“Education is that whole system of human training within or without the school house walls, which molds and develops men (or women).”

W.E.B. Dubois
School of Education

Our future rests squarely in the hands of the more than 2.2 billion children on our planet. Everyone’s future, therefore, depends on the degree to which children are well educated to change the world for the better. Clark Atlanta University’s School of Education faculty, staff and students believe that every child, regardless of language, culture, ethnicity, perceived ability and/or circumstance, can learn. Moreover, we assert that every learner deserves an opportunity to maximize his or her potential.

Everyday, we prepare and challenge current and future educators to provide these opportunities. Whether pursuing bachelor’s, specialist, master’s or doctorate degrees, our candidates are more than mere instructors, counselors, and school leaders, they are learner advocates equipped with the knowledge, skill, and disposition to be change agents. That is our brand…and our calling: we equip educators to transform the lives of all learners from preschool to high school graduation and beyond.

The School and Community Counseling degree programs were nationally accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). Our programs were affirmed by the National Council for Accreditation of Teacher Education (NCATE) and all programs were approved by the Georgia Professional Standards Commission (GAPSC) at both the initial and advanced levels. Our status in the local, state, and national community is important to us.

But we also want to provide you with other important information as you transition into the role of future change agents and advocates. Here, you will find instruction focused on addressing issues in our nation’s and the world’s increasingly diverse classrooms. You will find opportunities to create partnerships that promote critical thinking and develop best practices in teaching, counseling, leadership, professional service and, most of all, research. You also will find faculty who are experts in the field, relevant in their approach and unafraid to
“Preparing Critical Thinking Change Agents to Improve Academic Outcomes in Diverse Schools and Communities.”

School of Education

advance and innovate the profession, in and outside the classroom. Because, after all, we believe in education; and we believe in our candidates and their ability to make a difference.

If you are committed to the ideals of equity and excellence for all learners, you belong here at Clark Atlanta University’s School of Education. Explore our website now to find your place in the future of education…and the future of the world.

“I would like to be a public school leader, college professor and a best selling author.”

Jazzmon Pharham

Curriculum

Certification
- Early Childhood Education

Bachelor of Arts
- Early Childhood Education
- Educational Studies

Master of Arts
- Secondary Mathematics
- Secondary Science
- Special Education

Counseling

Master of Arts
- Community Counseling
- School Counseling

Leadership

Certification
- Educational Leadership

Master of Arts
- Educational Leadership

Specialist
- Educational Leadership

Doctorate
- Educational Leadership

Clark Atlanta University
Undergraduate Application

Procedures

Students seeking admission to Clark Atlanta University must submit an application for admission to the University. A non-refundable fee of $35 made payable to Clark Atlanta University must accompany this application (cashiers check or money order only).

This application should be completed by typing or printing in black ink. Use your correct legal name on the application (no nicknames please). If your name or address changes prior to the time of registration, please notify the Office of Admissions.

Fall application priority deadline is March 1.
Spring application priority deadline is October 1.
IMPORTANT: The application must be returned fully completed and signed by the applicant.

FIRST-YEAR STUDENTS
Before final action on this application can be completed, the Office of Admissions must receive the following:
- Completed and signed application
- Recommendation form from your counselor
- Recommendation form from a teacher
- Official high school transcript(s) sent by each school attended
- Official SAT or ACT score reports
- Essay
- $35 non-refundable application fee (or fee waiver request form completed by counselor prior to March 1)

TRANSFER STUDENTS
Students who have earned twelve (12) semester hours or eighteen (18) quarter hours at another college or university, must apply as a transfer applicant. In order for the admissions application to be complete, the following must accompany the application:
- One official transcript from all colleges or universities attended sent directly to the Office of Admissions from the institution’s Office of the Registrar
- The Dean’s Certification Form
- A catalog of each previously attended college or university

INTERNATIONAL STUDENTS
The Test of English as a Foreign Language (TOEFL) is required if English is not the applicant’s native language. International applicants must attain a minimum of 500 on the paper exam and 173 on the computerized exam. A waiver of the TOEFL requirement will be granted if the applicant has earned a diploma from an institution whose curriculum is taught in English.
Before final action on an international student application can be completed, the Office of Admissions must receive the following:
- Completed and signed application
- Recommendation form from your counselor
- Recommendation form from a teacher
- Official high school transcript(s) from each school attended
- Official SAT or ACT score reports
- Essay
- Non-refundable $35 application fee
- Official TOEFL score (international student)

FINANCIAL AID

Financial aid is available through a combination of federal and university grants, scholarships, federal work study and various federal student loan programs. Each applicant applying for a grant, loan, or scholarship is required to submit the Free Application for Federal Student Aid (FAFSA).

Apply online at: www.fafsa.ed.gov

CHECKLIST

Before beginning the application, first review it carefully to determine the information you need to complete the forms.

DON’T FORGET TO:

- Completely fill out and sign the application form.
- Complete the top portion of both the counselor and teacher recommendation forms. Sign each form if you wish to waive your right to access these recommendations.
- Include your essay with the application form.
- Include your $35 application fee or fee waiver form ($55 for international students).
- Request official SAT, ACT, or TOEFL score reports.
- Submit application and supporting documents as one package.

MAILING INSTRUCTIONS

Please complete all portions of the application and return it to:

CLARK ATLANTA UNIVERSITY
Office of Admissions
223 James P. Brawley Drive, S.W.
Atlanta, GA 30314-4389

IF YOU HAVE ANY QUESTIONS, PLEASE CALL:
1-800-688-3228 (toll free)
404-880-6605
www.cau.edu

“We have a powerful potential in our youth, and we must have the courage to change old ideas and practices so that we may direct their power toward good ends.”

Mary McLeod Bethune
positive benefits such as higher GPA, higher retention, higher graduation (within 4 - 6 years), and likelihood to attend graduate or professional school (i.e., law school, medical school, etc.).

For first-time freshmen, residency is defined as residing in Beckwith Hall, Bumstead Hall, Holmes Hall, Merner Hall, Pfeiffer Hall, Ware Hall, or CAU Suites. For students that are not first-time freshmen, but have completed fewer than 58 earned credit hours, residency is defined as residing in CAU Suites, Heritage Commons, or Brawley Hall.

Frequently Asked Questions (FAQ) Questions About Housing

What is my housing contract?

Your housing contract is a legally binding, nine-month contract similar to one you would sign if you rented an apartment. You will not be assigned a room until you have completed your application. A contract is offered once an assignment can be made. Housing contracts are valid for one nine-month school year (2 semesters) and may be terminated only because of marriage, co-op, transferring schools, extreme illness, or death. If you are enrolled at Clark Atlanta University and you have signed a housing contract, you will be responsible for all housing fees for each semester of your contract.

What is the difference between a residence hall and off campus housing?

Clark Atlanta University residence halls offer convenience. Your housing fee is all you pay, there are no hook-up or monthly charges for cable TV, local telephone service, water, gas, electricity, or rent. Your contract allows you the flexibility to go home during winter and summer breaks, co-op, or student teach and no hassle with finding someone to sublet your 12-month apartment lease.

What is visitation?

Visitation hours are 6:00 p.m. to 11:30 p.m., Monday through Sunday.

How do you keep unwanted visitors out?

All halls have state-of-the-art security systems. Outside doors are locked 24 hours a day and can be accessed only by card readers. Your Student Identification card is how you enter the halls, so be very careful with this card.
Graduate Application Procedures

Before final action on an application can be completed, the Office of Admissions must receive the following:

- Completed and signed application.

- Cashier’s check or money order (made payable to Clark Atlanta University) in the amount of $40. The application fee for an international applicant is $55 U.S. dollars. The application fee will not be waived and is nonrefundable.

- An official final transcript from each undergraduate and graduate institution you have attended. Transcripts must be sent directly to the Office of Admissions from the institution’s Office of the Registrar. A transcript which has been “issued to the student” will not be accepted.

- An official GRE Report of Scores or GMAT Report (if applicable) from Educational Testing Service will not be deferred or waived. Test scores more than five years old are not acceptable.

- Three recommendation letters: two from former instructors and one from an employer or supervisor. If the applicant has not attended school for two years, then all three recommendations may come from an employer or supervisor.

- A Dean Of Students Certification form from the last institution you attended (this form is only required if you attended an institution within the last two years). The Dean of Students or the administrative officer in charge of disciplinary records must complete and mail the form directly to the Office of Admissions.

- Interview (some programs require an admissions interview)

Supplemental Documents Required

- Applicants for Ph.D., D.A.H., Ed.S., Ed.D., and specified M.A. degree programs should prepare a letter of intent which discusses career goals, reasons for applying to Clark Atlanta University, and qualifications for admission.

*Applicants applying for masters degree programs should contact the program office of intended area of study for additional details.

Reactivation of an Application

- Applications and supporting documents are maintained for one year after the semester the applicant applied to begin the graduate program. Therefore, if an applicant has applied to Clark Atlanta University within the past year, his or her application can be reactivated by submitting a letter requesting reactivation of the admissions file. The application fee is not required if the fee was submitted with the previous application.
Changing Degree Programs

If a currently enrolled graduate student desires to change from one degree program to another, he or she must submit a new application and three letters of recommendation. Additional test results are necessary only if the desired program has a different test requirement from the current program. The application fee is not required.

Readmission

A Clark Atlanta University student who has not been enrolled for one semester (not including the summer) is required to apply for readmission. Applications must be submitted at least thirty (30) days before the first day of registration of the term for which readmission is sought. A former student who has attended another college or university during his or her absence from Clark Atlanta University must have an official transcript from each institution’s Office of the Registrar mailed to Clark Atlanta University, Office of Admissions.

Transient Students

Students who are enrolled at another university or college and wish to complete no more than twelve hours at Clark Atlanta University must submit an application, the application fee and a “Letter of Good Standing.” Letters must list the desired course(s) and state that approval has been granted by a dean or an academic advisor. The document must also contain the dean or an academic advisor’s signature.

Financial Aid

Applicants who wish to obtain information on scholarships, grants, assistantship programs, etc., should contact the applicable school or department. Applicants who wish to apply for other types of financial aid should request a financial aid packet by writing to or calling:
Office of Financial Aid
Clark Atlanta University
223 James P. Brawley Drive, S.W.
Atlanta, GA 30314
(404) 880-8000 or (404) 880-8992

International Applicants

Transcripts and diplomas must display an original signature of a school official and/or the school's seal. Documents written in a foreign language must be translated and signed by an accredited credential educational service. The originals of these documents must be submitted along with the translated copies. Transcripts and diplomas must be mailed directly to the Office of Admissions. The Test of English as a Foreign Language (TOEFL) is required if English is not the applicant’s native language. International applicants must attain a minimum score of 500 on the paper based exam and 173 on the computer exam. A waiver of the TOEFL requirements will be granted, if the applicant has earned a degree from an institution whose programs are taught in English.
Note: The Form I-20 will only be issued to international applicants who have been accepted into a degree program and have submitted the required tuition deposit.

Application Deadlines

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<thead>
<tr>
<th>Term</th>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>April 1</td>
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<tr>
<td>Spring Semester</td>
<td>October 1</td>
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<tr>
<td>Summer Term</td>
<td>April 1</td>
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“Teaching is the profession that teaches all the other professions.”

Author Unknown
Welcome to the Department of Curriculum and Instruction in the School of Education at Clark Atlanta University. We offer several degree programs: At the undergraduate level, our degree program prepares students to be certified to teach in the field of early childhood education (preschool through fifth grade). We also offer the Master of Art’s Degree in Teaching (mathematics and science) for secondary education and the Master’s degree in Exceptional Education General Curriculum. Our Certification Program in Early Childhood Education enables those who have undergraduate degrees outside of the field of education to prepare for state certification and to become teachers (preschool through fifth grade).

The programs of the School of Education have a two-pronged focus: to address historical inequities in the field of education and to prepare candidates to become effective change agents who work to revamp the field to meet the needs of today’s learners. To function effectively in the contemporary world, candidates are prepared to use the cultural diversity of their students as an asset.

CAU graduates have a solid knowledge base, high levels of self-esteem, can work independently and with others and are leaders able to motivate colleagues and students to higher levels of achievement. We hope you will choose to become one of our graduates.

**Undergraduate Teacher Preparation Programs**

The objectives of the Curriculum and Instruction Department’s undergraduate programs are both professional and functional. The professional objective is to provide (1) pre-service education for prospective teachers, and (2) background in the principles of education for students preparing for general and social service areas of education. The functional objectives are to create interest in the social and civic functions of education, to conduct research in the field of education, and to study educational problems of the nation, region and state as a basis for formulating a teacher education program which places emphasis on educational problems affecting minorities.
Early Childhood Education

The Early Childhood Education program prepares instructional personnel to direct the education of young children from preschool to grade five.

The goals of this program are to provide prospective teachers with:

- A broad background in the liberal arts, mathematics, and the natural and social sciences.
- Familiarity with the field of education and its variety of settings and possibilities.
- Opportunities to observe young children in educational settings and to interact effectively with them using appropriate child study techniques.
- Understanding of development, curricula, instructional principles, theory, and research in the psychomotor, cognitive, and affective domains of learning relative to the young child; and experience in applying psychomotor, cognitive, and affective development principles of curricular and instructional practices.
- Practice in integrating the content, methodology, and instructional materials of mathematics, science, social studies, creative arts, and language arts.
- Experience in planning, implementing, and evaluating the total educational program in early childhood and primary grade settings from the perspective of a change agent for diverse populations.

“I would like to be the first in my family to graduate from college.”

Breanne Hood
Certification - Early Childhood Education

CHILD DEVELOPMENT AND LEARNING
CEDC 501 Psychology of Early Childhood
CEDS 425 Introduction to Exceptional Education

CURRICULUM
CEDC 262 Educational Technology
CEDC 360 Educational Measurement
CECE 415 Methods of Teaching Reading & Writing
CECE 426 Integrated Teaching of Elementary Math and Science
CECE 452 Integrated Teaching of Social Studies and Language Arts
CEDC 526 Curricular Integration of Creative Experiences for Young Children

FAMILY & COMMUNITY RELATIONSHIPS
CEDA 530 School/Community Relations or
CECE 498 Developing Community and Family Relationships

PROFESSIONAL ENGAGEMENT
CECE 213 Practicum I
CECE 313 Practicum II
CECE 316 Practicum III
CEDC 595 Internship Early Childhood Education
Bachelor of Arts in Early Childhood Education

Freshman Year (30-31 credit hours)

First Semester: 16 credit hours

- CGED 100 First-Year Seminar I
- CSTA 101 Fundamentals of Speech
- CBIO 101 Biological Science
- CMAT 105 Pre-Calculus I or CMAT 103 Algebra I
- CENG 105 English Composition I
- CEDC 199 Pre-professional Seminar (substitute an elective if exempt from GACE Basic Skills)

Second Semester: 14-15 credit hours

- CGED 101 First-Year Seminar II
- CPED ___ Physical Education
- CPHY 102 Physical Science
- CPHY 102L Physical Science Lab or
- CPHY 104 Earth Science
- CPHY 104L Earth Science Lab
- CENG 106 English Composition II
- CMAT 106 Pre-Calculus II or CMAT 105 Pre-Calculus I
- CMUS 120 Music Appreciation, CART 150 Art Appreciation or other course that satisfies the core humanities requirement

Sophomore Year (31 credit hours)

First Semester: 15 credit hours

- CHIS 211 U.S. History or CHIS 201 U.S., Africa, and the World I
- CFL_ 201 Foreign Language
- CEDC 262 Educational Technology
- CENG 201 World Literature I or CENG 202 World Literature II
- Elective (consider Foreign Language 102 if not ready for 201)

Second Semester: 15 credit hours

- CPHIL 105 Critical Thinking or Religion or other course that satisfies the core religion/philosophy requirement
- CSCJ 105 Culture and Society or other course that satisfies the core social sciences requirement
- CFL_ 202 Foreign Language
<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHIS 212</td>
<td>U.S. History (suggested) or CHIS 202 U.S., Africa, and the World II</td>
</tr>
<tr>
<td>CPSY 301</td>
<td>Educational Psychology</td>
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**Junior Year (34 credit hours)**

**First Semester: 17 credit hours**
- CECE 200  Introduction to Early Childhood Education
- CEDF 211  Foundations of Education: The Urban Reality
- CECE 213  Practicum I (Observing and Exploring)
- CECE 300  Literacy in Early Childhood I
- CECE 302  Child Development: The Urban Learner

**Second Semester: 17 credit hours**
- CECE 206  Foundations of Math I
- CECE 313  Practicum II (Planning and Implementing)
- CEDC 360  Educational Measurement
- CHPE 404  Methods of Teaching Early Childhood Health and Physical Education
- CECE 415  Methods of Teaching Reading and Writing
- CEDS 425  Introduction to Exceptional Education

**Senior Year (30 credit hours)**

**First Semester: 17 credit hours**
- CECE 316  Practicum III (Instructing Connecting, and Assessing)
- CECE 404  ECE Curriculum Methods and Materials
- CEDC 408  Multicultural and Global Education
- CECE 426  Integrated Teaching of Elementary Math and Science
- CECE 452  Integrated Teaching of Social Studies and Language Arts
- CECE 498  Developing Family and Community Relationships

**Second Semester: 13 credit hours**
- CEDC 444  Pre-service Teaching in Early Childhood Education
Bachelor of Arts in Educational Studies

Freshman Year (30-31 credit hours)

First Semester: 16 credit hours

- CGED 100  First Year Seminar I
- CSTA 101  Fundamentals of Speech
- CBIO 101  Biological Science
- CMAT 105  Pre-Calculus I or CMAT 103 Algebra I
- CENG 105  English Composition I
- CEDC 199  Pre-professional Seminar {substitute an elective if exempt from GACE Basic Skills}

Second Semester: 14 or 15 credit hours

- CGED 101  First Year Seminar II
- CPHY 102/104 Physical Science or Earth Science
- CPHY 102L/104L Physical Science Lab or Earth Science Lab
- CENG 106  English Composition II
- CMAT 106  Pre-Calculus II or CMAT 105 Pre-Calculus I
- CART 150  Art Appreciation or any course that satisfies the Core Humanities requirement
- CPED ---  Physical Education

Sophomore Year (30 credit hours)

First Semester: 15 credit hours

- CENG 201/202 World Literature I/World Literature II
- CHIS 201  U.S. Africa and the World or CHIS 211
- CFL 201  Foreign Language
- CEDC 262  Educational Technology
- ______ Elective
Second Semester: 15 credit hours

CHIS 202  U.S. Africa and the World II (CHIS 212 suggested for candidates not a part of the WISE program)
CFL- 202  Foreign Language II
CPHI 105  Critical Thinking (preferred) or any course that satisfies the Core Religion/Philosophy
CSCJ 105  Culture and Society or any course that satisfies the Core Social Science requirement
CPSY 301  Educational Psychology

Junior Year (36 credit hours)*

First Semester: 18 credit hours

CECE 200  Introduction to Early Childhood Education
CEDF 211  Foundations of Education: The Urban Reality
CECE 300  Literacy in Early Childhood I
CBUS 330  Legal, Social and Ethical Aspects of Business I

Second Semester: 18 credit hours

CECE 206  Foundations of Mathematics for Teachers
CEDC 303  Human Relations
CEDC 305  Presentation Skills
CBUS 340  Principles of Management
CPHE 413  Human Education Curriculum and Methods
CEDS 425  Introduction to Exceptional Children

Senior Year (31-34 credit hours)*

First Semester: 16 credit hours

CMAT 307  Stature of Elementary Mathematics
CECE 314  Creative Development
CECE 404  Early Childhood Curriculum and Methods
CECE 405  Pre-school Program Development
CEDC 408  Multicultural and Global Education

Second Semester: 15-18 credit hours

CECE 492  Cooperative Education
—— ——  Elective
—— ——  Elective

*Admission to Educational Studies (including passing the GACE Basic Skills test or being exempt) is a prerequisite for classes listed for Junior and Senior years.
Master of Arts in Teaching Mathematics
Education or Science Education
(Grades 6-12)

All candidates admitted to advanced programs in the School of Education, must hold an undergraduate degree from an accredited institution. In addition to participating in an interview, candidates must submit:

- Completed CAU graduate application
- Official transcripts from all university and colleges attended
- A resume
- Three letters of recommendation,
- A statement of intent (300 word minimum)
- Written Response to conceptual framework questions

Additionally, applicants must

- Have earned a GPA ≥2.6 on undergraduate work
- Present acceptable scores on the Graduate Record Exam (GRE) General Test

Document acceptable social and personal behavior for teacher certification based on a national background check with fingerprinting. Candidates should note that the opportunity to participate in field experiences (including Internship) and therefore to finish programs depends on the candidate’s ability to satisfy criminal background check requirements.

Document satisfying the GACE Basic Skills requirement. A test of basic reading, writing, and mathematics skills is a certification requirement in the state of Georgia. Beginning September 1, 2006, the GACE Educator Testing program replaced the Praxis test series in Georgia. Currently, candidates may be exempt from the GACE Basic Skills assessments on the basis of SAT (verbal + mathematics ≤1000), ACT (English + mathematics ≤43), or GRE (verbal + quantitative ≤1030). For more information, visit http://www.gapsc.com.
All mathematics and science education majors must take the following courses:

CEDC 530 Foundations of Culturally Responsive Pedagogy
CCPS 503 Human Growth and Development
CEDC 538 Trends, Issues and Approaches in Middle Grades and Secondary Curriculum
CEDC 551 Research Design and Evaluation in Education
CEDC 553 Educational Research Practitioner's Paper
CEDC 597 Internship - Secondary Education

For Mathematics: Candidates take the following three courses and any two graduate level mathematics courses selected in consultation with the candidate's advisor.
CEDC 567 Calculus for Grades 6-12
CEDC 568 Geometry for Grades 6-12
CEDC 569 Mathematics for Grades 6-12

For Science:
CEDC 570 Science for Grades 6-12
Candidates take two of the following three courses not represented by his/her undergraduate science degree area and any graduate level science course selected in consultation with the candidate’s advisor.
CEDC 510 Earth Systems Science
CEDC 571 Physics for Grades 6-12
CEDC 572 Chemistry for Grades 6-12
CEDC 573 Biology for Grades 6-12

Candidates seeking certification must pass or be exempt from all relevant examinations required for certification by the state of Georgia and satisfy the exceptional education requirement.

Note: Previous experience in the classroom and/or in education coursework is not required.
Master of Arts in Special Education General Curriculum

All Exceptional Education candidates take the following courses:

CEDS 578  Behavior Management
CEDS 579  Psycho-Educational Evaluation for Teaching
CEDS 580  Psychology of Exceptional Education
CEDS 585  Developmental Problems in Speech and Language
CEDS 591  Nature and Needs of Students with Mild Disabilities
CEDS 592  Methods, Materials, and Curriculum for Students with Mild Disabilities
CEDS 605  Diagnostic Reading for Teaching Reading
CEDC 551  Research Design & Evaluation in Education  or
CCPS 500  Basic Statistics  or
CCPS 507  Research and Measurement  or
CEDA 590  Educational Test and Measurement

Comprehensive Exam

Field Experience Requirement: The following courses are to be taken during the last two semesters in the program.

CEDS 593  Practicum for Special Education General Curriculum
CEDS 594  Internship for Special Education General Curriculum
CEDS 606  Seminar for Prospective Special Education Teachers

Electives: Candidates should take any two (2) of the following courses:

CEDS 576  Cultural Diversity
CEDS 600  Curriculum for Exceptional Education
CEDC 642  Career Development
CEDC 643  Counseling Families
CEDS 698  Legislative and Legal Aspects

Applicants who are interested in eligibility for teacher certification, should contact the department chair for requirements. For example, candidates seeking certification must pass or be exempt from all relevant examinations required for certification by the State of Georgia.
“I have learned that people will forget what you said; people will forget what you did, but people will never forget how you made them feel.”

Maya Angelou
The Department of Counselor Education offers two programs: a program leading to the Master of Arts degrees in Community Counseling and a program leading to the Master of Arts School Counseling. The curricula of the department are designed to develop competency in counseling, stimulate original research, and serve the educational enterprise with creative scholarship and effective clinical practice.

**Master of Arts in School Counseling**

The Master of Arts degree in School Counseling consists of a minimum of 51 semester hours and is designed to prepare candidates for school counseling positions in public or private elementary, middle, or high schools. Graduates of the program are prepared to develop, implement and evaluate the academic needs of children and adolescents in multicultural settings and provide individual and group counseling. At the completion of the program, graduates are eligible for state of Georgia certification in School Counseling. The curriculum of this program meets the standards of preparation as set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), Professional Standards Commission—state of Georgia (PSC) and the National Council for Accreditation of Teacher Education (NCATE).

**Master of Arts in Community Counseling**

The Master of Arts degree in Community Counseling consists of a minimum of 48 semester hours and is designed to prepare students for professional counseling positions in a variety of community settings, including community mental health agencies, mental health hospitals, juvenile justice agencies, and substance abuse treatment facilities. Graduates of the program are prepared to provide individual and group counseling on personal concerns, community services, education and lifestyle development, and career planning in diverse settings. The curriculum of this program is aligned with the basic requirements for licensure as a Professional Counselor in Georgia and qualifies graduates to take the National Board of Certified Counselor’s Examination.
Master of Arts in School Counseling

A **minimum of 51 semester hours** (post-Bachelor). This planned program fulfills all of the academic requirements for licensure in the state of Georgia as a School Counselor (SC-5).

**Common Core Courses**
- CCPS 501 Introduction to Counseling
- CCPS 502 Helping Relationships Skills
- CCPS 503 Human Growth and Development
- CCPS 504 Theories of Counseling
- CCPS 505 Group Counseling
- CCPS 506 Career Counseling
- CCPS 507 Research and Measurement
- CCPS 508 Individual and Group Appraisal
- CCPS 509 Counseling Diverse Populations
- CCPS 510 Professional Ethical & Legal Applications
- CSED 500 Communication Skills Exam**

**Specialty Core Courses***
- CCPS 518 School Consultation
- CCPS 520 Organization & Admin. Of Guide Counseling
- CCPS 533 Counseling Children & Adolescents I
- CEDS 580 Psychology of Exceptional Children***

**Completion of Core Courses**
Comprehensive Exam

**Professional Clinical Core Course**
- CCPS 524 School Counseling Practicum
- CCPS 540 School Counseling Internship I
- CCPS 541 School Counseling Internship II

**Suggested Elective Offerings**
- CCPS 532 Counseling Couples and Families
- CCPS 539 Theories of Personality I

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*Candidacy required
**School of Education Requirement
***Georgia Certification Requirement
A minimum of 48 semester hours (post-Bachelor). This planned program fulfills all of the academic requirements for licensure in the State of Georgia.

Common Core Courses
CCPS 501 Introduction to Counseling
CCPS 502 Helping Relationships Skills
CCPS 503 Human Growth and Development
CCPS 504 Theories of Counseling
CCPS 505 Group Counseling
CCPS 506 Career Counseling
CCPS 507 Research and Measurement
CCPS 508 Individual and Group Appraisal
CCPS 509 Counseling Diverse Populations
CCPS 510 Professional Ethical & Legal Applications
CSED 500 Communication Skills Exam**

Specialty Core Courses*
CCPS 532 Counseling Couples and Families
CCPS 534 Community & Mental Health Counseling
CCPS 535 Diagnostic Systems

Completion of Core Courses
Comprehensive Exam

Professional Clinical Core Course
CCPS 530 Community Counseling Practicum
CCPS 542 Community Counseling Internship I
CCPS 543 Community Counseling Internship II

Suggested Elective Offerings
CCPS 520 Organization & Admin. For Guide
CCPS 533 Counseling Children & Adolescents I
CCPS 539 Theories of Personality I

* Candidacy required
** School of Education Requirement

“I would like to work in a private setting where I will use music and art to administer therapy.”
Rodney Jennings
“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

John Quincy Adams
The Educational Leadership program at Clark Atlanta University enjoys a highly regarded tradition of preparing leaders for urban educational systems, and, in recent years, has been recognized as one of the leading institutions for awarding doctorates in education to African Americans. Its programs are accredited by the National Council for the Accreditation of Teacher Education (NCATE). Additionally, its programs are approved by the Georgia Professional Standards Commission (GAPSC).

Certification in Educational Leadership

The certification program requires a minimum of twenty-one (21) hours for completion. Certification in a teaching or service field is a prerequisite to admission. The courses below fulfill all the academic requirements for certification by the Georgia Professional Standards Commission. (GAPSC)

Strategic Leadership
CEDA 500 Introduction to Education Administration & Supervision

Instructional Leadership
CEDA 510 Curriculum Planning for Educational Leaders

Organizational Leadership
CEDA 520 Educational Resource Management

Political and Community Leadership
CEDA 530 School and Community Relations
CEDA 535 Education Policy and the Law

Field Experience
CEDA 560 Master’s Practicum I
CEDA 561 Master’s Practicum II
Master of Arts in Educational Leadership

The master's degree program is designed to provide foundational preparation in administration and supervision needed to prepare candidates for initial certification to serve as leaders at the school building level. This program requires thirty (30) semester hours of coursework.

Strategic Leadership
CEDA 500  Introduction to Education Administration & Supervision
CSED 500  Communication Skills Examination**

Instructional Leadership
CEDA 510  Curriculum Planning for Educational Leaders

Organizational Leadership
CEDA 520  Educational Resource Management

Political and Community Leadership
CEDA 530  School and Community Relations
CEDA 535  Education Policy and the Law
CEDA 550  History of Urban Education or
CEDF 553  Schooling and the Urban Community

Comprehensive Examination

Research and Evaluation
CEDA 590  Education Test and Measurements
CEDA 599  Research for School Improvement

Field Experience
CEDA 560  Master's Practicum I
CEDA 561  Master's Practicum II
Specialist in Educational Leadership

The Specialist program is designed to provide advanced preparation in leadership at either or both the building level and the district level. Initial certification (NL-5) and current assignment to a district-approved leadership role are required for admission. This degree program requires a minimum of thirty (30) semester hours for completion and provides for the application and synthesis of basic concepts fundamental to instructional leadership. The program requires a two semester supervised field-based residency. Upon successful completion of this program, and passing the GACE, one is prepared to apply for the PL-6 level certification.

Strategic Leadership
CEDA  600  Administration of the Urban School
CEDA  601  Strategic Planning for System Reform

Instructional Leadership
CEDA  610  Administration and Supervision of the Instructional Program
CEDA  612  Student Personnel Administration
CEDA  614  Staff Personnel Administration

Organizational Leadership
CEDA  620  Economics of Education Equity

Political and Community Leadership
CEDF  654  Education and Urban Development  or
CEDA  630  Community Educational Leadership

Comprehensive Examination

Research and Evaluation
CEDA  690  Systematic Educational Evaluation
CEDA  699  Research Methods in Organizations

Field Experience
CEDA  660  Advanced Practicum I
CEDA  661  Advanced Practicum II
Doctorate of Education in Educational Leadership

The Doctor of Education degree in Educational Leadership is designed as an intensive performance-based experience for students seeking the highest level of preparation to serve as transformational leaders at the building level or the district level in diverse schools and communities to enhance student learning outcomes. The program requires sixty (60) semester hours above the master's degree. The program includes a two-semester supervised field-based residency. Admission requirements include a GRE score on the verbal and the quantitative sections no older than five years. Additionally, the applicant must hold at minimum the NL-5 certificate in educational leadership and must be serving in a district-approved leadership role in that district.

Strategic Leadership
CEDA 600 Administration of the Urban School
CEDA 601 Strategic Planning for System Reform
CEDA 709 Seminar in Strategic Leadership

Instructional Leadership
CEDA 610 Administration and Supervision of the Instructional Program
CEDA 612 Student Personnel Administration
CEDA 614 Staff Personnel Administration
CEDA 719 Seminar in Instructional Leadership

Organizational Leadership
CEDA 620 Economic of Education Equity
CEDA 729 Seminar in Organizational Leadership

Political and Community Leadership
CEDF 654 Education and Urban Development
CEDA 630 Community Educational
CEDA 730 Politics of Urban Education
CEDA 735 Educational Policy Analysis
CEDA 739 Seminar in Political and Community Leadership

Research and Evaluation
CEDA 690 Systematic Educational Evaluation
CEDA 699 Research Methods in Organization
CEDA 790 Quantitative Research
CEDA 791 Directed Research (Elective)
CEDA 795 Qualitative Methods in Research
CEDA 995 Dissertation Research

Comprehensive Examination

Field Experience
CEDA 660 Advanced Practicum I
CEDA 661 Advanced Practicum II
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<tr>
<th>Adult Education Tutor</th>
<th>Adult Protective Service Consultant</th>
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<tbody>
<tr>
<td>Assistant Principal</td>
<td>Author</td>
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<tr>
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<td>College Professor</td>
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<td>Textbook Developer</td>
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<td>Teacher Preparation Reviewer</td>
<td>Textbook Editor</td>
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<tr>
<td>Special Assistant to the Superintendent</td>
<td>Minister of Education</td>
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<tr>
<td>Corporate / Leadership Jobs with Boy or Girl Scouts</td>
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For additional information about the School of Education programs and how to apply, visit www.cau.edu or scan this quick response code.

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