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**The Department of Counselor Education programs are accredited by:**

- NCATE/National Council for Accreditation of Teacher Education, and
- [NCATE](https://www.ncate.org/)
  - The Standard of Excellence in Teacher Preparation
- PSC/Georgia Professional Standard Commission, and
- [CACREP](https://www.cacrep.org/)
  - Council for Accreditation of Counseling & Related Educational Programs
Dear Counseling Candidates:

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,

Faculty and Staff

Department of Counselor Education
The Counseling Graduate Program’s Handbook is designed to give candidates 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 candidates 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 candidates navigate through their graduate program of study at CAU. It is strongly recommended, however, that graduate candidates 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. Candidates 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.
1.1 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 candidates 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 Theologic(al 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 candidates 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.

### 1.2 CAU Mission

Clark Atlanta University is an institution of high research activity characterized by a focus on the intellectual and personal development of each student. Its purpose is to prepare a diverse community of learners to excel in their chosen endeavors and to become responsible, productive, and innovative citizen leaders, locally and globally. This outcome is accomplished by the provision of access to and excellence in teaching, research, service, and creative activities through continuous engagement in an enriched, challenging, and nurturing environment.
1.3 CAU Vision

Clark Atlanta University will further extend its national prominence and international presence for its distinctive capacity and commitment to provide a personally transformative learning environment, characterized by excellence in teaching, rigorous and innovative academic programs, dedication to the nurturing and development of its candidates, and the conduct of research addressing critical local, national, and global issues. Its candidates and faculty will gather from all parts of the world to discover and apply solutions to many of society’s most pressing problems. Clark Atlanta University graduates will demonstrate finely honed intellectual capability, innovative ideas and practices, inclusiveness, a disposition to serve, and a distinct appreciation for diversity in people, place, and opportunity.

1.4 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 candidates, 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 candidates 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.

1.5 Clark Atlanta University’s Core Values

Undergirding all of this “institutional cartography,” are Clark Atlanta University’s Core Values. This comportment is defined by six, unwavering standards that benchmark the University’s culture:
1.6 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.

1.7 Institutional Accreditation

Clark Atlanta University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Bachelor’s, Master’s, and Doctoral Degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Clark Atlanta University.

1.8 University and Program Accreditations

- American Assembly of Collegiate Schools of Business, B.S. and M.B.A. Programs
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Social Work Education, B.S.W. and M.S.W. degree programs
- National Association of Schools of Public Affairs/Administration
- National Council for Accreditation of Teacher Education
- The Georgia Professional Standards Commission
Clark Atlanta University’s School of Education believes that every child, regardless of language, culture, ethnicity, perceived ability and/or circumstance, can learn. Moreover, we assert that they deserve an opportunity to maximize their potential.

Every day, we prepare and challenge current and future educators to make that happen. Whether pursuing bachelor’s, specialist, master’s or doctorate degrees, our candidates are more than mere instructors, counselors, and school leaders, they are child 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.

Our degree programs include:

- Early Childhood Education
- Educational Studies
- Special Education - General Curriculum
- Secondary Math and Science Education
- Educational Leadership
- Community Counseling
- School Counseling

### 2.1 School of Education Mission

To prepare highly competent, autonomous, critical-thinking, candidates for P12 schools and various educational settings serving all candidates, particularly those belonging to culturally and linguistically diverse groups.

### 2.2 School of Education Vision

The School of Education will, consistent with the mission, vision, and core values of Clark Atlanta University, continue to drive and evaluate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

### 2.3 School of Education Theme

“Preparing Critical Thinking Change Agents to Improve Academic Outcomes in Diverse schools and Communities”
2.4 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 candidates to pass on the unit’s vision that is sensitive to underserved populations.

### Critical Thinking Change Agent Outcomes

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<td><strong>K1. Critical Race Theory:</strong> Demonstrates the content knowledge of the cultural, historical, social, political and economic realities and uses such to foster optimal development for all candidates.</td>
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<td><strong>K2. Multicultural Education:</strong> Demonstrates the basic and broad knowledge and critical skills for culturally diverse groups to provide learning opportunities adapted to diverse learning needs.</td>
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<td><strong>K3. Critical Pedagogy:</strong> Demonstrates how to teach subject content inherent in effective teaching and/or learning.</td>
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<td><strong>K4. Content Knowledge:</strong> Exhibits understanding and has knowledge of subject matter and how knowledge is constructed to improve student academic achievement in inclusive settings.</td>
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<td><strong>S2. Technological:</strong> Incorporates technological applications to promote learning and ensure educational equity.</td>
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<td><strong>S3. Assessment:</strong> Systematically uses formal and informal assessment strategies to evaluate and assess teaching/learning issues in urban schools and communities.</td>
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<td><strong>D1. Social Responsibility (Professionalism):</strong> Models ethical and professional behaviors in all interactions with schools, families, and communities.</td>
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<td><strong>D2. Cultural Sensitivity:</strong> Demonstrates respect for the learners’ communities and cultural norms and sees the learning potential in all candidates</td>
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<td><strong>D3. Advocacy:</strong> Views education as a dynamic political process in which to advocate improving the educational system.</td>
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3.1 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 candidates, teachers, parents, administrators, local business leaders and community leaders to help candidates 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 candidates.

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 candidates. Counselors strive to create a total school environment in which candidates 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 candidates can maximize their talents and opportunities. They create, develop and shape innovative strategies to enable candidates 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.

3.2 Counseling Program

Overview

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 candidates 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 candidates’ personal characteristics. The program is aligned and accredited with the guidelines which have been set by the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Candidates 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 candidates 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 and Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

3.3 Counselor Education Mission

The mission of the Department of Counselor Education furthers Clark Atlanta’s by preparing candidates 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 candidates; 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.

### 3.4 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 candidates. In order to help prepare them to enter the field of counseling, faculty will provide candidates with specialized curricular, experiential, supervisory, and professional experiences. These include course work, practicum, internship, supervision, and opportunities for professional experiences. Candidates are encouraged to attend workshops, conferences, and to work with faculty on presentations/research. Faculty and candidates 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 candidates 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.

3.5 Degrees in Counseling

Welcome to the Clark Atlanta University Counselor Education Unit. You have chosen to begin a journey with the goal of becoming a professional counselor. The Department of Counselor Education offers two types of degrees based on candidate’s career goals: programs leading to Master of Arts degrees in Community Mental Health Counseling and a 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.

The requirements of the counseling programs consist of courses in counseling skills, theories, ethics, and research. More advanced courses offer candidates 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.

This handbook is offered to candidates interested in one of two sequences (i.e., community mental health counseling, or school counseling) and to our current candidates. It is hoped that the contents will assist candidates in understanding the counseling program and to maximize candidates’ experience in our program. While every effort has been made to provide a comprehensive handbook, the following are only guidelines. Candidates 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.

3.6 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 school levels. 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).

3.7 Community Mental Health Counseling

The Master of Arts degree in Community Counseling consists of a minimum of 51 semester hours and is designed to prepare candidates 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, 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.

3.8 Curriculum Objectives

- Candidates will have knowledge of human growth and development so that they can understand and apply theory, and concepts to human behavior, human service systems and problems in human behavior at all developmental levels.
- Candidates will have knowledge and understand the uniqueness of social and cultural foundations and how it relates to the context of relationships, and issues in a pluralistic society.
- Candidates will have knowledge and understand helping relationship skills of counseling.
Candidates will be knowledgeable about group work: development, dynamics, counseling theory, group counseling methods, and group work approaches.

Candidates will be knowledgeable and understand career and lifestyle development as well as integrate career theories, career decision making, career planning and career assessment.

Candidates will be knowledgeable and understand individual and group appraisal approaches.

Candidates will be knowledgeable about research methods, program evaluation and basic statistics. (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.

Candidates will be knowledgeable about Professional orientation and ethics of counseling including history, philosophy of the counseling profession, professional roles and responsibilities, standards and credentials.

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

SECTION 4
ADMISSION

4.1 Admission Criteria

For admission to the Counseling Program and one of the two sequences, candidates 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. Present a current official report of scores on the Graduate Record Examination General Test (GRE). 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. Candidates are encouraged to review the graduate catalog.

### 4.2 Financial Assistance

Candidates 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

### 4.3 Transfer Candidates

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 Candidates, 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 non-enrollment.

### 4.4 Transfer Credits

If candidates 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, candidates must arrange for an appointment with their advisor to discuss the matter in detail. At this meeting candidates 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 candidates 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. Candidates 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.

Candidates may not request transfer credit or waiver for the following courses, CCPS 502, CCPS 505, CCPS 520, CCPS 521, CCPS 522, CCPS 524, CCPS 530, CCPS 539, nor for the internship courses CCPS 540, CCPS 541, CCPS 542 and CCPS 543.

4.5 Student Course Load

The maximum course load candidates may carry for each semester is 12 hours with approval from the Department Chair. Overloads will not be permitted.

4.6 Readmission

When a student is readmitted to the School of Education, Department of Counselor Education he/she must complete a new student planned program and follow the catalog in effect when he/she returns.

4.7 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 candidates 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 candidates 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 candidates.

SECTION 5

DEGREE REQUIREMENTS

Candidates must meet all university requirements for a master’s degree. All counseling candidates 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. Candidates should complete their program of study with the advisor before or within the first semester of en
rollment to ensure proper progression through the program. Although the advisor is available to help candidates 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. Candidates 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.

5.1 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 for one academic year (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
5.2 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.)

5.3 Community and Mental Health Counseling Planned Program

Master’s Degree (M.A.) in Education with a specialization in Community Counseling (minimum of 51 hours)

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<thead>
<tr>
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<th>TITLE</th>
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<td>CCPS</td>
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<td>CCPS</td>
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<td>507 Research and Measurement</td>
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<td>CCPS</td>
<td>508 Individual and Group Appraisal</td>
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<td>CCPS</td>
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<td>Comprehensive Examination</td>
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<td></td>
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<td>CCPS</td>
<td>543 Community Counseling Internship II</td>
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<td>CCPS</td>
<td>520 Organization and Administration of School Counseling</td>
<td>3</td>
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<td>CCPS</td>
<td>533 Counseling Children and Adolescents</td>
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<tr>
<td>CCPS</td>
<td>539 Theories of Personality I</td>
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## 5.4 School Counseling Planned Program

A Master’s Degree (M. A.) in Education with a specialization in School Counseling (51 hours)

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<thead>
<tr>
<th>COURSE</th>
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<td>CCPS 520</td>
<td>Organization &amp; Admin. of Counseling Services</td>
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<td>CCPS 533</td>
<td>Counseling Children and Adolescents</td>
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<td>CEDS 580</td>
<td>Psychology of Exceptional Children</td>
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<td>Comprehensive Examination</td>
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<td><strong>Area C: Professional Clinical Experience</strong></td>
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<tr>
<td>CCPS 524</td>
<td>School Counseling Practicum</td>
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<td>CCPS 540</td>
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**SUGGESTED ELECTIVE OFFERINGS:**

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<tr>
<td>CCPS 539</td>
<td>Theories of Personality I</td>
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*Candidates must fulfill the PSC technology requirement by enrolling in this course, taking this course through staff development or using the test-out option.*
5.5 Course Descriptions

**CCPS 501: Introduction to Counseling**  
Fall, Spring, 3 credits  
Provides a philosophical orientation to the counseling profession. Addresses the characteristics of effective counselors, nature of the therapeutic relationship, and process of counseling. Activities are both didactic and experiential in nature. *Prerequisite: Admission.*

**CCPS 502: Helping Relationship Skills**  
Spring, 3 credits  
Provides a broad understanding of the philosophic foundations of the helping processes necessary for building therapeutic relationship, including cross-cultural counseling theories and their applications. Candidates will develop intrapersonal and interpersonal relationships through practice as well as counseling skills and technique essential for fostering effective helping relationships. *Prerequisite: CCPS 501 and CCPS 504.*

**CCPS 503: Human Growth and Development**  
Fall, Spring, 3 credits  
Provides an overview of the biological, psychosocial, and cognitive aspects of human growth and development across the life span. *Prerequisite: Admission.*

**CCPS 504: Theories of Counseling**  
Fall, Spring, 3 credits  
Examines major theories of counseling with respect to the major assumptions and the therapeutic relationship. Emphasis on points of convergence and divergence, strength and weakness, as well as the applicability of theories to all populations. *Prerequisite: CCPS 501*

**CCPS 505: Group Counseling**  
Fall, Summer, 3 credits  
Examines the meaning, function, types, and principles of the group approach to counseling, including the dynamics of group interaction, leadership, role-playing, personal development in groups, and the influences of the group processes on individual development. *Prerequisite: CCPS 501, 502, 503 & 504.*

**CCPS 506: Career Counseling**  
Spring, 3 credits  
Trains candidates to obtain, organize, integrate, utilize and evaluate the relevance, quality, and reliability of educational and occupational information. *Prerequisite: CCPS 501, 502 & 503.*

**CCPS 507: Research and Measurements**  
Spring, 3 credits  
Covers the fundamentals of the research tools employed by scholars when they conduct education research. Subject matter includes library resources, types of research, review of research methodologies, measurement instruments, data collection and analysis procedures, proposal preparation and report writing. *Prerequisite: CCPS 512.*

**CCPS 508: Individual and Group Appraisal**  
Spring, Summer, 3 credits  
Provides a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and the use of appraisal results in counseling and consulting. *Prerequisite: CCPS 507 & 512.*
CCPS 509: Counseling Diverse Populations  
Examines the psychological, sociological, and anthropological principles and research in the understanding of cultural diversity in American society. Emphasis is on knowledge, skills, and self-awareness of the counselor in providing mental health services to a diverse population.  
*Prerequisite: CCPS 501, 502, 503 & 504.*

CCPS 510: Professional, Ethical and Legal Applications  
Emphasis on professional, ethical and legal issues associated with human services. Analyzes the function of ethics in the profession and the study of legal rights, duties, and liabilities of human services practitioners.  
*Prerequisite: CCPS 501*

CCPS 512: Behavioral Statistics  
Emphasis use of statistical techniques to describe, compare and predict probable trends in large and small samplings of data.  
*Prerequisite: Admission.*

CCPS 518: School Consultation  
Provides school counseling candidates the opportunity to explore the differences between direct and indirect service delivery models of consultation, reflection on the practice of consultation and develop the knowledge and skills of a problem-solving consultation process. The course provides an emphasis on working with school personnel, families, culturally and linguistically diverse populations as well as regular and disabled candidates.  
*Prerequisites: CCPS 501, 502, 503, 504, 505, 506 & Candidacy.*

CCPS 520: Organization and Administration of Guidance and Counseling Services  
Focuses on the role of the school counselor in the development, implementation, and evaluation of a comprehensive developmental guidance program, as well as the counselor’s involvement in leadership within the school setting with respect to the school’s curriculum, system goals, and equity issues.  
*Prerequisite: CCPS 501, 502, 503, 504, 505, 506, 518 & Candidacy.*

CCPS 522: Secondary School Counseling Practicum  
Focuses on counseling theory and practice, developing, implementing, evaluating guidance and counseling services; the referral process; developing, implementing, and evaluating intervention strategies; and parental involvement and other community resources related to the academic success of the secondary school learner.  
*Prerequisite: CCPS 501, 502, 503, 504, 505, & 506.*

CCPS 524 School Counseling Practicum (100 hours)  
An initial supervised experience in school counseling in which counseling theory and organization of school counseling programs are applied to practice. Candidates are placed in a K-12 school setting. In addition, candidates, in individual supervision and in small group supervision with the university supervisor, critique and analyze their actual counseling sessions. Feedback and analyses are given on these interactions by peers and the instructor. Through these processes each graduate student is assisted in developing his/her relationship skills and counseling style. Therefore, the practicum experience is an integral and vital part of the preparation program for professional counselors.  
*Prerequisites: CCPS 518, 520 & Candidacy.*
CCPS 530: Community Counseling Practicum  
**Fall, Spring, Summer, 3 credits**
Provides a theoretical framework that focuses on meeting the counseling needs of identified target populations in a programmatic fashion. Prevention, crisis intervention, consultation and community-based interventions will be presented as well as needs assessments, goals formulation, intervention design and program evaluation. **Prerequisite:** CCPS 501, 502, 503, 504, 505, 506 & Candidacy.

CCPS 532: Counseling Couples and Families  
**Fall, 3 credits**
An advanced counseling course designed to increase knowledge of family systems, theory, and structure in order to effectively assess, conceptualize and treat family issues. **Prerequisite:** CCPS 501, 502, 503, 504, 505, and 506.

CCPS 533: Counseling Children and Families  
**Spring, 3 credits**
Provides an overview of childhood and adolescent development from various theoretical perspectives, as well as the assessment and treatment of emotional disorders prominent in childhood and adolescence. **Prerequisite:** CCPS 501, 502, 503, 504, 505, & 506.

CCPS 534: Community Counseling Practicum (100)  
**Fall, 3 credits**
An initial supervised experience in community counseling in which counseling theory and organization of community counseling programs are applied to practice. Candidates are placed in agency setting. In addition, candidates, in individual supervision and in small group supervision with the university supervisor, critique and analyze their actual counseling sessions. Feedback and analyses are given on these interactions by peers and the instructor. Through these processes each graduate student is assisted in developing his/her relationship skills and counseling style. Therefore, the practicum experience is an integral and vital part of the preparation program for professional counselors. **Prerequisites:** CCPS 535 & Candidacy.

CCPS 535: Abnormal Psychology and Diagnostic Systems  
**Spring, 3 credits**
Provides an overview of abnormal psychology and trains candidates to assess psychological conditions according to the Diagnostic and Statistical Manual of Mental Disorders. **Prerequisite:** CCPS 501, 502, 503, 504, 505, 506, 507, 508, 509, 510 & Candidacy.

CCPS 539: Theories of Personality I  
**Spring, Summer, 3 credits**
This course is designed to critically explore the important approaches to the study of personality in psychology. As such it will be quite broad, ranging from the psychoanalytic work of Freud through the behavioral views of Skinner and others to humanistic approaches of those such as Rogers and Maslow. The aim of this course is to assist candidates in gaining an understanding of the various approaches to personality and identification and treatment of personality disorders. **Prerequisite:** CCPS 501, 502, 503, 504, 505, 506, 507, 508, 509, 510 & Candidacy.

CCPS 540: School Counseling Internship I  
**Fall, Spring, 3 credits**
Supervised field placement candidates. **Prerequisite:** CCPS 518, 520, 521, 522, 524 & Candidacy.

CCPS 541: School Counseling Internship II  
**Fall, Spring, 3 credits**
Continuation of supervised field placement. **Prerequisite:** CCPS 540 & Candidacy.
CCPS 542: Community Counseling Internship I  Fall, Spring, Summer, 3 credits
Supervised filed placement candidates.  *Prerequisite: CCPS 530, 540 & Candidacy.*

CCPS 543: Community Counseling Internship II  Fall, Spring, Summer, 3 credits
Continuation of supervised field placement.  *Prerequisite: CCPS 542 & Candidacy.*

CCPS 585: Thesis  Fall, Spring, 3 credits
Research-oriented project for candidates electing to write a thesis.  *Prerequisite: Approval of department chairperson.*

CCPS 677: Independent Study in Counseling  Fall, Spring, 3 credits
Independent study of a specific topic of interest to the student in the area of counseling under the guidance of a departmental faculty member.  *Prerequisite: Approval of both faculty member and department chairperson.*

CCPS 590: Master’s Advisement  Fall, Spring, 1 credits
*Prerequisite: Approval of department chairperson.*

SECTION 6

CLINICAL FIELD EXPERIENCES

A total of 700 hours will be spent in the practicum and internship, over a period of at least one year. It is here that the candidate has the opportunity to put into practice the skills developed in the classroom. The Clinical Coordinator will supervise all clinical placements. Candidates must complete the application form, course verification form and submit forms to the Clinical Coordinator. The placement is contingent upon your continued advancement in the areas of knowledge, skills and dispositions. *Please be reminded, your placement will need to take place over a minimum of fourteen (14) weeks.* At no time are you allowed to complete all hours in a one week time period. During your training you are expected to adhere to the ACA Code of Ethics and Standards of Practice, and the Clark Atlanta University Code of Student Conduct and the policies and procedures of the placement site.

6.1 Prerequisites To Enrollment In Practicum

Applications for practicum placement will be approved only after candidates 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, candidates must have completed all courses listed on the application. There is no waiver of these requirements. For more information on field experience, candidates should discuss the topic with their advisor.
6.2 Practicum

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

Candidates 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 2½ hours of group supervision of the work candidates 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, candidates must spend a minimum of 5-6 hours each week on site during a regular semester. Candidates who have completed 100 or more direct hours may choose to transfer a maximum of 20 direct hours to the internship experience.

6.3 Practicum Courses

CCPS 524 School Counseling Practicum (100 hours)  
Fall, Spring, 3 credits  
An initial supervised experience in school counseling in which counseling theory and organization of school counseling programs are applied to practice. Candidates are placed in a K-12 school setting. In addition, candidates, in individual supervision and in small group supervision with the university supervisor, critique and analyze their actual counseling sessions. Feedback and analyses are given on these interactions by peers and the instructor. Through these processes each graduate student is assisted in developing his/her relationship skills and counseling style. Therefore, the practicum experience is an integral and vital part of the preparation program for professional counselors. Prerequisites: CCPS 518, 520 & Candidacy.

CCPS 530: Community Counseling Practicum (100 hours)  
Fall, Spring, Summer, 3 credits  
Provides a theoretical framework that focuses on meeting the counseling needs of identified target populations in a programmatic fashion. Prevention, crisis intervention, consultation and community-based interventions will be presented as well as needs assessments, goals formulation, intervention design and program evaluation. Prerequisite: CCPS 501, 502, 503, 504, 505, 506 & Candidacy.
6.4 Internship

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. Candidates may earn from 5 to 40 hours each week. Two-and-one-half (2½) hours of supervision are required each week. Candidates who have not successfully passed the departmental Comprehensive Examination will not be approved for enrollment into internship II. The time spent in supervision counts toward the 600-hour requirement.

6.5 Internship Courses

CCPS 540: School Counseling Internship I (300 hours)  Fall, Spring, 3 credits

Supervised field placement students. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client’s progress. Students receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. A minimum of 300 hours is required. Prerequisite: CCPS 518, 520, 521, 522, 524 and Candidacy.

CCPS 541: School Counseling Internship II (300 Hours)  Fall, Spring, 3 credits

Capstone clinical field placement. Supervised field placement students. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client’s progress. Students receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. A minimum of 300 hours is required. Prerequisite: CCPS 540 and Candidacy.

CCPS 542: Community Counseling Internship I (300 Hours)  Fall, Spring, Summer, 3 credits

Supervised field placement students. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client’s progress. Students receive one hour of individual supervision on-site, one hour of individual university supervision and attend a weekly group supervision class. Prerequisite: CCPS 530, 534 and Candidacy. Prerequisite: CCPS 530, 540 & Candidacy.

CCPS 543: Community Counseling Internship II (300 Hours)  Fall, Spring, Summer, 3 credits

Capstone clinical field placement. Supervised field placement students. Student experiences are expected to include clinical diagnoses, developing treatment plans, extensive counselor-client sessions, and follow-up of the client’s progress. Students receive one hour of individual supervision
on-site, one hour of individual university supervision and attend a weekly group supervision class. 
Prerequisite: CCPS 542 and Candidacy.

### 6.6 Community Counseling Summer Practicum

The Practicum and Internship Clinical Field Experience Coordinator of Community Counseling Program will review and place candidates at the sites for summer practicum. The expectation of the program is that candidates enrolled in summer practicum will spend at least 10 hours on site a week, in addition to the 2½ hours of required weekly supervision. It should be noted that summer practicum is only available to community counseling majors.

### 6.7 Guidelines for Supervision

Candidates in practicum or internship are responsible for scheduling a minimum of one hour per week of individual supervision. The student will schedule individual supervision sessions with both the university and site supervisor. The purpose of the supervision is to provide support and direction for the professional development of counselors-in-training as they become fully engaged in their counseling functions. The time spent in supervision counts toward the 100 practicum, and 600-hour requirement.

### 6.8 Accumulation of Field 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, candidates 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 candidates must meet weekly with their university supervisor.

### 6.9 Liability Insurance

Candidates must obtain liability insurance prior to participating in any practicum course. This insurance must be maintained throughout practicum and internship. Candidates 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. Candidates may join ACA at special discounted rates. It takes several weeks to obtain a policy. Visit the Web site at [www.counseling.org](http://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.
6.10 Criminal Background and Fingerprinting

Criminal background checks and fingerprinting are mandated by Georgia State Law to be conducted on all candidates 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 Counselor Education. Candidates 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.

SECTION 7

COMPREHENSIVE EXAMINATION

A written/electronic 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/electronic comprehensive examination is designed to test the candidate’s mastery of his or her major field and not simply the course material. The current format consists of multiple choice and essay items that assess content knowledge from the eight (8) CACREP areas. Candidates will have five hours to sit for the examination. Notes and texts are not permitted. Candidates must present a CAU picture identification to sit for the examination, and those candidates that are late will not be allowed to sit for the examination. That is, it is a tool to help synthesize and apply information gained throughout the program of study.

7.1 Taking the Comprehensive Examination

Candidates must complete an electronic application available on the CAU website or in the Department of Counselor Education to sit for the comprehensive exam. Comprehensive examinations are scheduled twice a year, once in March and once in November. Candidates 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. If all courses are complete and student is retaking the exam, student must enroll in a 1 credit course (Master’s Advisement). The exam schedule is regularly posted (see the administrative assistant to the chair).

7.2 Examination Eligibility
M.A., you must have: completed 30 credit hours
- Successfully completed all required core courses
- Earned a grade of “B” or better.
- Enrolled in at least a (1) credit hour during the semester
- Removed all incomplete (I) grades
- Completed the Communications Skills program requirement by passing the examination or receiving an official exemption

7.3 Examination Evaluation

Comprehensive exams will be graded by the counseling faculty and evaluated on a pass/fail basis. Candidates 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 candidates.

7.4 Non-Passing 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.

SECTION 8

GRADUATION

In order to graduate, candidates 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, candidates must complete these requirements within the specified time limit in addition to the Graduation Clearance Form and the Application for Graduate Graduation.

8.1 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 Counselor Education. Contact the Administrative Assistant to the Chair.

8.2 Application For Graduation

Candidates 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.

8.3 Exit Interview

The Department of Counselor Education faculty advisor will meet with each prospective graduate at the end of their program of study. All prospective graduates are required to schedule an exit interview during the final semester of their academic program. Interviews will be conducted in an individual and/or group format.

Each candidate will be asked to make a formal, five (5) to ten (10) minutes electronic presentation describing their professional identity, strengths and areas for improvement to their advisor and department chair. All prospective graduates will have an opportunity to comment on the community counseling and/or school counseling programs.

Exit interviews will be scheduled twice a year at the end of each spring and fall semester.

SECTION 9

POLICIES

9.1 Independent Study

Graduate candidates 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. Candidates 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.
9.2 Communication Skills Examination

A written examination designed to assess candidates’ comprehension and vocabulary academic achievement. According to the School of Education policy, candidates can satisfy the requirement based on GACE and GRE scores. Candidates are exempted if they score a 3.0 or higher on the Analytical area of the Graduate Records Examination (GRE). Each student who is not exempt based on GRE or GACE scores can earn a passing grade in the course by demonstrating satisfactory levels of reading and writing competence by satisfactorily completing a department-designated course that includes a major writing project with specified standards during the first 12 hours of matriculation. However, they must register for the examination. The examination if offered twice an academic year. Moreover, the examination should be taken in the first semester of your study. Contact the administrative assistant to the Chair in the Department of Counselor Education for additional information.

9.3 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. Candidates 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.

9.4 Advising Policies and Procedures

Upon acceptance into the master's program, candidates are assigned faculty advisors by the Chair of the Department of Counselor Education. Candidates 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 candidates. Faculty advisors should be consulted by candidates if they have any problems related to their academic programs. Faculty advisors answer questions related to program requirements, but candidates are expected to read the Clark Atlanta University Graduate Catalog and this handbook before asking questions.

At a minimum, faculty advisors ensure that candidates have developed a reasonable plan for completing their degree programs, assist candidates 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 candidates as they formulate and complete their thesis. In addition, faculty advisors may also serve as mentors for candidates by assisting them in developing an identity as a professional counselor and adopting professional
assisting candidates 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. Candidates 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 Counselor Education 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. Candidates 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, candidates may leave messages by calling the Department of Counselor Education 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 candidates for meetings, candidates should consult with the Chair of the Department.

9.5 Advising and Regulations

Candidates must be enrolled in the School of Education and in the Department of Counselor Education prior to being assigned an advisor. Either before the beginning of the first semester or within the first semester, candidates 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. Candidates 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.

## 9.6 Registration Policies

Master's candidates 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. Candidates 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.

Candidates must ensure they have completed all prerequisites for courses before they enroll each term. In the event candidates 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 candidates enrolled in the course.

Candidates 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. Candidates 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. Candidates 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 Counselor Education. 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.

## 9.7 Personal Concerns and 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.
9.8 Probation

Probation During the Program.

Any graduate student whose cumulative GPA falls below 3.0 shall be placed on academic probation. Candidates 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.

9.9 Dismissal

Master's candidates 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 candidates 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 candidates who have been dismissed for less than a 3.0 grade point average and/or of “C”. Candidates 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.

9.10 Dismissal for Other than Academic Reasons

In addition to terminating candidates for academic failure, candidates 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.

9.11 Graduate Student Associations

Chi Sigma Iota, Clark Atlanta Chapter

Chi Sigma Iota is a national scholarly honor society for counseling graduate candidates and alumni. Membership in the society is by invitation. Candidates 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. Candidates 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 candidates, 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, candidates 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 candidates. 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.
Candidates should join at least one division, and perhaps several, in ACA and GCA according to their emphasis areas and special interests within counseling candidates emphasizing community counseling should join the American Mental Health Counselors Association (AMHCA). Candidates emphasizing school counseling should join the American School Counselor Association (ASCA) and the Georgia School Counselor Association (GASCA). GSCA holds a conference each year in Georgia, and candidates are encouraged to register and attend. Candidates 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.

9.12 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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<td>1.</td>
<td>Twenty-one (21) years of age or older;</td>
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<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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<td>4.</td>
<td>Resident of the state of Georgia or is in the act of establishing residency in the state of Georgia;</td>
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<td>5.</td>
<td>Employed in the area of licensure sought;</td>
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<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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**Specific Academic Course Requirements**

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

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<tbody>
<tr>
<td>Licensure</td>
<td>National Certification</td>
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<td>1. Counseling/Theories of Personality</td>
<td>Counseling Theories</td>
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<td>2. Human Growth and Development</td>
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<td>3.</td>
<td>Psychopathology</td>
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<td>4.</td>
<td>Techniques of Counseling</td>
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<td>Group Dynamics, Processes and Counseling</td>
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<td>6.</td>
<td>Lifestyle and Career Development</td>
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<td>7.</td>
<td>Appraisal of Individuals</td>
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<td>9.</td>
<td>Internship (300 hours)</td>
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**9.13 Counselor Licensure and Certification**

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

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

**School Counselor Certification**

Candidates 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
9.15 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

Council for Accreditation of Counseling and Related Educational Programs (CACREP)
www.cacrep.org
1001 North Fairfax Street, Suite 510
Alexandria, VA 22314
Phone (703) 535-5990   Fax (703) 739-6209

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

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

Counseling graduate candidates often must read articles in professional counseling journals when they are writing papers and preparing research projects. Candidates 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 candidates are encouraged to regularly scan through and read the latest editions of scholarly journals in their interest area(s).
References


Clark Atlanta University
Department of Counselor Education
Student Handbook
Receipt Form

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”.
- Candidates are advised to read all university documents to successfully complete their program of study.

Student’s Name (Please print):__________________________________________

Student’s Signature: ___________________________________________________

Received on ______________________ (Date)

(One copy will be kept on file in the Department of Counselor Education, 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:

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Student’s Name (Please print): ________________________________

Student’s Signature: __________________________________________

Received on ________________________________________________

(Date)

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

Department Copy