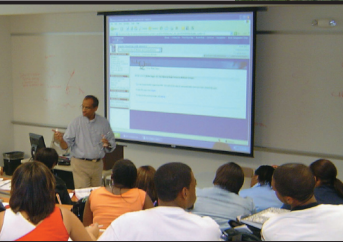


2006-2008 Catalog Supplement

Undergraduate and Graduate Studies



Student-Centered

Quality-Driven

CLARK ATLANTA
UNIVERSITY

**CLARK ATLANTA UNIVERSITY
UNDERGRADUATE
AND
GRADUATE
CATALOG SUPPLEMENT
2006 -2008**

The Clark Atlanta University Catalog Supplement for 2006-2008 herein incorporates the academic programs, policies and resources of the University presented in the Clark Atlanta University Undergraduate and Graduate Catalogs for 2004-2006, and reports only amendments to them. This Supplement, like the Catalogs, is not a contract. While the provisions of this catalog supplement ordinarily will be applied as stated, Clark Atlanta University reserves the right to change any provision, including but not limited to academic requirements for graduation, without providing actual or constructive notice to individual students. Changes made by a school or department will be available in the appropriate Dean's office.

Every student is responsible for the completion of his/her academic program, and for meeting all degree requirements. It is the individual student's responsibility to keep abreast of the current graduation requirements and any changes in his/her particular degree program.

Copies of the catalogs and this supplement may be obtained from the Clark Atlanta University Office of Admissions.

2006-2008

**CLARK ATLANTA
UNIVERSITY**

*Student Centered-
Quality Driven*

Introductory Statement

Clark Atlanta University makes periodic reviews of its curricula and policies; each is subject to change during the course of time. This catalog supplement is published by the University to inform its constituencies of curricula and policy changes that have occurred since the publication of the 2004-2006 Graduate and Undergraduate Catalogs. The supplement is to be used in conjunction (as an insert) with the 2004-2006 catalogs, and is not intended to be an independent publication. Statements in those catalogs remain in effect except as modified by the supplement. The effective date of this supplement is 2006-2008.

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**ACADEMIC CALENDAR
2006-2007**

August 2006

1	ENROLLMENT DEADLINE FALL 2006 – All Students (New and Returning)
2	1 st Cancellation of Classes for Nonfinancial Enrollment (Fall 2006)
2-25	Late Registration Period for Fall 2006 (Late Fees Apply)
19	Residence Halls Open (Returning Students) at Noon
21-25	Late Registration and Financial Enrollment for Fall 2006 (Late Fee Applies)
21-25	Drop/Add Period (AUC Cross-Registration)
22	2 nd Cancellation of Classes for Nonfinancial Enrollment (Fall 2006)
23	Classes Begin
25	Registration Ends
25	Financial Enrollment Ends (Fee Payment)
25	Last Day to Cross Register for AUC Courses
25	Final Cancellation of Classes for Nonfinancial Enrollment (Fall 2006)
28	Withdrawal Period Begins

September

4	Labor Day (Holiday)
8	Deadline for Submission of Spring 2007 Schedule to Registrar
15	Deadline for December Graduation Applications (Undergraduates and Graduates)
25	Deadline for Submission of Theses/Dissertations to Major Departments (12/06)
29	Deadline for May Graduation Applications (Undergraduates Only)

October

1	Spring 2007 Admissions Application Deadline
1-7	Homecoming Week Midsemester Examinations
23	Deadline for Submission of Approved Theses/ Dissertations to School Deans (12/06)

November

1	Spring 2007 Financial Aid Application Deadline
3	Last Day to Withdraw from a Course (Grade of "W")
6-10	Academic Advisement for Spring 2007 term
13	Registration for Spring 2007 Opens
23-24	Thanksgiving (Holiday)
27	Classes Resume

	27	Deadline for Filing Approved Theses/Dissertations with Graduate Dean (12/06)
December	6	Last Day of Classes
	7-8	Reading Period
	9	Senior Exit Exam for December Graduates
	11	Web Grading Opens
	11-15	Final Examinations
	15	Semester Ends
	15	1 st Cancellation of Classes for Nonfinancial Enrollment (Spring 2007)
	16	Residence Halls Close at Noon
	18	Deadline for May 2007 Graduation Applications (Graduates Only)
	18	Deadline for Summer 2007 Graduation Applications (Undergraduates and Graduates)
	18	Final Grades Due to Registrar via the Web
	22	Web Grading Closes
January 2007	1	New Year's Day (Holiday)
	13	Residence Halls Open (All Students) at Noon
	15	Martin Luther King, Jr. Birthday (Holiday)
	16-19	Late Registration and Financial Enrollment for Spring 2007 (Late Fee Applies)
	16	2 nd Cancellation of Classes for Nonfinancial Enrollment (Spring 2007)
	17	Classes Begin
	16-19	Drop/Add Period
	19	Last Day to Drop/Add Classes
	19	Last Day to Cross Register – AUC Only
	19	Registration Ends
	19	Financial Enrollment Ends Spring 2007 (Fee Payment)
	19	Final Cancellation of Classes for Nonfinancial Enrollment (Spring 2007)
	23	Withdrawal Period Begins
	23	Graduate Foreign Language Reading Examination
	29	Deadline for Submission of Theses/Dissertations to Major Departments (05/07)
February	1	Deadline for Submission of Summer/Fall 2007 Schedule to Registrar
	24	Academic Profile (MAPP) Exam (REQUIRED EXAM FOR ALL JUNIORS)
	26-Mar 2	Midsemester Examinations
	26	Deadline for Filing Approved Theses/Dissertations with School Deans

March	1	Admissions (Undergraduate) Deadline for Fall 2007
	1	Financial Aid Application PRIORITY Deadline — Fall 2007
	1	Financial Aid Application Deadline — Summer 2007
	5-9	Spring Break
	19-23	Founders Week
	22	Founders Day
	23	Last Day to Withdraw from a Course (Grade of “W”)
	24	Senior Exit Exam
	26	Deadline for Filing Approved Theses/Dissertations with Graduate Dean
April	2	Graduate Admissions Deadline – Fall/Summer 2007
	2-6	Academic Advisement for Registration for Summer/Fall 2007
	9	Registration for Summer 2007 Opens
	9	Registration for Fall 2007 Opens
	6	Good Friday (Holiday)
May	3-4	Senior Final Exams
	3-4	Reading Period
	5	Graduating Students' Grades Due to Registrar via the Web
	7-11	Final Examinations
	11	Semester Ends
	12	Residence Halls Close at Noon
	14	Final Grades Due to Registrar via the Web
	20	Baccalaureate Service
	21	Commencement Exercises
	21	Summer School Application Deadline (Non-CAU Students)
	28	Memorial Day Holiday
	29	Deadline for Submission of Theses/Dissertations to Major Departments Summer 2007
	29-Jun 1	Late Registration for Summer 2007 (Late Fee Applies)

**ACADEMIC CALENDAR
2007-2008**

August 2007

- 3 **ENROLLMENT DEADLINE FALL 2007 – All Students (New and Returning)**
- 4 1st Cancellation of Classes for Nonfinancial Enrollment (Fall 2007)
- 2-24 Late Registration Period for Fall 2007 (Late Fees Apply)
- 18 **Residence Halls Open (Returning Students) at Noon**
- 20-24 Late Registration and Financial Enrollment for Fall 2007 (Late Fee Applies)
- 23-24 Drop/Add Period (AUC Cross-Registration)
- 21 2nd Cancellation of Classes for Nonfinancial Enrollment (Fall 2007)
- 22 **Classes Begin**
- 24 Registration Ends
- 24 Financial Enrollment Ends (Fee Payment)
- 24 **Last Day to Cross Register for AUC Courses**
- 24 Final Cancellation of Classes for Nonfinancial Enrollment (Fall 2007)
- 27 Withdrawal Period Begins

September

- 3 Labor Day (Holiday)
- 7 Deadline for Submission of Spring 2008 Schedule to Registrar
- 14 Deadline for December Graduation Applications (Undergraduates and Graduates)
- 24 Deadline for Submission of Theses/Dissertations to Major Departments (12/07)
- 28 Deadline for May Graduation Applications (Undergraduates Only)

October

- 2 Spring 2008 Admissions Application Deadline
Homecoming Week
Midsemester Examinations
- 29 **Deadline for Submission of Approved Theses/Dissertations to School Deans (12/07)**

November

- 2 Spring 2008 Financial Aid Application Deadline
- 2 Last Day to Withdraw from a Course (Grade of "W")
- 5 Academic Advisement for Spring 2008 Opens
- 12 **Registration for Spring 2008 Opens**
- 22-23 Thanksgiving (Holiday)
- 26 Classes Resume

26 **Deadline for Filing Approved Theses/Dissertations with Graduate Dean (12/07)**

- 28 Last Day of Classes
- 29-30 Reading Period

December

- 3 **Web Grading Opens**
- 3-7 Final Examinations
- 7 Semester Ends
- 7 1st Cancellation of Classes for Nonfinancial Enrollment (Spring 2008)
- 8 **Residence Halls Close at Noon**
- 10 Deadline for May 2008 Graduation Applications (Graduates Only)
- 10 **Deadline for Summer 2008 Graduation Applications (Undergraduates and Graduates)**
- 10 **Final Grades Due to Registrar via the Web**

January 2008

- 1 New Year's Day (Holiday)
- 5 Residence Halls Open (All Students) at Noon
- 7-11 Late Registration and Financial Enrollment for Spring 2008 (Late Fee Applies)
- 8 2nd Cancellation of Classes for Nonfinancial Enrollment (Spring 2008)
- 9 Classes Begin
- 10-11 Drop/Add Period
- 11 Last Day to Drop/Add Classes
- 11 **Last Day to Cross Register – AUC Only**
- 11 Registration Ends
- 11 Financial Enrollment Ends Spring 2008 (Fee Payment)
- 11 Final Cancellation of Classes for Nonfinancial Enrollment (Spring 2008)
- 14 Withdrawal Period Begins
- 21 Martin Luther King, Jr. Holiday
- 28 Deadline for Submission of Theses/Dissertations to Major Departments (05/08)

February

- 2 **Deadline for Submission of Summer/Fall 2007 Schedule to Registrar**
- 25-29 Midsemester Examinations
- 25 Deadline for Filing Approved Theses/Dissertations with School Deans

March

- 2 **Admissions (Undergraduate) Deadline for Fall 2008**
- 1 **Financial Aid Application PRIORITY Deadline —
Fall 2008**
- 2 **Financial Aid Application Deadline — Summer 2008**
- 3-7 Spring Break
- 17-21 Founders Week
- 20 Founders Day
- 21 Good Friday (Holiday)
- 24 **Last Day to Withdraw from a Course (Grade of “W”)**
Senior Exit Exam
- 31 Deadline for Filing Approved Theses/Dissertations with
Graduate Dean

April

- 2 **Graduate Admissions Deadline – Fall/Summer 2008**
- 2 Academic Advisement for Registration for Summer/Fall
2008 Opens
- 7 Registration for Summer/Fall 2008 Opens

May

- 1-2 Senior Final Exams
- 1-2 Reading Period
- 5 **Graduating Students’ Grades Due to Registrar via
the Web**
- 5-9 Final Examinations
- 9 **Semester Ends**
- 10 Residence Halls Close at Noon
- 12 Final Grades Due to Registrar via the Web
- 18 Baccalaureate Service
- 19 Commencement Exercises
Memorial Day (Holiday)
- 26 **Deadline for Submission of Theses/Dissertations to
Major Departments Summer 2008**

ACADEMIC STRUCTURE-UNDERGRADUATE PROGRAMS

Schools	Departments	Degrees/Majors
School of Arts and Sciences	Allied Health Professions	B.S., Allied Health/Medical Tech ¹ B.S., Community Health Education ¹ B.S., Community Health/Health Care Management ¹ B.S., Health Information Systems ¹
	Art	B.A., Art B.A., Fashion Design and Merchandising
	Biology	B.S., Biology B.S./M.S., Biological Science
	Chemistry	B.A., General Science Education ¹ B.S., Chemistry B.S./M.S., Chemistry
	Computer and Information Science	B.S., Computer Science B.S., Computer Information Systems B.S./M.S., Computer Scienc
	Engineering	B.S., Engineering ²
	Engineering (Dual Degree)	B.S., Chemistry; Computer Science; Physics
	English	B.A., English B.A., English Education ¹
	Foreign Languages	B.A., French B.A., French Education ¹ B.A., Spanish B.A., Spanish Education ¹
	History	B.A., History B.A., History Education ¹

Schools	Departments	Degrees/Majors
	Mass Media Arts	B.A., Mass Media Arts
	Mathematical Sciences	B.A., Mathematics Education ¹ B.S., Mathematics B.S./M.S., Mathematics B.S./M.S.T, Mathematics ¹
	Music	B.A., Music B.A., Music Education ¹
	Physics	B.S., Physics B.S./M.S., Physics
	Political Science	B.A., Political Science
	Psychology	B.A., Psychology
	Religion and Philosophy	B.A., Philosophy B.A., Religion B.A., Religion/M.A. Education B.A., Religion/M.P.A. B.A., Religion/M.S.W.
	Sociology and Criminal Justice	B.A., Criminal Justice B.A., Sociology
	Speech Communication and Theatre Arts	B.A., Speech Communication B.A., Theatre Arts
School of Business Administration		B.A., Business Administration
	Accounting	B.A., Accounting B.A./M.A., Accounting
	Economics	B.A., Economics

School of Education	Curriculum	B.A., Early Childhood Education B.A., Educational Studies B.A., Middle Grades Education ¹ B.A., Health and Physical Education ¹ B.A., Secondary Education ¹
School of Social work	Social Work (Undergraduate Program)	B.S.W., Social Work

¹Denotes programs which are scheduled to be phased out by May 2007.

²Denotes programs which are scheduled to be phased out by May 2008.

ACADEMIC STRUCTURE-GRADUATE PROGRAMS

School	Departments	Degrees/Majors
School of Arts and Sciences	African-American Studies/Africana Women's Studies	M.A., African-American Studies M.A., Africana Women's Studies D.A.H., Concentration in African-American Studies D.A.H., Concentration in Africana Women's Studies
	Biology	M.S., Ph.D., Biology
	Chemistry	M.S., Ph.D., Chemistry M.S., Industrial Chemistry
	Computer and Information Science	M.S., Computer Science Ph.D., Systems Science, Concentration in Computer Science ¹
	English	M.A., English D.A.H., Concentration in English

School	Departments	Degrees/Majors
	Engineering	Ph.D., Systems Science, Concentration in Engineering ¹
	Foreign Languages	M.A., French M.A., Spanish D.A.H., Concentration in Romance Languages
	History	M.A., History D.A.H., Concentration in History
	International Affairs and Development	M.I.A.D., Ph.D., International Affairs ¹
	Mathematical Sciences	M.S., Mathematics Ph.D., Systems Science, Concentration in Mathematics ¹
	Physics	M.S., Physics Ph.D., Systems Science, Concentration in Physics ¹
	Political Science	M.A., Ph.D., Political Science
	Public Administration	M.P.A
	Sociology and Criminal Justice Administration	M.A., Criminal Justice M.A., Sociology
School of Business Administration	Accounting	M.A., Accounting
	Decision Sciences/ Information Systems	M.B.A.
	Economics	M.A., Economics

Schools	Departments	Degrees/Majors
	Finance	M.B.A.
	Management	M.B.A.
	Marketing	M.B.A.
School of Education	Curriculum	M.A., Early Childhood Education ¹ M.A., M.A.T., Middle Grades Education ¹ M.A., Secondary Education ¹ M.A.T., Secondary Education
	Educational Leadership	M.A., Ed.S., Ed.D., Educational Leadership
	Counseling, Exceptional Education and Psychological Studies	M.A., School Counseling M.A., Community Counseling M.A., Interrelated Special Education
School of Library and Information Studies	Library Service	M.S.L.S., S.L.S. ²
Whitney M. Young, Jr. School of Social Work	Clinical Social Work	M.S.W.
	Social Work Planning and Administration and Social Science	Ph.D., Social Work

¹Denotes programs which are scheduled to be phased out by May 2007. Admission to programs is closed.

²Denotes programs which were phased out May 2005.

UNDERGRADUATE PROGRAMS NO LONGER OFFERED

Allied Health Programs

All programs are scheduled to be phased out by May 2007. Admission to these programs is closed.

- Bachelor of Science in Health Information Management
- Bachelor of Science in Community Health Education/Health Care Management
- Bachelor of Science in Allied Health/Medical Technology (Dual Degree with Tuskegee University)

Department of Curriculum

The below-listed programs are scheduled to be phased out by May 2007. Admission to these programs is closed.

- Bachelor of Arts in Middle Grades Education
- Bachelor of Arts in Health and Physical Education
- Bachelor of Arts in Secondary Education
- Certification offered through the School of Education in Secondary English, French, History, General Science, Mathematics, Music, and Spanish is scheduled to be phased out by May 2007.

Department of Engineering

The Bachelor of Science in Engineering is scheduled to be phased out by May 2008. Admission to this program is closed. Effective Fall 2004, students can only be admitted to the Dual-Degree Engineering Program. See pages 298-306, 2004-2006 Undergraduate Catalog.

REVISED UNDERGRADUATE PROGRAMS

DEPARTMENT OF CURRICULUM

Clement Hall, Room 101
Telephone: 404-880-6334

The objectives of the Department of Curriculum's undergraduate programs are both professional and functional. The professional objectives are to provide (1) preservice education for prospective teachers, and (2) general background and training in education for students choosing other career options in education. The functional objectives are to (1) prepare critical thinking change agents for social justice in urban schools and communities, and (2) conduct research that addresses global educational challenges, particularly those in urban areas, as well as those in the nation, region and state, as a basis for formulating teacher education programs that address education conditions affecting historically disenfranchised populations.

DEPARTMENT OF CURRICULUM PROGRAMS

The Department offers programs in the following areas:

I. The Teacher Education Degree Programs Early Childhood Teacher Education: Bachelor of Arts

The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Applicants who are interested in eligibility for teacher certification through these programs should contact the department chair.

II. Educational Studies: Bachelor of Arts

THE TEACHER EDUCATION DEGREE PROGRAMS

The criteria for admission to the Teacher Education Programs are as follows:

1. An overall GPA of 2.5 or better.
2. Passing scores on the GACE/Praxis I or providing evidence of meeting the exemption criteria for GACE/Praxis I as established by the Georgia Professional Standards Commission.
3. Grade of "C" or better in CENG 105 and 106, Speech, CMAT 103 and 104, or CMAT 103 and CMAT 105 or CMAT 105 and 106, or CMAT 111 and 112.
4. Student Appraisal Forms completed by two instructors.
5. Satisfactory responses to an interview with an admissions committee that may include faculty of the Department of Curriculum, public school representatives, and Arts and Sciences faculty representing the candidate's discipline area, verified by an Interview Rating Form.
6. Satisfactory clearance on the criminal background check.

-
7. Completed Admission to School of Education packet.
 8. Personal liability insurance for all field experiences.

Teacher Education candidates are to apply for admission during the sophomore year. Candidates may secure application materials from the Department Office. In order to be officially accepted into the respective programs, candidates must furnish documentation showing that they meet the criteria given above. After applications have been reviewed, candidates will receive either a letter of acceptance or a letter indicating the criteria that have not yet been met. Candidates must meet all criteria in order to be officially accepted into a Teacher Education Program. Once admitted, candidates are assigned faculty advisors and are required to report to those advisors each semester so that transcripts and progress toward the degree may be reviewed, records updated and an appropriate program for the next semester planned. The chairperson is available for counsel whenever a candidate is referred by a faculty advisor for additional assistance, or makes a special request.

FIELD EXPERIENCES

All teacher education candidates must complete 300 hours of field experience prior to preservice teaching. The Field Experience is to provide education majors in their junior and senior years of college with an optimum learning experience in urban public-and state-accredited private school classrooms, and communities, thereby making their transition from student to professional more effective and less stressful. This is accomplished through both Practica and Clinical experiences according to the descriptors outlined by NCATE Standards.

STUDENT TEACHING IN THE TEACHER EDUCATION PROGRAM

Candidates planning to engage in preservice teaching must meet certain criteria in order to be accepted into Preservice Teaching. Candidates must apply during specified periods each semester. Application dates are posted and written notices sent to faculty members who are asked to announce the application dates to their classes and advisees. Preservice Teaching applicants must provide documentation that they meet the following criteria:

1. Passing selected standardized teaching field examinations required for certification in the state of Georgia (currently the GACE/Praxis II examination; GACE/Praxis I required for program admission);
2. Presenting grade point averages as follows:
 - (a) An overall GPA of 2.50 or better
 - (b) A 2.50 GPA or better in all professional education courses
 - (c) A 2.50 GPA or better in all required courses in the content specialization, and
 - (d) A minimum grade of "C" in all professional and specialized education courses at the time of application for Preservice Teaching

3. Presenting acceptable Departmental evaluation of field experiences;
4. Submitting current recommendations from Department of Curriculum advisors and/or faculty members who teach content courses in the teaching specialization;
5. Documenting clearance on the criminal background check;
6. Possessing and maintaining personal liability insurance;
7. Completing satisfactorily an interview with the Field Experience Committee.

The Field Experience Committee consisting of the Department Chairperson, program advisor (coordinator), and the Director of Field Education will judge the adequacy of each application. The committee will notify successful applicants by letter that the application is being sent to the designated public school administrator for placement. Upon receipt of placement information from the public school administrator, the University/Director of Field Education will mail notices to applicants with a copy to program coordinator. The Department retains applications of candidates failing to meet specific criteria and informs them of deadlines for meeting criteria. Applicants who do not qualify for preservice teaching placement must meet with department advisors and/or coordinators for counseling and further vocational guidance.

TEACHER CERTIFICATION

The State of Georgia is the agency that certifies teachers. Certification for teaching in the state of Georgia currently requires passing scores on the GACE/Praxis I examination and passing scores in the appropriate field of the GACE/Praxis II examination, in addition to successful completion of program requirements. The State of Georgia determines passing scores for GACE/Praxis I and GACE/Praxis II and denotes exemptions for GACE/Praxis I. Because programs in the Department of Curriculum must be responsive to state certification requirements, students should contact the department to determine whether the state has made changes since the publication date of this catalog.

TEACHER EDUCATION PROGRAM DESCRIPTION

I. Early Childhood Teacher Education Program (ECE)

Bachelor of Arts (B.A.) in Early Childhood Teacher Education

The Early Childhood Education Program, through the Curriculum Department, prepares instructional personnel to be certified to teach preschool to grade five (P-5). The goals of this program are to provide prospective teachers with:

1. A broad background in the liberal arts, mathematics, and the natural and social sciences;
2. Familiarity with the field of education and its variety of settings and possibilities;
3. Opportunities to observe young children in educational settings and to interact effectively with them, using appropriate techniques;

4. Understanding of development, curricula, instructional principles, theory, and research in the psychomotor, cognitive, and affective domains of learning relative to the young child; Experience in using critical thinking skills to apply psychomotor, cognitive, and affective development principles of curricular and instructional practices;
5. Practice in integrating the content, methodology, and instructional materials of mathematics, science, social studies, creative arts, and language arts, and
6. Experience in planning, implementing, and evaluating the total educational program in diverse early childhood and primary grade settings from the perspective of a change agent for social justice.

The Four Components of the Early Childhood Teacher Education Program

Component I: General Education Core

CENG 105/106	English Composition I and II (6)
CFL_ 201/202	Foreign Language Requirement (6)
CHIS 201/202	U.S., Africa and the World I and II (6)
CMUS 120	Music Appreciation or other course that satisfies the core humanities requirement (3)
CEDC 262	Educational Technology (3)
CENG 201/202	World Literature I or II (3)
CMAT 103/105	Algebra I and Pre-Calculus I (6)
CPhi 105	Critical Thinking or other course that satisfies the core religion/philosophy requirement (3)
CPED ____	Physical Education (1)
CBIO 101	Biological Science (3)
CPHY 102 or 104	Physical Science (3) or Earth Science (4) with Lab
CSCJ 105	Culture and Society or other course that satisfies the core social science requirement (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100/101	First-Year Seminar I and II (2)
CCPS/CPSY 301	Educational Psychology (3)

Component II: Specialty - Major Area of Study

CECE 200	Introduction to Early Childhood Education (3)
CECE 206	Foundations of Mathematics I (3)
CECE 300	Literacy I (6)
CECE 415	Methods of Teaching Reading (3)
CECE 426	Integrated Teaching of Elementary Science and Mathematics (3)
CECE 452	Integrated Teaching of Language Arts and Social Studies (3)

CHPE 404	Methods of Teaching Early Childhood Health and Physical Education (3)
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Component III: Professional Education Course Work Sequence

CEDF 211	Foundations of Education: The Urban Reality (3)
CECE 213	Practicum I (2)
CEDC 262	Educational Technology (3; counts toward Core Requirement)
CCPS/CPSY 301	Educational Psychology (3; counts toward Core Requirement)
CECE 302	Child Development: The Urban Learner (3)
CECE 313	Practicum II (2)
CECE 316	Practicum III (2)
CECE 404	Early Childhood Curriculum and Methods (3)
CEDC 408	Multicultural and Global Education (3)
CEDS 425	Introduction to Exceptional Education (3)
CECE 498	Developing Family and Community Relationships (3)

Component IV: Education - Preservice Teaching Practicum Sequence

CECE 444	Preservice Teaching – Early Childhood (13)
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Precludes the candidate's taking any other courses or working. Participation in a weekly seminar is required.

SAMPLE PLAN OF STUDY

The following outline illustrates a way in which courses can be planned for a degree in Early Childhood Education. At the freshman and sophomore levels, there is greater flexibility in the arrangement of courses.

Bachelor of Arts in Early Childhood Teacher Education (130 credit hours)

FRESHMAN YEAR (30-31 credit hours)

First Semester: 16 credit hours

CGED 100	First-Year Seminar I with Service Learning (1)
CSTA 101	Fundamentals of Speech (3)
CBIO 101	Biological Science (3)
CMAT 105	Pre-Cal I or CMAT 103 Algebra I (3)
CENG 105	English Composition I (3)
CEDC 199	Preprofessional Seminar (3; unless exempt from GACE/Praxis I in which case substitute an elective)

Second Semester: 14-15 credit hours

CGED 101	First-Year Seminar II with Service Learning (1)
CPED ____	Physical Education (1)
CPHY 102/104	Physical Science or Earth Science (3 or 4)

CPHY 104L	Earth Science Lab (0)
CENG 106	English Composition II (3)
CMAT 106	Pre-Cal II OR CMAT 105 (3)
CMUS 120	Music Appreciation, CART 150 Art Appreciation or other course that satisfies the core humanities requirement (3)

SOPHOMORE YEAR (31 credit hours)

First Semester: 15 credit hours

CHIS 201	U.S., Africa, and the World I (3)
CFL__ 201	Foreign Language (3)
CEDC 262	Educational Technology (3)
CENG 201/202	World Literature OR CENG 202 World Literature II (3) Elective (consider Foreign Language 102 if not ready for 201) (3)

Second Semester: 15 credit hours

CPHIL 105	Critical Thinking OR Religion or other course that satisfies the core religion/philosophy requirement (3)
CSCJ 105	Culture and Society or other course that satisfies the core social sciences requirement (3)
CFL__ 202	Foreign Language (3)
CHIS 202	U.S., Africa, and the World II (3)
CCPS/CPSY 301	Educational Psychology (3)

JUNIOR YEAR (34 credit hours)

First Semester: 17 credit hours

CECE 200	Introduction to Early Childhood Education (2)
CEDF 211	Foundations of Education: The Urban Reality (3)
CECE 213	Practicum I (2)
CECE 300	Literacy in Early Childhood I (6)
CECE 302	Child Development: The Urban Learner (3)

Second Semester: 17 credit hours

CECE 206	Foundations of Math I (3)
CECE 313	Practicum II {Planning and Implementing} (2)
CEDC 360	Educational Measurement (3)
CHPE 404	Methods of Teaching Early Childhood Health and Physical Education (3)
CECE 415	Methods of Teaching Reading (3)
CEDS 425	Introduction to Exceptional Education (3)

SENIOR YEAR (30 credit hours)

First Semester: 17 credit hours

CECE 316	Practicum III {Instructing Connecting, and Assessing} (1)
CECE 404	ECE Curriculum Methods and Materials (3)
CEDC 408	Multicultural and Global Education (3)
CECE 426	Integrated Teaching of Elementary Math and Science (3)

CECE 452	Integrated Teaching of Social Studies and Language Arts (3)
CECE 498	Developing Family and Community Relationships (3)

Second Semester: 13 credit hours

CEDC 444	Preservice Teaching in Early Childhood Education (13)
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II. THE EDUCATIONAL STUDIES PROGRAM

In the 21st century, public classroom teaching is only one of innumerable opportunities in the field of education open to college graduates. Those educated to be imaginative agents of change in the ongoing challenge to find new solutions to persistent problems will always find ways to make significant educational contributions. Urban America offers educational career options that do not require certification. While the Curriculum Department maintains as its primary focus the preparation of classroom teachers, it also has an option for those who choose not to pursue the Teacher Education Program. The Educational Studies Program is for candidates who wish to prepare themselves for other career options in education. Some other career options are in the following fields:

Child Care: Day care programs; Preschool programs; After school programs.

Community Organizations: Scouting; Y's; Boys and Girls Clubs; Service organizations (Kiwanis, Lions, etc.).

Educational Programs Not In Schools: Sci-Trek; Arts Councils (Fulton County Arts Council School Arts Program, etc.); Educational Divisions of Arts Agencies (High Museum of Art, Alliance Theater School of Education, Hammonds House, etc.); Religious education; Government education (Peace Corps/Teach for America, etc.); Education in the military; Health care education.

Mass Media: Educational television: production, program development, research; Distance teaching/learning: production, course and lesson development; Print media: educational reporting for magazines/newspapers.

Publishing: Publishing companies (esp. publishers of education materials); Staff of Learned Societies, Journals (National Council of Teachers of English, etc.).

Other: University/school marketing; University/school recruiting; University/school development programs; Staff development within organizations; Sports/ recreation organization staff (Little League/Pop Warner); Social Service Agencies; Research facilities; Vocational education; Adult education; Literacy programs.

ADMISSION INTO THE EDUCATIONAL STUDIES PROGRAM

Candidates declare which of the department's programs they wish to enter when they apply to the department. It is possible for candidates to change programs. If candidates change programs, they have to complete all the requirements of the program into which they change. Candidates who are in the Teacher Education Program, but who do not pass GACE/Praxis II at the prescribed time, will have to continue to attempt GACE/Praxis II in order to preservice teach and complete their

program. If they apply to switch to the Educational Studies Program, they will have to complete all of the requirements of the Educational Studies Program. In either case, they may need to extend their time of study in order to complete program requirements. The criteria for admission to the Educational Studies Program are as follows:

1. An overall GPA of 2.0 or better;
2. Passing GACE/Praxis I scores or provide evidence of meeting the exemption criteria for GACE/Praxis I as established by the Georgia Professional Standards Commission;
3. Grade of “C” or better in CENG 105 and 106, Speech, CMAT 103 and 104, or CMAT 105 and 106, or CMAT 111 and 112;
4. Acceptable written statement by the applicant identifying the applicant’s career goal and explaining how this program will support achievement of the career goal;
5. Completion of an Admission to School of Education packet;
6. Possess and maintain personal liability insurance for all field experiences.

GRADUATION REQUIREMENTS FOR THE EDUCATIONAL STUDIES PROGRAM

Graduation requirements are as follows:

1. Grade of “C” or better in CENG 105 and 106, Speech, CMAT 103 and 104, or CMAT 105 and 106, or CMAT 111 and 112;
2. Satisfactory completion of all program requirements;
3. Satisfactory completion of all other CAU requirements;

DESCRIPTION OF THE EDUCATIONAL STUDIES PROGRAM

The components of the Educational Studies Program (122 credit hours) are as follows:

1. The University- required core curriculum;
2. A required program core of courses that includes the following:
 - a. A series of required courses taken in blocks in a cohort.
 - b. A planned program of electives suitable to the candidate’s career goal. The planned program of electives must be planned with and approved by the advisor. The program will utilize courses from throughout the University.
 - c. CEDC 492: Cooperative Education Experience: A required full-time experience with an appropriate agency done during the candidate’s last semester and with an accompanying seminar.

The Two Components of the Educational Studies Program

Component I: General Education Core

CENG 105/106 English Composition I and II (6)

CFL_ 201/202	Foreign Language Requirement (6)
CHIS 201/202	U.S., Africa and the World I and II (6)
CMUS 120	Music Appreciation or other course that satisfies the core humanities requirement (3)
CEDC 262	Educational Technology (3)
CENG 201/202	World Literature I or II (3)
CMAT 103/105	Algebra I and Pre-Calculus I (6)
CPhi 105	Critical Thinking or other course that satisfies the core religion/philosophy requirement (3)
CPED ___	Physical Education (1)
CBIO 101	Biological Science (3)
CPHY 102/104	Physical Science (3) or Earth Science Systems I and Lab (4)
CSCJ 105	Culture and Society or other course that satisfies the core social sciences requirement (3)
CSTA 101	Fundamentals of Speech (3)
CGED 100/101	First-Year Seminar I and II (2)
CCPS/CPSY 301	Educational Psychology (3)

Component II: The Program Core

Due to changes in other Department of Curriculum programs, departmentally approved course substitutions may be required.

CEDC 199	Preprofessional Seminar (3; unless exempt from GACE/Praxis I)
CECE 200	Introduction to Early Childhood Education (3)
CECE 262	Educational Technology (3)
CECE 212	Preprofessional Lab (1)
CMAT 206	Foundations of Math I (3)
CEDF 211	Foundations of Education: Urban Reality (3)
CPSY 218	Human Growth and Development (3)
CECE 300	Literacy in Early Childhood I (2)
CCPS 301	Educational Psychology (3)
CECE 307	Structure of Elementary Mathematics I (3)
CECE 312	Language Arts (2)
CECE 314	Creative Development (4)
CEDC 303	Human Relations (3)
CBUS 330	Legal Aspects or other law class suitable to the candidate’s career goals (3)
CEDC 305	Presentation Skills (2)
CBUS 340	Principles of Management (3)
CEDC 408	Multicultural and Global Education (3)
CECE 404	ECE Curriculum Methods and Materials (3)
CEDS 425	Introduction to Exceptional Education (3)
CHPE 413	Health Education Curriculum and Methods (3)
CECE 405	Preschool Program Development (3)
	Electives (7)

Planned program of electives suitable to candidate's career goal. The planned program of electives must be planned with and approved by an advisor. It will utilize courses from throughout the University.

CEDC 492: Cooperative Education Experience (12)

DEPARTMENT OF CURRICULUM COURSE DESCRIPTIONS

CECE 200: Introduction to Early Childhood Education. Fall, 3 credits

Course experiences are designed to provide a survey overview of early childhood education (ages 3-7 years; preschool thru grade 2) as professional field of study and practice. Emphasis is on the role and function of early childhood education (ECE) programs in providing a learning foundation for urban, minority children. Course contents include an introduction to historical and contemporary issues, pioneers, and approaches in ECE. Course reviews and analyses include, but are not limited to, The Montessori Method, James Banks' work in the Hartford Connecticut School System, Jawanza Kunjufu's theories on urban, black education, and the Reggio Emilia approach to ECE. Candidates will observe and analyze a variety of urban, minority ECE programs. *Prerequisite: Admission to Teacher Education or Educational Studies.*

CECE 206: Foundations of Mathematics for Teachers I. Spring, 3 credits

Extends candidates' content proficiency, conceptual understanding of numbers, numeration systems and fundamental concepts of algebra with an emphasis on conjecture and explanation. Candidates will work on specific content in the composition, decomposition, and recomposition of numbers including place value of any base, factors and multiples, prime and composite numbers, inverses and the application of the order of operations to numerical and algebraic expressions. Candidates will explore the use of proportional reasoning skills, symbolic, numerical and graphic representations of mathematical situations, as well as understand the properties and operations of real numbers in an algebraic context. The presentation of these principles and aspects of mathematics will be interpreted through the National Council of Teachers of Mathematics (NCTM) standards in particular standards on problem solving, reasoning, technology and making connections to real world and cross-disciplinary instruction. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CECE 212: Preprofessional Lab (Observing). Fall, 1 credit

This entry-level practicum introduces potential teacher education candidates seeking admission to Early Childhood programs to the varied educational institutions that support the schooling process (e.g., museums, science centers, and other community resources). Potential candidates can earn service learning hours as they complete course content.

CECE 213: Practicum I (Observing and Exploring). Fall, 2 credits

This entry-level practicum is designed for potential teacher education candidates. The practicum provides experiences that introduce potential candidates to teachers, learners, and the school community through processes of observing and exploring. Course assignments engage potential candidates in activities that strengthen skills in writing and critical observations. *Prerequisite: Admission to Teacher Education or Educational Studies.*

CECE 214: Literature for Children and Youth. Spring, 3 credits

The criteria for selection and evaluation of books for children and youth, in terms of appropriateness for their stages of growth and development. The course includes the use of literature for enhancing cultural pluralism and strategies for presenting literature in creative ways.

CECE 300: Literacy in Early Childhood I. Fall, 6 credits

Insights into the nature of the reading process and emergence of reading readiness skills will be emphasized. Candidates learn to provide a developmentally appropriate environment for reading to begin. The course focuses on the strategies needed to teach reading to the preschool, kindergarten, first-grade, and second-grade student. A field component provides practical experience. *Prerequisite: Admission to Teacher Education or Educational Studies.*

CECE 301: Literacy in Early Childhood II. Spring, 2 credits

This course will examine, in depth, the content and methods used in teaching reading and writing effectively. Candidates will create a classroom climate where literacy flourishes. It will examine various theories and methodologies; issues germane to the urban school environment will be addressed. The use of multicultural literature and ways to serve the linguistically different child will be included. The field experience in an urban school setting will provide practical experiences for the candidates. *Prerequisite: Admission to Teacher Education or Educational Studies.*

CECE 302: Child Development: The Urban Learner. Fall, 3 credits

Engages candidates in an exploration of how children learn and develop, of myriad influences on children's development, and theories of child development and facilitates candidates' development of strategies, which promote optimal learner growth. Focuses special attention on cultural elements, which influence the development of children in urban schools and communities. Guides candidates to an appreciation of the interdependence of cognitive, physical, and affective domains in the overall development of children. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CECE 312: Language Arts I: Content.**Fall, 3 credits**

Instruction in the elements of the language arts program, with emphasis on candidates' own achievement of proficiency in language arts skills. Candidates review teacher competencies needed to teach language arts effectively. *Prerequisites: Admission to the Teacher Education Program.*

CECE 313: Practicum II (Planning and Implementing.)**Spring, 2 credits**

This practicum promotes the development of teacher education candidates' knowledge and understanding of the schooling process and its influences and facilitates candidates' awareness of the foundational underpinnings that shape contemporary educational practices. *Prerequisites: See Teacher Education Admissions requirements.*

CECE 314: Creative Development.**Fall, 4 credits**

This course offers guided observations of and experiences in application of instructional methodologies. Emphasis on interdisciplinary methodology, culturally appropriate pedagogy, integration of creative activities and on assessment. Self/peer/professor review and critique. Some field experience. Designed to offer candidates the opportunity to gain competency in the use of variety of media and explore potentials in creative arts. Candidates enhance their abilities to appreciatively criticize art, develop an understanding of the function of art in society and education, experience the practical use of tests in art/health/physical and movement education /and professional education. The course is also designed to offer candidates the opportunity to gain competence in the use of a variety of media. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CECE 316: Practicum III (Instructing, Connecting & Assessing).**Fall, 2 credits**

This practicum focuses on the instructional process and skills, resources, knowledge and interactions that ensure student learning. Experiences are provided which promote candidates' awareness of the importance of developing and nurturing family relationships to support the teaching/learning process. Candidates are guided to use their specific content knowledge to establish teaching/learning objectives. *Prerequisites: See Teacher Education Admissions requirements Corequisites: CECE 426, CECE 452, CECE 498.*

CECE 317: Practicum IV (Evaluating, Analyzing & Reflecting).**Fall, 1 credit**

This practicum stresses principles, practices and tools of evaluation, analyses, and reflection on the schooling processes. Attention is also given to ethical and practical considerations of testing and to the implications of cultural diversity in the process of evaluating, analyzing, reflecting and making decisions. *Prerequisites: See Teacher Education Admissions requirements.*

CECE 402: Professional Development.**Fall, 1 credit**

This course provides the opportunity for candidates to enhance their skills in interpersonal relationships. It examines situations encountered by teachers, school administrators, supervisors, and group leaders. Professional presence, which includes poise, self-confidence, control and style which empower the candidate and command respect will be emphasized. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CECE 404: Early Childhood Curriculum and Methods.**Fall, 3 credits**

Study of origins, philosophy, organization, and implementation of curriculum models for early childhood education. Candidates also examine teaching methods and materials used during the early years, and principles and practices employed in early learning programs. *Prerequisites: Admission to the Teacher Education or Postbaccalaureate Program.*

CECE 405: Preschool Program Development.**Fall, 3 credits**

Examination of organizational structure, aims, purposes, and variety of preschool educational programs, including teacher characteristics, classroom organization, and program scheduling. The laboratory component allows students to observe and participate in a preschool setting. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CECE 415: Methods of Teaching Reading and Writing.**Spring, 3 credits**

Knowledge, skills, and attitudes necessary for effective organization and implementation of the reading program. Candidates learn to promote reading as an informative, rewarding, and essential component of education. The course includes a review of widely used methods in teaching reading and a laboratory experience in which candidates practice instructional strategies. *Prerequisites: Admission to the Teacher Education or Postbaccalaureate Certification Program.*

CECE 444: Preservice Teaching – Early Childhood Education.**Fall, Spring, 13 credits**

Practical experiences with children, preschool to grade five, in approved educational settings and under the supervision of state-certified teachers. Through daily work and other interactions, the candidate integrates and utilizes the knowledge and skills gained in major courses. CEDC 444 is a full-day practicum daily lasting sixteen weeks. The preservice teacher is required to attend the campus-based reflective seminars once per week, and other teaching-related workshops and activities. *Prerequisites: Completion of all core and major courses with required grades; passing scores on the GACE/Praxis I examination and the GACE/Praxis II examination in the appropriate field; appropriate recommendations; acceptable interview.*

CECE 452: Integrated Teaching of Social Studies and Language Arts.

Spring, 3 credits

This course will examine, in depth, the methods used in teaching the integration of Social Studies into the Language Arts in the elementary school. We will examine various theories from the foundation for methods that are commonly practiced. We will explore current research and its use as a basis for the “best practice” in diagnosis and instruction. Through detailed study, research, class discussion and examination of each area of the social sciences and language arts, candidates will grow in their understanding of the interrelation of both disciplines. In keeping with our mission as change agents in the urban environment, we will address issues that are extremely important in an urban school environment, such as the need to establish a positive environment, ways to build positive images of self in order to enhance learning, the use of multicultural literature, and ways to serve the linguistically different child. Instruction in the elements of social studies and language arts, with emphasis on knowledge required for the teaching of content skills and methods in the language arts and social studies programs. Candidates review teacher competencies needed to effectively teach language arts and social studies skills. *Prerequisites: Admission to the Teacher Education Program, CECE 300*
Corequisite: CECE 316.

CECE 498: Developing Family and Community Relationships.

Spring, 3 credits

The study of current and historical theory and practices in parent education as well as studying the impact of connecting with the community. The course includes a review of parent and other adults’ involvement with schools (i.e., volunteers and paraprofessionals in the classroom). The course covers the role of parent education in the school’s curriculum and the theoretical and practical aspects of parental involvement in the educational setting. The course takes an in-depth view of the role that the community plays in shaping the development of children and youth. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CEDC 199: Preprofessional Seminar.

Fall, Spring, 0-3 credits

Provides intensive instruction in the concepts, strategies, and content covered on the GACE/Praxis I exam. The strategies will include both generic and subject matter test-taking strategies.

CEDC 201: Teaching Geography Themes in Education.

Spring, 3 credits

This course is designed to cover basic concepts in human geography, including population, political, cultural, urban, and economic geographical concepts needed to teach. Taught as a survey course in human geographical inquiry rooted in the four academic traditions of geography: the earth science tradition, culture environment tradition, locational tradition, and area analysis tradition. Emphasis will be given to people of African descent in the regions of Africa, the Middle East,

North and South America, Asia, Europe and Oceania. Provides practical experiences in teaching geography in P-12 school settings. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CEDC 262: Educational Technology.

Fall, Spring 3 credits

Candidates gain experience with a variety of computer applications and technological tools used in education and other professions. Emphasis on acquiring knowledge to enhance productivity, communication skills, critical thinking and problem solving in research and societal and ethical issues. Hands-on training in applications including advanced word processing, the Internet, spreadsheet, database and presentation tools. Designed to offer candidates opportunity to gain competency in the use of a variety of media, including 16mm films, projectors, videotapes, audiotapes, and other equipment for instruction. Significant focus is placed on Computer-Assisted Instruction, the development of Web sites and electronic portfolios. Candidates will demonstrate competency in field experiences. This course is designed to satisfy the Georgia Teacher Certification Requirement in Technology.

CEDC 303: Human Relations.

Spring, 3 credits

Opportunity for students to enhance their skills in interpersonal relationships. The course uses role-playing and other drama techniques to examine the quality of human relations between various groups. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CEDC 305: Presentation Skills.

Spring, 3 credits

Simulated situations in which students practice the skills needed for effective oral presentations in their major areas. Through closed circuit video presentations, students examine situations encountered by teachers, school administrators, sales representative managers, supervisors, and group leaders. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CEDC 360: Educational Measurement.

Spring, 3 credits

Study of statistical concepts and terminology for education. Students gain knowledge of widely used standardized education tests, such as CAT and ITBS. The course explores test construction, selection, administration, and interpretation of test results to pupils and parents. This course is designed to provide experiences in test taking, analysis, construction, and interpretation of results. Activities include extensive practical use of tests in the several basic academic discipline areas of art/health/physical and movement education, the language arts, mathematics, music, science, and social studies, as well as professional education. *Prerequisite: Admission to the Teacher Education or Postbaccalaureate Certification Program.*

CEDC 401: Classroom Management.**Fall, 2 credits**

This course includes a review of organization and scheduling practices which maximize a positive learning environment. Candidates explore the use of guidance and discipline techniques for managing classroom behavior. Through simulations of typical management problems in the classroom, candidates gain understanding of how to structure and organize the environment for effective learning. *Prerequisite: Admission to the Teacher Education, Educational Studies, or Postbaccalaureate Certification Program.*

CEDC 408: Multicultural and Global Education.**Fall, 3 credits**

Examines theories of multiculturalism and introduces critical race theory as a tool in critiquing elements of society and education. Overview research about the education of culturally diverse groups and promotes candidates' skills in creating culturally compatible learning environments and implementing culturally responsive pedagogy. Guides candidates in an exploration of community, and family cultural resources and in building family and community relationships in urban schools and communities. Develops candidates' dispositions, knowledge, and skills in their role as advocate for equity and social justice in culturally diverse schools in urban communities. Examines cross-cultural educational institutions. *Prerequisites: See Teacher Education and Educational Studies Admissions requirements.*

CEDC 492: Cooperative Education Experience.**Fall, Spring, Summer 9-12 credits**

Educational Studies candidates spend a full semester (at least 12 weeks) working in an education-related agency appropriate to their concentration or career goal. Experiences are supervised and monitored by a University professor and an on-site supervisor. Experiences are accompanied by a weekly seminar and require that candidates submit evaluations and reports that may include action research. *Prerequisites: Completion of all other program requirements and acceptable recommendations and interviews.*

CEDC 499: Independent Study.**1-3 credits**

Identification and investigation of a particular topic, issue, or problem in the field of education. Under the supervision of a major area professor, students conduct in-depth studies of specific problems and produce written accounts of their studies. Varying credit hours require specific activities as follows: one credit hour requires students to attend colloquia; two credit hours require attendance at symposia; three credit hours may include attendance at four seminars. *Prerequisites: approval of the supervising professor and at least a 2.5 GPA.*

CPED ___: Physical Education.**1 credit**

General education requirements for all students. These courses develop recreational skills and abilities for current and future participation in leisure time activities such as badminton, volleyball, basketball, beginning swimming, tennis, modern dance, jazz exercise, softball, and individual fitness programs.

CHPE 358: First Aid, Safety and CPR.**Fall, 2 credits**

This course provides students with the knowledge and skills necessary in an emergency. It presents opportunities for students to recognize emergencies and make appropriate decisions for first aid care. Students will take American Red Cross basic Community First Aid and Safety course as well as the Instructor course for First Aid, Adult CPR, and Infant and Child CPR. American Red Cross certificates will be issued to those meeting the requirements of the course.

CHPE 383: Lifeguard Training.**Fall (even years) 2 credits**

This course provides students with the knowledge and skills necessary to operate a safe swimming facility and prepares them to recognize and make appropriate decisions to take action in a water emergency. American Red Cross certification will be issued to those meeting the requirements for the course. Students are also required to complete CPR for the professional rescuer.

CHPE 404: Methods of Teaching Early Childhood Health and Physical Education.**Spring, 3 credits**

This course is designed for candidates who will be teaching physical education at the elementary school level, whether as teachers in the self-contained classroom or as teachers trained as physical education specialists. The course provides a source of information about the most recent trends and developments in physical education, addressing the inclusion of students with special needs, temporary and permanent adaptive strategies, program evaluation, safety procedures, equipment selection, program planning motor exploration, physical fitness, and as a resource for new games, stunts, dances, and fitness development.

Undergraduate Program in Social Work**Thayer Hall****Telephone: 404-880-8311****PURPOSE OF BACCALAUREATE SOCIAL WORK**

The BSW Program offers a professional degree and prepares majors for professional entry-level practice in social work or for graduate studies. The Undergraduate Program in Social Work is structured to provide students with the opportunity to develop a broad background in social and behavioral sciences. Theoretical knowledge of individual behavior, practice, policy, research and a field practicum are integral components of the curriculum. The development and modification of social policy, practice skills in interviewing, research, and methods of intervention are required social work courses that prepare students for social work generalist practice. In addition to the required courses in the major, students are expected to gain practical experience through a field practicum in a social work agency during their senior year.

PROGRAM GOALS

The Baccalaureate Social Work Program has four goals, which reflect the stated mission of the Whitney M. Young, Jr., School of Social Work and Clark Atlanta University. These program goals are consistent with the purposes, values and ethics of the social work profession. They are as follows:

- Prepare students for beginning entry-level generalist social work practice with diverse groups without discrimination and with respect, knowledge of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sexual orientation and the relationships between human behavior and the social environment across the lifespan which I incorporates the Afrocentric Perspective and the values and ethics of the social work profession.
- Prepare students as beginning entry-level social work generalists who link social research and social service practice by applying research findings to practice, and by evaluating their own practice.
- Prepare students for beginning entry-level generalist social work practice with systems of all sizes.
- Prepare students for lifelong learning and critical thinking through an educational process that combines a liberal arts foundation with professional social work education and prepares them for graduate education in social work.

ADMISSION REQUIREMENTS

Admission to the Baccalaureate Social Work Program is a four-stage process consisting of:

1. Admission to the University;
2. Formal declaration of an interest in social work;
3. Successful completion of two prerequisite social work courses with a grade of "B" or better (CUSW 200 Introduction to Social Work and CUSW 202 Introduction to Professional Helping) in sequential order; and
4. Completion of a Baccalaureate Social Work application and Personal Interview.

All transfer students must contact the Director of the Social Work Program prior to or no later than, the registration period. The Baccalaureate Social Work Program does not give credit for life experience or previous work experience under any circumstances. All graduates from Clark Atlanta University must take field education and field seminar at Clark Atlanta University.

DEGREE REQUIREMENTS

The current degree program offered by the Baccalaureate Social Work Program is the Bachelor of Social Work Degree (BSW). The Program requires the following BSW courses, which must total sixty (60) hours of study. In addition, BSW students are required to successfully complete a Capstone Senior Paper requirement during the Spring Semester of the senior year.

REQUIRED COURSE DESCRIPTIONS

All Social Work majors must complete the following required courses:

Prerequisites

CUSW 200: Introduction to Social Work.

Fall, 3 credits

This is the first course for students expressing an interest in the field of social work. The course selectively traces the development of social work from early volunteer efforts to the present organizations in social welfare. The emergence, development and changing nature of social needs and services are selectively analyzed. The course also introduces students to the development of social work practice as a professional and to the various fields of social work practice and career opportunities. Non-Social Work majors must receive approval prior to entering CUSW 200 or CUSW 202.

CUSW 202: Introduction to Professional Helping.

Spring, 3 credits

This course is a study in self-assessment, including values clarification, problem solving, and interviewing skills for career choices in social services. The course includes directed field observation experience of at least fifty (50) clock hours, during which students work in an agency, community, or other social-service environments using a generalist framework. CUSW 200 must be taken prior to, or concurrent with this course.

MAJOR CORE COURSES

CUSW 300: Social Welfare Policies and Services.

Spring, 3 credits

This course is designed to familiarize students with policy formation and policies related to social welfare legislation and corresponding organizational structures, programs, services and clients. The course also explores and analyzes selected historical and current perspectives in the development of social needs and societal responses for increased understanding of present needs, services and issues. *Prerequisites: CUSW 200, 202, 301, 350, 360 and 411.*

CUSW 302: Statistics for Social Work Practice II.

Spring, 3 credits

This course is an introduction to descriptive and inferential statistics necessary for generalist social work practice. In addition to learning about the uses of statistics, the course includes hypothesis testing, correlation, and bi-variate relationships. Students will learn to analyze, present, and interpret data based on the methodologies learned in the prerequisite course using the Statistical Package for Social Sciences (SPSS) computer application for data analysis. *Prerequisites: CUSW 200, 202, 301, 350, 360 and 411.*

CUSW 350: Issues of Health Disparities Among Minority Populations.**3 credits**

This course is designed to introduce students to selected issues of health disparities dominant among minority populations. The course is divided into three modules: (1) review of current knowledge of the major health disparities (2) review of community-based programs designed to address health disparities; and (3) review of research methodologies and best-practice approaches to address the issues of health disparities in the United States. *Prerequisites: CUSW 200 and 202.*

CUSW 360: Interpersonal Skills Laboratory.**Fall, 3 credits**

The objective of this course is to enhance basic social work skills such as interviewing, problem solving, time management, technical writing, group processing, and empathic understanding. This course is also designed to assist students in developing communication and problems-solving skills with communities and organizations, identifying community resources, and conducting organizational analysis. *Prerequisite: CUSW 200, 202, 300.*

CUSW 401: Human Behavior and the Social Environment I.**Fall, 3 credits**

This is the first of two foundation-level courses designed to provide social work students with knowledge of human behavior and development over the life span.

This course focuses on the life stages of conception through adolescence and introduces students to multiple factors that influence the reciprocal relationship between the person and the environment. Emphasis is placed on the individual and his/her membership in families, groups, organizations and communities. Students will explore social, psychological, biological, cultural and societal factors affecting human growth and development. A variety of traditional and alternative theories are explored from an ecological and systems perspective. The course places special emphasis on utilizing an Afrocentric perspective and a strengths perspective to work with systems of all sizes. *Prerequisites: CUSW 200, 202, and all Junior-level required courses.*

CUSW 402: Human Behavior and the Social Environment II.**Spring, 3 credits**

This course is the second course in the human behavior and social environment sequence. It extends the breadth and depth of knowledge and values introduced in Human Behavior I, emphasizing behaviors of significance to professionals in human service organizations. The course is designed to help students develop a useful framework within which to explore, analyze process and synthesize a range of behavioral constructs and contemporary social problems referenced and supported by findings in the literature. *Prerequisites: CUSW 200, 202, 403, 405, 415 and all Junior-level required courses.*

CUSW 403: Practice Competencies I.**Fall, 3 credits**

The purpose of this course is to pursue and obtain a synthesis of knowledge, values, and skills, for its integration into appropriate and effective helping strategies for professional practice with individuals, families, groups, communities, and organizations. *Prerequisites: CUSW 200, 202, and all Junior-level required courses.*

CUSW 404: Practice Competencies II.**Spring, 3 credits**

This course is the continuation of CUSW 403 and is designed to provide students with skills in supervision, consultation, and autonomous work habits. The course also requires greater involvement with other professionals on behalf of individuals, groups, families, communities and agencies. Emphasis is on teamwork in agencies and organizations; techniques for interpreting and applying organizational policies and mandates. *Prerequisites: CUSW 200, 202, 401, 403, 405, 415 and all Junior-level required courses.*

CUSW 405: Field Instruction I.**Fall, 6 credits**

This course is an educationally directed practicum in a social service setting. A "generalist" teaching/learning framework is utilized to ensure that students have direct engagement with values clarification, agency structures, policies, and clientele, to include individuals, groups, families, communities, and organizations. Students are required to complete two hundred (216) clock hours while concurrently enrolled in CUSW 401 (Human Behavior I) and CUSW 403 (Practice Competencies I), and participating in Field Seminar. Field Seminar I consists of lectures and discussions designed to integrate and synthesize theory and practice. Field Seminar I is also designed to facilitate students' acculturation to the social work profession by providing opportunities for students to assimilate their experiences and to develop a realistic balance between the theoretical concepts discussed in the classroom and the real world of providing social services to clients. *Prerequisites: CUSW 200, 201, and all Junior-level required courses.*

CUSW 406: Field Instruction II.**Spring, 6 credits**

This course emphasizes evaluation, planning, assessment, research, and the relationships of these activities to improved social services delivery. Students are required to complete two hundred (224) clock hours while concurrently enrolled in CUSW 402 (Human Behavior II) and CUSW 404 (Practice Competencies II), and CUSW 406S Field Seminar. Field Seminar consists of lectures and discussions designed to integrate and synthesize theory of social service administration with practice. Field Seminar II is also designed to facilitate students' acculturation to the social work profession by providing opportunities for students to assimilate their experiences and to develop a realistic balance between the theoretical concepts discussed in the classroom and the real work of providing social services to clients. *Prerequisites: CUSW 200, 202, 401, 403, 405, 415; and all Junior-level required courses.*

CUSW 411: Social Work and Theory and Practice.**Fall, 3 credits**

This course examines the construction, use, and assessment of social work theory in social work practice. Students are introduced to theories, concepts and practice skills needed in social work practice with individuals, families, communities, and organizations. What we mean by social work practice theory, what it consists of, and how we can use it to become better generalist practitioners will be examined. Theoretical perspectives to be examined include reflective-therapeutic, socialist collectivist and individualist-reformist views. Radical and critical theories are also examined with a focus on structural rather than personal explanations of social problems and concern for inequality and oppression. The course integrates concepts related to social work values and ethics, diversity, promotion of social and economic justice, and empowerment of human beings.

Prerequisites: CUSW 200, 202.

CUSW 412: Mental Health of Diverse Groups.**3 credits**

The objective of this course is to relate the need for mental health services to the provision of these services for diverse group members based on their (1) demographic characteristics; (2) problems; (3) treatment needs, etc. Students are expected to become particularly knowledgeable about mental health needs, and services available to meet the needs of diverse groups. The diverse groups addressed in this course include: African-Americans, Hispanics, Native Americans, physically handicapped, migrant workers, women, and the elderly. The life situations that affect the behavior of these particular populations are examined from an ecosystems perspective in an effort to understand the mental health problems that emerge. *Prerequisites: CUSW 200, 202, 301, 350, 360, and 411.*

CUSW 413: Child Welfare Programs and Services.**Fall, 3 credits**

This course will cover knowledge, concepts and tools associated with contemporary child welfare practice. The course reflects a strengths-based family-centered approach to child welfare practice. The welfare of the child cannot and will not be considered apart from the families of which they are a part. Major social work roles, activities, tasks and skills will be explored, along with concerns and issues in implementation. Program examples and case studies will be used to identify and illustrate the application of skills and techniques introduced. Developmental stages of families and children and related needs will be explored.

The course will focus on micro, mezzo, and macro considerations in providing child welfare services. Emphasis will be placed on the identification of child maltreatment, reporting procedures, and continuing professional interaction with children and families from a community-based and multidisciplinary perspective.

The course integrates the concepts of cultural competence, social and economic justice, values, ethics, and of populations at risk throughout the content. *Prerequisites: CUSW 200, 202, 301, 350, 360, 411, and all Junior- level required courses.*

CUSW 415: Issues in Child Welfare: Abuse, Neglect and Investigation.**Fall, 3 credits**

This course is designed to provide students with general knowledge and information on the subject of child abuse and neglect. The primary is on assessment, diagnosis, and treatment of child abuse and neglect. Upon completion of the course, students should have a general knowledge and understanding of the various forms of child abuse and neglect. Students should also have knowledge of child abuse investigations, interviewing techniques as well as knowledge of available community resources to both prevent and treat child abuse. *Prerequisites: CUSW 200, 202 and all Junior- level required courses.*

CUSW 416: Social Work Practice with the Aged.**Spring, 3 credits**

This course is designed to assist students in developing competence in the delivery of service in an interdisciplinary organizational environment, which serves the elderly. Students will explore the nature of social work practices with the elderly in a variety of services; utilization of the problem-solving process; and skills required for interdisciplinary collaboration and intervention with the elderly. *Prerequisites: CUSW 200, 202, 401, 403, 405, 415, and all Junior- level required courses.*

LIBERAL ARTS REQUIREMENTS

Students must have completed or be enrolled in the following courses at the time they apply for admission; the courses must be completed with a GPA of at least 2.5. In addition, students must also satisfy the University's General Education Requirements, which include six courses above the BSW Program's required liberal arts courses. See General Education Core Requirements.

Liberal Arts Courses	Credit Hrs
(2) First Year Seminar (100/101)	2
(2) English Composition (105/106)	6
(2) Foreign Language (201/202)	6
History	3
Humanities	3
Computer Application	3
(2) Mathematics (103/104)	6
Philosophy/Religion	3
General Psychology	3
Biological Science/Gen. Biology	3/4
Politics & Global Issues	3
Principles of Economics	3
Intro to Sociology	3

17 TOTAL COURSES 47 CREDIT HRS

BACHELOR OF SOCIAL WORK PLAN OF STUDY (123 hours)

RECOMMENDED PROGRESSION FOR FRESHMEN AND SOPHOMORES

FRESHMAN YEAR

First Semester: 16 hours

CENG	105	English Composition I (3)*
CMAT	103	Algebra I OR
CMAT	105	Pre-Calculus I (3)*
CBIO	101	Biological Science (3) * OR
CBIO	111	General Biology I (4)
CPSC	106	Politics & Global Issues (3)*
CSTA	101	Fundamentals of Speech (3)***
CGED	100	First-Year Seminar (1)*

Second Semester: 16 hours

CENG	106	English Composition II (3)*
CMAT	104	Algebra II (3)* OR
CMAT	106	Pre-Calculus II (3)
CPHY	102	Physical Science (3)*** OR

CPHY	102	Earth Science (3) OR
CBIO	112	General Biology II (4)
CPSY	211	General Psychology (3)*
CCIS	100	Info. Tech & Computer Applications (3)*
CGED	101	First-Year Seminar II (1)*

SOPHOMORE YEAR

First Semester: 15 hours

CUSW	200	Introduction to Social Work (3)**
CSCJ	215	Introduction to Sociology (3)*
CECO	250	Principles of Economics (3)*
CHIS	201	U.S., Africa & the World I (3)*
CFL	201	Intermediate Language I (3)* (Recommend Spanish)

Second Semester: 16 hours

CUSW	202	Introduction to Professional Helping (3)**
CHIS	202	U.S., Africa & the World II (3)***
CENG	201/202	World Literature I or II (3)**
CHUM	_____	Humanities (3)*
CFL	202	Intermediate Language II (3)*
CPED	_____	Physical Education (1)***

REQUIRED PROGRESSION OF STUDY FOR SOCIAL WORK MAJOR CORE

JUNIOR YEAR

First Semester: 15 hours

CUSW	301	Statistics & Methods of Social Research (3)**
CUSW	350	Issues of Health Disparities Among Minority Populations (3)**
CUSW	360	Interpersonal Skills Laboratory (3)**
CUSW	411	Social Work Theory and Practice (3)**
CPhi	105	Critical Thinking (3)*

Second Semester: 15 hours

CUSW	300	Social Welfare Policy (3)**
CUSW	302	Statistics & Methods of Social Research (3)**
CUSW	412	Mental Health of Diverse Group & Women (3)**
CUSW	413	Child Welfare Programs & Services (3)**
C_____		Open Elective (3)***

SENIOR YEAR**First Semester: 15 hours**

CUSW	401	Human Behavior and the Social Environment I (3)**
CUSW	403	Practice Competency I (3)**
CUSW	405	Field Instruction I (6)**
CUSW	415	Child Welfare: Abuse, Neglect & Investigations (3)**

Spring Semester: 15 hours

CUSW	402	Human Behavior and the Social Environment (3)**
CUSW	404	Practice Competency II (3)**
CUSW	406	Field Instruction II (6)**
CUSW	416	Social Work Practice with the Aged (3)**

Code:

* BSW Program Required Liberal Arts Courses

**BSW Program Required Major Courses

***General Education Liberal Arts Requirements

Revised February 2006

Note: This catalog insert and curriculum takes effect Summer 2006.

GRADUATE PROGRAMS NO LONGER OFFERED**System Science Ph.D. Degree Program**

Courses in this program will be phased out by May 2007. No new applications are accepted effective Spring 2004.

Department of International Affairs and Development

All programs are scheduled to be phased out by May 2007. Admission to these programs is closed.

- Master of International Affairs and Development
- Doctor of Philosophy in International Affairs and Development

Department of Curriculum

Effective Spring 2005 the following programs were discontinued. Admission to these programs is closed. Students currently admitted to the Teacher Education Program must complete program by May 2007.

- Master of Arts in Teaching (M.A.T.) in Middle Grades Education
- Master of Arts—All M.A. programs in the Department of Curriculum are discontinued.

School of Library and Information Studies

All programs in the School of Library and Information Studies were phased out by May 2005.

REVISED GRADUATE PROGRAMS

CURRICULUM DEPARTMENT

Clement Hall, Room 105

Telephone: 404-880-8485

The Department of Curriculum offers graduate programs leading to the Master of Arts and the Master of Arts in Teaching degrees. The School of Education is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Applicants who are interested in eligibility for teacher certification should contact the department chair.

Master of Arts in Teaching Degree

The Master of Arts in Teaching in Grades 6-12 (science and mathematics concentrations) prepares candidates for advanced study in the teaching of science or mathematics.

Master of Arts Degree

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.

ADMISSION REQUIREMENTS

Students must meet the general requirements of the University and the School of Education.

- All candidates admitted to advanced programs in the School of Education must hold an undergraduate degree from an accredited institution.
- Candidates must submit the application, undergraduate and graduate higher education transcripts, GRE test results, resume, three letters of recommendation, and statement of intent.
- Candidates seeking initial teacher certification (M.A.T. degree) must pass or be exempt from GACE/Praxis I.
- These documents must reflect that the candidates possess high levels of intellectual functioning, effective communication skills, critical thinking proficiency, strong commitment to P-12 education, and dispositions supportive of multicultural education and learning in urban schools.

- Letters of recommendation should be from a professor of the applicant's most recent degree program, and a recent employer, or an alumnus of the program or from an education stakeholder. In addition, a statement of intent should indicate how the program will assist the applicant in meeting his/her professional goals.
- Candidates must have earned a minimum 2.6 GPA on undergraduate work. Candidates may meet this requirement by taking one course at the graduate level in each of the following four areas: computer science, policy studies, information resources, and technical writing, and earn a cumulative GPA of 3.0. These courses may be taken at the undergraduate and/or the graduate level. If taken at the graduate level, where relevant to the graduate program, no more than two of these courses may be used to satisfy program requirements.
- A minimum composite score of 650 on the mathematics and verbal sections of the Graduate Record Exam (GRE) General Test is required.
- The undergraduate record must show sufficient preparation in general studies and a major supportive of the program area of application.
- Document a personal background consistent with state certification requirements (those seeking certification). Candidates should note that the opportunity to participate in field experiences (including Internship) and therefore to finish programs depends on the candidate's ability to satisfy criminal background check requirements.

DEGREE REQUIREMENTS

In addition to passing the Comprehensive Examination, students seeking teacher certification must pass or be exempt from all relevant examinations required for certification by the state of Georgia. 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 approved program.

Completion of one of the following courses of study:

Area of Study	Credit hours
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Master of Arts in Teaching Science or Mathematics Grades 6-12

Technology-based Research, Evaluation and Pedagogical Practices	9
Technology-based Customized Advanced Curriculum and Content	12
Technology-based Action Research and Content	9-15 30-36

Master of Arts in Special Education General Curriculum

Required courses	24
Field experience requirements	6
Electives	6
Certification requirement (if needed)	0-3 36-39

PLANNED PROGRAMS OF STUDY**Master of Arts in Teaching: Science, Grades 6-12****Segment I**

CEDC 551	Research Design and Evaluation in Education (3)
CEDC 552	Action Research Seminar (0)
CEDC 530	Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)
CEDC 530P	Clinical Observation and Evaluation (0)
CCPS 503	Human Growth and Development (3)

Segment II

CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum (3)
CEDC 538P	Clinical Observation and Evaluation (0)
CEDC 510	Earth Systems Science (3)
CEDC 571	Physics for Grades 6-12 (3)

Segment III

CEDC 572	Chemistry for Grades 6-12 (3) Any graduate-level biology, physics, or chemistry course selected in consultation with advisor OR CEDC 573 Biology for Grades 6 - 12 (3) Any graduate-level biology, physics, or chemistry course selected in consultation with the student's advisor (3)
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Segment IV

CEDC 553	Educational Research Practitioner's Paper (0-3)
CEDC 597	Internship - Grades 6-12 (0-6)

Master of Arts in Teaching: Mathematics, Grades 6-12**Segment I**

CEDC 551	Research Design and Evaluation in Education (3)
CEDC 552	Action Research Seminar (0)
CEDC 530	Foundations of Culturally Responsive and Relevant Pedagogical Practices (3)
CEDC 530P	Clinical Observation and Evaluation (0)
CCPS 503	Human Growth and Development (3)

Segment II

CEDC 538	Trends, Issues and Approaches in Middle Grades and Secondary Curriculum (3)
CEDC 538P	Clinical Observation and Evaluation (0)
Select three courses in content area depending on science background:	
CEDC 567	Calculus for Grades 6-12 (3)
CEDC 568	Geometry for Grades 6-12 (3)

Segment III

CEDC 569	Mathematics in Secondary Schools and College (3)
CMAT	Any graduate-level mathematics course selected in consultation with the student's advisor (3)
CMAT	Any graduate level mathematics course selected in consultation with the student's advisor (3)

Segment IV

CEDC 553	Educational Research Practitioner's Paper (0-3)
CEDC 597	Internship - Grades 6-12 (0-6)

Master of Arts: Special Education General Curriculum

CEDS 578	Behavior Management (3)
CEDS 579	Psycho-Educational Evaluation for Teaching (3)
CEDS 580	Psychology of Exceptional Education (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 605	Diagnosis and Instruction in Reading (3)
CEDS 585	Developmental Problems in Speech and Language (3)
CCPS 512	Behavioral Statistics OR
CEDA 590	Educational Tests and Measurements (3)
CEDS 593	Practicum for Special Education General Curriculum (3)
CEDS 594	Internship for Special Education General Curriculum (3)

CEDS 606 Seminar for Prospective Special Education Teachers (0)

Two of the following:

CEDS 576 Cultural Diversity (3)

CEDS 600 Curriculum for Exceptional Education (3)

CEDS 642 Career Development (3)

CEDS 643 Counseling Families (3)

CEDS 698 Legislative and Legal Aspects (3)

For certification (if needed):

CEDA 525 Technology and Information Systems (3)

The Department of Curriculum also offers a non-degree option, the postbaccalaureate program.

The Curriculum Department Postbaccalaureate Program does not lead to a degree. This program is designed specifically for those who already have an undergraduate degree. Students entering this program usually have a variety of undergraduate academic backgrounds. Some students already have most 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.

The program is aligned with standards as articulated in other programs offered through the Department of Curriculum. Applicants should contact the department chair regarding preparation for certification through this program.

ADMISSION REQUIREMENTS

Admission to the postbaccalaureate nondegree program requires the following:

1. A baccalaureate degree from an accredited institution with a grade point average of not less than 2.5. Some programs may vary from this requirement in keeping with PSC guidelines.
2. Submission of official transcripts.
3. Submission of at least two letters of recommendation: One must be from a professor in the applicant's most recent degree program; the other should be from applicant's current or former supervisor or employer or from a program alumnus and/or community education stakeholder.
4. Submission of passing scores on the Praxis I/GACE test of basic skills accepted by the Georgia Professional Standards Commission. This requirement will be waived for applicants who meet the exemption criteria established by the Georgia Professional Standards Commission.
5. Completion of application package for admission to the University.
6. Resume and statement of intent.

7. Documentation of a personal background consistent with state certification requirements.

Retention Criteria. Once admitted to a particular teacher education program, a postbaccalaureate student is expected to maintain a specified (3.00) grade point average. If a student's GPA drops below this level, he or she may be denied enrollment to restricted courses until the GPA reaches the approved level.

Postbaccalaureate Certification Program in Early Childhood Education

Concentration One: Child Development and Learning

CEDC 501 Psychology of Early Childhood (3 hours)

CEDS 425 Introduction to Exceptional Education (3 hours)

Concentration Two: Curriculum Development And Implementation

CEDC 262 Educational Technology (3 hours)

CEDC 360 Educational Measurement (3 hours)

CECE 415 Methods of Teaching Reading and Writing (3 hours)

CECE 426 Integrated Teaching of Elementary Math and Science (3 hours)

CECE 452 Integrated Teaching of Social Studies and Language Arts (3 hours)

CEDC 526 Curricular Integration of Creative Experiences for Young Children (3 hours)

Concentration Three: Family and Community Relationships

CEDA 530 School/Community Relations (3 hours)

Concentration Four: Professionalism and Engagement in the Field

CEDC 595 Internship – Early Childhood Education (9 hours)

COURSE DESCRIPTIONS

CEDC 501: Psychology of Early Childhood. Fall, 3 credits

Examines theories of behavior and development in young children.

CEDC 502: Curriculum Planning for Early Childhood Education.

Fall, 3 credits

Curriculum development for preschool and primary grades. Attention given to the role of child development theories as a basis for curriculum planning.

CEDC 503: Methods of Teaching in Early Childhood. Spring, 3 credits

Exploration and demonstration of methods of teaching young children.

CEDC 506: Teaching Science: P-5. **Fall, 3 credits**
Explores the science curriculum and content, National Science Education Standards and instructional strategies appropriate for early childhood grades. Focuses on science process skills for the young child and on the major scientific concepts appropriate for this level. Laboratory and technology activities are included.

CEDC 510: Earth Systems Science. **Spring, 3 credits**
The study of earth systems and changes in relation to astronomy, physical geology, meteorology and oceanography. Laboratory and technology experiences are included.

CEDC 512: Teaching Mathematics: P-5. **Fall, 3 credits**
Study of the mathematics curriculum, techniques and resources for teaching mathematics in the early grades; focuses on readiness skills in number sense and structure, operations, estimation, computation, and equivalent representations.

CEDC 521: Teaching Social Studies: P-5. **Spring, 3 credits**
Studies various techniques and strategies for teaching social studies concepts; curricula for the early grades are explored.

CEDC 523: Social Studies: Cultural Diversity. **Fall, 3 credits**
Explores content and concepts for teaching cultural diversity in social studies.

CEDC 525: Health and Physical Education in Early Childhood. **Spring, 3 credits**
Emphasizes methods and materials appropriate for teaching health habits and physical education activities.

CEDC 526: Curricular Integration of Creative Experiences for Young Children. **Spring, 3 credits**
Emphasizes integrating music, movement, creative writing, dramatics, and art into the curriculum.

CEDC 530: Foundations of Culturally Responsive and Relevant Pedagogical Practices. **Fall, 3 credits**
Explores concepts of culturally responsive and culturally relevant pedagogy and analyzes research and theoretical frameworks upon which the concepts are based. Practices which support these concepts are observed and examined, and activities engaging students in the application of these practices are undertaken in the field. *Corequisite: CEDC 530P.*

CEDC 530P: Clinical Observation and Evaluation. **Fall, 0 credits**
Fifty (50) hours, clinical observations of instructional strategies as practiced in the field. *Corequisite: CEDC 530.*

CEDC 532: Trends, Issues and Approaches in Early Childhood Education. **Fall, 3 credits**
Takes reading/language arts content for early childhood and places it in a curriculum framework of developmentally appropriate teaching/learning activities for the young child. Assessment strategies recommended for determining young children's performance are explored. *Corequisite: CEDC 532P.*

CEDC 532P: Practicum in Pedagogy and Content. **Fall, 0 credits**
Two hundred (200) hours observing and assessing pedagogy and content in the Early Childhood classroom. *Corequisite: CEDC 532.*

CEDC 534: Critical Advanced Reading/Language Arts for Early Childhood. **Fall, 3 credits**
Focuses on content and concepts for reading and language arts P-5 emergent literacy; the comprehensive process in beginning reading; thinking and reading; vocabulary acquisition and word analysis strategies; and writing conventions, concepts and processes.

CEDC 535: Critical Advanced Integrated Science and Mathematics for Early Childhood. **Fall, 3 credits**
Effective instructional approaches and implementation strategies for the integration of elementary content standards that are culturally responsive and developmentally appropriate for the active involvement of elementary students in problem solving, mathematical reasoning, computation and communication. The course will present the integrated application of instructional strategies and technology that create and sustain successful learners.

CEDC 536: Capstone Content for Early Childhood Education. **Fall, 3 credits**
Student will participate in the advanced study of reading, math, science, social science, the arts, and physical education. A literature review and analysis of a selected philosophical or practical aspect of curriculum, assessment, or instructional technique relating to grades P-5 will be required. The relevant research in the capstone will be merged with the action research course. A videotape and computer generated pictures that demonstrate the implementation of the action research may become a part of the portfolio to demonstrate the students' understanding of the selected content area and problem.

CEDC 538: Trends and Issues in Middle and Secondary School Curriculum. **Spring, 3 credits**
This course is designed to explore the past decade of reform and major curricular dilemmas in middle and secondary education; the effects of ethnic and culturally diverse curriculum content on student achievement; and creating new curricular paradigms for high achievement for all developmental levels. Technology resources are used for research and documenting results. *Corequisite: CEDC 538P.*

CEDC 538P: Clinical Observation and Evaluation. Spring, 0 credits
Fifty (50) hours observing and assessing instructional practices in Middle Grades and Secondary classrooms. *Corequisite: CEDC 538.*

CEDC 551: Research, Design and Evaluation in Education. Fall, 3 credits
The introduction of concepts, ideas, methodology, and issues related to the research process. It will include both qualitative and quantitative research design and the evaluation processes in education (Web-enhanced).

CEDC 552: Action Research Seminar. Fall, 0 credits
In-field observations of teaching and learning and the identification of a research problem. Periodic on-site meetings for reflection and feedback (Web-enhanced). *Corequisite: CEDC 551.*

CEDC 553: Educational Research Practitioner's Paper. Spring, 3 credits
This course is the continuation of CEDC 552 Action Research Seminar. The Action Research Plan developed in EDC552 is implemented at the field school site, analyzed, and a publishable manuscript is written to be sent to a refereed educational journal. Analysis of the data collected through qualitative/quantitative measures is performed. An Action Research thesis is a requirement for fulfillment of this course.

CEDC 562: Methods of Teaching in the High School and College. Spring, 3 credits
Addresses major instructional approaches, techniques and strategies used in senior high school and college. Students apply these approaches in the respective content area.

CEDC 567: Calculus for Grades 6-12. Spring, 3 credits
A comprehensive study of instructional strategies, materials, and modes for teaching/learning limits, differentiation, and integration. The focus is on instructional media and technologies for teaching concepts through real-world applications based on computer and calculator problem-solving platforms.

CEDC 568: Geometry for Grades 6-12. Spring, 3 credits
Involves methods, materials, and technology for teaching Euclidean and Non-Euclidean geometry. Prerequisite: College algebra content knowledge or departmental approval.

CEDC 569: Mathematics for Grades 6-12. Fall, 3 credits
Involves overall curriculum objectives, structure, and materials for mathematics in secondary schools and colleges; examines standards-based techniques for instruction, assessment and technology for teaching algebra, geometry, calculus, statistics and probability in diverse student environments. *Prerequisite: Completion of all mathematics courses in the program or departmental approval.*

CEDC 570: Science for Grades 6-12. Fall, 3 credits
Examines standards-based science secondary and college-level curriculum. Investigates philosophy, issues and trends in science education. Learning theories and methods are explored, as they relate to science teaching in biology, physics, chemistry and earth systems science. Technology activities are included.

CEDC 571: Physics for Grades 6-12. Spring, 3 credits
Focuses on the physics of real solids, liquids, surfaces, and classical mechanics. Laboratory experiences are included.

CEDC 572: Chemistry for Grades 6-12. Fall, 3 credits
Study of chemistry concepts, theories and principles at an advanced level appropriate for teaching Advanced Placement Chemistry. Lab and technology activities are included.

CEDC 573: Biology for Grades 6-12. Fall, 3 credits
Study of biological theories, principles and concepts at the advanced level appropriate for teaching Advanced Placement Biology; molecules and cells, heredity and evolution, organisms and populations. Laboratory, multimedia and other technology activities are included.

CEDC 574: Integrated Mathematics and Science Instruction Using Technology. Spring, 3 credits
The study of standards-based instructional approaches and materials for mathematics using concepts and principles in general science, biology, chemistry, and physics as the platform for teaching; incorporates the use of graphing calculators, personal computers, and access to the World Wide Web. *Prerequisite: Completion of all mathematics and science courses.*

CEDC 580: Language Acquisition and Development: Birth to Age Twelve. Fall, 3 credits
Surveys receptive and expressive language processing; attention to techniques of developing and evaluating communication skills of children from birth to age 12 (grades P-8).

CEDC 581: Reading Instruction: P-5. Spring, 3 credits
Concentrates on the techniques and approaches for developing reading skills in an elementary school developmental reading program; emphasis is on reading readiness, beginning reading skills and the content of the curriculum in the early grades.

CEDC 586: Reading Instruction for Content Area Teachers. Spring, 3 credits
Focuses upon selection and application of appropriate reading skills to reading material used in content areas and considers techniques of evaluating comprehensibility and comprehension of materials used in school subjects.

CEDC 595: Internship - Early Childhood Education.

Fall, Spring, Summer, 9 credits

Provides cooperative guidance and supervision by University and local educational agency personnel for students as they assume the responsibilities of instructor in an educational setting.

CEDC 597: Internship - Grades 6-12.

Fall, Spring 9 credits

Provides cooperative guidance and supervision by University and local educational agency personnel for students as they assume the responsibilities of instructor in an educational setting.

CEDC 598: Independent Study.

Fall, Spring, Summer, 1-3 credits

Directs student inquiry into theoretical and practical interests of students; contractual arrangement with professor. *Prerequisite: Permission of professor.*

CEDC 599: Thesis Writing.

Fall, Spring, Summer, 3 credits

Directs student preparation and presentation of a thesis proposal and completion of a thesis.

CEDS 425: Introduction to Exceptional Education.

Spring, Fall 3 credits

This course is designed to introduce undergraduate students to problems of children with intellectual, physical disabilities or emotional limitations and to diverse programs to meet their needs. Emphasis is given to definitions and characteristics of exceptional children and youth with particular attention to the educational service delivery systems that infuse technology designed to meet the special learning needs of exceptional children. Special permission is required to take a distance learning course.

CEDS 571: Nature and Characteristics of Preschool

Children with Disabilities.

Summer, Workshop, 3 credits

The content of this course includes the following: Nature and characteristics of preschool children with disabilities, working with families in culturally diverse environments providing parent training, consolation, collaboration, and communication, etc., with other professionals and agencies. *Prerequisites: CEDS 580, 578, 579, or equivalent certification in Early Childhood Education/Elementary Education.*

CEDS 572: Curriculum and Methods of Teaching

Children with Preschool Disabilities.

Summer, Workshop, 3 credits

Innovated curricula, technologies and appropriate instructional planning of preschool children with disabilities, behavior management, assessment, intervention strategies for children 0-5 years and program evaluation. *Prerequisites: CEDS 578, 579, 580 or prior teaching experiences.*

CEDS 573: Internship in Preschool Disabilities.

Summer (150 Contact Hours), 3 credits

Directed observation and participation with young children in PK-primary programs. Course may be repeated (3-6 semester hours). Completion of CEDS 571/572 (Students must register for their area of concentration plus weekly seminar CEDS 606.)

CEDS 575: Student Teaching in Exceptional Education.

Spring, Summer, Fall (9 weeks field experience, 360 clock hours), 9 credits

Provides competence and performance-based experience in working with children and youth with disabilities in an approved exceptional education site. This course, or its equivalent, is required of all students seeking degrees and/or endorsements. This is the initial field experience in exceptional education. *Prerequisites: satisfactory completion of all prerequisite course work (Students must register for their area of concentration plus weekly seminar CEDS 606.)*

CEDS 576: Cultural Diversity.

Spring, 3 credits

Focuses on issues pertinent to cultural diversity (race, ethnicity, gender, religion, etc.) and the ramifications of diversity for education.

CEDS 578: Behavior Management.

Spring, Summer, 3 credits

Studies treatment of behavior problems related to adjustment and instructional management of children and youth in home, school, and community settings.

CEDS 579: Psycho-Educational Evaluation.

Spring, 3 credits

Examines issues (nonbiased assessment, reliability, validity, etc.) related to the assessment of individuals with disabilities. Students will also conduct assessments of students with learning difficulties.

CEDS 580: Psychology of Exceptional Children.

Spring, Summer, Fall, 3 credits

Studies characteristics, development, and education of exceptional children.

CEDS 581: Nature and Characteristics for the

Intellectually Disabled.

Summer, Fall, 3 credits

Considers types, nature and causes of intellectual disabilities; examines the educational and psychological implications of the intellectually disabled and the impact on the family. *Prerequisites: CEDS 578, 579 and 580.*

CEDS 582: Methods and Materials for the Intellectually Disabled.

Summer, Fall, 3 credits

Studies acquisition of skills in the identification, selection and preparation of materials for teaching intellectually disabled children review, demonstration and preparation of programs and examines appropriate curriculum content for Pre-K-12/Adulthood. *Prerequisites: CEDS 578, 579, 580 and 581.*

CEDS 583: Career and Vocational Assessment.

Spring, 3 credits

Examines and utilizes specific career and vocational assessment techniques with individuals and groups. Examines tests for assessing job and career preferences of exceptional students as related to IDEA, ADA, transition to adulthood, and collaboration.

CEDS 584: Diagnosis and Assessment in Exceptional Education.

Spring, 3 credits

Provides a review of a variety of assessment techniques and standardized evaluation tools for program planning purposes and applied 20th-century approaches. Examines and utilizes specific Diagnostic/Remedial and Writing education evaluations techniques with individuals and groups. *Prerequisites: CEDS 580 (one Nature and one Methods course or provisional certification).*

CEDS 585: Development Problems in Speech and Language.

Spring, 3 credits

Studies the nature and causes of deviations from normal speech and language development. Provides instruction and demonstration in area of speech and language instruction for children/youth with disabilities.

CEDS 586: Practicum for Teachers of the Intellectually Disabled.

Fall, Spring (160 clock hours, 8-week field experience), 3 credits

Supervised teaching experience with intellectually disabled. *Prerequisites: CEDS 579, 580, 581 and 582 (Students must register for their area of concentration plus weekly seminar CEDS 606.).*

CEDS 587: Methods, Materials and Curriculum for Learning Disabilities.

Summer, (workshop), Fall, 3 credits

Provides experiences in developing, selecting, and evaluating curriculum, methods and materials for children with learning disabilities.

CEDS 588: Nature, Needs and Characteristics for Learning Disabilities.

Summer, Fall, 3 credits

Examines the possible etiologies, theories, and academic and social-emotional characteristics regarding individuals with learning disabilities.

CEDS 589: Practicum for Learning Disabilities.

Fall, Spring (160 clock hours, 8-week field experience), 3 credits

Supervised practicum with learning-disabled children emphasizing identification, testing and writing prescriptive programs for LD children. *Prerequisites: CEDS 579, 580, 587 and 588 (Students must register for their area of concentration plus weekly seminar CEDS 606.).*

CEDS 590: Internship for Learning Disabilities.

Fall, Spring (400 clock hours, 10-week field experience), 3 credits

Final demonstration of competencies and performances in supervised internship settings with learning disabled children. *Prerequisites: CEDS 579, 580, 587, 588 and 589 (Emphasis on performance/competence-based accountability).* Students must register for their area of concentration plus weekly seminar CEDS 606.

CEDS 591: Nature and Needs of Students with Mild Disabilities.

Summer, Fall, 3 credits

Provides an in-depth examination of characteristics, similarities, and differences among children with mild disabilities (Approval of Department of CEEPS).

CEDS 592: Methods, Materials and Curriculum for Students with Mild Disabilities.

Fall, Summer, 3 credits

Helps teachers develop skills in developing and implementing writing a variety of multiteaching techniques for individuals and groups manifesting academic problems in general settings. *Prerequisites: CEDS 579, 580 and 591 (Approval of Department of CEEPS).*

CEDS 593: Practicum for Special Education General Curriculum.

Fall, Spring (160 clock hours, 8-week field experience), 3 credits

Supervised practicum with behavioral-disordered, learning-disabled, and mild intellectual-disabled children. *Prerequisites: CEDS 579, 580, 591 and 592 (Students must register for their area of concentration plus weekly seminar CEDS 606.). (See Handbook.)*

CEDS 594: Internship for Special Education General Curriculum.

Fall, Spring (400 clock hours, 10-week field experience), 3 credits

Supervised internship as instructional facilitator in diverse classroom settings. *Prerequisites: CEDS 579, 580, 592 and 593. (Students must register for their area of concentration plus weekly seminar CEDS 606.). (See Handbook)*

CEDS 595: Nature, Needs and Characteristics of Children with Behavioral Disorders.

Summer, Fall, 3 credits

Studies etiology, diagnosis and treatment and characteristics of emotional and behavioral disorders of children and youth.

CEDS 596: Practicum for Teachers of Children with Behavioral Disorders.

Fall, Spring (160 clock hours, 8-week field experience), 3 credits

Supervised practicum with children with emotional behavioral disorders.
Prerequisites: CEDS 579, 580, 598 and 595. (Students must register for their area of concentration plus weekly seminar CEDS 606).

CEDS 597: Internship for Teachers of Children with Behavioral Disorders.

Fall, Spring (400 clock hours, 10-week field experience), 3 credits

Supervised internship in programs for children with behavioral disorders.
Prerequisites: CEDS 579, 580, 595 and 596. (See Handbook.) Emphasis on accountability/competence and performance-based education. (Students must register for their area of concentration plus weekly seminar CEDS 606).

CEDS 598: Methods, Material and Curriculum for Behavioral Disorders.

Summer, Fall, 3 credits

Provides experience in developing, analyzing, evaluating, and implementing methods and materials used with students diagnosed as Behavioral Disorders.
Prerequisites: CEDS 579, 580 and 595.

CEDS 599: Internship for Teachers of the Intellectually Disabled.

Fall, Spring (400-clock hours, 10-week field experience), 3 credits

Supervised internship in programs for students with intellectual disabilities (MID, MOID, SID, PID) *Prerequisites: 579, 580, 581, 582 and 598.* (Students must register for their area of concentration plus weekly seminar CEDS 606.) (See Handbook.)

CEDS 600: Curriculum for Exceptional Children.

Fall (even years) 3 credits

Experiences in evaluating curriculum for exceptional children, with an emphasis on examining effective teaching strategies and materials for use in the inclusive classroom.

CEDS 605: Diagnostic Reading for Teaching Reading.

Summer, Fall 3 credits

Principles, strategies, causes and methods of teaching and diagnosis of reading problems/difficulties for exceptional students (KP-12). Provides a balance between inclusive theories and practices. Satisfies Georgia special requirements.
Prerequisites: CEDS 578, 579, and 580.

CEDS 606: Seminar for All Students Enrolled in Practicum,

Internship and Student Teaching.

Spring, Summer, Fall, 0 credits

Students discuss issues, trends and challenges related to teaching exceptional students. Emphasis is placed on the application and comparison of theory with actual field experiences at various levels.

CEDS 637: Current Issues and Trends in Exceptional Education.

Fall, 3 credits

Reports and analyzes literature and research in exceptional education; application and comparison of theory with actual field experiences and selected topics in exceptional education.

CEDS 639: Organization, Administration and Supervision of Exceptional Classes.

Spring, 3 credits

Explores establishing and maintaining exceptional education programs from a problem-solving and analysis viewpoint; advanced seminar for school personnel with emphasis on instructional and organization techniques for the 21st century.

CEDS 642: Career Development for Exceptional Children and Youth.

Spring (even years), 3 credits

Studies career programs and transitional issues for individuals with disabilities.

CEDS 643: Counseling Families of Exceptional Children and Youth.

Spring (odd years), 3 credits

Examines collaborative counseling role of special educators and the techniques for facilitating intellectual, emotional and social growth of individuals with disabilities.

CEDS 677: Independent Study.

Spring, Summer, Fall, 1 or 3 credits

Independent research under the direction of an advisor; advanced registration only with Departmental approval in an identified course of study (may be repeated only twice).

CEDS 698: Legislative and Legal Aspects in Exceptional Education.

Fall, 3 credits

Examines legislation, federal regulations, constitutional law, and litigation which affect the lives of individuals with disabilities.

**WHITNEY M. YOUNG, JR.
SCHOOL OF SOCIAL WORK
MSW PROGRAM**

**OFFICE OF THE DEAN
Thayer Hall
Telephone: (404) 880-8555**

**BRIEF HISTORY OF THE WHITNEY M. YOUNG, JR. SCHOOL
OF SOCIAL WORK**

The first school of social work for African-Americans was established in 1920 as the Atlanta School of Social Work. This was an independent institution whose mission was to provide professional education for African-Americans. The institution's overall objective was to assist individuals in their quest to obtain knowledge and skills necessary to serve the African-American community.

The early curriculum of the Atlanta School of Social Work reflected the belief that those serving African-American people needed not only basic social work education but also additional learning directed specifically towards the African-American community. Forrester B. Washington, Director of the Atlanta School of Social Work from 1927 to 1947, and the Atlanta University School of Social Work from 1947 to 1954 noted in his writings, "The existence of black people in a predominantly unsympathetic hostile world is sufficient for specialized training for social work in the black community; for this position the writer makes no apologies."¹

Membership in the American Association of Schools of Social Work was granted to the Atlanta School of Social Work in 1928, which made it the first African-American School of Social Work to be accredited in the world. On September 1, 1947, the Atlanta School of Social Work gave up its independent charter and became a part of Atlanta University. When the American Association of Schools of Social Work was renamed the Council on Social Work Education in 1952, the Atlanta University School of Social Work became a chartered member.

In 1988, Atlanta University School of Social Work, formerly known as Atlanta School of Social Work, became Clark Atlanta University School of Social Work. Two years later (2000) Clark Atlanta University named the School of Social Work after its first dean, Whitney M. Young, Jr.

The Whitney M. Young, Jr., School of Social Work (WMYJSSW) has maintained its accreditation from the Council on Social Work Education (CSWE) Commission on Accreditation since 1952. The graduate program was accredited under the auspices of Atlanta University. The Baccalaureate Social Work Program was established at Clark College in 1979 and accredited in 1981. Both programs have been continuously reaccredited, since their accreditation date. Fundamental to the Whitney M. Young, Jr. School of Social Work mission, goals, and objectives is the

fostering in students of a commitment to serve oppressed populations and to promote social and economic justice. Hence, the Mission of the School is shaped by its rich history and by its particular focus on educating African-American social workers. Its doors, however, have always been open to students from other racial, ethnic, cultural, and socioeconomic backgrounds.

In order to prepare culturally competent social work professionals that are guided by an Afrocentric Perspective and capable of addressing the global challenges of the 21st Century, the Whitney M. Young, Jr., School of Social Work recognizes the need to reposition itself as a regional and national educational resource center, with international acclaim. As such, the School's curriculum and program initiatives address the ongoing complexities of social and economic justice at the regional, national and international levels. The School of Social Work currently serves as a model for collaboration with systems of all sizes. It's educational program and model initiatives address the need to explore the impact of social, economic and racial disparity issues, especially those affecting the health and well-being of African-American children and families, with a special emphasis on the African-American male within the context of family and develop alternative methods to reduce the disparities among these groups.

¹Forrester B. Washington, (1935). "The need and education of Negro social workers." *Journal for Negro Education*. Vol. IV. P.84.

MISSION STATEMENT

The mission of the Whitney M. Young, Jr., School of Social Work is to advance the aims of the profession through education for excellence in social work practice. The School seeks to educate students who demonstrate a heightened sense of social consciousness to be creative, responsible social work professionals committed to the search for solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression in society while preserving the heritage of African-American people. The School is committed to the core values of the profession, including the promotion of social justice; a responsibility to serve oppressed at-risk members of society; a strong commitment to eliminating inequality and oppression based on race, gender, age, class, sexual orientation, and disability; appreciation of individual and cultural diversity; client rights to self-determination; the capacity of clients to grow and change; and the responsible application of professional values and ethics in practice. A liberal arts foundation provides the base upon which the professional self is shaped.

MSW PROGRAM MISSION

The mission of the Master of Social Work Program is to provide a quality graduate education to prepare students to be excellent direct service social work practitioners. The Program prepares students to demonstrate a heightened sense of social consciousness and to become culturally competent social workers capable of addressing and resolving complex social problems and issues affecting diverse groups in a variety of settings. Moreover, the Program's emphasis is to prepare graduates to be creative and responsible social work professionals who, in pursuit of social justice within a global context, demonstrate commitment to the search for solutions to problems affecting the African-American community with a focus on children, families, and males within the context of family and community. The mission is built upon a liberal arts base and an Afrocentric, autonomous social work practice model heavily guided by humanistic values that enable students to engage in competent practice.

THE MSW GRADUATE PROGRAM IN SOCIAL WORK

The School's mission is institutionalized through five program goals, which are as follows:

1. To prepare culturally competent practitioners who understand the dynamics and impact of social and economic injustice and are committed to serve oppressed and at-risk populations, promote social and institutional change that reflects economic and social justice, and promote appreciation for individual and cultural diversity.
2. To prepare graduates who apply an Afrocentric Perspective in practice and are skilled in the use of a variety of technologies, theoretical frame works, and practice models for effective advanced direct social work practice with a range of social systems that interact and collaborate to address complex personal, social, economic and community problems at the local, regional, national, and international levels.

3. To prepare students to critically evaluate and apply research to practice, as well as disseminate research findings that contribute to professional development and enhanced practice with, and on behalf of, diverse populations.
4. To prepare social workers for advanced-level direct practice in the areas of Child and Family, School Social Work and Health and Mental Health to enhance social functioning.
5. To prepare graduate students for employment as competent and effective advanced direct social work practitioners.

PURPOSE OF MASTER OF SOCIAL WORK

The MSW Program seeks to advance the aims of the profession through education for excellence in advanced direct social work practice. The program currently offers three areas of practice: Child and Family, Health/Mental Health and School Social Work. The areas of practice utilize systems and ecological theories, as well as, draw upon other paradigms including developmental and life-stage theories. Three major integrative themes undergird the curriculum: Afrocentric Perspective, Autonomous Social Work Practice Model, and Humanistic Values. The MSW Program is offered in three plans of study:

The Advanced Standing Plan of Study (38 Semester Credit Hours)

The two-year, full-time Plan of Study (59 Semester Credit Hours)

The three-year, part-time Plan of Study (59 Semester Credit Hours)

ADMISSION REQUIREMENTS

Applicants seeking admission to the Advanced Standing Plan of Study must:

- Demonstrate evidence of completion of a bachelor's degree in social work from a school of social work accredited by the Council on Social Work Education (CSWE);
- Have a GPA of 3.0 or better on a 4.0 scale;
- Submit three letters of recommendation;
- Submit an autobiographical statement;
- Submit Graduate Record Examination (GRE) Scores taken within the past five years,
- Submit an application to the University Office of Admissions for enrollment in the beginning cycle of the Advanced Standing Program which starts in June; and
- Pay a nonrefundable application fee.

Applicants for admission to the two-year, full-time Plan of Study or the three-year, part-time plan of study must:

- Demonstrate evidence of completion of a baccalaureate degree from an accredited four-year college or university;

- Have completed a baccalaureate degree that reflects a broad liberal arts base to include eighteen (18) hours in the social, behavioral or psychological sciences; three (3) hours in humanities; three (3) hours in mathematics; and three (3) hours in human biology;
- Have a grade point average of 2.5 on a 4.0 scale based on the official college or university transcript,
- Submit three letters of recommendation,
- Submit an autobiographical statement,
- Submit Graduate Record Examination (GRE) scores taken within the past five years;
- Submit an application to the University Office of Admissions for enrollment in the beginning cycle of the two-year, full-time or three-year part-time plan of study, both of which start in August;
- Pay a nonrefundable application fee.

Although applicants who have liberal arts deficiencies may be considered for provisional admission, students who have not taken required liberal arts prerequisites must register for and complete the required liberal arts course(s) before the end of the first semester of study in the MSW Program. In all cases students must present official transcripts confirming that a liberal arts requirement has been completed.

REQUIRED COURSE OFFERINGS

FOUNDATION CURRICULUM

CSSW 500 A: Autonomous Social Work Practice I. 3 credits

This is the first of two required courses in the Practice content area that provides the foundation for all practice courses in the curriculum for two-year, full-time and three-year, part-time students. Framed in a generalist perspective, the course examines social work practice as both a method and process for intervention with micro systems (individuals, families) and beginning with small groups (mezzo systems). It includes fundamental ethical practice principles and concepts, and values and skills used by social workers. Primary attention is given to the application of practice components with micro systems where the goal is to achieve an optimal level of social functioning within the context of client's problems. Autonomous Social Work Practice – Matrix Roles – Humanistic Values, and the Afrocentric perspective - are linked to the ecological system and strength perspectives.

CSSW 500 B: Autonomous Social Work Practice II. 3 credits

This course is the second required foundation course in the practice content area for full-time, two-year students and part-time, three-year students. The course builds upon CSSW 500 A with a focus on generalist social work practice with groups, while this second practice course expands that content and places emphasis on organizations and communities. This course, like Autonomous Social Work

Practice I, continues the conceptual framework of the ecological systems perspective (the client system in context of reciprocal relationship with their environment), and incorporates the Autonomous Social Work Practice roles, the humanistic value system, and the Afro-Centric perspective. Primary attention is given to assessment and intervention with groups, organizations and communities (mezzo and macro systems).

CSSW 501 A: Concurrent Field Practicum I. 3 credits

Field Practicum I provides students with a supervised field experience in an agency setting using generalist social work skills appropriate at the graduate level. Students apply foundation knowledge, skills, values and ethics to practice. The practicum focuses on skill development, the nature of social systems, and the integration of social work theory and practice. Students are in the field for two days per week for twelve weeks during the semester.

CSSW 501 B: Concurrent Field Practicum II. 3 credits

Concurrent Field Practicum II is a continuation of CSSW 501 – Concurrent Practicum I. The practicum experience focuses on skill development, application of ethics to practice and the integration and application of social work theory and practice. Students are in the field for two (2) days a week for fourteen weeks during the semester.

CSSW 585: Research Methods I. 3 credits

This foundation course provides instruction in the basic logic, process, concepts and methods of applied social work research. Designed as a foundation course on research methods, methodologies and designs such as interviews, focus groups, case studies, surveys, secondary data, record review, observations, and case file audits are applied to the investigation of social work issues at the individual and program level. The course is intended to foster an appreciation of evaluating practice and accountability.

CSSW 586: Research Methods II. 3 credits

The purpose of this course is to provide instructions in the computation, interpretation, and application of statistical procedures that can be used in social work research and in social work practice. It is designed to provide basic statistical skills that will enable the student to more systematically implement and evaluate social work practice intervention. Training in the SPSS for windows computer software package, along with its aid in helping to compute and interpret statistical analysis, is also provided.

CSSW 600 A: Human Behavior and the Social Environment I. 3credits

This foundation course introduces students to the ecological social systems perspective for understanding human development in contemporary contexts. The course examines a range of theoretical frameworks that address individual development within the family and the interaction of human behavior within groups over the lifespan. Special attention is given to growth and development

from conception to adolescence. Also, the impact of oppression, poverty, racism, and inequities is addressed. The course is designed to help students understand how these forces have been institutionalized in our society and how they shape the behaviors and development of children and adolescents. The Afrocentric perspective and humanistic paradigm will be the lens through which these issues will be addressed.

CSSW 600 B: Human Behavior and the Social Environment II. 3 credits

This foundation course continues to expand understanding of individual growth and development over the life cycle begun in CSW 600A. It focuses on young and middle-adulthood, families, later adulthood, aging and death. In addition, this foundation course addresses how groups, communities, organizations, poverty, oppression, discrimination and racism affect development across the lifespan.

CSSW 700: Social Welfare Policy and Services. 3 credits

This foundation course is designed to assist students in acquiring knowledge of the history of America's response to the needs of the poor and oppressed, including legislative policies, and the development and role of the social work profession. Special attention is focused on general social problems, children, family and health issues, service program structures, and beginning skills for analyzing social welfare issues.

CSSW 709: Differential Policy Analysis. 3 credits

This foundation course builds on CSSW 700 and is designed to assist students in developing conceptual, analytical, and political skills necessary to improve existing social policies, defeat policy initiatives incongruent with social work values, or establish new policies. Each student selects a social welfare policy or policy issue at the local, state, or federal level for analysis and advocacy action.

ADVANCED CURRICULUM

CSSW 502A: Concurrent Field Practicum III. 3 credits

This practicum provides students with advanced direct practice experience to sharpen the translation of theoretical constructs that undergird the students' practice focus. Critical knowledge regarding skills, values and ethics is reinforced, through the application of advanced multilevel field activities.

CSSW 502B: Concurrent Field Practicum IV. 3 credits

Field Practicum IV is a continuation of CSSW 502A. Field Practicum IV provides advanced direct practice experience that undergirds the student's field of practice.

CSSW 503: Advanced Direct Social Work Practice. 3 credits

This course is for students who have completed the foundation courses. Building upon 500-level Autonomous Social Work Practice courses, it extends the matrix roles and subsequent skills learned in autonomous practice to more complex individualized practice with client systems considering the multiple variables that affect their lives. Attention is given to the bio-psychosocial integrity of the client

and to ethical issues. The Afrocentric perspective and humanistic values are utilized as screens. Exploration is offered with families and children, health, mental health, and school settings. This course lays the groundwork for the variety of possibilities for advanced direct practice.

CSSW 504A: Advanced Direct Social Work Practice:

Focus on Child & Family.

3 credits

This advanced direct practice focus course builds on the knowledge, skills and values learned in foundation social work practice courses. It is designed to provide depth, specificity and advanced skills in assessment and intervention with children and families within the context of the multilevel systems. Emphasis is placed upon the utilization of children and families' strengths in dealing with multiple contextual challenges to their well-being. Policies that govern the practice of social work with children and families are highlighted and critiqued. Various experiential exercises and tasks are used to increase skills in communication, information gathering, assessment, intervention, advocacy and prevention with and on behalf of children and families at risk because of but not limited to, poverty, discrimination, disability and abuse.

CSSW 504B: Advanced Direct Social Work Practice:

Focus on Health/Mental Health.

3 credits

This advanced direct practice focus course provides depth, specificity and knowledge about advanced skills in assessment and intervention. Attention is given to client systems that experience or are at-risk of experiencing problems in social functioning due to their health and mental health. The course focuses on knowledge, values, skills and strengths for effective practice to enhance clients' developmental capacities, problem-solving and coping skills. An Afrocentric perspective is used to critique best practices for social work treatment. Humane and effective operations of service delivery systems are also addressed in this course.

CSSW 504C: Advanced Direct Social Work Practice:

Focus on School Social Work.

3 credits

This is an advanced direct practice course focusing on schools. This course engages second-year MSW students in expanded and in-depth examination of theoretical models, skills, values and ethics, and approaches to evaluation of social work practice in schools and other educational settings.

CSSW 598: Thesis/Conceptual Paper or

CSSW598A Practice-Based Research.

2 credits

A thesis/conceptual paper/practice-based research is a formal, rigorous process in partial fulfillment of the requirements for the MSW degree. All students in the MSW Program must complete either a thesis, conceptual paper or participate in a practice-based research design. This (2) semester credit hour course covers two semesters (two-semester credit hours per semester), and is designed to provide MSW students with the necessary supervision and advisement to successfully

complete the thesis, conceptual paper or practice-based research process. The final product requires compliance with all University and school academic policies, and adherence to social science research protocol. The final research product must show implications of the research for social work practice.

CSSW 611: Psychopathology. 3 credits

This advanced course is designed to help students better understand the theories of personality. It is also designed to assist students in understanding mental disorders as defined by the current Diagnostic and Statistical Manual. The Diagnostic and Statistical Manual's multiaxial evaluation system is used to help students integrate and apply knowledge and skills in advanced direct practice. A broad spectrum of developmental theories is drawn upon to further promote students' understanding of assessment and treatment interventions.

CSSW 801: Integrative Seminar. 1 credit hour

This advanced direct practice social work seminar is designed to integrate and synthesize the total experience for students enrolled in either the two-year, full-time, three-year, part-time, or advanced-standing plan of study. This course enables the student to synthesize, refine and demonstrate comprehensive understanding of the MSW program goals, and objectives, humanistic values, Afrocentric perspective, autonomous social work practice roles, strengths and ecological perspectives. Students will utilize their total social work experience as they draw upon knowledge and skills gained in the classroom and field practicum experiences.

ADVANCED STANDING CURRICULUM (Summer)

CSSW 589: Research with an Emphasis on Application. 3 credits (Advanced Standing Students)

This course provides instruction in evidence-based practice as it relates to social work practice, theory, policy and research. Evidence-Based Practice (EBP) in Social Work is the planned use of empirically supported assessments and intervention methods combined with the judicious use of monitoring and evaluation strategies for the purpose of improving the psychological well-being of clients. EBP is expected to be goal directed and in the client's best interest in order to meet diverse population needs. In simple terms, EBP is intervention based on the best available science (McNeece & Thyer, 2004). This course aims to assist the student with integrating research with the best intervention practices. The course is intended to foster an appreciation of evidence based practice in social work settings.

CSSW 610: Integrating Practice and Human Development with an Emphasis on Ethics. 3 credits

This course is intended as a bridge course to integrate advanced social work practice skills and human development across the life span with an emphasis on ethics. Students will apply the principles of ethical decision-making and various value system approaches to the formulation of ethical issues explored in the

context of biological, psychological and social substrates of normal and pathological behavior. Small group sessions held throughout the course emphasize learning objectives through case discussions and critiques.

CSSW 710: Social Welfare Policy with an Emphasis on Georgia Policies. 3 credits

This course is designed to enable students to become more knowledgeable about various state-level social welfare policies and programs and their implications for diverse and at-risk populations.

ELECTIVES

CSSW506: Program and Organizational Development for Direct Social Work Practice. 3 credits

This course provides students with advanced knowledge and understanding of organizational needs and identifies strategies and models for achieving these needs. Selected organizational development models are examined to determine their applicability to social service agencies.

CSSW 508: Brief Interventive Methods. 3 credits

This advanced direct practice course examines the theory and practice of brief interventive methods, including crisis intervention. It focuses on differential use of these approaches in social work practice. The features of treatment designs and processes that are critical to effective time-limited practice are considered, with emphasis on the characteristics of brief interventive methods with individuals, families and small groups. Particular attention is given to assessment and intervention in Planned Short-Term Treatment.

CSSW 510: Aids: Psychosocial Issues and Intervention. 3 credits

This advanced course provides critical information on direct practice, prevention, education, intervention methods and models of care for working with people with HIV/AIDS. Also, the course focuses on high-risk behavior for contracting HIV/AIDS. Prejudices, legal, spiritual, ethical, and other issues which confront social workers in direct practice with AIDS persons are addressed.

CSSW 511: Intervention Strategies with Children and Adolescents. 3 credits

This course provides advanced knowledge and specialized skills for direct practice with children and adolescents who experience developmental issues and a range of psychosocial problems and social injustices. It examines practice issues relevant to culturally diverse children and adolescents, especially African-American and Latino children and adolescents. This advanced direct practice course emphasizes resiliency and "strengths" for assessments and interventions in various treatment settings: schools, child welfare agencies, and juvenile justice systems.

CSSW 512: Intervention Strategies with Adults and the Aged. 3 credits

This advanced course is designed for skill development and effective application in problem resolution with adults in their life tasks, and with older individuals and groups in the processes of aging. Emphasis is placed on intervention with primary care givers, health care and other providers, and the elderly. Emphasis is also placed on intergenerational concepts and differential approaches with the frail, disabled, and chronically ill in the context of their ethnic cultural milieu and the wider society.

CSSW 513: Child Abuse and Neglect. 3 credits

This advanced direct practice course provides a historical overview of value perspectives of children—particularly African-Americans—and corresponding injustices, violence in relation to child maltreatment—views of diverse cultural and ethnic groups regarding child abuse and neglect, rights of children and parents. Core objectives of the course are to: 1) explore research findings on the prevalence of factors that contribute to child abuse and neglect; 2) understand knowledge about the types and causes of child abuse; 3) develop knowledge of and skills in investigation, assessment, case management, treatment approaches, prevention, and methods of evaluation of micro and macro systems.

CSSW 514: Group Processes in Social Work Practice and Administration. 3 credits

The primary focus of this advanced direct practice course is on theoretical knowledge and skill development for practice with task and treatment groups in child welfare, health/mental health, and school social work settings. The course builds on and integrates first-semester content, humanistic values, autonomous social work practice, and the Afrocentric paradigm with strategies for assessing individuals and groups. Thus, the course equips students with advanced knowledge and skills to practice group work with diverse populations and with competence in and sensitivity to race, ethnicity, community, culture, gender, and sexual orientation.

CSSW 517: Community Based Health Care. 3 credits

This advanced direct practice course provides students with the opportunity to analyze health problems in a given community. Emphasis is placed on access and barriers to health services; the roles and functions of multidisciplinary health-teams; community needs assessment and interventions; and policy advocacy for change. Students learn methods of assessing community health issues, data analysis skills, resource identification, and health policy proposal and testimony skills for presentation to legislators on behalf of the community.

CSSW 518: Community Health Promotion and Disease Prevention. 3 credits

This advanced direct practice course provides the opportunity for social work students to learn how to promote a community-based health care and prevention program. The course also provides instruction in how to identify, analyze and eliminate barriers to community health services within communities.

CSSW 520: Family Therapy. 3 credits

This is an advanced direct practice social work course designed to increase students' knowledge and skills for intervening with families. The course engages students in: 1) exploring the development of family therapy and the dimensions of family treatment in social work practice; 2) building on conceptual, analytical, and practice skills necessary for thorough use of family therapy models; 3) developing skills to assess family intervention and 4) identifying major research findings and issues in family therapy.

CSSW 521: Supervision and Consultation in Clinical Practice. 3 credits

This course provides concepts and principles of supervision and consultation. Attention is given to emerging trends and practices in supervision, staff development, personnel utilization and assessment. The course explores the history, rolls, techniques and practices involved in the supervisory process. The course is designed for the experienced student who desires and expects to become an agency supervisor within the next three years, and to assist practicing supervisors in developing additional competencies. Attention is given to issues of direct practice supervision and licensure.

CSSW 522: Public Health Social Work Practice. 3 credits

This course prepares social work students for advanced practice in the area of public health with a focus on disease prevention. Students are introduced to the historical development of public health practice, current public health issues, policies and procedures, research, assessment, and intervention strategies. Professional values and ethics are promoted as a foundation for helping students accept the differences in health behaviors related to ethnicity, gender, race, culture, socioeconomic status, at-risk status, and sexual orientation. Students are exposed to content on humanistic values, Afrocentric perspective and autonomous direct practice social work matrix roles as they relate to public health in social work.

CSSW 603: African-American Families. 3 credits

This advanced course examines historical and contemporary forces impinging upon African-American families and the resultant survival strategies of these families. The Afrocentric perspective is used in discussing African-American families. An ecological/social system, "strengths" approach to the study of African-American families represents the perspective for viewing social problems, particularly those of a physical and emotional nature.

CSSW 606: Alcoholism and Drug Dependency. 3 credits

This advanced course examines major issues in alcohol and drug dependency. Attention is given to the social, psychological, economic consequences for families where there is alcohol and drug dependency. Prevention and strategies for intervening with individuals and families from a range of ethnic and sociocultural backgrounds are explored for their usefulness. Finally, the roles of social workers in the field of alcohol and substance abuse are considered.

CSSW 609: Emotional Disorder of Children and Adolescents.**3 credits**

This is an advanced course designed to explore a range of factors, situations, and experiences that contribute to the development and progression of emotional disorders in children and adolescents.

CSSW 706: Law and Social Work.**3 credits**

This course is designed to provide students with an advanced overview and analysis of social work as it interfaces with the law. The course will address various types of law—statutory, constitutional, regulatory, and common law as it relates to systems functioning. It is not designed to turn professional social workers into lawyers, but rather to make encounters with lawyers and the legal system less mysterious and more beneficial to the client population. At the conclusion of this course, the student is able to recognize how federal and state court systems operate, attain a level of confidence with respect to court testimony, understand the value of effective social work advocacy, develop cognizance of professional licensing and practice issues, and use basic legal terms and legal library resources for systems change.

CSSW 800: Independent Study.

This is independent advanced study course that is arranged between an individual faculty member and a student on a specific topic of interest to the student that meets academic and professional requirements of the MSW Program. Students must have at least a 3.8 GPA to qualify for this course. Permission of both the Director of the MSW Program and the Dean is required.

RECOMMENDED MSW PROGRESSIONS**The Progressions in the MSW Program of Study are as follows:****YEAR-ONE FOUNDATION YEAR****ADVANCED STANDING (Summer)**

CSSW	589	Research with an Emphasis on Application	3
CSSW	610	Integrating Practice and Human with an Emphasis on Ethics	3
CSSW	710	Social Welfare Policy with an Emphasis on Georgia Policies	3
Total Hours			9

TWO-YEAR FULL-TIME FOUNDATION**First Year****First Semester (Fall)**

CSSW	500A	Autonomous Social Work Practice I	3
CSSW	501A	Concurrent Field Practicum I	3
CSSW	585	Research Methods I	3
CSSW	600A	Human Behavior & the Social Environment I	3
CSSW	700	Social Welfare Policy and Services	3
Total Hours			15

Second Semester (Spring)

CSSW	500B	Autonomous Social Work Practice II	3
CSSW	501B	Concurrent Field Practicum II	3
CSSW	586	Research Methods II	3
CSSW	600B	Human Behavior and the Social Environment II	3
CSSW	709	Differential Policy Analysis	3
Total Hours			15

THREE-YEAR PART-TIME FOUNDATION**First Semester (Fall)**

CSSW	585	Research Methods I	3
CSSW	700	Social Welfare Policy & Services	3
Total Hours			6

Second Semester (Spring)

CSSW	586	Research Methods II	3
CSSW	709	Differential Policy Analysis	3
Total Hours			6

Second Year

First Semester (Fall)

CSSW 500A	Autonomous Social Work Practice I	3
CSSW 501A	Concurrent Field Practicum I	3
CSSW 600A	Human Behavior & the Social Environment I	3
Total Hours		9

Second Semester (Spring)

CSSW 500B	Autonomous Social Work Practice II	3
CSSW 501B	Concurrent Field Practicum II	3
CSSW 600B	Human Behavior & the Social Environment II	3
Total Hours		9

Advanced Direct Practice Concentration

First Semester (Fall)

CSSW 502A	Field Practicum III	3
CSSW 503	Advanced Direct Social Work Practice	3
CSSW 598	Thesis, Conceptual Paper, OR Practice-Based Research	2
CSSW 611	Psychopathology	3
Elective		3
Elective		3
Total Hours		14/17

Second Semester (Spring)

CSSW 502 B	Concurrent Field Practicum IV	3
CSSW 504 A	Advanced Direct Social Work Practice: Focus on Child & Family OR	3
CSSW 504 B	Advanced Direct Social Work Practice: Focus on Health/Mental Health OR	3
CSSW 504 C	Advanced Direct Social Work Practice: Focus on School Social Work	3
CSSW 598	Thesis, Conceptual Paper, OR Practice-Based Research	2
CSSW 801	Integrative Seminar	1
Elective		3
Elective		3
Total Hours		12/15

ELECTIVES

CSSW 506	Program and Organizational Development for Direct Social Work Practice
CSSW 508	Brief Interventive Methods
CSSW 510	AIDS: Psychosocial Issues and Intervention
CSSW 511	Intervention Strategies with Children and Adolescents ¹
CSSW 512	Intervention Strategies with Adult and the Aged
CSSW 513	Child Abuse and Neglect
CSSW 514	Group Processes in Social Work Practice and Administration
CSSW 517	Community-Based Health Care
CSSW 518	Community Health Promotion and Disease Prevention
CSSW 520	Family Therapy
CSSW 521	Supervisor and Consultation in Clinical Practice
CSSW 522	Public Health Social Work Practice
CSSW 506	Program and Organizational Development for Clinical Practice
CSSW 603	African-American Families
CSSW 606	Alcoholism and Drug Dependency
CSSW 609	Emotional Disorders of Children and Adolescents
CSSW 706	Law and Social Work
CSSW 800	Independent Study

Financial Aid

The School awards a limited number of partial-tuition scholarships based on scholastic achievement and financial need. In addition, there may be special projects that provide a few grants and or traineeships on a competitive basis. To receive federal, state or institutional financial aid at CAU a student must complete a Free Application for Federal Student Aid (FAFSA). The Federal School Code is 001559. One can apply for a federal loan through the internet. The internet address is: www.FAFSA.ed.gov. The deadline for submission of the Financial Aid Application is April 1. Information about financial aid can be obtained by contacting:

Clark Atlanta University

Office of Student Financial Aid
223 James P. Brawley Dr., S.W.
Atlanta, Georgia 30314
Telephone: (404) 880-8992
Fax: (404) 880-8070

WHITNEY M. YOUNG, JR. SCHOOL OF SOCIAL WORK

MISSION STATEMENT

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

Both the School of Social Work and the University are dedicated to preserving and disseminating the heritage of people of African descent. Their growth and survival, as well as their contributions to others is predicated upon self-knowledge and self-respect, both of which are rooted in their historical experience.

The mission of the Whitney M. Young, Jr. School of Social Work is to develop individuals with a heightened sense of social consciousness who desire to work with individuals, groups, organizations and communities of color, regionally, nationally and internationally. Ultimately, the goal is to enrich and diversify the profession and those that it serves worldwide. To enrich and diversify the profession and those that it serves worldwide (recruit and develop, using the tenets of social work education, the talents and resources of individuals with a heightened sense of social consciousness, desiring to work with individuals, groups, organizations and communities of color, regionally, nationally and internationally to enrich and diversify the profession and those that it serves worldwide).

To achieve its mission the School seeks to reposition itself as a national and regional educational resource, with international influence, that serves as a magnet for collaboration and advancement of social work education and model development addressing social, economic, justice equity and racial disparity issues, especially those affecting African American Children and Families, with a special emphasis on the African American Male within the context of family.

The School's mission becomes operational through the following goals:

1. To educate a diverse student population committed to the search for solutions to problems of poverty, social and economic injustice, sexism, racism, and other forms of oppression while preserving the heritage of African American people

2. To ensure through all teaching and practicum experiences the core values and ethics of the profession, including the promotion of social justice, a responsibility to serve the oppressed and at-risk members of society. Further, to develop a strong commitment to fight inequality and oppression based on race, gender, age, class, sexual orientation, and disability rooted in ones' capacity to grow and change.
3. To enhance the role of research with an improved research infrastructure that acknowledges the contributions to mankind that could be made by increasing the number of graduates of color, who obtain doctoral degrees
4. To develop seamless partnerships with governmental agencies at all levels and the corporate community, both profit and non-profit, for the purpose of creating long-term sustainable funding opportunities for the School
5. To develop and implement more comprehensive public service programs, including opportunities for students to participate in local, regional, national, and international internships and work experiences
6. To enhance and provide services to meet the social service needs of the community by maintaining ongoing linkages with other local, regional, national and international organizations, institutions, and governmental entities.

The School implements its educational mission through its baccalaureate, master's and doctoral degree programs. The School maintains relationships of mutual respect with alumni, affiliated agencies, organizations and institutions, as well as local, state and national governmental entities and professional human and civil rights organizations.

Whitney M. Young, Jr. School of Social Work

Ph.D. Program Objectives

1. Demonstrate advanced knowledge of social work policy, planning, program administration, and evaluation at all levels of government and social service organization.
2. Demonstrate the critical application of the Afrocentric Perspective in social work education and practice.
3. Demonstrate the ability to create and implement social service programs for oppressed populations.
4. Demonstrate the ability to conduct and disseminate research from an Afrocentric Perspective.
5. Demonstrate a beginning level of proficiency as an instructor to educate multiple stakeholders in deconstructing and constructing culturally relevant methodologies, practices and theory development.
6. Demonstrate the ability to administer policies and practices at the local, national and international level.
7. Demonstrate life long professional growth through continuous research, education and policy development.
8. Be an author or co-author of at least two publishable-quality manuscripts dealing with research or innovative concepts in social work administration prior to graduation.

Admission Requirements

The Doctoral Program invites applications from experienced social workers who hold the Master of Social Work Degree and show evidence of outstanding professional competence, academic excellence, capacity to conceptualize and clearly articulate ideas and career interests in advanced social work practice, education, and research. Upon completion of the MSW program students must acquire two years of postmaster's professional social work experience to meet the eligibility criteria for making application for admission to the Ph.D. program.

Application Requirements and Deadline

All applicants must submit an application to the University Office of Admissions for enrollment in the beginning cycle of the Doctoral Program which begins in August. The following materials are to be submitted to the University's Office of Graduate Admissions:

1. Official transcripts from all colleges and universities attended;
2. Graduate Record Examination (GRE) scores taken within the last five years;
3. Three letters of reference, including one from a person in a position to judge the applicant's potential to conduct research at the doctoral level;

4. A written declaration of intent that should address the following:
 - a. Describe your professional social work experiences and explain how these experiences have shaped your interest in doctoral social work education.
 - b. Discuss specific area(s) in which you desire to strengthen your skills and knowledge and/or develop new skills, knowledge and competencies.
 - c. Indicate the career goals you envision upon completion of the Ph.D. degree program.
 - d. State your reasons for applying to Clark Atlanta University Whitney M. Young, Jr., School of Social Work as the institution to pursue your doctoral education.

Degree Requirements

1. Completion of a minimum of sixty-nine (69) semester credit hours which includes the core curriculum courses, cognate courses, required elective courses, and a dissertation.
2. Cumulative grade point average of 3.0 or above;
3. Demonstration of competency in computer technology; and
4. Reading competency in one foreign language i.e. Spanish, French etc.

REQUIRED COURSES

The doctoral curriculum includes three years of courses, comprehensive examinations and the dissertation. Core courses during the first year and second years include social work administration theory, organizational development, policy, research methods, and statistics. All students are also required to complete at least fifteen semester hours of cognate course content taken in other disciplines.

Cognate Coursework:

In addition to the core social work courses, all students are required to complete 15 credit hours at the graduate level in a non-social work discipline. These are called cognate classes. The function of cognate classes is to ensure that the student is exposed to some level of interdisciplinary training on substantive topics related to the student's field of interests. Cognate classes may be taken from a single discipline, or from several fields. Cognates are chosen under the advisement of the Major Professor and with the approval of the student's doctoral advisory committee (DAC). This process occurs within the context of doctoral committee formation.

Summary of course credit hours:

Core Social Work Courses	= 33
Cognates	= 15
Electives (including 1 Foreign Language course)	= 09
Doctoral Research	= 12
Total Credit Hours*	= 69

Note: Students may take additional courses that cause them to exceed the required credit hours for the degree

* Other courses are available through the ARCHE program, which facilitates registration across Universities and Colleges within the state of Georgia.

Core Social Work Courses

CSSW 900: Historical Analysis of Social Welfare and Professional Social Welfare Practice. **3 credits**
(graded A/F). This course examines the growth of social welfare and social work as social institutions in American society.

CSSW 901: Social Welfare and Professional Social Work Policy Planning and Development. **3 credits**
(graded A/F) This course creates awareness of sequential policy development on several levels, as well as fosters understanding of administration procedures, techniques and interventions that may be employed in the implementation of policies and programs.

CSSW 910: Research Methodology. **3 credits**
(graded A/F) This course provides an in-depth understanding of descriptive and inferential statistics that enable students to master the procedures of statistical analysis as used in the field of social work.

CSSW 911: Descriptive and Inferential Statistics. **3 credits**
(graded A/F) This course provides a dual focus. The major focus is on application of advanced research methods for the evaluation of human service programs. The secondary focus is on the use of multivariate statistics and microcomputers in evaluation and planning.

CSSW 912: Evaluative Research and Multivariate Statistics.**3 credits**

(graded A/F) This course covers aspects of research methodology for social work planning and administration including; problem formulation, conceptual and operational definitions of variables, theory and literature selection, design, data analysis and data presentation; emphasis is placed on experimental and quasi-experimental designs and research for administration and computer applications in the analysis and presentation of data.

CSSW 913: Doctoral Seminar I.**3 credits**

(graded A/F) This course analyzes current issues in the field of social work administration, planning and research. A framework for analyzing new developments, trends and projections in the field is provided through the use of selected topics.

CSSW 914: Doctoral Seminar II.**3 credits**

(graded A/F) This course is open to students who have completed core requirements and have selected a defined area for dissertation research. The course is a continuation of CSSW 913 and promotes the development of individual research projects using critical feedback from students and faculty.

CSSW 920: Organizational Development.**3 credits**

(graded A/F) This course prepares students to understand and work effectively in existing and newly designed organizations. Students examine competing organizational designs and new and traditional organizational forms and structures. Recognizing that organizations are organic, living systems, the roles, competencies and interpersonal skills required of managers and leaders who seek to develop more effective and efficient human service organizations are explored in-depth.

CSSW 921: Planned Change in Complex Organizations.**3 credits**

(graded A/F) This course examines the language of complex organizations, organizational theory, empirical literature, and the implications for social change and social policy regarding complex organizations in the area of human service delivery with special attention to organizations serving persons of color.

CSSW 930: Critique and Analysis of Managerial Theories.**3 credits**

(graded A/F) This course provides a critique and analysis of various administrative and managerial theories, principles and concepts. It establishes a framework for assessing the potential applicability of selected managerial theories in human service agencies.

CSSW 931: Administration in Human Service Organizations.

3 credits

(graded A/F) This course builds on CSSW 930 and is designed to help students strengthen their managerial skills and acquire new skills that will enable them to function more competently as managers, and administrators of human service organizations.

CSSW 995: Doctoral Dissertation.

3 credits

(required, 3-6 – repeatable for a maximum of 42 credits – graded A/F) Dissertation writing under the direction of the major professor, including presentation of the Prospectus.

**Ph.D. SOCIAL WORK PROGRAM
PLAN OF STUDY**

YEAR 1	
Semester 1 – Fall (2005-2006)	Semester 2 – Spring (2005 -2006)
CSSW 900 (3): Historical Analysis of Social Welfare and Professional Social Work	CSSW 901 (3): Social Welfare and Professional Social Work Policy Planning and Development
CSSW 912 (3): Research Methods	CSSW 910 (3): Descriptive and Inferential Statistics
CSSW 913 (3): Doctoral Seminar I	CSSW 914 (3): Doctoral Seminar II
YEAR 2	
Semester 1 – Fall (2006-2007)	Semester 2 – Spring (2006 -2007)
CSSW 920 (3): Organizational Development	CSSW 921 (3): Planned Change in Complex Organizations
CSSW 930 (3): Critical Analysis of Administrative Theories	CSSW 931 (3): Administration in Human Service Organizations
CSSW 911 (3): Evaluative Research and Multivariate Statistics	Cognate #2 (3 credits)
Cognate #1 (3 credits)	Cognate #3 (3 credits)
	Foreign Language – Graduate level (3) *Recommended for Summer
YEAR 3	
Semester 1 – Fall (2007-2008)	Semester 2 – Spring (2007 -2008)
Cognate #4 (3 credits)	CSSW 995 (3): Dissertation Research (Qualifying Examination & Oral Defense)
Cognate #5 (3 credits)	
Elective #1 (3 credits)	
Elective #2 (3 credits)	
YEAR 4	
Semester 1 – Fall (2008-2009)	Semester 2 – Spring (2008 -2009)
CSSW 995 (3): Dissertation Research (Prospectus/ Proposal & Oral Defense)	CSSW 995 (3): Dissertation Research (Dissertation & Oral Defense)

Note: Students must be enrolled in the Whitney M. Young, Jr. School of Social Work at all times (Fall and Spring semesters). Any lapse in enrollment will require the student to re-apply to the program.

Schools of Cognate Study

School of Business Administration
Business Administration

School of Education
Educational Leadership
Counseling and Psychological Services

School of Arts and Sciences
Computer Science
Criminal Justice
Public Administration
Political Science

Morehouse School of Medicine
Public Health

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