and a copy of the course description from the previous institution (catalog copy of the course description). Graduate students who have received a grade of “B” or better at other accredited institutions may be permitted to transfer course credit based on the requirements of the program and the advisor’s judgment as to whether such course work is appropriate to the degree being pursued. All transfer credit must be approved by the chair of the department and the dean of the School of Education. Students must secure prior approval from their advisor to take course work at other institutions if it is to be used on their program of study. *A maximum of 12 credit hours may be transferred from other accredited institutions.*

Students may not request transfer credit or waiver for the following required courses, CCPS 502, CCPS 505, CCPS 520, CCPS 521, CCPS 522, CCPS 530, CCPS 539, nor for the internship courses CCPS 540, CCPS 541, CCPS 542 and CCPS 543.

CLARK ATLANTA UNIVERSITY
Office of Admission
223 James P. Brawley Drive S. W.
Atlanta, Georgia  30314

Student Course Load

The maximum course load students may carry for each semester is 12 hours. Overloads will not be permitted.

Readmission

When a student is readmitted to the School of Education, he/she must complete a new student plan program and follow the catalog in effect when he/she returns.
Students must meet all university requirements for a master’s degree. All counseling students are required to complete the core courses. In addition, there are specific requirements for courses depending on the sequence in which the student is enrolled. Students should complete their program of study with the advisor before or within the first semester of enrollment to ensure proper progression through the program. Although the advisor is available to help students with any questions or concerns regarding curriculum and progression through the program, it is the student’s responsibility to make sure he/she is following the policies and procedures of the program, school and university. Students should refer to the counseling program student handbook, university student handbook, and the university catalog for all policies and procedures. Total hours required for graduation is 48 hours.

Degree Requirements

In the Graduate School, School of Education – Counselor Education Program, a candidate for the degree must complete a minimum of 48 semester hours of course work, including practicum and internship with at least a 3.0 cumulative average in school or community counseling. Each of the two programs must include the core curriculum and the specific courses required for the school or community sequence. The candidate must also pass a comprehensive examination in his/her program, usually in the semester prior to graduation. In the event that a student does not pass the written comprehensive examination, he/she will be given a second opportunity. A student who has not passed the comprehensive examination after two attempts will be administratively withdrawn from the program (See School of Education Handbook).

For more information: All inquiries, requests for application forms, and completed forms should be addressed to:

CLARK ATLANTA UNIVERSITY
Office of Admission
223 James P. Brawley Drive, S. W.
Atlanta, GA 30314
Curriculum and Program Options

The course sequence for both specializations is listed below. Most departmental courses are offered only one term each year. The minimum time for program completion is two-and-a-half years. (Please refer to Graduate School Catalog for course descriptions and full titles.)

Option One: Master’s Degree (M.A.) in Education with a specialization in Community Counseling (48 hours)

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<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
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<tr>
<td><strong>Area A: Core I</strong></td>
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<tr>
<td>CCPS 501</td>
<td>Introduction to Counseling</td>
<td>3</td>
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<tr>
<td>CCPS 502</td>
<td>Helping Relationship Skills</td>
<td>3</td>
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<tr>
<td>CCPS 503</td>
<td>Theories of Counseling</td>
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<td>Human Growth and Development</td>
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<td><strong>Area B: Core II and Specialization</strong></td>
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<td>CCPS 505</td>
<td>Group Counseling</td>
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<td>CCPS 506</td>
<td>Career Counseling</td>
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<td>CCPS 507</td>
<td>Research and Measurement</td>
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<td>CCPS 508</td>
<td>Individual and Group Appraisal</td>
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<td>CCPS 509</td>
<td>Counseling Diverse Populations</td>
<td>3</td>
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<td>CCPS 510</td>
<td>Professional Ethics and Legal Applications</td>
<td>3</td>
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<tr>
<td>CCPS 535</td>
<td>Diagnostic Systems</td>
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<td>CCPS 532</td>
<td>Counseling Couples and Families</td>
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<td>CSED 500</td>
<td>Communications Skills Examination</td>
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<td><strong>Area C: Professional Clinical Experience</strong></td>
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<td>CCPS 530</td>
<td>Community Counseling Practicum</td>
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<td>CCPS 542</td>
<td>Community Counseling Internship I</td>
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<td><strong>TOTAL MINIMUM SEMESTER HOURS REQUIRED</strong></td>
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SUGGESTED ELECTIVE OFFERINGS:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCPS 520</td>
<td>Organization and Administration of School Counseling</td>
<td>3</td>
</tr>
<tr>
<td>CCPS 533</td>
<td>Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CCPS 539</td>
<td>Theories of Personality I</td>
<td>3</td>
</tr>
</tbody>
</table>
Option Two: A Master’s Degree (M. A.) in Education with a specialization in School Counseling (48 hours)

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area A: Core I</strong></td>
<td>12</td>
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<tr>
<td>CCPS</td>
<td>501 Introduction to Counseling</td>
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<tr>
<td>CCPS</td>
<td>502 Helping Relationship Skills</td>
<td>3</td>
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<td>CCPS</td>
<td>503 Theories of Counseling</td>
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<tr>
<td>CCPS</td>
<td>504 Human Growth and Development</td>
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<td><strong>Area B: Core II and Specialization</strong></td>
<td>24</td>
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<tr>
<td>CCPS</td>
<td>505 Group Counseling</td>
<td>3</td>
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<tr>
<td>CCPS</td>
<td>506 Career Counseling</td>
<td>3</td>
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<td>CCPS</td>
<td>507 Research and Measurement</td>
<td>3</td>
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<tr>
<td>CCPS</td>
<td>508 Individual and Group Appraisal</td>
<td>3</td>
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<tr>
<td>CCPS</td>
<td>509 Counseling Diverse Populations</td>
<td>3</td>
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<tr>
<td>CCPS</td>
<td>510 Professional Ethics and Legal Applications</td>
<td>3</td>
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<tr>
<td>CCPS</td>
<td>520 Organization &amp; Admin. of Counseling Services</td>
<td>3</td>
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<tr>
<td>CEDS</td>
<td>580 Psychology of Exceptional Children</td>
<td>3</td>
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<tr>
<td>CSED</td>
<td>500 Communications Skills Examination</td>
<td>0</td>
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<tr>
<td><strong>Area C: Professional Clinical Experience</strong></td>
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<tr>
<td>CCPS</td>
<td>521 Elementary/Middle School Counseling Practicum</td>
<td>3</td>
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<tr>
<td>CCPS</td>
<td>522 Secondary School Counseling Practicum</td>
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</tr>
<tr>
<td>CCPS</td>
<td>540 School Counseling Internship I</td>
<td>3</td>
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<tr>
<td>CCPS</td>
<td>541 School Counseling Internship II</td>
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<tr>
<td><strong>Area D: Completion</strong></td>
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<tr>
<td></td>
<td>Comprehensive Examination</td>
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<tr>
<td><strong>TOTAL MINIMUM SEMESTER HOURS REQUIRED</strong></td>
<td><strong>48</strong></td>
<td></td>
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</table>

**SUGGESTED ELECTIVE OFFERINGS:**

<table>
<thead>
<tr>
<th>COURSE</th>
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</thead>
<tbody>
<tr>
<td>CCPS</td>
<td>533 Counseling Children and Adolescents</td>
<td>3</td>
</tr>
<tr>
<td>CCPS</td>
<td>539 Theories of Personality I</td>
<td>3</td>
</tr>
<tr>
<td>CCPS</td>
<td>532 Counseling Couples and Families</td>
<td>3</td>
</tr>
<tr>
<td>CEDA</td>
<td>525 Technology and Information Systems*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students must fulfill the PSC technology requirement by enrolling in this course, taking this course through staff development or using the test-out option.*
Practicum in Counseling

Master's degree students are required to register for a 3-credit practicum course that includes 100 hours of field experience during an academic term. The practicum offers students the first opportunity to provide counseling services to actual clients. It is strongly recommended that practicum be taken, immediately before the student begins internship. Students who are ready to start Practicum and Internship must complete an Application form and consult with the Practicum and Internship Coordinator.

Students attend a weekly 3-hour practicum class during a semester. Each class session includes an hour of advanced instruction in counseling professional orientation and development and 1½ hours of group supervision of the work students perform at their practicum site. The time spent in supervision counts toward the 100-hour requirement.

Field placement sites are developed by the Clinical Field Experience Coordinator in conjunction with the Director of Field Services in which they perform counseling duties under the supervision of a qualified mental health and/or school counselor professional. In order to meet the 100 hours of field experience requirement, students must spend a minimum of 5-6 hours each week on site during a regular semester.

Community Counseling Summer Practicum

The Practicum and Internship Clinical Field Experience Coordinator of Community Counseling Program will review and place students at the sites for summer practicum. The expectation of the program is that students enrolled in summer practicum will spend at least 10 hours on site a week, in addition to the 3 ½ hours of required weekly supervision. It should be noted that summer practicum is only available to community counseling majors.

Prerequisites to Enrollment in Practicum

Applications for practicum placement will be approved only after students have completed the required courses and have met all of the appropriate standards set forth by the faculty. In order to receive approval for field placement, students must have completed all courses listed on the application. There is no waiver of these requirements. For more information on field experience, students should discuss the topic with their advisor.

Internship in Counseling

Internship may begin when Practicum and other prerequisites are completed. The Internship must be taken for 6 hours. It requires 600 hours of field placement. Students may earn from 5 to 40 hours each week. Three-and-one-half (3½) hours of supervision are required each week.
Liability Insurance

Students must obtain liability insurance prior to participating in any practicum course. This insurance must be maintained throughout practicum and internship. Students in clinical courses are required to purchase liability insurance. A professional liability insurance policy is available, at a student discount rate, from the American Counseling Association (ACA) Insurance Trust. A student must be an ACA member to purchase insurance. Students may join ACA at special discounted rates. It takes several weeks to obtain a policy. Visit the Web site at www.counseling.org or call 800/347-6647 to join ACA and to purchase professional liability insurance. Proof of insurance must be submitted with the Field Placement Application and the professor before participating in any clinical work with external clients. Failure to obtain insurance may result in suspension or dismissal from course.

Criminal Background Check

Criminal background checks are mandated by Georgia State Law to be conducted on all students prior to placement in a practicum or internship site. The School of Education monitors this process which is done early in the semester. The results of the student disclosure and background check will be reviewed by the Department Chair, Director of Field Services and Clinical Field Placement Coordinators in the Department of Counseling and Psychological Studies. Students are obligated to notify the Field Placement Coordinator of any changes in the status of their criminal record (e.g., arrest, citation, or conviction of criminal offense) after completing the initial criminal background check while they are in the Master’s program.

Accumulation of Hours

Internship placements begin and end on dates that are assigned by the program Clinical Field Placement Coordinator and acceptable to the student’s site within an academic term. However, students must earn no fewer than 5 hours each week and may earn no more than 40 hours each week.

NOTE: In order to count Practicum and Internship hours, Practicum and Internship students must meet weekly with their university supervisor.

Independent Study

Graduate students may take a maximum of six (6) hours of Independent Study within a degree program. All Independent Study projects must be described in a written proposal prior to approval. The Independent Study proposal must be approved by the supervisor of the Independent Study project and the department chairperson prior to registration. Students without approval will not be allowed to receive credit for independent study projects on their program of study. Independent Study may not be taken as a substitute for regularly scheduled courses and will not be used to replace courses needed for the degree except in unusual circumstances. Approval of the department chairperson is needed in these cases.
**Communication Skills Examination**

A written examination designed to assess students’ comprehension and vocabulary academic achievement. All graduate students must take the Communication Skills Examination if they are not exempt. Students are exempted if they score a 3.0 or higher on the Analytical area of the Graduate Records Examination (GRE). However, they must register for the examination. The examination is offered twice an academic year, the second Saturday in March and November. Moreover, the examination should be taken in the first semester of your study. Contact the administrative assistant to the Chair in the Department of Counseling and Psychological Studies for additional information.

**Comprehensive Examination**

A written comprehensive examination is required of every master’s degree candidate. The student must have completed all core courses and the required courses in the area of concentration. The written comprehensive examination is designed to test the candidate’s mastery of his or her major field and not simply the course material. That is, it is a tool to help synthesize and apply information gained throughout the program of study.

**Taking the Comprehensive Examination**

Students must complete an application in the Department of Counseling and Psychological Studies to sit for the comprehensive exam. Comprehensive examinations are scheduled twice a year, once in March and once in November. Students are advised to take the examination as soon as possible after the completion of required course work. The comprehensive examinations may be taken during the last semester in which the candidate for the degree is registered for the last three hours of credit. The exam schedule is regularly posted (see the administrative assistant to the chair).

**Examination Description**

The comprehensive examination in counseling is written only. The current format consists of multiple choice and essay items that assess content knowledge from the eight (8) CACREP areas. Students will have five hours to sit for the examination. Notes and texts are not permitted. Students must present a CAU picture identification to sit for the examination, and those students that are late will not be allowed to sit for the examination.

**Evaluation**

Comprehensive exams will be graded by the counseling faculty and evaluated on a pass/fail basis. Students are notified of their results in writing (letter and evaluation) within 2-3 academic weeks of taking the exam.

**Note:** Comprehensive exam results are placed in student files only. They do not appear on the transcript. In addition, exams are not returned to students.
In Case of a Nonpassing Result

Should a student not pass his/her comprehensive examination the first time, he/she must meet with his/her advisor before applying to retake the comprehensive examination at the next regularly scheduled exam period. A student who fails the comprehensive examination a second time will be academically withdrawn from the program and will be disqualified as a candidate for a degree from Clark Atlanta University in counseling.

Withdrawal Process

A student must meet with his/her advisor before withdrawing from any course or his/her graduate program. The student who withdraws from his/her graduate program must complete the University’s Withdrawal Form and meet university withdrawal requirements. Students who do not complete the required documentation for withdrawal will receive a grade of “F” for the course. When a student withdraws from a course(s) and the withdrawal does not bring that student to zero hours, the Add-Drop form must be completed.

Graduation

In order to graduate, students must have completed course work, been accepted as a candidate for a master’s degree, passed the comprehensive examination, communications skills examination, completed practica and internship, received the recommendation of the chair and approval by the School of Education. Also, students must complete these requirements within the specified time limit in addition to the Graduation Clearance Form and the Application for Graduate Graduation.

Application for Graduate Candidacy

The application for a Candidate for a Master’s Degree Form must be submitted after the completion of 27 hours of course work. All forms can be obtained in the Department of Counseling and Psychological Studies. Contact the Administrative Assistant to the Chair.

Application for Graduation

Students must apply for graduation by the date listed in the university schedule of the semester in which they anticipate graduating. Student transcripts, which accompany the Application for Graduation, must be accurately completed and submitted to the department administrative assistant.

POLICIES

Advising Policies and Procedures

Upon acceptance into the master's program, students are assigned faculty advisors by the Chair of the Department of Counseling and Psychological Studies. Students meet with their assigned advisor and plan their preliminary program of study, including a schedule of when courses will be taken and a plan for completing their degree requirements.
Faculty advisors serve a number of important functions for master's students. Faculty advisors should be consulted by students if they have any problems related to their academic programs. Faculty advisors answer questions related to program requirements, but students are expected to read the Clark Atlanta University Graduate Catalog and this handbook before asking questions.

At a minimum, faculty advisors ensure that students have developed a reasonable plan for completing their degree programs, assist students in selecting their internship sites, and develop and file all forms necessary for the student to complete the degree program. Faculty advisors who serve as chairs for thesis committees work intimately with students as they formulate and complete their thesis. In addition, faculty advisors may also serve as mentors for students by assisting them in developing an identity as a professional counselor and adopting professional approaches to their work and interactions with others. Faculty advisors can also be very helpful in assisting students in finding employment as professional counselors once they have completed their degree programs.

Faculty advisors create and sign a number of important documents related to a student’s academic program. It is the student’s responsibility to initiate meetings with their faculty advisors in order to have documents created and filed on their behalf. Students should be provided with a copy of all documents created by their faculty advisors and should request such copies for their own files if they are not offered.

In the event a student or the faculty advisor believes it would be in the student's best interest for a different faculty member to serve as the student's faculty advisor, either may request that the Chair of the Department of Counseling and Psychological Studies reassign the student to a different full-time faculty member in the Counseling Graduate Program. Normally, such requests for a change in faculty advisors will be granted unless there is no other full-time faculty member willing or available in the Counseling Graduate Program to advise the student.

Faculty members have a multitude of responsibilities including teaching courses, conducting their own research, consulting outside the university, performing community service, and serving on university committees. As a result their schedules are very full. Meetings with faculty advisors should be scheduled well in advance. Students may make appointments with their faculty advisors by calling them at their university offices or contacting them by e-mail. In the event the faculty member is not available when the student calls or does not have voice mail, students may leave messages by calling the Department of Counseling and Psychological Studies at(404) 880-8508 or may leave a note with Ms. McBean, Administrative Assistant to the Chair, in the department office or outside the faculty member's office door. In the event a faculty member is not responsive to reasonable requests from students for meetings, students should consult with the Chair of the Department.

**Advising and Regulations**

Students must be enrolled in the School of Education and in the Department of Counseling and Psychological Studies prior to being assigned an advisor. Either before the beginning of the first semester or within the first semester, students are required to make an appointment with an advisor to complete a plan program, advisement form, and Web registration form indicating, in which classes they should enroll to complete their graduate degree. Students should be advised prior to registration to determine course selection and to plan for future semesters.
The advisor’s functions will include:

1. Student program of study development. The program of study is a guide that must be followed for the degree and/or certification program.
2. Initial review and recommendation of transfer credit or the waiving of requirements based upon prior graduate study.
3. Preregistration advisement.
4. Review of student program toward degree completion. If it becomes apparent that another skills course or an elective is needed, the advisor will meet with the student in order to modify the program of study. Depending upon the circumstances, either the advisor or the student may initiate the request for revision.
5. Alternative career plan advisement.

Student’s responsibilities include:

1. Making contact with the advisor at least once a semester.
2. Updating all pertinent information in his/her student record, e.g., change of address, name, major, etc.

Registration Policies

Master's students should develop a written plan for completing their degree, which includes a schedule for registering for courses throughout the degree program, when they meet with their faculty advisor for the first time. This plan can be modified as needed, but any changes should be reviewed and approved by the faculty advisor. Students may not register for courses each semester without consulting with their faculty advisor. They may contact their faculty advisor for registration advice if problems arise.

Students must ensure they have completed all prerequisites for courses before they enroll each term. In the event students register for courses for which they are not qualified, they will be required to drop such courses the first time the course meets. Prerequisite requirements will be vigorously enforced by professors so that the quality of instruction will not be compromised for qualified students enrolled in the course.

Students should register according to procedures established by the CAU Office of Registrar each semester. Information regarding registration procedures can be obtained from the course catalogue or the Office of the Registrar. The course catalogue can be obtained within the Registrar’s Office in Trevor Arnett Hall, Room 102, on CAU’s campus. Students are encouraged to preregister each term at the first opportunity given to them. Courses in the counseling program fill up early each term and seats are available only on a first-come basis. It is the student's responsibility to explain the necessity of taking the course in order to be considered for admission to a closed class.

Full-time Clark Atlanta University professors have the authority to determine whether a student will be admitted to closed classes they teach. Students should contact the professor directly if they wish to enroll in a closed class. In the event an adjunct professor is teaching a closed counseling class, request for admission to that class should be directed to the Chair of Counseling and Psychological Studies.
The schedule for counseling classes is posted within the Department as soon as it has been approved by the Department Chair. The official Clark Atlanta University schedule of class offerings is published much later in the term and may be obtained at the Office of the University Registrar.

**Academic Appeal Policy**

In the event a student wishes to contest an academic decision (such as final grade for a course), there are several levels of appeal, all of which involve a personal conference between the student and a faculty member or administrator. The student may appeal according to procedures outlined in the Clark Atlanta University Student Handbook. Levels for appeal are listed below:

- Level 1: Faculty/staff person initially involved
- Level 2: Department Chair
- Level 3: Associate Dean of the School of Education
- Level 4: Dean of the School of Education
- Level 6: Vice President for Academic Affairs
- Level 7: Provost, Executive Vice President
- Level 8: President of Clark Atlanta University

**Probation**

*Probation During the Program.*

Any graduate student whose cumulative GPA falls below 3.0 shall be placed on academic probation. Students on probation may take up to nine additional credits in the graduate program to which they have been admitted. Failure to bring the cumulative GPA to 3.0 or higher by completion of the additional nine credits will result in dismissal from the program and from the University.

**Dismissal**

Master's students who earn more than one grade of C or less in courses required for their degree program will be academically withdrawn from the degree program in which they are enrolled. In addition, graduate students whose cumulative CAU graduate grade point average for two consecutive semesters (fall and spring or spring and fall) is below 3.0 will be dismissed.

The dismissals listed above are administrative in nature and there is no appeal for students who have been dismissed for less than a 3.0 grade point average and/or of “C”. Students are notified by the Chair that they have been dismissed from the program, and the Dean of the School of Education is notified of such dismissals.

**Procedures for Dismissal for Other Than Academic Reasons**

In addition to terminating students for academic failure, students may be dismissed for ethical violations, failure to meet requirements outlined in this handbook, and/or personal unsuitability for the profession. The following protocol will be followed as a part of ongoing student screening when the faculty identifies behaviors that indicate possible incompatibility with the counseling profession:
1. Faculty-initiated, private verbal discussions, including a collaborative dialogue between the counseling faculty member(s) and the student concerned in which problematic behaviors are identified and specific suggestions are made for remediation;

2. If problematic behaviors continue, the faculty member(s) document specific concerns and present them to the members of the graduate counseling faculty. The faculty collaboratively address alternatives and future courses of action which are approved by the Chair of the Department;

3. A faculty meeting with the student to discuss continued concerns and options. Specific goals for remediation are addressed, including time lines and consequences of noncompliance. The student receives written feedback detailing problem areas, including clear guidelines for retention; and

4. If retention goals are not met within specified time lines, and problematic behaviors inconsistent with the goals of the graduate counseling program persist, the student is dismissed from the program for nonacademic reasons.

5. Finally, the Graduate Council decision may be appealed by the student in writing to the Vice President of Academic Affairs.

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**GRADUATE STUDENT ASSOCIATIONS**

**Chi Sigma Iota, Clark Atlanta Chapter (COMING)**

Chi Sigma Iota is a national scholarly honor society for counseling graduate students and alumni. Membership in the society is by invitation. Students who have been admitted to a degree program and who have earned at least a 3.5 grade point average in 9 or more hours are invited to join. Initiation of new members is held annually in the spring semester. Students who believe they may be eligible for membership, but have not been invited to join should consult the Clark Atlanta Chapter’s President or Faculty Advisor. Chi Sigma Iota sponsors professional development seminars for all students, faculty, and the Atlanta professional community.

**Professional Associations**

The faculty in the counseling graduate program believes that an essential component of professional development for counselors is membership and participation in national and state professional counseling associations. As soon as they are accepted into a degree program, students are strongly encouraged to join both the American Counseling Association (ACA) and the Georgia Counseling Association (GCA). Membership dues in ACA, GCA, and their various divisions are very reasonable for graduate students. To join ACA and its divisions, visit the Web site at www.counseling.org or call 800/347-6647. School Counseling majors are encouraged to join the Georgia School Counseling Association (GSCA).
Membership benefits include regular newsletters updating members on events vital to the counseling profession, professional scholarly journals, and information on workshops and conferences. In addition, the associations work to promote the profession of counseling, and all counselors benefit from the work of these associations.

Students should join at least one division, and perhaps several, in ACA and GCA according to their emphasis areas and special interests within counseling. Students emphasizing community counseling should join the American Mental Health Counselors Association (AMHCA). Students emphasizing school counseling should join the American School Counselor Association (ASCA) and the Georgia School Counselor Association (GASCA). GASCA holds a conference each year in Georgia, and students are encouraged to register and attend. Students who wish to present professional programs alone or with faculty members at state, regional, or national conferences are encouraged to do so. Planning for such presentations should begin a year before the conferences.

**Credentialing and Licensure**

The current certification and licensure course requirements are shown below. Both national certification and state licensure require the passing of the National Counselor Examination. State licensure further requires 3000 hours of supervised counseling experience over a minimum two-year postgraduate degree period.

**Georgia Licensure Requirement**

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<tbody>
<tr>
<td>1.</td>
<td>Twenty-one (21) years of age or older;</td>
</tr>
<tr>
<td>3.</td>
<td>A citizen of the United States or has legally declared his/her intentions of becoming such;</td>
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<tr>
<td>4.</td>
<td>Resident of the state of Georgia or is in the act of establishing residency in the state of Georgia;</td>
</tr>
<tr>
<td>5.</td>
<td>Employed in the area of licensure sought;</td>
</tr>
<tr>
<td>6.</td>
<td>Has received a graduate degree the substance of which is professional mental health counseling in content from a regionally accredited institution of higher education offering a master’s and/or doctoral program in counseling that is approved by the board and has accumulated at least forty-eight (48) graduate semester hours as part of the graduate degree plan containing the eight required areas, the supervised mental health Practicum and supervised Internship in mental health counseling (as defined by rules adopted by the Board).</td>
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</table>

**Specific Academic Course Requirements**

The following eight (8) areas are required to have at least one semester course:

<table>
<thead>
<tr>
<th>Licensure</th>
<th>National Certification</th>
<th>Clark Atlanta Courses</th>
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<tbody>
<tr>
<td>1. Counseling/Theories of Personality</td>
<td>Counseling Theories</td>
<td>CCPS 503 Theories of Counseling</td>
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<tr>
<td>2. Human Growth and Development</td>
<td>Human Growth and Development</td>
<td>CCPS 504 Human Growth and Development</td>
</tr>
</tbody>
</table>
Counselor Licensure and Certification

All graduate students should plan to become licensed as professional counselors in Georgia or another jurisdiction in which they plan to live and work. In addition, all students should plan to apply to become National Certified Counselors (NCC) upon graduation from the Clark Atlanta University master's degree program. Students who plan to work as school counselors should plan to become certified as school counselors by the state of Georgia or by the jurisdiction in which they plan to live and work.

The master's degree programs in Community Counseling and School Counseling include all the course requirements for credentialing as a National Certified Counselor (NCC). Students may become licensed upon graduation from the program if they complete the required number of supervised hours post-Master’s work, register for and pass the NCC exam.

During the internship experience, students are encouraged to obtain application information and to develop a plan for becoming licensed as a professional counselor and for becoming a National Certified Counselor (NCC).

A brief summary of the issues and steps involved in pursuing one or both of these licenses is provided here.
Licensed Professional Counselor

A Georgia counseling license requires 3000 hours of supervised clinical work after completion of the Master’s degree.

The licensure requirements of the Licensed Professional Counselor (LPC) are contained within the Georgia Composite Board of Professional Counselors, Social Workers and Marriage and Family Therapists at the following link: www.sos.state.ga.us/plb/counselors.

Brief Overview of Steps to LPC Licensure:

1. Complete counseling master’s courses and receive master’s degree in counseling.

2. Secure postmaster’s professional placement – you must be employed “full-time” (32 hours/week or more) in order to complete the training certificate application and before beginning to accrue the 3000 supervised hours (including 1000 direct client clinical hours) required by the state of Georgia.

3. While accruing the 3000 clinical practice hours, the counselor must be supervised by an appropriately credentialed supervisor.

4. It is required by the state of Georgia that the applicant complete the 3000 hours of supervised practice in no fewer than 2 years.

5. Your eligibility for a professional counselor’s license is determined by the Professional Counselor’s section upon receipt of the completed application, fees, and supporting documents.

Students are advised to contact Georgia Composite Board for detailed procedures to becoming a licensed professional counselor.

School Counselor Certification

Students are advised to contact Departments of Regulation & Licensing in states other than Georgia for licensing stipulations. Georgia stipulates that school counselors must complete a Master’s degree in Counseling with a school emphasis.

Steps to Georgia School Certification:

1. Complete school counseling master’s courses and receive a master’s degree in counseling.
2. Apply to Georgia Professional Standards Commission (PSC). Applications and other information can be found at the following link: www.gapsc.com
ADDITIONAL CONTACT INFORMATION
FOR PROFESSIONAL ORGANIZATIONS

American Counseling Association
www.counseling.org
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

American School Counselor Association
www.schoolcounselor.org
5999 Stevenson Avenue
Alexandria, VA 22304
(703) 823-9800

Georgia School Counselor Association
www.gaschoolcounselors.com
2100 Roswell Road
Marietta, GA 30062
(678) 993-9212

Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists
www.sos.georgia.gov
237 Coliseum Drive
Macon, GA 31217
(478) 207-1670

Georgia Professional Standards Commission (PSC)
www.gapsc.com
Two Peachtree Street, Suite 6000
Atlanta, GA 30303
(404) 232-2500  Toll Free (800) 869-7775  Status Line (404) 232-2510

LPCA, Licensed Professional Counselors Association of Georgia
www.lpcaga.org
250 East Ponce De Leon Avenue, Suite 427
Decatur, GA 30030
(404) 370-0200
Financial Assistance

Students admitted to the master’s programs in counseling are eligible to apply for financial assistance in a variety of forms. Loan information and applications are available by contacting the Clark Atlanta University Office of Student Financial Aid, located in Haven-Warren Hall: Telephone Number: 1-800-688-8243 or (404) 880-8992, Fax: (404) 880-8070; E-mail: studentfinancialaid@cau.edu

Scholarly Journals

Counseling graduate students often must read articles in professional counseling journals when they are writing papers and preparing research projects. Students are encouraged to utilize professional association journals published by the American Counseling Association (ACA) and its various divisions. Some of these journals are available in the Robert W. Woodruff Library and others can be secured through interlibrary loans from other local universities. The professional journals published by ACA and its divisions are as follows:

- Adult Span Journal
- Journal of Counseling & Development
- Counselor Education and Supervision
- Journal of Addictions & Offender Counseling
- Journal of College Counseling
- Journal of College Student Development (published by ACPA, a former ACA division)
- Journal of Humanistic Education and Development
- Journal of Employment Counseling
- Journal of Mental Health Counseling
- Journal of Multicultural Counseling and Development
- Professional School Counseling
- Journal for Specialists in Group Work
- Measurement and Evaluation in Counseling and Development
- Rehabilitation Counseling Bulletin
- The Career Development Quarterly
- The Family Journal: Counseling and Therapy for Couples and Families
All counseling graduate students are encouraged to regularly scan through and read the latest editions of scholarly journals in their interest area(s).

**Campus Cultural Creed**

Clark Atlanta University is committed to academic excellence, building character and service to others. The University will achieve its mission by cultivating an environment of honesty, kindness, mutual respect, self-discipline, school loyalty, trust, academic integrity and communal pride. As a member of this scholarly community, I make the following pledge:

- I will work to promote academic honesty and integrity;
- I will work to cultivate a learning environment which opposes violence, vulgarity, lewdness and selfishness;
- I will embrace the concept of mutual respect by treating others the way I want them to treat me;
- I will support a campus culture of diversity by respecting the rights of those whose views and experiences differ from my own;
- I will honor and care for the sanctity of my body as the temple of God;
- I will commit myself to service so that I can make a difference in the world and a difference for more than just myself;
- I will celebrate and contribute to the “spirit of greatness” left by those who preceded me and I will work to leave this a better place for those who follow me.

As a member of this community, I am committed to conducting myself in ways that contribute to a civil campus environment which encourages positive behavior in others. I accept the responsibility to uphold these noble ideals as a proud member of the Clark Atlanta University Family.
I have received a copy of the Counseling Graduate Program Student Handbook for the purpose of guiding my program of study in all my counseling courses within the Counseling Graduate Program at Clark Atlanta University. I understand that I must follow the guidelines and procedures outlined in this handbook. I also understand that I must comply with the following guidelines:

- All practicum/internship placements must have the approval of the Practicum/Internship Coordinator. The candidate may not change his/her practicum/internship placement without prior consent of the practicum/internship coordinator. Changes in placement will not be made after the fourth week of the semester.
- All practicum/internship activities must be completed as outlined in the course syllabus.
- An accurate log of practicum/internship experiences must be kept. Any discrepancies in the recording of dates, times or signatures will invalidate the hours in question.
- If practicum/internship hours are not completed during the designated time, the candidate will receive an “F”.
- Students are advised to read all university documents to successfully complete their program of study.

Counseling Graduate Student’s Name (Please print): ____________________________

Counseling Graduate Student’s Signature: ________________________________

Received on ____________________________________________

(Date)

(One copy will be kept on file in the Department of Counseling and Psychological Studies, and one copy will be kept by the Counseling Graduate Student.)

Student Copy
I have received a copy of the Counseling Graduate Program Student Handbook for the purpose of guiding my program of study in all my counseling courses within the Counseling Graduate Program at Clark Atlanta University. I understand that I must follow the guidelines and procedures outlined in this handbook. I also understand that I must comply with the following guidelines:

- All practicum/internship placements must have the approval of the Practicum/Internship Coordinator. The candidate may not change his/her practicum/internship placement without prior consent of the practicum/internship coordinator. Changes in placement will not be made after the fourth week of the semester.
- All practicum/internship activities must be completed as outlined in the course syllabus.
- An accurate log of practicum/internship experiences must be kept. Any discrepancies in the recording of dates, times or signatures will invalidate the hours in question.
- If practicum/internship hours are not completed during the designated time, the candidate will receive an “F”.
- Students are advised to read all university documents to successfully complete their program of study.

Counseling Graduate Student’s Name (Please print): ________________________________

Counseling Graduate Student’s Signature: _______________________________________

Received on ________________________________________________________________

(Date)

(One copy will be kept on file in the Department of Counseling and Psychological Studies, and one copy will be kept by the Counseling Graduate Student.)

Department Copy