



CLARK ATLANTA UNIVERSITY

School of Education

CLARK ATLANTA UNIVERSITY

**Department of Educational Leadership
Student Handbook**

Dear Educational Leadership Candidates:

Welcome to the Department of Educational Leadership of the School of Education at Clark Atlanta University.

The members of the faculty and staff of the department are delighted that you have chosen to continue your graduate education in the department. We are fully aware that you had many other choices; yet, you chose to cast your lot with us. That makes us feel very special; therefore, we commit to treat you in a very special manner. Your success during matriculation now becomes to a large degree a crucial measure of our success. We look forward to this mutually-interdependent partnership in learning.

The department operates within the framework of the School of Education that commits itself to ***“preparing critical-thinking change agents to improve academic outcomes in diverse schools and communities.”***

We expect your academic journey with us to be both challenging and fulfilling. Your faculty advisor, along with members of the staff, will work with you to ensure that all systems remain fully operational throughout your matriculation at the University.

The department has a very well prepared, experienced, and dedicated faculty with whom you will interact and from whom you will benefit greatly as you navigate the Planned Program for your respective programs. I encourage you to take full advantage of the commitment and expertise of the faculty and staff.

As chair of the department, I assure you that you have chosen wisely in enrolling in this department, especially at this time in history when the nation is searching for highly qualified educational leaders to help chart the course for America’s schools, institutions and agencies.

Again, welcome to the department.

Barbara Hill

Barbara Hill, Ed. D.,
Chair, Educational Leadership Department

*This handbook of policies and procedures must be read in conjunction with the *Graduate School Catalog*, the *Graduate Student Handbook of the School of Education* and the department’s *Dissertation Handbook*.

Table of Contents

Letter to Students	
Mission Statement	3
Institutional Goals	3
Conceptual Framework	4
Vision Statement	4
Degrees Offered	5
Program Goals	6
Program Descriptions.....	7
Admissions Criteria and Procedures.....	7
Alternative Programs and Transfer of Credit.....	8-9
Candidacy Requirements for the Doctoral Degree.....	8-9
Comprehensive Examination.....	9
Academic Progress	11
Research Advisement for Ed.D. Candidates.....	13
Thesis and Dissertations.....	14
Student Professional Organization.....	16
Clinical Experience	16
Course Selections	17 - 20
Appendix I Conceptual Framework	21
Handbook Receipt Form	22 - 23

UNIVERSITY MISSION STATEMENT

Leveraging its distinctive history, Clark Atlanta University is an urban research university that transforms the lives of students and their communities by preparing citizen leaders to be problem-solvers through innovative learning programs; supportive interactions with faculty, staff, and students; exemplary scholarship; and purposeful service.

INSTITUTIONAL GOALS

1. To enhance and maintain an environment which fosters intellectual, social and cultural curiosity and creativity, and the continuing development of morally sound value systems among students, faculty, administrators, and staff.
2. To develop accelerated undergraduate and graduate degree programs, other new programs, and educational experiments using innovative ideas through research and teaching, both within and across disciplines, and in keeping with the mission of the University.
3. To increase the number of African-American faculty members who obtain doctoral degrees in the critical areas of natural and mathematical sciences, humanities, and social sciences.
4. To implement a comprehensive approach for continuous academic program review and assessment to improve quality and determine resource requirements and new directions through a system of external visiting committees.
5. To enhance the role of research with an improved research infrastructure and an evaluation system that recognizes the importance of research and teaching to the mission of the University.
6. To implement an integrated and centralized program for faculty and staff to address personal and professional development
7. To continue to institute modern management techniques, taking into account the new information systems, the improvement of human work environments, and the energy-efficient utilization of space.
8. To build and maintain a vigorous institutional advancement and fundraising capacity to provide the financial resources necessary to meet the University's goals
9. To continue to develop and implement a comprehensive student life program that will include both the undergraduate and graduate levels.
10. To develop and implement more comprehensive public service programs, including opportunities for students to participate in local, national, and international internships and work experiences.

11. To implement a systematic plan for attracting a student body of increasing quality and size and an expanded academic support system to improve student retention.
12. To enhance and provide services to meet the education, cultural, 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.

School of Education Conceptual Framework

The School of Education prepares critical thinking change agents to improve academic outcomes in diverse schools and communities.

Department of Educational Leadership

The Educational Leadership Department at Clark Atlanta University enjoys a highly regarded tradition of preparing leaders, especially for urban educational systems. In recent years the department has been recognized as one of the leading producers of doctorates in education to African Americans. Its programs, aligned with CAEP, ISLLC, ELCC and Georgia Professional Standards Commission standards, are accredited by the Southern Association of Colleges and Schools and by the National Council for the Accreditation of Teacher Education.

The mission of the Department of Educational Leadership is to prepare candidates with knowledge, skills, and dispositions needed to serve as transformational leaders to improve academic outcomes of students in diverse schools and communities locally, nationally, and internationally. Additionally, the department focuses on preparing candidates for leadership in non-P-12 agencies and institutions.

Vision Statement: The Department of Educational Leadership will prepare candidates for leadership, research, and consultative services to school districts at the building and district levels and to other educational institutions locally, nationally, and internationally in accord with standards and guidelines approved by the Georgia Professional Standards Commission (2015 GaPSC), the Council for Accreditation of Educator Preparation (CAEP), and the Educational Leadership Constituent Council (ELCC). Additionally, the department will prepare educational leaders for leadership in non-P-12 agencies and institutions.

Degrees Offered

The department offers graduate degree programs at the master's, specialist and doctoral levels/P-12 and Higher Education.

Master of Arts Program Tier I: The master's program is designed to provide basic preparation in administration and prepare students for the initial non-renewable certificate at the request of a local school district. This program requires 30 semester hours for completion and provides an introductory foundation of prescribed courses. The focus of the program is on instructional leadership in keeping with the program emphasis determined by the Georgia Professional Standards Commission (2015 GaPSC). Students self-select to apply to this program.

Education Specialist Program: The specialist program is designed to provide advanced training for the performance-based leadership certificate for instructional leaders at all levels. This program requires 30 semester hours for completion and provides for application and synthesis of basic concepts in instructional leadership. Courses will include assignments and projects that particularize building vs. district level duties and responsibilities. Additionally, the residency program will differentiate between these two strands. Applicants must be employed in a district approved leadership position.

(A) Doctor of Education Program Tier II: The Doctor of education degree program focuses on certification-seeking candidates for P-12 schools and school districts and on non-certification-seeking candidates for service in various agencies and institutions. This program requires a minimum of 63 semester hours beyond the masters for completion and emphasizes both theoretical studies and application. Certification-seeking candidates will undertake a preparation program that is largely field-based and structured around an advanced residency of performance-based leadership requiring 750 clock hours. The residency is a 12 credit hour exercise that is scheduled over two semesters. All 2015 Georgia Educational Leadership Standards are addressed in the residency. Admission to the up-grade certification program requires that the applicant be in a district approved leadership position in a P-12 institution in addition to holding an appropriate master's degree. The intensity and the rigor that characterize this program serve as guide posts to ensure that candidates benefit from the performance-based nature of the program in accord with standards set forth by CAEP, ELCC, and the Georgia Professional Standards Commission.

(B) Doctor of Education Leadership in Higher Education: This program prepares students with the knowledge and skills to be visionary, innovate and motivational leaders, faculty and efficient administrators of higher education, local school district administrators (not supervising principals), and other related programs and services. In addition, the higher education offerings will provide a growing field for study with variations in leadership, administration and governance, student affairs, recruitment and retention, community college and university teaching, policy analysis, advances in instructional technology and international higher education. The program requires a minimum of 60 credit hours beyond the master's degree for completion including coursework and dissertation research. Forty-eight of these hours will consist of core courses to be taken by all students in the program. In addition to the 48 core higher education credits, students seeking

managerial employment in higher education will take 12 cognate hours from the cognate courses listed in the program outline. This program does not have a required field –based practicum. Those seeking to be employed as teachers in community colleges or in other areas will take, with the approval of the department chair, 12 cognate credits of their choice of concentration in the department or in other multi-disciplinary doctoral granting departments within the university. Students will self-select to apply for admission to this program.

Program Goals

1. The program prepares school leaders who are skilled and committed change agents for the improvement of educational services for all members of the community.
2. The program prepares school leaders who can manage information for the improvement of educational outcomes.
3. The program prepares school leaders who are sensitive to cultural differences and can plan curricular and instructional programs which will meet the needs of urban communities.
4. The program prepares school leaders who can work with school staff and other stakeholders to create conditions for effective human resource development.
5. The program prepares school leaders who can provide for optimal student and family development.
6. The program prepares school leaders who can plan strategically and utilize the results of planning for better management of school systems.
7. The program prepares school leaders who can utilize interpersonal and communications skills to create an organizational climate conducive to individual and social development.
8. The program prepares school leaders who can generate, engage and manage resources to improve educational productivity.
9. The program prepares school leaders who can utilize current technology for school management and the improvement of instruction.
10. The program prepares school leaders who can communicate and involve varied constituencies and build support for school improvement.
11. The program prepares school leaders who understand the functions of law and policy in school governance and the processes and ethical implications of policy development.
12. The program prepares school leaders who are knowledgeable consumers of research who can plan and conduct research activities for school improvement and systems change.

13. The program prepares school leaders who can apply and synthesize in workplace environments strategic, instructional, organizational and contextual leadership skills, content and knowledge.

Supporting Standards and Accreditation Agencies

The program of studies offered by the Department of Educational Leadership has been informed by the Council for Accreditation of Educator Preparation CAEP; curriculum guidelines developed by the Education Leadership Constituent Council (ELCC); the licensure standards developed by the Interstate School Leaders Licensure Consortium (ISLLC); and the Georgia Educational Leadership Standards. These standards apply to the most common P-12 educational leadership positions—principals, supervisors, curriculum specialists and superintendents. The ELCC guidelines are competency based and provide eleven sets of competencies clustered in four domains: namely; *strategic leadership, instructional leadership, organizational leadership, and political/community leadership.*

1.0 ADMISSIONS CRITERIA AND PROCEDURES

1.1 Admission to Tier 1 Master’s Program

Applicants must: 1) hold an undergraduate degree from an accredited institution; 2) have earned a minimum GPA of 2.6 on undergraduate work; 3) provide official transcripts, a statement of intent, and three letters of recommendation; 4) present scores on the Graduate Record Examination taken within five years of the date of application, and 5) supply an undergraduate academic record showing sufficient preparation in general studies and a major that is supportive of the program area of application.

1.2 Admission to Specialist Program

Applicants must: 1) hold at least a master’s degree from an accredited institution of higher education; 2) have earned a 3.0 GPA in the most recently completed degree program; provide official transcripts, a statement of intent, three letters of recommendation; 3) present scores on the Graduate Record Examination taken within five years of the date of application; 4) hold a leadership certificate issued by the Georgia Professional Standards Commission GaPSC; and 5) provide evidence of being in an approved leadership position in a Georgia school district.

1.3 Admission to Tier II Doctoral Program

For admission to either the P-12 program or the program in higher education leadership, applicants must: 1) hold an approved master’s degree from a regionally accredited institution of higher education with a major supportive of the program area of application; 2) have at least a 3.0 GPA on the most recently completed degree program; 3) present scores on the Graduate Record

Examination taken within five years of the date of application; 4) provide official transcripts, a statement of intent, and three letters of recommendation; 5) present evidence of educational leadership skills as documented by resume. Applicants to the P-12 doctoral program must, in addition, present evidence of working in an approved leadership position in a Georgia school district. Further, applicants seeking advanced certification in school administration must hold the L-5 certificate. (visit www.gapsc.com for changes to Educational Leadership requirements).

1.4 Special Admissions

Certification: Applicants seeking initial certification must complete the graduate admissions application and hold the master's degree or higher in a related field. Teacher certification or licensure in a related field is a prerequisite to admission.

1.6 Transfer of Credits. Transfer courses must be appropriate substitutes for courses in the degree planned program. In case of uncertainty, candidates may be requested to provide catalog descriptions and/or a copy of the syllabus. For credit to be given, course descriptions must be similar to courses in the planned program. Transfer and credit must meet the University criteria for transfer credit as stated in the catalog and be approved by the department chair and Dean. There is a maximum of 12 credit hours of transferred courses.

1.7 Application Deadlines

Candidates applying for entry to the department's programs are advised to submit all application materials to the University Office of Graduate Admissions by June 1 for fall matriculation; by October 1 for spring matriculation; we do not accept students in the summer semester.

2.0 CANDIDACY REQUIREMENTS FOR THE DOCTORAL DEGREE

A candidate is formally admitted to candidacy for the doctoral degree when all prerequisites are met. For admission to candidacy for the doctoral degree, candidates must demonstrate that:

- 1) At least, 80 percent of approved course work has been completed with an overall GPA of at least 3.0, with no failing or incomplete grades.
- 2) Written and oral comprehensive examinations have been passed, and
- 3) A dissertation prospectus has been approved. The dissertation prospectus is described and outlined in the department's dissertation handbook.

2.1 Research Tools

Mastery of research competencies must be established through maintaining good standing in a required sequence of research courses. Candidates must also demonstrate satisfactory skills in manipulating computer-based programs and data.

2.2 Comprehensive Examination

Qualifying Examination

Candidates must successfully pass a written Preliminary Examination (after completing 12 hours of study) to determine writing skills and concept of the program.

A candidate must pass the formal comprehensive examination before being admitted to candidacy for the degree. The examination is offered once in the fall semester and once in the spring according to an announced departmental schedule. Candidates must submit to the department office an approved application by the Academic Advisor in order to sit for the examination.

The written examination is developed and administered by the faculty of the department sitting as a committee of the whole. Students are examined for competence in the domains of knowledge which form the framework for the program of study; namely, strategic leadership, instructional leadership, organizational leadership and political/community leadership. Following the examination, papers are reviewed by fulltime members of the faculty who assess the performance of each examinee. Assessment regulations are as follows:

1. Candidates must sit for four comprehension examinations with a maximum time of 3 hours per/exam—one for each domain.
2. Papers are graded **Pass** or **Fail with an 80% passing grade criteria** / Each paper is graded for content, composition and grammar/mechanics of writing using a defined rubric for each examination submitted. All exams are graded by no fewer than 2 examiners with a third examiner to intervene in the event of a grade discrepancy.
3. Candidates who fail any one of the papers must re-take that specific paper at a future scheduled date. Students must satisfy any conditions set by the department and have the approval of the academic advisor and the department chair in order to re-sit the examination.
4. A candidate who fails the examination or any part thereof two times will be administratively withdrawn from the degree program.
5. The department may require an oral examination in lieu of or in addition to the written examination. The assessment regulations for passing the written examination will also apply to oral examinations.

6. ED. D Candidates eligible for the preliminary examinations must successfully complete 12 hours of course work.

Comprehensive Examination Eligibility

(Candidates may not sit for comprehensive examinations if “I” and/or failing grades appear on their transcripts)

M.A. Must complete satisfactorily at least 21 credit hours that must include EDA 500, 510, 520, 530, 535, 560, and 561.

Ed.S. Must complete satisfactorily at least 21 credit hours that must include EDA 660 and 661.

Ed.D. Must complete satisfactorily at least 48 credit hours that must include EDA 601, 610, 719, 729, 735 and 739.

3.0 DEGREE REQUIREMENTS

3.1 Master’s Degree

- 3.11 Satisfactory completion of an approved program of study of *at least* 30 semester hours of coursework.
- 3.12 A minimum grade point average of 3.0.
- 3.13 Satisfactory completion of a comprehensive exit exam. (Candidates must be in good standing and must have completed a minimum of 21 credit hours in order to qualify for the examination).

3.2 Specialist Degree

- 3.21 Satisfactory completion of an approved program of study of *at least* 30 semester hours of coursework.
- 3.22 A minimum grade point average of 3.0.
- 3.23 Satisfactory completion of a comprehensive exit exam. (Candidates must be in good standing and must have completed a minimum of 21 credit hours in order to qualify for the examination).

Satisfactory completion of an approved performance-based residency. An approved residency shall include two consecutive semesters of coursework including advanced seminars and/or field placements as defined by Georgia Professional Standards Commission’s latest rules for Educational Leadership at the time of enrollment for all Candidates seeking the recommendation for certificate from the School of Education and the Department of Educational Leadership.

3.3 Doctoral Degree

- 3.31 Satisfactory completion of an approved program of study of *at least* 63 semester hours for the P-12 leadership program or 60 semester hours for the program in higher educational leadership. A minimum grade point average of 3.0.
- 3.32 Satisfactory completion of an approved performance-based residency for the P-12 program only. An approved residency shall include two consecutive semesters of coursework including advanced seminars and/or field experience as defined by Georgia Professional Standards Commission's latest rules for Educational Leadership at the time of enrollment for all candidates seeking the recommendation for certificate from the School of Education and the Department of Educational Leadership.
- 3.33 Satisfactory completion of a comprehensive exit examination. (Candidates must be in good standing and must have completed a minimum of 48 credit hours or 80 percent of coursework in order to qualify for the examination.
- 3.34 Satisfactory completion and defense of an approved dissertation.

4.0 ACADEMIC PROGRESS

4.1 General Advisement Services

Academic advisement in the School of Education is carried out through the academic advisor system. Each candidate is assigned to a faculty member for counseling and advisement. The principal responsibility of the academic advisor is to assist the candidate in developing a program plan. Thereafter, each candidate is expected to consult with the assigned advisor on a regular basis to ensure that all program requirements are being met. Each candidate must have a planned program. A candidate without a planned program must request this from the faculty advisor or department chair. A copy of the planned program will be placed in the candidate's file in the department. The planned program must be updated by the faculty advisor each semester in which the candidate registers. Candidates must register every fall and spring semester during the period of their matriculation. Candidates who are unable to maintain their registration must apply to the Dean for a leave of absence from their program.

4.2 Maximum Course Load

Candidates, who are employed for more than 20 hours per week, may enroll for no more than 6 to 9 graduate credit hours in the fall or spring semester without approval of the departmental chairperson and the Dean. Full time candidates working fewer than 20 hours may enroll for 12 to 15 hours, with approval of the chair and Dean. Students may take no more than nine (9) hours in the summer session. Any exception to this rule must be approved by the Dean. Doctoral candidates registered for the advanced residency may take no more than one course (3 credits) along with the residency each semester of the residency.

4.3 Monitoring Student Progress

All candidates' records shall be monitored by the Department Chair. Changes in student status are to be reported to the major advisors.

4.4 Student Assessment and Grading

A grade of **A** in a course or course assignment indicates that the candidate has exceeded expectations in the application of research skills, in higher order thinking and fluency of communicating. Regular attendance and active participation in individual and class assignments is a prerequisite.

A grade of **B** indicates that the candidate has met expectations in the application of research skills, in higher order thinking and fluency of communicating. Regular attendance and active participation in individual and class assignments is a prerequisite.

A grade of **C** does not meet the academic standards for graduate education. (In graduate programs, a grade of **C** must be balanced by a grade of **A** in another course in the program in order to meet graduation requirements.)

A grade of **F** indicates that the candidate has not met minimum expectations for course participation or achievement.

A grade of [**I**] will be given only in case of documented, extenuating circumstances.

Policy for Award of Course Incompletes

(Policy statement provided by the University Registrar, 12.08.14)

1. An incomplete ("I") is a temporary grade assigned when extenuating and documentable circumstances, such as illness, death of a family member, or other reasons that are acceptable to the instructor, prevent a student who is passing a course from completing the final examination and/or other course requirements by the end of the semester.
2. The "I" is not to be assigned as a substitute for a failing grade.
3. To be eligible for an "I," a student must have attended class regularly and passed a substantial amount of the required coursework. The student must provide to the course instructor official verification of circumstances preventing the completion of the full requirements for the course. The responsibility for completing the coursework rests with the student, and **the instructor is not obligated to provide further classroom instruction.**
4. An "I" grade cannot be removed by enrolling in the course again.

5. A student cannot register for a course in which he/she has an Incomplete grade and cannot register and enroll in any course where an “I” graded course is a prerequisite.
6. In awarding an “I” grade, the instructor must submit to the Office of the University Registrar an *Incomplete Grade Form* via *BANNER Web*.
7. An “I” grade should be removed by the end of the semester following the one in which it was assigned, but must be removed no later than one year from the end of the semester in which the “I” grade was assigned. The time limit may not exceed one year, whether or not the student is in residence.
8. If the course requirements are not completed, and the “I” grade is not changed by the instructor within the specified time period, the student will be awarded the default grade. If a default grade has not been provided, the “I” will become an “F”, and the student will be required to re-enroll and complete the entire course.
9. A student may not graduate with an “I” grade on his/her academic transcript. Removal of an “I” does not assure a passing grade in the course.

4.5 Retention

1. A candidate must maintain a cumulative grade point average of 3.00 in order to be in good standing. A student whose cumulative GPA falls below 3.00 within a given semester will be placed on academic probation in the following semester of enrollment.
2. Once a candidate’s *cumulative average* falls below 3.00, he/she has two semesters of enrollment in which to re-establish a 3.00 cumulative average.
3. If a candidate does not re-establish good standing within the prescribed time frame, he/she will be administratively withdrawn.

4.6 Research Advisement for Doctoral Candidates

The candidate proceeds to the stage of dissertation research after all comprehensive examination and research tools requirements have been met. After the candidate has passed all sections of the comprehensive examination, the departmental chairperson, in consultation with the student and academic advisor,

approves a dissertation committee. The committee consists of at least two full time faculty members, knowledgeable in the areas of the candidate's research. Upon approval, the candidate works closely with all members of the committee under the guidance of the committee chairperson to develop the prospectus and to complete the research. The candidate must defend the prospectus before the faculty in an oral presentation (See the *Dissertation Handbook* for the outline and procedures to be followed in presenting the prospectus and the final dissertation). A prospectus presented to and approved by the faculty is a prerequisite for admission to candidacy. The committee chairperson has the responsibility of supervising the candidate's work and coordinating all committee reviews and meetings.

Doctoral Candidates –Distribution of survey instruments and conducting research.

Doctoral candidates are not permitted to distribute survey instruments or conduct research until the prospectus for the dissertation has been approved by the faculty and by the University's Institutional Review Board (IRB). Additionally, candidates must obtain approval of their data collection instruments from their committee chair and obtain a letter of support from the department chair prior to distributing a survey instrument or conducting the formal research.

In cases where a committee chair or member has to be replaced, the department chair will approve the replacement in consultation with the other committee members and the candidate.

Where a prospectus has already been formally approved by the department, agreement by a faculty member to serve as a replacement committee chair or member will signify acceptance of the approved prospectus.

After the candidate has completed the research study, the dissertation is defended in a formal, open hearing. The committee recommends approval or disapproval of the dissertation, and the candidate is so informed. If the dissertation is not approved, the candidate and the dissertation committee must work together to address identified problems. Following the necessary revisions, if the candidate is not approved at the second hearing, the committee and the department chairperson meet to make a recommendation to the Dean regarding the candidate's continued matriculation in the program.

4.7 Thesis and Dissertations

The writing of a thesis or dissertation is intended to demonstrate the candidate's ability to carry out *independent scholarly research*, to expand knowledge in the field, to benefit the community as a whole, to draw logical conclusions from data

gathered, and to present the results in a clear, intelligible, and consistent form in keeping with the established conventions of the scholarly community. It is the obligation of any University, to ascertain that every thesis or dissertation that it accepts, has met these standards. This is the ultimate purpose of all Clark Atlanta University regulations governing theses and dissertations. Candidates may obtain a copy of the University's *Thesis and Dissertation Guide* from the Graduate Studies Office or visit the website. The instructions and suggestions included in this guide apply to all schools and departments at Clark Atlanta University. It is the responsibility of the candidates, not the academic advisors or dissertation committee, typists or others, to see that standards are met.

4.8 Manual of Style

The Publication Manual of the American Psychological Association (Current Edition) has been adopted as the official manual of style by the DOEL. Coursework as well as dissertation research must reflect the rules provided in this manual.

4.9 Plagiarism

Candidates are expected to acknowledge every intellectual debt—for ideas, methods, and expressions--by means appropriate to the form of communication. This is especially true of written forms such as book reviews, term papers, dissertation studies as well as the internet where sources are required to be properly annotated. *Candidates who plagiarize or otherwise quote without appropriate acknowledgement will not receive credit for submitted work. They may be subject to other sanctions including suspension or expulsion from the University.*

4.10 Student Financial Aid

Applicants admitted to the respective programs are eligible to apply for financial aid by contacting the Clark Atlanta University Office of Student Financial Aid, located in Haven Warren Hall, second floor or contact the office 1-800-688-8243 or (404) 880-8992; Fax (404) 880-8070 or email studentfinancialaid@cau.edu

5.0 WITHDRAWAL PROCESS

A candidate must meet with his/her advisor before withdrawing from any course of his/her graduate program. The candidate 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 or withdrawal will receive a grade of "F" for the course.

5.1 STUDENT PROFESSIONAL ORGANIZATION

The professional organization for DOEL candidates is the Educational Leadership Student Organization (ELSA). ELSA elects its own officers, meets three times each semester and hosts an annual conference. All leadership candidates are required to participate in these meetings as part of their professional development.

5.2 ACADEMIC ADJUSTMENT STATEMENT

The rights of students with disabilities are protected under the American with Disabilities Act of 1990 (ADA) and section 504 of the Rehabilitation Act of 1973. No qualified individual with a disability shall, on the basis of such disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity provided, sponsored, offered or required by the University. The University shall operate its programs and activities in the most integrated setting appropriate. Students [*candidates*] requiring special accommodations in this [*a given*] class shall provide the instructor with a Letter of Accommodation from the Disability Services Program. It is strongly recommended once this letter has been received, students [*candidates*] should meet individually with the instructor to work out the details and receive appropriate accommodations in a reasonable and timely manner. It is strongly recommended that this be done in the first week of class.

5.3 CLINICAL EXPERIENCE

Practicum for M.A. and Performance-based Residency

Master's degree candidates are required to register for two 3- credit Practicum courses that include 300 hours of Clinical Practice at the PSC required levels for P-12 Certificates (100 hours at P-5; 100 hours at 6-8; and 100 hours at 9-12) prior to completion of the Internship. Application for practicum placement will be approved only after a candidate has completed the required courses and has met all of the appropriate standards set forth by the faculty, program and School of Education for approved placement. In order to receive approval for field placement, all courses listed on the application must be completed before approval of Clinical Practice. This approval process includes a sign-off by the candidate's academic advisor, the clinical professor/coordinator, and the Director

of Field Services. There is no waiver of these requirements. For more information on field experience, candidate should discuss the topic with his/her advisor.

Field placement sites are developed by the Field Experience Coordinator and approved by the Director of Field Services for the School of Education. In order to meet the required hours of field experience at each level defined by Georgia Professional Standards rules (i.e. contact hours at all GAPSC required levels, at least one grade defined as of this manual’s publication by GAPSC (P-3;4-5;6-8 and 9-12), candidates must spend a minimum number of hours during the Clinical Practice under the supervision of a building level or district level administrator during regular semesters collaborating with the University Supervisor (Candidates will be provided with specific details in the revised departmental Field Manual).

In order to be recommended for the PL-6 or PL-7 level certification, Specialist and Doctoral Candidates will be required to meet the above cited requirements at either the building or district level-or both- through the new GAPSC requirements for Educational Leadership. This will require a two semester residency of 750 contact hours while enrolled in CEDA 660 and CEDA 661. The candidate will be required to adhere to all updated GAPSC and Departmental rules as a condition for course approval and site placement.

COURSE SELECTIONS FOR MASTER’S AND DOCTORAL DEGREES IN P-12 PROGRAMS.

Course Distribution is as follows: Master of Arts candidates enroll in 500 level courses; Specialist candidates enroll in 600 level courses, and Doctoral candidates enroll in 600 and 700 level courses.

Please enter under the heading, *Course Selection*, the number of the course(s) selected or the number of the course transferred. Prerequisites may be satisfied by equivalencies. The course sequences, prerequisites and alignment can change to meet the dictates for Specialty Professional Association requirements and for reaffirmation with institutional and agency accreditation requirements.

I. STRATEGIC LEADERSHIP

Course No.	Course Title	Course Selection	University Taken	Semester/Year Taken	Advisor’s Initials
EDA 500	Introduction to Educational Administration & Supervision (500) *	_____	_____	_____	_____
EDA 600	Administration of the Urban School System (601) Prerequisite: 500	_____	_____	_____	_____
EDA 605	Leadership in Strategic Planning	_____	_____	_____	_____
EDA 709	Seminar in Strategic Leadership	_____	_____	_____	_____

II. INSTRUCTIONAL LEADERSHIP

EDA 510	Curriculum Planning for Educational Leaders’	_____	_____	_____	_____
EDA 610	Administration & Supervision of the	_____	_____	_____	_____

	Instructional Program Prereq: 510	_____	_____	_____	_____
EDA 612	Student Personnel Administration	_____	_____	_____	_____
EDA 614	Staff Personnel Administration	_____	_____	_____	_____
EDA 719	Seminar in Instructional Leadership	_____	_____	_____	_____

III. ORGANIZATIONAL LEADERSHIP

EDA 520	Educational Resource Management	_____	_____	_____	_____
EDA 620	Economics of Educational Equity	_____	_____	_____	_____
EDA 729	Seminar in Organizational Leadership	_____	_____	_____	_____

IV. POLITICAL & COMMUNITY LEADERSHIP

EDA 530	School/Community Relations	_____	_____	_____	_____
EDA 535	Education Policy & the Law	_____	_____	_____	_____
EDF 550	History of Urban Education	_____	_____	_____	_____
	OR				
EDF 553	Schooling & the Urban Community	_____	_____	_____	_____
EDF 654	Education & Urban Development	_____	_____	_____	_____
	OR				
EDA 630	Community Educational Leadership Prerequisite: 530	_____	_____	_____	_____

Course No.	Course Title	Course Selection	University Taken	Semester/Year Taken	Advisor's Initials
EDA 730	Politics of Urban Education	_____	_____	_____	_____
EDA 735	Educational Policy Analysis	_____	_____	_____	_____
EDA 739	Seminar in Political/Community Leadership	_____	_____	_____	_____

***EDA 500 Introduction to Educational Administration is a required course for all certification and degree (M.A.; Ed.S.; Ed. D) programs who do not hold a master's degree or higher in educational leadership or a Georgia-approved certificate in Educational Leadership.**

V. RESEARCH & EVALUATION

EDA 590	Educational Tests & Measurements	_____	_____	_____	_____
EDA 599	Research for School Improvement	_____	_____	_____	_____
EDA 695	Research Methods and Program Evaluation	_____	_____	_____	_____
EDA 790	Quantitative Research	_____	_____	_____	_____
EDA 795	Qualitative Research	_____	_____	_____	_____
EDA 791	Directed Research (elective)	_____	_____	_____	_____
EDA 990	Doctoral Advisement	_____	_____	_____	_____
EDA 995	Dissertation Research	_____	_____	_____	_____
EDA 995	Dissertation Research	_____	_____	_____	_____

VI. INTERNSHIP/RESIDENCY

EDA 560/561	Practicum for the M.A.*	_____	_____	_____	_____
EDA 660/661	Performance-Based Residency*	_____	_____	_____	_____

INTERNSHIP/RESIDENCY (EDA 560/561 AND 660/661) Candidates can enroll in EDA 560/561 or EDA 660/661 in Summer Session or during the academic year. Candidates who enroll in the internship during the summer can enroll only in that one course. Candidates enrolling in the internship/residency during the academic year must complete both courses in sequence.

(six credit hours). During the academic year, students may enroll in EDA 560/561 and additional courses as approved by the respective academic advisors. Enrollment in additional courses while registered in EDA 660/661 is confined to the research courses, EDA 790 Qualitative Research and EDA 795 Quantitative Research.

CLARK ATLANTA UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP
Higher Education Leadership
Program Description

This program will prepare students with the knowledge and skills to be visionary, innovative and motivational leaders and efficient administrators of higher education and other related programs and services. In addition, the higher education offerings will provide a growing field for study with opportunities for research in leadership, administration and governance, student affairs, recruitment and retention, community college and university teaching, policy analysis, advances in instructional technology and international higher education.

Courses will be delivered in a blended format, taking full advantage of face-to-face and online teaching, which will also include problem-based applied activities.

The program will require a minimum of 60 credit hours beyond the master's degree for completion including coursework and dissertation research. Forty-eight of these hours will consist of core courses to be taken by all students in the program. In addition to the 48 core higher education credits, students seeking managerial employment in higher education will take 12 cognate hours from a list of electives. Those seeking to be employed as teachers in community colleges or in other areas will take, with the approval of the department chair, 12 cognate credits of their choice of concentration in the department or in other multi-disciplinary doctoral granting departments within the university. Transfer of up to 15 credits would also be considered from an accredited doctoral program, which would be an attractive incentive for students wishing to transfer into our new doctoral program in higher education.

Students will take a comprehensive exam as part of their assessment in the program. They must complete all required Core courses, in order to be eligible to take the Comprehensive Examination.

Higher Education Leadership Doctoral Program

The following are the required courses:

CORE COURSES *(48 credits)*

CHED 600 Administration and Governance of Higher Education
CHED 610 History of American Higher Education
CHED 630 Strategic Planning
CHED 650 Student Affairs and Academic Services
CHED 660 Human Resources Administration
CHED 670 Higher Education Finance
CHED 680 Social Justice and Diversity in Higher Education
CHED 690 Program Assessment and Evaluation
CHED 700 Organizational Leadership and Theory
CHED 720 Higher Education Policy Development and Analysis
CHED 750 Law and Ethics in Higher Education
CHED 699 Research Methods in Organizations
CHED 790 Quantitative Research
CHED 795 Qualitative Research
CHED 995 Dissertation Research
CHED 995 Dissertation Research

COGNATE COURSES *(Requires 12 total credits)*

CHED 620 Community College Leadership and Practice
CHED 640 University Teaching and Learning, Theory and Practice
CHED 710 Managing Political Conflict in Higher Education
CHED 730 International Higher Education
CHED 740 Leading Change to Development & Empower Communities
CHED 760 Principles of College Student Recruitment and Retention
CHED 770 Faculty Issues in American Colleges and Universities
CHED 780 Student Development and Learning
CHED 791 Directed Research

***PREPARING CRITICAL THINKING
CHANGE AGENTS TO IMPROVE ACADEMIC
OUTCOMES IN DIVERSE SCHOOLS AND
COMMUNITIES***

Clark Atlanta University
Educational Leadership Graduate Program
Student Handbook
Receipt Form

I have received a copy of the Educational Leadership Student Handbook for the purpose of guiding my program of study in all of my leadership courses within the Educational Leadership 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 Field Coordinator and the Director of Field Services. The candidate may not change his/her practicum/internship placement without prior consent of the Field Coordinator.
- All practicum/internship activities must be completed as outlined in the course syllabus.
- An accurate log of practicum/internship experience 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 student will receive an “F”.
- Students are advised to read all university documents to matriculate successfully through their program of study.

Graduate Candidate’s Name (Please print): _____

Graduate Candidate’s Signature: _____

Date Received: _____

(One copy will be kept on file in the Department of Educational Leadership and one copy will be kept by the Graduate Candidate.)

Student Copy

Clark Atlanta University
Educational Leadership Graduate Program
Student Handbook
Receipt Form

I have received a copy of the Educational Leadership Student Handbook for the purpose of guiding my program of study in all of my leadership courses within the Educational Leadership 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 Field Coordinator and the Director of Field Services. The candidate may not change his/her practicum/internship placement without prior consent of the Field Coordinator.
- All practicum/internship activities must be completed as outlined the course syllabus.
- An accurate log of practicum/internship experience 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 matriculate through their program of study.

Graduate Candidate’s Name (Please print): _____

Graduate Candidate’s Signature: _____

Date Received: _____

One copy will be kept on file in the Department of Educational Leadership and one copy will be kept by the Graduate Candidate.)

Department Copy