

Graduate Catalog Addendum



CLARK ATLANTA UNIVERSITY
School of Education

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ACADEMIC STRUCTURE
School of Education

Graduate Programs of Study

SCHOOL OF EDUCATION					
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				60	

School of Education

Office of the Dean
Clement Hall, Room 105
Telephone: (404) 880-8505

When Clark Atlanta University was created on July 1, 1988, by the consolidation of Atlanta University and Clark College, the education programs of the two institutions became a single unit. The University's School of Education, as a result, inherited the historical missions and achievements of its parent institutions, where the advanced level programs offered by Atlanta University and the basic programs offered by Clark College were combined and adjusted to offer education programs at both the undergraduate and graduate levels of study. Their parallel development and many contributions have established an enviable track record. The creation of structured, organizational units provided the autonomy and flexibility for the development of new degree programs and rapid adjustment of courses and programs to meet changing social and educational needs. Over the years, the School has maintained a positive impact on P-12 education by responding innovatively to meet their shifting demands.

The School of Education seeks to prepare leaders who are educators, researchers, and motivated critical thinking change agents dedicated to affecting the optimal manifestation of education in a multicultural society punctuated by international dimensions. Students are stimulated by an action-oriented, problem-solving curriculum designed to produce teacher candidates who move innovatively to meet the shifting social and educational needs that occur in private and public schools. In addition to developing future educators and administrators, the School has garnered a reputation as a producer of educational leaders and specialists who are competent and transformative in a systemic approach that embodies the core of social justice and fosters critical thinking.

The mission of the School of Education at Clark Atlanta University is to prepare highly competent, autonomous, critical-thinking candidates for P-12 schools and various educational settings serving all students, particularly those belonging to culturally and linguistically diverse groups. The vision of the School is to continue to drive and elevate the discourse in seeking answers to societal problems and challenges endemic in local, national, and global scholastic environments.

The School provides undergraduate and graduate level educational study and advanced learning opportunities through the departments of Curriculum and Instruction, Counselor Education, and Educational Leadership. The Department of Curriculum and Instruction offers undergraduate degrees in Elementary Education and Educational Studies-Child Development to accommodate the training interests and requirements of all students devoted to the discipline of education and teacher certification.

The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), caepnet.org. This accreditation covers Elementary Education, Elementary Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, School Counseling, and Educational Leadership (Tiers I and II). However, the

accreditation does not include individual education courses institution offers to P-12 educators for professional development, re-licensure or other purposes.

The School's Educator Preparation Programs in Elementary Education, Elementary Education Post-Baccalaureate Certificate, Secondary Mathematics and Science, Special Education-General Curriculum, School Counseling, and Educational Leadership (Tier I and Tier II) are approved by the Georgia Professional Standard Commission (GAPSC).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the following School of Education's programs in the Department of Counselor Education at Clark Atlanta University: Clinical Mental Health Counseling (M.A.) and School Counseling (M.A.)

Programs of Study

The School of Education offers degree and non-degree programs administrated by the following academic departments:

Department of Counselor Education

Master of Arts Degree in Clinical Mental Health Counseling (60 Credits)

Master of Arts Degree in School Counseling (60 Credits)

Department of Curriculum and Instruction

Master of Arts Degree in Teaching: Grades 6-12

- Broad Field Science Concentration (36- Credits)
- Secondary Mathematics Concentration (36 Credits)

Master of Arts Degree in Special Education-General Curriculum (36 Credits)

Post-Baccalaureate Certification Program in Early Childhood Education (45 Credits)

Department of Educational Leadership

Master of Arts Degree in Educational Leadership/ Tier I (30 Credits)

Specialist in Education Degree in Educational Leadership Post-Master's Degree (33 Credits)

Doctor of Education Degree in Educational Leadership/ Tier II

P-12 School Administration Track (63 Credits)

Doctor of Higher Education Degree (60 credits)

DEPARTMENT OF COUNSELOR EDUCATION
Clement Hall, Room 323
Telephone: (404) 880-8508

Overview

The Counselor Education Degree Programs ensure that counseling students possess the personal characteristics necessary to be effective helpers. Counselors must have a critical body of knowledge and set of skills to help clients function effectively in their lives. 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 and professional characteristics.

To promote a more just society through counseling, the faculty prepares candidates who are knowledgeable, critical thinkers, and ethical change agents. Candidates receive skill preparation for direct service to clients; for diagnostic, consultative, and evaluative services; and for preventive interventions. To achieve this goal, the program offers a curriculum, which includes the core components of human growth and development; counseling diverse populations; the nature of helping relationships skills; group counseling; career counseling; appraisal, research and program evaluation; as well as professional, ethical and legal issues. Moreover, course work specific to the various areas of specialization (i.e., Clinical Mental Health Counseling, and School Counseling) are required. A variety of field practica and internship experiences are required to ensure that candidates are able to apply appropriate skills and knowledge. 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. A 700-hour clinical field placement is required.

The candidates in this program exhibit the highest degree of professionalism in facilitating the personal growth and development of clients at the individual, institutional, and systemic levels. Professional counselors serve at all levels of schools and universities, hospitals, mental health agencies, rehabilitation facilities, business and industry, correctional institutions, religious organizations, community centers and private practice. This program also prepares candidates for advanced graduate work at other institutions.

Both Counselor Education Programs are aligned and accredited with the guidelines of the national accrediting body, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) and meet the academic requirements for Georgia licensure as a Licensed Professional Counselor (LPC). The School Counseling Program at CAU is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and approved by the Georgia Professional Standards Commission (GaPSC) as a program leading to the School Counselor Certificate.

Mission

The mission of the Department of Counselor Education is to prepare candidates to assume roles of leadership and service in society as Licensed Professional Counselors and/or certified School Counselors based on Georgia Board of Professional Counselors, Social Workers, and Marriage & Family Therapists, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Standards, the Georgia Professional Standards Commission (PSC) and the Council for the Accreditation of Educator Preparation (CAEP).

Vision

The vision of the Department of Counselor Education is to prepare a diverse pool of candidates who are knowledgeable, critical thinkers, and ethical change agents, who promote a more just society.

Graduates are prepared to counsel and foster change through counseling in collaboration with school and community stakeholders

Master of Arts Degree in Clinical Mental Health Counseling (60 Credits)

Overview

The Master of Arts degree in Clinical Mental Health Counseling requires a minimum of 60 hours. This program is designed to prepare students for professional counseling positions in a variety of community settings, including mental health agencies, hospitals, juvenile justice agencies, and substance abuse treatment facilities. Graduates of this program are prepared to provide individual and group counseling, clinical counseling, education and lifestyle development, and career planning, all in diverse settings. The curriculum meets standards set forth by the Council of Accreditation for Counseling and Related Educational Programs (CACREP), and qualifies graduates to take the National Counselor Examination (NCE).

The Department of Counselor Education Program Goals

Upon graduation from the CAU counseling program, graduates will be able to:

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, Prezi, appraisal instruments, World Wide Web, e-mail, Google Docs, Zoom, and Excel.

The Department of Counselor Education Program Objectives

1. Introduce theory and concepts to human behavior, human service systems, and problems in human behavior at all developmental levels.
2. Prepare candidates to provide individual and group counseling on personal concerns, community services, education and lifestyle development, and career planning in diverse settings.
3. Prepare candidates for licensure as a Professional Counselor in Georgia and to qualify to take the National Counselor Examination.

4. Prepare candidates for advanced studies and/or professional counseling careers in a variety of community settings.
5. Train candidates to integrate individual and group counseling methods and practices.
6. Conduct follow-up studies with appropriate stakeholders.
7. Recruit students and faculty from diverse populations.

Admissions Requirements

Applicants to the **Master of Arts Degree in Clinical Mental Health Counseling** must meet the General Admissions Requirements of the University as published in this Catalog.

Endorsement

The Department of Counselor Education endorses the licensure requirements of the Georgia Professional Standards Commission and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists.

Degree Requirements

In addition to the General Degree Requirements, as published in this Catalog, and those specified by the School of Education, students pursuing the **Master of Arts Degree in Clinical Mental Health Counseling** must complete the following course requirements:

I. Common Core Courses: 30 Credits

- COUN 501-Introduction to Counseling (3)
- COUN 502-Helping Relationships Skills (3)
- COUN 503-Human Growth and Development (3)
- COUN 504-Theories of Counseling (3)
- COUN 505-Group Counseling (3)
- COUN 506-Career Counseling (3)
- COUN 507-Research and Measurement (3)
- COUN 508-Individual and Group Appraisal (3)
- COUN 509-Counseling Diverse Populations (3)
- COUN 510-Professional Ethics and Legal Application (3)

Specialty Courses: 15 Credits

- COUN 531-Addictions Counseling (3)
- COUN 532-Counseling Couples and Families (3)
- COUN 534-Clinical Mental Health Counseling (3)
- COUN 535-Abnormal Psychology and Diagnostic Systems (3)
- COUN 536-Trauma and Grief Counseling (3)

Professional Clinical Courses: 9 Credits

- COUN 530-Clinical Mental Health Counseling Practicum (3)
- COUN 542-Clinical Mental Health Counseling Internship I (3)
- COUN 543-Clinical Mental Counseling Internship II (3)

Recommended Electives: 6 Credits

- COUN 533-Counseling Children and Adolescents (3)
- COUN 539-Theories of Personality I (3)

II. Qualifying Examinations

Must take after the completion of required Core Courses. The Counselor Preparation

Comprehensive Examination (CPCE) format consists of multiple-choice questions. The examination is designed to measure a student’s level of mastery of the requisite knowledge and skills identified by the National Board for Certified Counselors.

**Sample Plan of Study for Master of Arts Degree in Clinical Mental Health Counseling
(60 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
COUN 501	Introduction to Counseling	3	COUN 504	Theories of Counseling	3
COUN 502	Helping Relationship Skills	3	COUN 505	Group Counseling	3
COUN 503	Human Growth & Development	3	COUN 509	Counseling Diverse Populations	3
	TOTAL	9		TOTAL	9
Summer Session*					
COUN 510	Professional Ethics and Legal Applications	3			
COUN 533	Counseling Children and Adolescents	3			
	TOTAL	6			
Year Two**					
	Fall Semester	Cr		Spring Semester	Cr
COUN 506	Career Counseling	3	COUN 508	Individual & Group Appraisal	3
COUN 507	Research & Measurement	3	COUN 532	Counseling Couples and Families	3
COUN 534	Clinical Mental Health Counseling	3	COUN 530	Clinical Mental Health Counseling Practicum	3
	TOTAL	9		TOTAL	9
Summer Session					
COUN 535	Abnormal Psychology & Diagnostics	3			
COUN 531	Addictions Counseling	3			
	TOTAL	6			
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
COUN 536	Trauma and Grief Counseling	3	COUN 543	Clinical Mental Health Counseling Internship II	3
COUN 542	Clinical and Mental Health Counseling Internship I	3	COUN 539	Theories of Personality I	3
	TOTAL	6		TOTAL	6

Note* A passing score on a state approved, national counseling exam is required for Counselor licensure. Candidates will be granted permission by the program to register and complete this test once specific program requirements have been met.

Master of Arts in School Counseling (60 Credits)

Overview

The **Master of Arts Degree in School Counseling** prepares candidates for school counseling positions in public and private schools. Graduates of the program are prepared to develop, implement and evaluate the academic needs of children and adolescents in multicultural settings and provide individual and group counseling. At the completion of the program, graduates will have satisfied the academic requirements 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), Georgia Professional Standards Commission (GaPSC) and the Council for the Accreditation of Educator Preparation (CAEP).

The Department of Counselor Education Program Goals

Upon graduation from the CAU counseling program, graduates will be able to:

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, Prezi, appraisal instruments, World Wide Web, e-mail, Google Docs, Zoom, and Excel.

The Department of Counselor Education Program Objectives

1. Introduce theory and concepts to human behavior, human service systems, and problems in human behavior at all developmental levels.
2. Prepare candidates to provide individual and group counseling on personal concerns, community services, education and lifestyle development, and career planning in diverse settings.
3. Prepare candidates for licensure as a Professional Counselor in Georgia and to qualify to take the National Counselor Examination.
4. Prepare candidates for advanced studies and/or professional counseling careers in a variety of community settings.
5. Train candidates to integrate individual and group counseling methods and practices.
6. Conduct follow-up studies with appropriate stakeholders.
7. Recruit students and faculty from diverse populations.

Admissions Requirements

Applicants to the **Master of Arts Degree in School Counseling** must meet the General Admissions Requirements of the University, as published in this Catalog. There are also specific requirements for individuals seeking initial Georgia Educator Certification (i.e. School Counselors).

- First, a GPA of 3.0 or higher is required for admittance into the School Counseling program.
- Second, passing scores on the Georgia Assessments for the Certification of Educators' (GACE) Program Admission Assessments (Reading, Math and Writing) are mandatory for full admittance into the program. All three assessments are required for certification eligibility. These assessments may be exempted if individuals have received appropriate minimum scores on the ACT/GRE/or SAT. These requirements are subject to change.

- Third, passing scores on the GACE content knowledge assessment is required for certification eligibility.

Please visit: www.gapsc.com for the most recent information regarding these requirements.

Endorsement

The Department of Counselor Education endorses the licensure requirements of the Georgia Professional Standards Commission and the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists.

Degree Requirements

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, candidates pursuing the **Master of Arts Degree in School Counseling** must complete the following course requirements:

I. Common Core Courses: 30 Credits

- COUN 501-Introduction to Counseling (3)
- COUN 502-Helping Relationships Skills (3)
- COUN 503-Human Growth and Development (3)
- COUN 504-Theories of Counseling (3)
- COUN 505-Group Counseling (3)
- COUN 506-Career Counseling (3)
- COUN 507-Research and Measurement (3)
- COUN 508-Individual and Group Appraisal (3)
- COUN 509-Counseling Diverse Populations (3)
- COUN 510-Professional Ethics and Legal Application (3)

Specialty Courses: 18 Credits

- COUN 518-School Consultation (3)
- COUN 520-Organization and Administration of Counseling Services (3)
- COUN 531-Addictions Counseling (3)
- COUN 533-Counseling Children and Adolescents (3)
- COUN 536-Trauma and Grief (3)
- CEDS 580-Psychology of Exceptional Children (Required for Georgia Certification) (3)

Professional Clinical Courses: 9 Credits

- COUN 524-School Counseling Practicum (3)
- COUN 540-School Counseling Internship I (3)
- COUN 541-School Counseling Internship II (3)

Recommended Electives: 3 Credits

- COUN 532-Counseling Couples and Families (3)
- COUN 535-Abnormal Psychology and Diagnostics (3)

II. Qualifying Examinations

Must take after the completion of required Core Courses. The Counselor Preparation Comprehensive Examination (CPCE) format consists of multiple-choice questions. The examination is designed to measure a student's level of mastery of the requisite knowledge and skills identified by the National Board for Certified Counselors.

**Sample Plan of Study for Master of Arts Degree in School Counseling
(60 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
COUN 501	Introduction to Counseling	3	COUN 504	Theories of Counseling	3
COUN 502	Helping Relationship Skills	3	COUN 505	Group Counseling	3
COUN 503	Human Growth & Development	3	COUN 509	Counseling Diverse Populations	3
	TOTAL	9		TOTAL	9
	Summer Session*	Cr			
COUN 510	Professional Ethics and Legal Applications	3			
COUN 533	Counseling Children and Adolescents	3			
	TOTAL	6			
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
COUN 506	Career Counseling	3	COUN 508	Individual & Group Appraisal	3
COUN 507	Research & Measurement	3	COUN 520	Organizational & Administration of Counseling Services	3
CEDS 580	Psychology of the Exceptional Child	3	COUN 540	School Counseling Practicum	3
	TOTAL	9		TOTAL	9
	Summer Session	Cr			
COUN 535	Abnormal Psychology & Diagnostics	3			
COUN 531	Addictions Counseling	3			
	TOTAL	6			
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
COUN 536	Trauma and Grief Counseling	3	COUN 518	School Consultation	3
COUN 540	School Counseling Internship I	3	COUN 541	School Counseling Internship II	3
	TOTAL	6		TOTAL	6

Note* A passing score on a state approved, content assessment in School Counseling is required for **school counselor certification**. Candidates will be granted permission by the program to register and complete this test once specific program requirements have been met.

Licensure

All Counselor Education students interested in becoming a Licensed Professional Counselor (LPC) are required to take and pass either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) offered by the National Board for Certified Counselors (NBCC). An application to the Georgia Board of Professional Counselors, Social Workers and Marriage & Family Therapists is required for students who want to practice in Georgia.

Exit Exam

All counselor education candidates are required to take and pass the Counseling Preparation Comprehensive Examination (CPCE). There is a cost for this exam and it is given in the fall of the semester prior to one's final semester, which is usually spring.

Communication Exam

All students must enroll in the Communication Skills course (CSDE 500). Each student's performance will be reviewed at the end of their first semester. If performing satisfactorily, a "P" will be placed on students' official transcript. If the performance is unsatisfactory, students must meet with their advisor to develop a remediation plan. Once the remediation plan is satisfied, a "P" will be placed on student's official transcript.

Program Completion

All students should review this catalog regularly as well as attend all advisement sessions with assigned advisors so as to ensure program completion. Failure to adhere to the program guidelines and advisor recommendations may result in a change in the graduation date.

Clinical Field Experience

All School of Education (SOE) students participating in any field experiences are required to complete a background check and fingerprinting prior to being placed in schools, human services/community agencies or government settings. Proof of liability insurance is also required.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

Clement Hall, Room 218

Telephone: (404) 880-8485

Overview

The Department of Curriculum and Instruction offers graduate programs leading to the **Master of Arts Degree in Teaching (Broad Field Science and Mathematics)** for secondary education and the **Master's Degree in Special Education General Curriculum**. The Post-Baccalaureate Certification Program in Elementary Education enables students who have undergraduate degrees to prepare for Georgia teacher certification. The School of Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP), and teacher certification programs in the Department of Curriculum and Instruction are approved by the Georgia Professional Standards Commission (GAPSC). Applicants who are interested in eligibility for teacher certification should contact the department chair. Further, all specific requirements for entry and matriculation are available at the Georgia Professional Standard Commission website. <https://www.gapsc.com/ProspectiveEducator/ProspectiveEducator.aspx>

Mission

The mission of the Department of Curriculum and Instruction is to prepare candidates to meet the educational needs of P-12 learners in a multicultural global society.

Vision

The Department vision is to prepare highly qualified candidates who will advance academic achievement of students in diverse P-12 populations through experiential outreach and the effective use of technology-driven pedagogy in global settings.

Programs of Study

Master of Arts in Teaching: Grades 6-12

- I.** Broad Field Science Concentration (36- Credits)
- II.** Secondary Mathematics Concentration (36 Credits)

Master of Arts in Special Education-General Curriculum (36 Credits)

Post-Baccalaureate Certification Program in Early Childhood Education (45 Credits)

Note

Graduation, program completion and certification are outlined in the flowchart beginning with the admissions requirement of a 3.0 GPA for all certification programs. Further, the candidate must possess a pre-service certificate prior to entering clinical experiences. The background check, ethics requirements and other initial certification requirements are outlined below.



Initial Certification for Candidates Enrolled in In-State Institutions

Induction Pathway 1

Requirements for admission into Georgia Educator Preparation Provider (EPP)	➤ Meet EPP's entrance GPA	2.5 minimum GPA with 10% allowance
	➤ Satisfy Program Admission Assessment or meet exemptions	Program Admission Assessment exemptions: <ul style="list-style-type: none"> • Qualifying SAT, ACT, or GRE scores <ul style="list-style-type: none"> ○ SAT – 1000 Combined on Critical Reading and Math ○ ACT – 43 Combined on English and Math ○ GRE – 297 Combined on Verbal and Quantitative • GaPSC-approved Basic Skills Tests from out-of-state
What to do once admitted into program	➤ Create a MyPSC account	https://mypsc.gapsc.org/Register.aspx
	➤ Claim your enrollment in MyPSC once you receive an email to do so	<ul style="list-style-type: none"> • Claim program under the Program tab by selecting Program Provider and using your student ID ❖ If you receive an error message, contact GaPSC.
	➤ Take the Educator Ethics – Program Entry assessment (350) if enrolled after 7/1/14	<ul style="list-style-type: none"> • Under the Assessments tab in MyPSC, select reason #7. • In the drop down menu, select Educator Ethics - Program Entry (350) and Add assessment to account. • Once "Eligibility is Transferred," candidate will receive an email with a link to the test. <ul style="list-style-type: none"> ○ https://gat.ethics.ets.org ○ Select "Test Takers" under Registration to create an account
	➤ Provider will supply documentation required for the Pre-Service Certificate. Complete documentation and return to your provider	<ul style="list-style-type: none"> • Pre-Service Certificate Application signed and dated within 90 days • Signed and notarized Verification of Lawful Presence (VLP) affidavit along with support documents • Electronic verification of Educator Ethics-Program Entry assessment • Program Admission Assessment or copy of exemption scores
Program Completion	➤ Attempt certification assessments	<ul style="list-style-type: none"> • Provider grants test eligibility to you. • Attempt the GACE Content, Educator Ethics – Program Exit (360), and edTPA assessments • Provider can recommend you for certification to GaPSC
Induction Pathway 1 Certificate issuance	➤ Must pass certification assessments	<ul style="list-style-type: none"> • You must pass the GACE Content, Educator Ethics – Program Exit (test code 360), and edTPA assessments for certification.
	➤ Submit required documents for initial certification	<ul style="list-style-type: none"> • Initial Certification Application • Electronic Program Completion Verification from provider • Official transcripts from all colleges and universities attended • Electronic verification of passed assessments • Employer Assurance Form if employed in a Georgia LUA <ul style="list-style-type: none"> ○ Those meeting all requirements except employment will receive the Certificate of Eligibility (COE). Once employed, the LUA will need to apply to convert the COE.

Source: Georgia Professional Standards Commission

Master of Arts in Teaching: Grades 6-12

Overview

The **Master of Arts Degree in Teaching: Broad Field Science** (Grades 6-12) and the **Master of Arts Degree in Teaching: Secondary Mathematics** (Grades 6-12) prepare candidates for advanced study in teaching broad field sciences or mathematics.

Program Objectives

1. Provide a curriculum of in-depth content in science or mathematics appropriate for grades 6-12.
2. Provide best practices models and strategies in science and mathematics instruction.
3. Develop teacher candidates' skills to promote cognitive and experiential learning.
4. Employ a strategic use of contemporary technology throughout the curriculum.
5. Ensure that candidates understand and use data and information to assess and monitor students' knowledge, skills and performance.
6. Emphasize and model ways in which dispositions influences learning in the classroom.

Student Learning Outcomes

Students pursuing the **Master of Arts Degree in Teaching in Grades 6-12** will:

1. Develop an in-depth knowledge of mathematics and /or science commensurate with the delivery of content standards in grade 6-12.
2. Demonstrate proficiency in using appropriate state-of-the-field pedagogy and technology to meet the learning needs of diverse student populations.
3. Engage in self-assessment of performance and dispositions to determine impact on student learning and modify their instruction to ensure continual improvements in teaching and student learning.
4. Connect learning to students' life experiences through an integration cultural elements and broad range of real-world issues.
5. Assess student performance and use outcomes data to improve teaching and learning.

In addition to passing the Comprehensive Examination, candidates seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the State of Georgia. To participate in the required Field Experience and Clinical Practice in order to finish the degree program, candidates must satisfy criminal background check requirements. Students should contact the Department of Curriculum and Instruction to receive a copy of most recent approved state certification requirements.

Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12 (36- Credits)

Admissions Requirements

Applicants to the **Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12** must meet the General Admissions Requirements of the University as published in this Catalog with a required 3.0 GPA to be admitted to the certification program.

Degree Requirements

In addition to the General Degree Requirements as published in this Catalog, students pursuing the **Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12** must complete the following course requirements and 200 field hours, 100 hours in grades 6-8 and 100 hours in grades 9-12.

I. Course Requirements

Segment I: 9 Credits

CCPS 503, Human Growth and Development (3)

CEDC 530, Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)

CEDC 551, Research Design and Evaluation in Education (3)

Segment IIA: 9-10 Credits

CEDC 538, Trends, Issues and Approaches in Middle and Secondary Curriculum (3)

CEDC 510, Earth Systems Science (3)

CBIO/CPHY/CCHE XXX, Graduate level course in Biology, Physics, or Chemistry (3-4)

Segment IIB: 9 Credits

CEDC 570, Science for Grades 6-12 (3)*

and

Select two (2) of the following courses not represented by the previous degree area:

CEDC 571, Physics for Grades 6-12 (3)

CEDC 572, Chemistry for Grades 6-12 (3)

CEDC 573, Biology for Grades 6-12 (3)

**** 200 field hours: 100 hours in grades 6-8 and 100 hours in grades 9-12***

Segment III: 9 Credits

CEDC 553, Educational Research Practitioner's Paper (3)

CEDC 597, Internship – Grades 6-12 (6) (560 field hours, waived if already certified)

II. Qualifying Examinations

Prerequisites include completion of all coursework and passing relevant GACE content examinations.

**Sample Plan of Study for Master of Arts Degree in Teaching Broad Field Science, Grades 6-12
(36- Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 551	Research Design and Evaluation in Education	3	CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum	3
CEDC 530	Foundations of Culturally Responsive and Relevant Pedagogical Practices	3	CEDC 510	Earth Systems Science	3
CCPS 503	Human Growth and Development	3	CBIO/CPHY/CHE 5XX	Graduate Biology, Physics, or Chemistry Course	3-4
	TOTAL	9		TOTAL	9-10
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 570*	Science for Grades 6-12	3	CEDC 553	Educational Research Practitioner's Paper	3
CEDC 571^	Physics for Grades 6-12	3	CEDC 597**	Internship Grades 6-12	6
CEDC 572^	Chemistry for Grades 6-12	3			
CEDC 573^	Biology for Grades 6-12	3			
	TOTAL	9		TOTAL	9
*200 Field Hours: 100 Hours in Grades 6-8 and 100 Hours in Grades 9-12					
**560 field hours (waived if already certified)					
^ Select any two courses not represented by previous degree area					

Master of Arts Degree in Teaching: Secondary Mathematics in Grades 6-12 (36 Credits)

Admissions Requirements

Applicants to the **Master of Arts Degree in Teaching: Broad Field Science, Grades 6-12** must meet the General Admissions Requirements of the University as published in this Catalog.

Degree Requirements

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, students pursuing the **Master of Arts Degree in Teaching: Secondary Mathematics, Grades 6-12** must complete the following course requirements:

I. Course Requirements

Segment I: 9 Credits

- CCPS 503, Human Growth and Development (3)
- CEDC 530, Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)
- CEDC 551, Research Design and Evaluation in Education (3)

Segment IIA: 9 Credits

- CEDC 538, Trends, Issues and Approaches in Middle and Secondary Curriculum (3)
- CEDC 567, Calculus for Grades 6-12 (3)
- CEDC 568, Geometry for Grades 6-12 (3)

Segment IIB: 9 Credits

- CEDC 569, Mathematics for Grades 6-12 (3)*
- *200 field hours: 100 hours in grades 6-8 and 100 hours in grades 9-12
- CMAT 5XX, Two (2) Graduate level mathematics courses (6)^
- ^ Selected in consultation with the student's advisor

Segment III: 9 Credits

- CEDC 553, Educational Research Practitioner's Paper (3)
- CEDC 597, Internship – Grades 6-12 (6) (560 field hours, waived if already certified)

II. Qualifying Examinations

Prerequisites include completion of all coursework and passing relevant GACE content examinations.

Sample Plan of Study for Master of Arts Degree in Teaching Secondary Mathematics, Grades 6-12 **(36 Credits)**

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 551	Research Design and Evaluation in Education	3	CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum	3
CEDC 530	Foundations of Culturally Responsive and Relevant Pedagogical Practices	3	CEDC 568	Geometry for Grades 6-12	3
CCPS 503	Human Growth and Development	3	CEDC 567	Calculus for Grades 6-12	3
	TOTAL	9		TOTAL	9
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDC 569*	Mathematics for Grades 6-12	3	CEDC 553	Educational Research Practitioner's Paper	3
CMAT 5XX	Graduate Level Mathematics Course	3	CEDC 597**	Internship Grades 6-12	6
CMAT 5XX	Graduate Level Mathematics Course	3			
	TOTAL	9		TOTAL	9
*200 Field Hours: 100 Hours in Grades 6-8 and 100 Hours in Grades 9-12					
**560 hours (waived if already certified)					

Master of Arts in Special Education General Curriculum (36 Credits)

Overview

The **Master of Arts degree in Special Education General Curriculum** prepares candidates for advanced study in the teaching of P-12 students with disabilities whose individual education program indicates instruction using the general education curriculum and participation in general statewide assessment.

Program Objectives

1. Prepare candidates to teach P-12 students with disabilities.
2. Introduce candidates to theoretical models of social and behavioral characteristics and causes of disabilities that impact student learning.
3. Identify regulatory laws, practices and ethical standards pertinent to working with individuals with disabilities.
4. Train candidates to create and utilize research-based teaching strategies and interventions in the development of lesson plans and delivery of instruction
5. Prepare candidates to critically analyze, synthesize, and discuss, the latest research regarding teachers and their interactions with students with disabilities and those who are culturally and linguistically diverse.

Student Learning Outcomes

Students pursuing the Master of Arts Degree in Special Education General Curriculum will:

1. Apply ethical standards regarding safe learning environments and delivery of instruction to students with disabilities.
2. Collaborate with teachers, parents, and other school personnel to provide a beneficial education to all students.
3. Manage classrooms effectively by identifying and analyzing challenges and providing appropriate solutions.
4. Conduct formal and informal functional behavioral assessments of student learning needs and develop behavior interventions plans.
5. Incorporate the use of various forms of technology in the preparation and delivery of instruction in classrooms.

Admissions Requirements

Applicants to the **Master of Arts Degree in Special Education General Curriculum** must meet the General Admissions Requirements of the University as published in this Catalog with a GPA of 3.0 to begin any certification program.

Degree Requirements

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, students pursuing the **Master of Arts Degree in Special Education General Curriculum** must complete the following course requirements:

I. Core Courses: 30 Credits

- CEDC 551, Research Design and Evaluation in Education (3) *or*
- CEDA 590, Educational Tests and Measurements (3)
- CEDS 578, Behavior Management (3)
- CEDS 579, Psychoeducational Evaluation for Teaching (3)
- CEDS 580, Psychology of Exceptional Education (3)
- CEDS 585, Developmental Problems in Speech and Language (3)
- CEDS 591, Nature and Needs of Students with Mild Disabilities (3)
- CEDS 592, Methods, Materials, and Curriculum for Students with Mild Disabilities (3)
- CEDS 593, Practicum for Special Education General Curriculum (3)
- CEDS 594, Internship for Special Education General Curriculum (3)
- CEDS 605, Diagnostic Reading for Teaching Reading (3)
- CEDS 606, Seminar for Prospective Special Education Teachers (0)

Recommended Electives: 6 Credits

- CEDS 576, Cultural Diversity [offered in odd years] (3)
- CEDS 600, Curriculum for Exceptional Education [offered every other time of even years] (3)
- CEDS 642, Career Development [offered in even years] (3)
- CEDS 643, Counseling Families of Exceptional Children and Youth [offered in odd years] (3)
- CEDS 698, Legislative and Legal Aspects in Exceptional Education [offered in even years] (3)

Certification Courses (if required): 3 Credits

- CEDC 262, Educational Technology (3)
- or*
- CEDA 525, Technology and Information Systems (3)

II. Qualifying Examinations

Students must pass a comprehensive examination. Students seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the State of Georgia.

Sample Plan of Study for Master of Arts Degree in Special Education-General Curriculum

**(36 Credits)
Three-Course Sequence**

Year One					
	Fall Semester - Segment 1	Cr		Spring Semester - Segment 2	Cr
CEDES 580	Psychology of Exceptional Education	3	CEDES 578	Behavior Management	3
CEDES 591	Nature and Needs of Students with Mild Disabilities	3	CEDES 579	Psychoeducational Evaluation	3
CEDES 592	Methods, Materials, and Curriculum for Students with Mild Disabilities	3	CEDES 585	Developmental Problems in Speech and Language	3
	TOTAL	9		TOTAL	9
Year Two					
	Fall Semester - Segment 3	Cr		Spring Semester - Segment 4	Cr
CEDES 593	Practicum for Special Education-General Curriculum	3	CEDES 594	Internship for Special Education General Curriculum	3
CEDES 606	Seminar for Prospective Special Education Teachers	0	CEDES 606	Seminar for Prospective Special Education Teachers	0
CEDES 605	Diagnostic Reading for Teaching Reading	3	CEDES XXX	Elective	3
CCPS 551 <i>or</i> CEDA 590	Research Design and Evaluation in Education <i>or</i> Educational Tests and Measurements	3	CEDES XXX	Elective	3
	TOTAL	9		TOTAL	9

Sample Plan of Study for Master of Arts Degree in Special Education-General Curriculum

**(36 Credits)
Two-Course Sequence**

Year One					
	Fall Semester - Segment 1	Cr		Spring Semester - Segment 2	Cr
CEDES 591	Nature and Needs of Students with Mild Disabilities	3	CEDES 578	Behavior Management	3
CEDES 592	Methods, Materials, and Curriculum for Students with Mild Disabilities	3	CEDES 579	Psychoeducational Evaluation for Teaching	3
	TOTAL	6		TOTAL	6
Year Two					
	Fall Semester - Segment 3	Cr		Spring Semester - Segment 4	Cr
CEDES 580	Psychology of Exceptional Education	3	CEDES XXX	Elective	3
CEDES 605	Diagnostic Reading for Teaching Reading	3	CEDES XXX	Elective	3
	TOTAL	6		TOTAL	6
Year Three					
	Fall Semester - Segment 5	Cr		Spring Semester - Segment 6	Cr
CEDES 593	Practicum for Special Education General Curriculum	3	CEDES 594	Internship for Special Education General Curriculum	3
CEDA 590 <i>or</i> CEDC 551	Educational Tests and Measurements <i>or</i> Research Design and Evaluation in Education	3	CEDES 585	Developmental Problems in Speech and Language	3
CEDES 606	Seminar for Prospective Special Education Teachers	0	CEDES 606	Seminar for Prospective Special Education Teachers	0
	TOTAL	6		TOTAL	6

Post-Baccalaureate Certification Program in Elementary Education (45 Credits)

Overview

The Post-Baccalaureate Certification Program in Elementary Education does not lead to a degree. This program is for individuals who already have earned an undergraduate degree. Students usually have a variety of undergraduate academic backgrounds. Some students already have many of the courses they need for eligibility for certification in the area in which they chose to teach, while others may have almost none. For this reason, each student's program is highly individualized and is determined in consultation with the Coordinator of the Program after admission. Applicants should contact the Department Chair regarding preparation for certification through this program.

In addition to successful completion of Post-Baccalaureate Certification program requirements, the State of Georgia is the agency that certifies teachers. Certification for teaching in the State of Georgia currently requires passing scores determined by the State and denotes exemptions on the GACE Basic Skills assessments and relevant content examinations. Students should contact the Department of Curriculum and Instruction to receive a copy of most recent approved state certification requirements. In order to be recommended for certification by Clark Atlanta University, students must be admitted to this program in the School of Education.

Program Objectives

Graduates of the Post-Baccalaureate Program in Elementary Education will:

1. Prepare candidates to attain broad knowledge in liberal arts, mathematics, and the natural and social sciences commensurate with content standards of national professional organizations.
2. Train candidates to hone their dispositions, critical thinking skills, and knowledge of psychomotor, cognitive and affective domains.
3. Introduce candidates to authentic theoretical models of best practices based on research in teaching and learning for P-5 classrooms.
4. Prepare candidates to engage in critical reflective practices using their pre-professional experiences.

Student Learning Outcomes

Students pursuing the **Post-Baccalaureate Program in Elementary Education** will:

1. Utilize a strong theoretical knowledge base of liberal arts, mathematics, and the natural and social sciences to prepare lesson plans.
2. Utilize high levels of critical thinking proficiency for working with diverse learners, their families, and communities.
3. Practice appropriate dispositions which support academic achievement of diverse learners.
4. Apply content knowledge and pedagogical and cultural competence in diverse field settings.
5. Use insights and reflections from pre-professional experiences that validate emerging professional development.

Admissions Requirements

Admission to the **Post-Baccalaureate Program in Elementary Education** requires the following:

1. A baccalaureate degree from an accredited institution with a minimum grade point average of 3.0.
2. Submission of at least two (2) letters of recommendation: 1) must be from a professor in the applicant's most recent degree program; and 2) should be from applicant's current or former supervisor or employer or from a program alumnus and/or community education stakeholder.

3. Passing scores on the GACE Basic Skills assessments or evidence of meeting the exemption criteria as established by the Georgia Professional Standards Commission;
4. Documentation of national background check results consistent with teacher certification requirements; and
5. Evidence of personal liability insurance prior to placement for all field experiences.

Program Completion Requirements

In addition to the General Degree Requirements as published in this Catalog and those specified by the School of Education, students pursuing the **Post-Baccalaureate Certificate Program in Elementary Education** must complete the following course requirements:

I. Core Courses: 27 Credits

- CEDC 262, Educational Technology (3)
- CEDC 360, Educational Measurement (3)
- CECE 415, Methods of Teaching Reading and Writing (3)
- CEDS 425, Introduction to Exceptional Education (3)
- CECE 426, Integrated Teaching of Elementary Mathematics and Science (3)
- CECE 452, Integrated Teaching of Social Studies and Language Arts (3)
- CEDC 501, Psychology of Early Childhood (3)
- CEDC 526, Curricular Integration of Creative Experiences for Young Children (3)
- CECE 498, Developing Family and Community Relationships (3) *or*
- CEDA 530, School/Community Relations (3)

Field Experience: 6 Credits

- CECE 213, Practicum I: Observing and Exploring (3)
- CECE 313, Practicum II: Planning and Implementing (3)
- CECE 316, Practicum III: Instructing, Connecting and Assessing (3)

Clinical Practice: 9 Credits

- CEDC 595, Internship: Early Childhood Education (9)^

^Precludes the student taking any other courses or maintaining employment.

Participation in a weekly seminar is required.

Students seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the State of Georgia. The opportunity to participate in Field Experience and Clinical Practice and therefore to finish the program depends on the candidate's ability to satisfy criminal background check requirements. Because programs in the Department of Curriculum must be responsive to state certification requirements, students should contact the department to receive a copy of the most recent requirements.

**Sample Plan of Study for Post-Baccalaureate Certificate Program in Elementary Education
(45 Credits)**

Year One							
Fall Semester			Cr	Spring Semester			Cr
CECE 213	Practicum I: Observing and Exploring	3	CECE 313	Practicum II: Planning and Implementing	3		
CEDC 262	Educational Technology	3	CEDC 360	Educational Measurement	3		
CEDC 501	Psychology of Early Childhood	3	CECE 415	Methods of Teaching Reading and Writing	3		
CEDC 526	Curricular Integration of Creative Experiences for Young Children	3	CEDS 425+	Introduction to Exceptional Education	3		
		TOTAL	12			TOTAL	12
Year Two							
Fall Semester			Cr	Spring Semester			Cr
CECE 316	Practicum III: Instructing, Connecting, and Assessing	3	CEDC 595^	Internship - Early Childhood Education	9		
CECE 426	Integrated Teaching of Elementary Math and Science	3					
CECE 452	Integrated Teaching of Social Studies and Language Arts	3					
CEDA 530 or CECE 498	School/Community Relations <i>or</i> Developing Community and Family Relationships	3					
		TOTAL	12			TOTAL	9
<i>+May be completed at the graduate level and must be completed in residence</i> <i>^ Precludes the student taking any other courses or maintaining employment</i>							

Department of Educational Leadership
Clement Hall, Room 318
Telephone: (404) 880-6015

Overview

The Department of Educational Leadership has a storied history during which it has produced generations of educational leaders for American schools and school districts. The department embraces the mission and core goals of the University and the School of Education, thereby seeking to prepare leaders who are well prepared for quality service and authentic advocacy for diverse schools and communities, with special emphasis on the urban centers. The department offers a comprehensive focus on leadership theories validated through a performance-based curriculum, with special emphasis on problem identification through use of various tools of research; on information and data analysis; on generating alternative strategies for addressing the strategic problems identified through this process; and on application of those strategies in the field through supervised performance-based clinical experience. The ultimate goal is to improve the academic performance of all students to meet contemporary standards in educational leadership.

The Department of Educational Leadership offers graduate degrees in educational leadership administration and supervision for P-12 schools, at the Master's, Specialist, and Doctoral levels. Additionally, the Doctor of Education degree in Educational Leadership offers two delivery models for the Higher Education Leadership degree for individuals interested in working in colleges, universities, foundations, think tanks, governmental agencies, consultancies, and other endeavors. The Higher Education Leadership track is offered in the traditional face to face/hybrid model and in the fully online model with all required coursework completed in a 2-year time frame. Each of these programs is driven by strong content and focuses on developing and refining critical skills, and on identifying and enhancing dispositions that are aligned with national and state standards, especially the Council for Accreditation of Educator Preparation (CAEP), the Georgia Professional Standards Commission (GaPSC), and the National Educational Leadership Preparation (NELP) standards.

To complete these programs, candidates must satisfy all program requirements, including course work with minimum final grades of "B," clinical performance leadership field experience, and written comprehensive examinations.

Doctoral candidates in all programs must prepare and present a dissertation prospectus for faculty approval, and finally must develop and defend a scholarly dissertation. Applicants must meet the General Admissions Requirements of the University as well as those that might be unique to the School of Education and/or the Department of Educational Leadership.

The department employs a dedicated faculty with educational training and experience necessary to meet the high standards of the School of Education, the department, and the market demand.

Mission

The mission of the Department of Educational Leadership is to prepare candidates with knowledge, skills, and dispositions needed to serve as transformative leaders to improve academic outcomes of students in diverse schools and communities locally, nationally, and internationally.

Vision

The Department of Educational Leadership will prepare candidates for leadership, research, and consultative service to school districts at the building and district levels and to other educational institutions in accord with standards and guidelines approved by the Georgia Professional Standards Commission (*GaPSC*), CAEP, and National Educational Leadership Preparation (NELP) standards.

Programs of Study

Master of Arts Degree in Educational Leadership (30 Credits)

1. Specialist in Education Degree in Educational Leadership – Post-Master’s Degree (33 Credits)
2. Doctor of Education Degree in Educational Leadership
P-12 Track (63 Credits)
3. Doctor of Education Degree in Higher Education Track: Traditional and Online Delivery
Higher Education Track (60 credits)

In accordance with the Georgia Professional Standards Commission (GaPSC) Educator Preparation Rules 505-3-7.76, *Alternative Preparation for Educational Leadership Program* and 505-3-77, *Educational Leadership Program* established the requirements and standards for programs preparing in Georgia educational leadership certification. The following Tier Leadership programs were established July 15, 2018.

Tier I Master of Arts Degree in Educational Leadership (30 Credits)

Overview

The **Tier I Master of Arts Degree in Educational Leadership** provides a sound introductory foundation of prescribed content courses plus two semesters of supervised field experience to enhance the knowledge, skills, and dispositions of those pursuing the degree. The program required 6 credit hours of field experience.

Admissions Requirements (Traditional Preparation) Students Self- Select

In addition to the General Admissions Requirements of the University as published in this Catalog and the School of Education, applicants to the Tier I Master of Arts Degree in Educational Leadership must meet the admission requirements set forth in GaPSC Rule 505-3-01 :

1. Completed application.
2. An autobiographical sketch that explains reasons for applying to the program, as well as professional goals and relevance of the program to achieving these goals.
3. Evidence of leadership potential as documented by the applicant’s resume.
4. 3.0 undergraduate GPA.
5. All post-secondary transcripts.
6. Three letters of reference.
7. Quantitative, verbal, and writing GRE scores no older than five years (waived for Fall 2021 and Spring 2022).
8. A personal or group interview.
9. The applicant must be a certified teacher with at least two years of teaching experience.

Program Objectives

1. Prepare candidates with knowledge base, undergirded by theories and scholarly research that informs contemporary leadership practice in P-12 schools and school districts.
2. Train candidates with skills demanded of contemporary educational leaders to provide transformational leadership in an ever-expanding diverse educational environment.
3. Introduce legal and ethical principles that inform educational leaders' decision-making and leadership behaviors.
4. Identify the critical role that partnerships between the school and school—the community play in providing leadership in 21st Century P-12 schools.
5. Prepare candidates to use appropriate research tools needed to become a highly effective leader in diverse schools and communities.

Student Learning Outcomes are aligned to the Georgia Professional Leadership Performance Standards:

Students pursuing the **Tier I Master of Arts Degree in Educational Leadership** will:

1. Apply theoretical knowledge and practical skills to identify and assess instructional program effectiveness and leadership issues in diverse P-12 schools and school districts.
2. Discuss legal and ethical principles leaders use in decision-making in contemporary schools and school districts.
3. Develop and utilize models of productive partnerships between schools and school districts in diverse settings.
4. Conduct action or empirical research to improve school or district effectiveness utilizing appropriate research tools.
5. Incorporate the use of various forms of technology in the preparation and delivery of leadership project presentations.
6. Participate in planned performance leadership internships with partner school districts to provide authentic work opportunities as well as to receive mentoring support from local school administrators. This requirement is met by meeting the 250 + clock hours of practicum experience in collaboration with local school districts.
7. Successfully pass the Departmental Comprehensive Examination with a grade of 80 or above.

Degree Requirements

Students pursuing the **Tier I Master of Arts Degree in Educational Leadership** must meet the General Degree Requirements as published in this Catalog, and complete the following requirements:

Course Requirements: 30 Credits

I. Core Courses: 18 Credits

Strategic Leadership: 3 Credits

CEDA 500, Introduction to Education Administration and Supervision (3)

CSED 500, Communication Skills Examination (0)

Instructional Leadership: 3 Credits

CEDA 510, Curriculum Planning for Educational Leaders (3)

Organizational Leadership: 3 Credits

CEDA 520, Educational Resource Management (3)

Political and Community Leadership: 9 Credits

CEDA 530, School/Community Relations (3)

CEDA 535, Education Policy and the Law (3)

CEDF 550, History of Urban Education (3) *or*

CEDF 553, Schooling and the Urban Community (3)

II. Research and Evaluation: 6 Credits

CEDA 590, Educational Test & Measurements (3)

CEDA 599, Research for School Improvement (3)

III. Internship: 6 Credits

CEDA 560, Practicum for the Master of Arts I (3)

CEDA 561, Practicum for the Master of Arts II (3)

Note: *SOE field experiences require that all SOE students are required to complete a background check prior to field placement in schools, human services/community agencies and any government setting.*

Sample Plan of Study for Tier I Master of Arts Degree in Educational Leadership
(30 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 500	Introduction to Education Administration and Supervision	3	CEDA 510	Curriculum Planning for Educational Leaders	3
CEDA 520	Educational Resource Management	3	CEDA 535	Education Policy and the Law	3
CEDA 530	School/Community Relations	3	CEDF 550 <i>or</i> CEDF 553	History of Urban Education <i>or</i> Schooling and the Urban Community	3
	TOTAL	9		TOTAL	9
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 590	Educational Test and Measurements	3	CEDA 599	Research for School Improvement	3
CEDA 560	Practicum for the Master of Arts I	3	CEDA 561	Practicum for the Master of Arts II	3
	TOTAL	6		TOTAL	6

Educational Leadership Certificate Requirements for Tier I Master Degree

1. Completion of a *GaPSC*-approved Tier I Education Leadership certification program;
2. Completion or exemption of all applicable Special Georgia Requirements (See *GaPSC* Rule 505-2-24 Special Georgia Requirements :
 - Passing score on the GACE Educational Leadership content assessment.
 - Passing score on the Ethics for Educational Leadership Assessment- Program Exit.
 - Completion of the Special Education requirement.
 - Employed by a Georgia Local Unit of Administration (LUA), with the following exceptions:

- An educator who already holds a valid Georgia certificate in another field is not required to be employed to add the field to their certificate.
- An individual who has met all requirements for the Standard Professional certificate except for employment may receive a Certificate of Eligibility upon application.

Specialist in Education Degree in Educational Leadership – Post-Master’s Degree (33 Credits)

Program Overview

The specialist program is designed to provide advanced preparation to educational leaders at the building and district levels. This program is performance-based and thereby provides for application and synthesis of basic concepts in educational leadership. Evidence of a certificate in educational leadership and employment by a school district in an approved leadership position are required for persons seeking Tier II certification by the Georgia Professional Standards Commission (GaPSC).

Admissions Requirements

Applicants seeking admission to the **Specialist in Education Degree in Educational Leadership** must meet the General Admissions Requirements of the University as published in this Catalog including the following:

1. Completed application.
2. Have at least three years of successful P-12 school experience.
3. Demonstrate evidence of leadership potential.
4. Hold a current P-12 Leadership Certificate.
5. All post-secondary transcripts.
6. Quantitative, verbal, and writing GRE scores no older than five years (waived for Fall 2021 and Spring 2022).
7. 3.0 undergraduate GPA.
8. Statement of Intent.
9. Three letters of reference.
10. A personal or group interview.

Program Objectives are aligned to the Georgia Performance Leadership Standards

1. Prepare candidates with knowledge of educational leadership theories beyond that received in the master’s degree preparation program.
2. Introduce candidates to performance-based learning competencies needed to serve as advocates for productive educational access and equity in pursuance of educational excellence.
3. Train candidates to model the professional and ethical principles required of educational leaders, especially in diverse schools and communities.
4. Prepare candidates to apply effective leadership competencies at the building level and/or at the district level.
5. Train candidates for an extended supervised Performance Based Leadership clinical experience that validate knowledge, skills, and dispositions acquired through the core courses of their program.

Student Learning Outcomes

Students pursuing the **Specialist in Education Degree in Educational Leadership** will:

1. Apply appropriate theoretical knowledge and practices to solve issues and make decisions as educational leader, especially in diverse schools and communities.
2. Develop and utilize model of professional and ethical behaviors in their roles as educational leaders in P-12 schools and communities that serve diverse students.
3. Serve as authentic advocates for educational access, equity, and excellence in P-12 schools that serve students in diverse communities.
4. Practice effective leadership strategies at the building level and at the district level of P-12 schools and communities.
5. Conduct research related to emerging issues in contemporary schools and school districts utilizing appropriate research tools.
6. Successfully pass the Comprehensive Examination with a grade of 80 or above.

Degree Requirements

Students pursuing the Specialist in Education Degree in Educational Leadership must meet the General Degree Requirements as published in this Catalog and in the Georgia Professional Commission requirements for certifications. The Specialist in Education degree program requires **thirty-three (33)** graduate credits of coursework at the 600 level beyond the Master's degree including two semesters of extended supervised field experience.

Educational Leadership Certification Requirements for Specialist in Education Degree

Please visit www.gapsc.com for the most recent information regarding these requirements.

Course Requirements: 33 Credits

I. Core Credits: 21 credits

Strategic Leadership: 6 Credits

CEDA 600, Administration of the Urban School System (3)

CEDA 601, Strategic Planning for Systemic Reform (3)

Instructional Leadership: 9 Credits

CEDA 610, Administration and Supervision of the Instructional Program (3)

CEDA 612, Student Personnel Administration (3)

CEDA 614, Staff Personnel Administration (3)

Organizational Leadership: 3 Credits

CEDA 620, Economics of Educational Equity (3)

Political and Community Leadership: 3 Credits

CEDA 630, Community Educational Leadership (3) *or*

CEDF 654, Education and Urban Development (3)

II. Research and Evaluation: 6 Credits

CEDA 690, Systematic Educational Evaluation (3)

CEDA 699, Research Methods in Organization (3)

III. Internship: 6 Credits

CEDA 660, Advanced Practicum I (3)

CEDA 661, Advanced Practicum II (3)

Note: *SOE field experiences require that all SOE students are required to complete a background check prior to field placement in schools, human services/community agencies, and any government setting.*

**Sample Plan of Study for Specialist in Education Degree in Educational Leadership
(33 Credits)**

Year One						
Fall Semester			Cr	Spring Semester		Cr
CEDA 600	Administration of the Urban School System	3	CEDA 601	Strategic Planning for Systemic Reform	3	
CEDA 610	Administration and Supervision of the Instructional Program	3	CEDA 614	Staff Personnel Administration	3	
CEDA 612	Student Personnel Administration	3	CEDA 620	Economics of Educational Equity	3	
TOTAL			9	TOTAL		9
Year Two						
Fall Semester			Cr	Spring Semester		Cr
CEDA 630 <i>or</i> CEDF 654	Community Educational Leadership <i>or</i> Education and Urban Development	3	CEDA 699	Research Methods in Organization	3	
CEDA 690	Systematic Educational Evaluation	3	CEDA 661	Advanced Practicum II	3	
CEDA 660	Advanced Practicum I	3				
TOTAL			9	TOTAL		6

**Tier II Doctor of Education Degree in Educational Leadership – P-12 School Leadership Track
(63 Credits)**

Overview

Fundamental to the aims of the doctorate degree is the development of skills in educational research, program evaluation and policy studies. An appropriate master's degree is required for admission to this program. Applicants must be prepared to complete 750 clock hours of performance leadership in a local school district. Additionally, applicants seeking Tier II certification by the Georgia Professional Standards Commission must provide evidence of holding current certification in educational leadership and that she/he is employed in an approved leadership position in a school district.

Admissions Requirements

Applicants seeking admission to the Doctor of Education Degree in Educational Leadership – P-12 Track must meet the General Admissions Requirements of the University as published in this Catalog including the following criteria:

1. Hold a Tier I Master's degree certification or hold a Tier II certificate that is based on completion of an Educational leadership program that led to a Georgia L or PL certificate.
2. Applicants seeking to use the doctoral program for state licensure purposes must be employed in a leadership position in their school district as certified by their superintendent at the time of application.
3. Meet program admission criteria and admission criteria specified by the EPP and in the partnership agreements with employees of potential candidates.
4. 3.0 undergraduate GPA.
5. A current resume.

6. Three letters of recommendations (two from present or former professors in the candidate's last degree program and one from a supervisor in the applicant's professional field).
7. Quantitative, verbal, and writing portions of the GRE exam no older than five years (waived for Fall 2021 and Spring 2022).
8. A personal or group interview.

Program Objectives are aligned to the Georgia Professional Leadership Performance Standards:

1. Prepare school leaders to apply and synthesize in workplace environments strategic, instructional, organizational and political/community contextual leadership skills, content and knowledge.
2. Introduce theoretical and functional knowledge of law and policy in school governance and processes as well as ethical implications of policy development to meet the needs of urban communities.
3. Familiarize candidates with strategic planning, evaluation and use of results for managing school resources, designing curricular and instructional programs, creating organizational climate and conditions for effective human resource development, and improving instruction and educational services, productivity and outcomes
4. Prepare candidates to conduct research activities utilizing appropriate technology and communication skills
5. Develop leadership abilities for communicating and involving varied constituencies to build support for optimal student, family and community development, school improvement and systems change
6. Successfully pass the required Comprehensive Examination with a Grade of 80 or above.
7. Prepare candidates for careers in leadership roles in educational administration, including both local site administration and central office positions
8. Prepare school leaders to become principals or administrators at the district office level.

Student Learning Outcomes

Students pursuing the **Tier II/ Doctor of Education Degree in Educational Leadership** will: ~~meet all~~

1. Use Performance Based leadership to document knowledge, skills, and dispositions needed. to manage the educational program at the building and/or district level(s).
2. Apply theoretical concepts and functional knowledge of Strategic, Organizational, Instructional and Community/Political Leadership in addressing current issues and identifying advancement in school administration and supervision.
3. Diagnose problems at the building or district level and devise appropriate solutions.
4. Design and conduct valid research on instructional, administrative and/or school-community issues.
5. Successfully pass the Departmental Comprehensive Examination with a grade of 80 or above.

Degree Requirements

Students pursuing the **Tier II/ Doctor of Education Degree in Educational Leadership - P-12 Track** must complete General Degree Requirements as published in this Catalog. The program requires a minimum of **sixty-three (63)** credits beyond the Master of Arts Degree in Educational Leadership and emphasizes both theoretical studies and application. A minimum of forty-eight (48) graduate credits must be completed in residence.

Course Requirements: 63 Credits

I. Core Credits: 39 Credits

CEDA 500, Introduction to Educational Administration and Supervision (3)*

***Only required for candidates without a degree or certification in educational leadership**

Strategic Leadership: 9 Credits

CEDA 600, Administration of the Urban School System (3)

CEDA 601, Strategic Planning for Systemic Reform (3)

CEDA 709, Seminar in Strategic Leadership (3)

Instructional Leadership: 12 Credits

CEDA 610, Administration and Supervision of the Instructional Program (3)

CEDA 612, Student Personnel Administration (3)

CEDA 614, Staff Personnel Administration (3)

CEDA 719, Seminar in Instructional Leadership (3)

Organizational Leadership: 6 Credits

CEDA 620, Economics of Educational Equity (3)

CEDA 729, Seminar in Organizational Leadership (3)

Political and Community Leadership: 12 Credits

CEDA 630, Community Educational Leadership (3) *or*

CEDF 654, Education and Urban Development (3)

CEDA 730, Politics of Urban Education (3)

CEDA 735, Educational Policy Analysis (3)

CEDA 739, Seminar in Political/Community Leadership (3)

II. Research and Evaluation: 18 Credits

CEDA 690, Systematic Educational Evaluation (3)

CEDA 699, Research Methods in Organization (3)

CEDA 790, Quantitative Research Methodology in Education (3)

CEDA 791, Directed Research (Elective) (3)

CEDA 795, Qualitative Research Methodology in Education (3)

CEDA 990, Doctoral Advisement (1)*

CEDA 995, Dissertation Research I: Prospectus Defense (3)

CEDA 995, Dissertation Research II: Dissertation Defense (3)

***Students may need to take CEDA 990 Doctoral Advisement (1 credit) depending on progress toward dissertation research.**

III. Internship: 6 Credits

CEDA 660, Advanced Practicum I (3)

CEDA 661, Advanced Practicum II (3)

Note: *SOE field experiences require that all SOE students are required to complete a background check prior to field placement in schools, human services/community agencies and any government setting.*

IV. Qualifying Examination

Candidates must successfully pass a written Preliminary Examination (after completing 12 credit hours and a formal comprehensive written examination (after completing 48 credit hours).

V. Dissertation Research Prospectus and Defense

Candidates must prepare and present a dissertation prospectus for faculty approval, and finally must develop and defend a scholarly dissertation.

Sample Plan of Study for Tier II/ Doctor of Education in Educational Leadership – P-12 Track (63 Credits)

Year One					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 600	Administration of the Urban School System	3	CEDA 601	Strategic Planning for Systemic Reform	3
CEDA 630 <i>or</i> CEDF 654	Community Educational Leadership <i>or</i> Education and Urban Development	3	CEDA 620	Economics of Educational Equity	3
CEDA 719	Seminar in Instructional Leadership	3	CEDA 709	Seminar in Strategic Leadership	3
	TOTAL	9		TOTAL	9
Year Two					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 612	Student Personnel Administration	3	CEDA 614	Staff Personnel Administration	3
CEDA 690	Systematic Educational Evaluation	3	CEDA 739	Seminar in Political/Community Leadership	3
CEDA 729	Seminar in Organizational Leadership	3	CEDA 795	Qualitative Research Methodology in Education	3
	TOTAL	9		TOTAL	9
Year Three					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 610	Administration and Supervision of the Instructional Program	3	CEDA 699	Research Methods in Organization	3
CEDA 790	Quantitative Research Methodology in Education	3	CEDA 735	Educational Policy Analysis	3
			CEDA 730	Politics of Urban Education	3
	TOTAL	6		TOTAL	9
Year Four					
	Fall Semester	Cr		Spring Semester	Cr
CEDA 660	Advanced Practicum I	3	CEDA 661	Advanced Practicum II	3
CEDA 995	Dissertation Research I: Prospectus Defense	3	CEDA 995	Dissertation Research II: Dissertation Defense	3
	TOTAL	6		TOTAL	6

Certification Requirements for Tier II Doctor of Education Leadership

1. Candidates completing a Tier II program must pass the Georgia Performance Assessment for School Leaders (PASL).
2. Passing score on the Ethics for Educational Leadership Assessment.
3. Completion of the Special Education Requirement.
4. Passing score on the GACE Educational content assessment, if not previously met to qualify for the Tier I certificate; and
5. Employment by a Georgia Local Unit of Administration (LUA), with the following exceptions:
An educator who already holds a valid Georgia certification in another field is not required to be employed to add the field to their certificate; and An individual who has met all requirements for the Performance- Based Professional certificate except for employment may receive a Certificate of Eligibility upon application.

Doctor of Education in Educational Leadership – Higher Education Track (60 Credits)

Program Overview for the Traditional Higher Education Degree Program

The program, while addressing a key strategic priority of the university-building and sustaining strong academic programs addresses, a market demand for preparing an expanded pipeline of well trained and highly qualified education leaders for contemporary and future postsecondary educational colleges and universities, agencies, foundations, and other non-P-12 educational institutions. This degree program is offered in the traditional classroom format.

Program Overview for the Online Higher Education Degree Program

The program follows the same general overview as above. The unique feature of this program is that it is the University's first fully online delivery degree program. The courses are offered in an accelerated delivery of seven-week modules by certified tTech professors. Each semester students will complete 12 hours of required course work. The coursework takes two years to complete. Additionally, the program objectives and learning outcomes are the same.

Admissions Requirements

Applicants seeking admission to the Doctor of Education Degree in Educational Leadership – Higher Education Track must meet the General Admissions Requirements of the University as published in this Catalog including the following criteria:

1. A completed application
2. Evidence of leadership potential
3. All post-secondary transcripts
4. 3.0 undergraduate GPA
5. A letter of intent
6. Three letters of reference
7. Minimum of MA/MS or equivalent degree from an approved institution
8. A personal or group interview

Additional Online Higher Educational Degree Program Admission Requirements

- Complete a required writing sample within a 24 hour time period
- Participate in a virtual interview with select program faculty

Program Objectives

1. Prepare postsecondary education leaders to apply and synthesize in workplace environments strategic, instructional, organizational and political/community contextual leadership skills, content and knowledge
2. Introduce theoretical and functional knowledge of law and policy in private and public colleges and universities governance and processes as well as ethical implications of policy development to meet the needs of higher education communities
3. Familiarize candidates with strategic planning, evaluation and use of results for managing postsecondary school resources, instructional and educational support programs and services, human resources for efficiency, productivity and outcomes

4. Develop leadership abilities for communicating and involving varied constituencies to build support for optimal student development and stakeholder engagement
5. Prepare candidates to conduct research activities in higher education utilizing appropriate technology and communication skills
6. Prepare candidates for careers in leadership roles in higher education administration

Student Learning Outcomes

Students pursuing the **Doctor of Education Degree in Educational Leadership – Higher Education Track** will:

1. Use field-based documented knowledge, skills, and dispositions needed to manage the educational programs, services and resources at private or public colleges and universities.
2. Diagnose problems at the institutional level and apply theoretical concepts and functional knowledge of Strategic, Organizational, Instructional and Community/Political Leadership in addressing current issues and identifying advancement in postsecondary education administration.
3. Design and conduct valid research on instructional, administrative and/or community based issues.
4. Use research processes and tools to help institutions and agencies create greater synergy and to become more productive in the pursuance of their vision and mission.
5. Successfully completing the required Departmental Comprehensive Examination with a passing grade of 80 or better.

Degree Requirements

Students pursuing the **Doctor of Education Degree in Educational Leadership – Higher Education Track** must complete all degree requirements as published in this Catalog. The degree program requires completion of a minimum of **sixty (60)** credit hours beyond the Master's degree or an equivalent degree in an acceptable field. A minimum of 48 credit hours must be completed in residence at Clark Atlanta University.

Course Load limitations

Graduate students are not permitted to enroll for more than nine (9) credits per semester without approval of the Department Chair and the School Dean.

I. Course Requirements: 60 Credits

Core Courses: 30 Credits

- CHED 600, Administration and Governance of Higher Education (3)
- CHED 610, History of American Higher Education (3)
- CHED 630, Strategic Planning (3)
- CHED 650, Student Affairs and Academic Services (3)
- CHED 660, Human Resources Administration (3)
- CHED 670, Higher Education Finance (3)
- CHED 680, Social Justice and Diversity in Higher Education (3)
- CHED 700, Organization Leadership and Theory (3)
- CHED 720, Higher Education Policy Development and Analysis (3)
- CHED 750, Law and Ethics in Higher Education (3)

Research and Evaluation: 18 Credits

CHED 690, Program Assessment and Evaluation (3)

CHED 699, Research Methods (3)

CHED 790, Quantitative Research Methodology (3)

CHED 795, Qualitative Research Methodology (3)

CHED 990, Doctoral Advisement (1)

CHED 995, Dissertation Research I: Prospectus Defense (3)

CHED 995, Dissertation Research II: Dissertation Defense (3)

***Students may need to take CHED 990 Doctoral Advisement (1 credit) depending on progress toward dissertation research.**

Cognate/Electives: 12 Credits

CHED 620, Community College Leadership and Practice (3)

CHED 640, University Teaching and Learning, Theory and Practice (3)

CHED 710, Managing Political Conflict in Higher Education (3)

CHED 730, International Higher Education (3)

CHED 740, Leading Change to Develop and Empower Communities (3)

CHED 760, Principles of College Student Recruitment and Retention (3)

CHED 770, Faculty Issues in American Colleges and Universities (3)

CHED 780, Student Development and Learning (3)

CHED 791, Directed Research (3)

II. Qualifying Examination

Candidates must successfully pass a written Preliminary Examination (after completing 12 credit hours) and a formal comprehensive written examination (after completing 48 credit hours).

III. Dissertation Research Prospectus and Defense

Candidates must prepare and present a dissertation prospectus for faculty approval, and finally must develop and defend a scholarly dissertation.

The following is the Planned Program for the Online Higher Education Degree Program:

Sample Plan of Study for Doctor of Education in the Online Educational Leadership

Higher Education Track (60 Credits)

Year One					
	Spring Semester	Cr		Summer Session	Cr
CHED 610	History of American Higher Education	3	CHED 600	Administration and Governance of Higher Education	3
CHED 699	Research Methods	3	CHED XXX	Cognate/Elective	3
	TOTAL	6		TOTAL	6
Fall Semester					
CHED 690	Program Assessment and Evaluation	3			
CHED 700	Organizational Leadership and Theory	3			
	Preliminary Examination	0			
	TOTAL	6			
Year Two					
	Spring Semester	Cr		Summer Session	Cr
CHED 795	Qualitative Research	3	CHED 650	Student Affairs and Academic Services	3
CHED 630	Strategic Planning	3	CHED XXX	Cognate/Elective	3
	TOTAL	6		TOTAL	6
Fall Semester					
CHED 790	Quantitative Research	3			
CHED 660	Human Resources Administration	3			
	TOTAL	6			
Year Three					
	Spring Semester	Cr		Summer Session	Cr
CHED 670	Higher Education Finance	3	CHED 680	Social Justice and Diversity in Higher Education	3
CHED 720	Higher Education Policy and Analysis	3	CHED XXX	Cognate/Elective	3
	TOTAL	6		TOTAL	6
Fall Semester					
CHED 750	Law and Ethics in Higher Education	3			
CHED XXX	Cognate/Elective	3			
	Comprehensive Examination	0			
	TOTAL	6			
Year Four					
	Spring Semester	Cr		Fall Semester	Cr
CHED 995	Dissertation Research I: Prospectus Defense	3	CHED 995	Dissertation Research II: Dissertation Defense	3
	TOTAL	3		TOTAL	3