
COLLEGE OF EDUCATION

The College of Education offers teacher education programs that lead to certification as well as non-certification programs in graduate study. Offerings reflect a flexible program of current curricula, educational plans, and requirements, which may be altered as warranted by changes in the professions and accrediting agencies. As regulating agencies (e.g., Alabama State Department of Education, NCATE, CACREP, and CORE)

modify standards and expectations, programs may be modified during a candidate's period of study. At such time, candidates may be subject to revised program or certification requirements. The purpose of all College of Education graduate programs is to develop innovative, informed, reflective decision makers.

Professional Educator Certification Programs (Traditional and Alternative A)								
Master of Science	Dothan		Montgomery		Phenix City		Troy	
	Trad	Alt A	Trad	Alt A	Trad	Alt A	Trad	Alt A
Early Childhood Education (P-3)	X	X						
Elementary Education (K-6)	X	X	X		X	X	X	X
Collaborative Teacher (K-6)	X						X	
Secondary Education (6-12)								
Biology	X	X					X	X
History	X	X					X	X
English/Language Arts	X	X					X	X
General Science	X	X					X	X
Mathematics	X	X					X	X
Social Science	X	X					X	X
Interdisciplinary Education (P-12)								
Art							X	X
Gifted Education	X							
Music Instrumental							X	X
Music Choral							X	X
Physical Education							X	X
Reading Specialist							X	
Instructional Support Programs (P-12)								
Educational Administration	X				X			
School Counseling	X		X		X		X	
School Psychometry	X		X					
Education Specialist								
Early Childhood Education (P-3)	X							
Elementary Education (K-6)	X				X			
Instructional Support Programs (P-12)								
Educational Administration	X				X			
School Counseling	X		X		X			
School Psychology	X							

Adult Education, Counseling and Psychology, and Post Secondary Education Programs								
Master of Science, cont.	Dothan	Mont- gomery	Phenix City	Troy	Atlantic	Florida Western	South- east	Distance Learning
Adult Education		X						
Counseling and Psychology								
Clinical Mental Health			X			X		
Community Counseling	X	X	X	X			X	
Corrections Counseling	X							
Rehabilitation Counseling	X	X	X	X				
Social Services Counseling		X				X		
Substance Abuse	X	X						
Post Secondary Education								
Adult Education					X			X
Biology	X							
Criminal Justice				X	X		X	
English	X	X		X			X	
Foundations of Education					X	X	X	X
General Science	X			X				
Higher Education Admin.							X	
History	X	X		X			X	
Instructional Technology					X		X	X
Mathematics	X	X		X				
Physical Fitness							X	
Political Science		X						
Psychology		X				X	X	
Public Administration				X	X	X		
Social Science	X						X	
TESOL				X				
Education Specialist								
Community Counseling		X						

ACCREDITATION

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The Master of Science degree programs in Community Counseling, Clinical Mental Health Counseling, and School Counseling offered at the Phenix City campus are accredited by CACREP.

The Master of Science degree programs in Community Counseling and School Counseling offered at the Troy campus are accredited by CACREP.

Council on Rehabilitation Education (CORE)

The Master of Science degree program in Rehabilitation Counseling offered at the Troy campus is accredited by CORE.

National Council for Accreditation of Teacher Education (NCATE)

The Teacher Education Unit at the Troy, Dothan, and Phenix City campuses is accredited by the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Ave., NW, Suite 500, Washington, DC 20036; phone (202) 466-7496. This accreditation covers initial teacher preparation and advanced education preparation programs. NCATE is rec-

ognized by the US Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other professional school personnel.

TEACHER CERTIFICATION

All teacher education certification programs are approved by the Alabama State Department of Education. Students seeking teacher certification should refer to the specific program for eligibility and program completion requirements. Only those students who are properly admitted to an approved teacher certification program and complete all current requirements will be recommended for certification.

PURPOSE OF ALL CERTIFICATION PROGRAMS

The purpose of all certification programs in the College of Education is to develop practicing master teachers, instructional support personnel, and education specialists who more effectively serve students in P-12 settings. As master teachers, instructional support personnel, and education specialists, they participate as leaders in their schools and contribute to their profession.

Certification Programs Approved by the Alabama State Department of Education						
	Semester Hours		Sites Offering Programs			
	Traditional	Alternative	Dothan	Mont-gomery	Phenix City	Troy
Masters Certification Programs						
Early Childhood Education (P-3)	36	45	X			
Elementary Education (K-6)	36	45*	X	X	X	X
Collaborative Teacher (K-6)	36	---	X			X
Secondary Education (6-12)						
Biology	36	45	X			X
History	36	45	X			X
English/Language Arts	36	45	X			X
General Science	36	45	X			X
Mathematics	36	45	X			X
Social Science	36	45	X			X
Interdisciplinary Education (P-12)						
Art	36	45				X
Gifted Education	36	---	X			
Music Instrumental	36	45				X
Music/Choral	36	45				X
Physical Education	36	45				X
Reading Specialist	36	---				X
Instructional Support Programs (P-12)						
Educational Administration	36	---	X		X	
School Counseling	48	---	X	X	X	X
School Psychometry	36	---	X	X		
Education Specialist Certification Programs						
			Dothan	Mont-Gomery	Phenix City	Troy
Early Childhood Education (P-3)	36-39	---	X			
Elementary Education (K-6)	36	---	X		X	
Instructional Support Programs (P-12)						
Educational Administration	36	---	X		X	
School Counseling	36	---	X	X	X	
School Psychology	33-36	---	X			

*The Phenix City and Troy campuses offer the Alternative Experience Route Program in Elementary Education. See special admission requirements for eligibility.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See the Transfer Credit section for additional information.

CERTIFICATION IN ALABAMA

Candidates completing an approved teacher certification program are eligible to apply for the Alabama Class A professional certificate, provided they meet the following:

- a grade point average of 3.0 on all graduate coursework attempted.
- a grade of "C" or better in all coursework which applies to certification.
- a grade of "B" or better in the research requirements for the program.
- Any "D" earned in a teaching field course must be successfully repeated with a grade of "C" or better.
- Successful completion of the Praxis II examination in all areas of initial certification.

Any candidate who applies for a professional certificate is subject to all regulations set forth by the Alabama State Department of Education. These regulations may include a comprehensive background check, verification of appropriate experience, and prior certification specific to the certification sought. Additional requirements (e.g., standardized examinations to demonstrate content mastery) may be added as the Alabama State Board of Education and other accrediting agencies modify regulations. Candidates should consult their education adviser for details.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

CERTIFICATION IN OTHER STATES

Other states may grant professional certification to candidates completing the Troy University teacher education program. Some states may have additional requirements. Candidates seeking certification in other states should contact the appropriate State Department of Education.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

ADMISSION REQUIREMENTS FOR COLLEGE OF EDUCATION

Unconditional admission to the Graduate School does not constitute unconditional admission to specific programs in the College of Education. Students seeking advanced degrees in the College of Education should refer to the admission requirements specific to the degree program.

TRANSFER CREDIT

A maximum of four courses (12 semester hours) taken at another regionally accredited institution each with a grade of "B" or better within eight years of graduation may be considered for application toward the degree. These courses must be comparable in catalog description to Troy University courses in the specific degree program and must be approved by the appropriate department chair and dean. If the Troy program holds specialized accreditation, all courses taken at other sites/institutions will be reviewed to ensure that they are eligible for credit under specialized accreditation requirements.

REQUIREMENTS FOR ADMISSION TO CANDIDACY

Students should refer to the appropriate candidacy form for detailed information regarding program requirements.

1. Students must have a 3.0 GPA on all work completed to be admitted to candidacy.
2. Unconditionally admitted graduate students may apply for candidacy after completing six semester graduate hours and requirements as outlined for the specific degree program.
3. Conditionally admitted graduate students having attained unconditional graduate status may apply for candidacy after completing nine semester graduate hours required for the specific degree program.

DEGREE REQUIREMENTS

Successful completion of the courses listed under each program area with an overall grade point average of 3.0 on a 4.0 scale is necessary to fulfill requirements for the degree. If the student makes a "D" or "F" in a core course, the course must be retaken. If the student makes a "D" or "F" in an elective course, the course may be retaken or another elective may be taken in its place.

PROGRAM COMPLETION REQUIREMENTS

All graduate programs require successful completion of specific end-of-program assessments. These assessments may include, but are not limited to, written comprehensive examinations, a portfolio, a thesis, a field project, and standardized examinations.

MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)

TRADITIONAL FIFTH-YEAR CERTIFICATION PROGRAMS FOR TEACHERS

PURPOSE

The purpose of the fifth-year certification program for teachers is to provide an opportunity for advanced study within their discipline for candidates who are seeking advanced certification in the same discipline/level in which they hold baccalaureate level professional educator certification.

ADVANCED CERTIFICATION AT THE MASTER'S LEVEL

The College of Education offers the Traditional Fifth-Year Master of Science in Education Program for candidates seeking

advanced certification in the same discipline/level in which they hold baccalaureate level professional educator certification.

INITIAL CERTIFICATION AT THE MASTER'S LEVEL

For candidates seeking initial certification at the graduate level, or those who are seeking certification in an area or at levels other than those in which they hold baccalaureate level certification, the Alternative Fifth-Year (Alternative-A) Master of Science in Education Program is offered. See specific programs for any additional admissions and/or certification requirements.

In addition to the programs for teachers, fifth-year certification programs are offered in the following instructional support areas: Educational Administration, School Counseling, and School Psychometry.

Admission Requirements for Traditional Fifth-Year Certification Programs

Unconditional admission to the Graduate School does not constitute unconditional admission to any professional education program. In addition to the admission requirements for the Graduate School, candidates seeking admission to a traditional fifth year certification program for teachers must hold professional baccalaureate-level certification in the teaching field in which the Class A certification is sought except in Collaborative Teacher K-6, Gifted Education, and Reading Specialist. Temporary, provisional, and other nonrenewable certifications are not acceptable. See specific program descriptions for any additional admission requirements.

Candidates are restricted to nine semester hours of graduate course work prior to admission to the Graduate Teacher Education Program (GTEP). Prior to GTEP admission, traditional masters candidates are restricted to enrollment in

- EDU 6629: The Master Teacher
- PSY 6631: Psychological Foundations of Education
- EDU 6653: Educational Evaluation (or approved evaluation course in the teaching field)

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

REQUIRED COURSES FOR THE TRADITIONAL FIFTH-YEAR CERTIFICATION PROGRAM FOR TEACHERS

Common Required Core

EDU	6629	3	The Master Teacher
PSY	6631	3	Psychological Foundations of Education
EDU	6611	3	Educational Technology in the Curriculum (or an approved technology course in the discipline)
SPE	6630	3	Collaboration for Inclusion

EDU	6653	3	Educational Evaluation (or approved Evaluation course in the teaching field)
EDU	6691	3	Research Methodology (or an approved research course in the discipline)

* In addition to the required core, a survey course in special education is required unless previously completed.

EARLY CHILDHOOD EDUCATION (ECE)

(Grades P-3) 36 Semester Hours

Location: Dothan

Required Core Courses: 18

Teaching Field Courses: 18

Select 12 semester hours of adviser-approved ECE courses.

Select six additional hours of adviser-approved ECE courses or other adviser-approved courses related to the profession (e.g., EDU, ELE, SPE, RED). A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level.

ELEMENTARY EDUCATION (ELE)

(Grades K-6) 36 Semester Hours

Location: Dothan, Montgomery, Phenix City, Troy

Required Core Courses: 18

Teaching Field Courses: 18

Select 12 semester hours of adviser-approved ELE courses.

Select six additional hours of adviser-approved ELE courses or other adviser approved courses related to the profession (e.g., EDU, ECE, SPE, RED)

A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level.

SECONDARY EDUCATION (Grades 6-12)

36 Semester Hours

Location: Dothan, Troy

Required Core Courses: 18

Teaching Field Courses: 18

Select 18 semester hours of adviser-approved courses specific to the major. Choices for major are biology, English/language arts, general science, history, mathematics and social science. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level.

Comprehensive degree programs (i.e., English/language arts, general science, and social science) require course work in multiple disciplines. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field.

ELEMENTARY/SECONDARY EDUCATION

36 Semester Hours

(Grades P-12)

Location: Troy

Required Core Courses:	18
Teaching Field Courses:	18

Select 18 semester hours of adviser-approved courses specific to the major. Choices for a major are art, instrumental music, choral music, and physical education. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field.

COLLABORATIVE TEACHER (Grades K-6)

36 Semester Hours

Location: Dothan, Troy

Additional Admission Information for Collaborative Teacher

Candidates holding professional baccalaureate-level certification in any teaching field may be admitted to the traditional master's program in Collaborative Teacher provided all other admissions criteria are met. A candidate's prior coursework will be evaluated by the College of Education to determine if undergraduate prerequisite coursework is required. All prerequisites must be satisfied prior to unconditional admission.

Required Core Courses:

EDU	6629	3	The Master Teacher
SPE	6635	3	Meeting Instructional Needs Through Technology
SPE	6632	3	Assessment and Individual Planning
SPE	6610	3	Research Trends and Issues in Special Education
SPE	6630	3	Collaboration for Inclusion

* In addition to the required core, a survey course in special education is required unless previously completed.

Select one:

PSY	6631	3	Psychological Foundations of Education
EDU	6645	3	Nature of Intelligence

Teaching Field Courses:

SPE	6631	3	Legal Issues in Special Education
SPE	6614	3	Adaptive Teaching Strategies for Students with Mild Disabilities K-6
SPE	6615	3	Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities K-6
SPE	6616	3	Teaching Students with Emotional And Social Needs

Select one:

SPE	6694	3	Collaborative Teacher K-6 Practicum
SPE	6699	3	Collaborative Teacher K-6 Initial Practi-

cum (Required for initial certification in Collaborative Teacher K-6.)

SPE	6697	3	Field Based Research Project
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Select one:

RED	6670	3	Advanced Study of Literacy**
Adviser-Approved Elective			

** required if not ECE, ELE or Reading Specialist**

GIFTED EDUCATION (Grades P-12)

Location: Dothan

Additional Admission Information for Gifted Education

Candidates holding professional baccalaureate-level certification in any teaching field may be admitted to the traditional master's program in Gifted Education provided all other admissions criteria are met. A candidate's prior coursework will be evaluated by the College of Education to determine if undergraduate coursework is required. All prerequisites must be satisfied prior to unconditional admission.

Gifted Education (Grades P-12) 36 Semester Hours

Required Core Courses:

EDU	6629	3	The Master Teacher
EDU	6611	3	Educational Technology in the Curriculum
SPE	6630	3	Collaboration for Inclusion
EDU	6600	3	Classroom Management

Select One Sequence (2 courses): 6

EDU	6653	3	Educational Evaluation
EDU	6691	3	Research Methodology
<i>or</i>			
EDU	6698	3	Introduction to Research
EDU	6699	3	Research in Practice

* In addition to the required core, a survey course in special education is required unless previously completed.

Teaching Field Courses:

EDG	6666	3	Nature and Needs of Gifted Individuals
EDG	6667	3	Creativity
EDG	6668	3	Integrating Thinking Skills into the Curriculum
EDG	6669	3	Teaching Methods in Gifted Education
EDG	6670	3	Special Populations of Gifted Students
EDG	6696	3	Practicum in Gifted Education

READING SPECIALIST (Grades P-12)

Location: Troy

Additional Admission Requirements for Reading Specialist:

A candidate's prior coursework will be evaluated by the College of Education to determine if undergraduate coursework is required. All prerequisites must be satisfied prior to uncondi-

tional admission. Additional admission requirements include:

1. Baccalaureate-level professional certification in any area of education. (If certification is in areas other than Early Childhood Education, Elementary Education, or Collaborative Teacher, the candidate must complete as prerequisites two reading courses including an introduction to reading course.)
2. Two years of successful classroom teaching experience.
3. Successful completion of a formal interview conducted by the College of Education reading faculty.
4. Successful completion of a Professional Portfolio. Students must meet with their reading adviser for portfolio requirements.
5. Students must be admitted to the Teacher Education Program and successfully complete the interview and portfolio requirements prior to admission to the Reading Specialist Master's Program.

Reading Specialist 36 Semester Hours

Required Core Courses:

EDU	6629	3	The Master Teacher
PSY	6631	3	Psychological Foundations of Education
EDU	6691	3	Research Methodology
EDU	6611	3	Educational Technology in the Curriculum
RED	6660	3	Assessment for Teaching and Learning
RED	6680	3	Organization of School Literacy Programs

* In addition to the required core, a survey course in special education is required unless previously completed.

Teaching Field Courses:

RED	6683	2	Internship: Literacy Intervention
RED	6686	3	Research-Based Literacy Assessment and Instruction
RED	6671	2	Internship: Applying Research-Based Literacy Assessment and Instruction
RED	6682	2	Internship: Developing Literacy Programs and Coaching Teachers
RED	6674	3	Literacy in the Content Areas
RED	6675	3	Literacy Instruction for Diverse Populations
RED	6643	3	Trends in Children's and Young Adult Literature

MASTER OF SCIENCE IN EDUCATION (M.S.Ed.) ALTERNATIVE FIFTH-YEAR CERTIFICATION PROGRAM FOR TEACHERS

PURPOSE

The purpose of the Alternative Fifth-Year Program is to provide initial teacher certification programs for individuals holding a baccalaureate level degree in a field other than education or those desiring initial certification in a new teaching field. Candidates shall have acquired knowledge and skill above the level required for the completion of the baccalaureate program

in the same discipline, including subject matter knowledge, student development, diversity, instructional strategies, classroom management and learning environment, communication, planning, assessment, professionalism, and collaboration.

The College of Education adopted the model standards for beginning teacher licensure developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) in 2000. These standards are applied throughout the Alternative-Fifth-Year Program.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/ university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

ADMISSION REQUIREMENTS FOR ALTERNATIVE FIFTH-YEAR PROGRAM FOR TEACHERS (Initial Teacher Certification Program)

Admission Requirements for the Alternative Fifth-Year Program:

In addition to the admission requirements for graduate school and the College of Education, applicants must meet the following:

1. Admission to Graduate School.
2. A baccalaureate degree from a regionally accredited institution with a minimum graduating GPA of 2.75.
3. Completion of all undergraduate prerequisite courses. Transcripts must be evaluated by the College of Education and the discipline of study to determine prerequisites for admission.
4. Successful completion of EDU 3310: The Professional Educator.
5. Candidates must be admitted to the Teacher Education Program (TEP).

ADMISSION TO THE TEACHER EDUCATION PROGRAM (TEP)

Admission to graduate school does not qualify a student for admission to the Teacher Education Program. Written application to the Teacher Education Program is required. Additional requirements include:

1. A grade of "C" or better in the two English composition courses.
2. A grade of "C" or better in mathematics courses completed for the baccalaureate degree that is equivalent to the required general studies courses for the teacher education major. If equivalent courses were not completed at the baccalaureate level, these must be completed as prerequisites.
3. A minimum graduating grade point average (GPA) of 2.75 on the baccalaureate transcript.
4. An initial score on the Alabama Prospective Teacher Test. (Music students must also receive a passing score on the Basic Music Skills Test.)
5. Successful completion of a speech and interview.

6. Completion of a minimum of 12 clock hours of classroom observation/participation.
7. Successful completion of an impromptu essay.

Candidates may take only nine semester hours of graduate coursework prior to admission to TEP.

INTERNSHIP

All candidates completing the Alternative Fifth-Year initial certification program for teachers must complete a six-semester hour internship in the grade level(s) and academic subject(s) of the certification sought. Instructions regarding qualifications and applications for internship should be obtained from the Office of Teacher Education. Prerequisites include the following:

1. Admission to the Teacher Education Program
2. A grade point average (GPA) of 3.0 overall on all graduate work attempted
3. Recommendations from faculty
4. Completion of all coursework except for Internship Seminar, which is taken in conjunction with internship
5. Completion and verification of a minimum of 150 clock hours of clinical experiences
6. Current First Aid and CPR certifications
7. Successful completion of all three sections of the Alabama Prospective Teacher Test (APTT): Applied Mathematics, Reading for Information, and Writing
8. Successful completion of comprehensive exam in the teaching field(s)
9. Successful completion of the Praxis II examination in all areas of initial certification.

REQUIRED CORE COURSES FOR THE ALTERNATIVE FIFTH-YEAR PROGRAM

EDU	6603	3	Planning for the Classroom
PSY	6631	3	Psychological Foundations of Education
SPE	6630	3	Collaboration for Inclusion
EDU	6691	3	Research Methodology (or approved research course in the discipline)
EDU	6653	3	Educational Evaluation (or approved evaluation course in the discipline)
EDU	6611	3	Educational Technology in the Curriculum

Select the Appropriate Reading Course:

RED	6630	3	Directed Reading Practicum (Secondary and P-12)
RED	6670	3	Advanced Study of Literacy (Elementary)
RED	6678	3	Literacy and Multicultural Diversity (Early Childhood)

Select the Appropriate Internship:

ECE	6674	6	Early Childhood Internship Grades P-3
ELE	6674	6	Elementary Internship Grades K-6
IED	6655	6	Interdisciplinary Internship Grades P-12
SED	6695	6	Secondary Internship Grades 6-12

Select the Appropriate Internship Seminar (Co-requisite for internship. Prefix should be consistent with internship.):

___	5544	3	Internship Seminar
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EARLY CHILDHOOD EDUCATION (Grades P-3)

45 Semester Hours

Location: Dothan

Required Core Courses: 30

Teaching Field:

ECE	6618	3	Designing Prosocial Learning Environments
ECE	6628	3	Inquiries into Literacy Acquisition
ECE	6632	3	Authentic Assessment in the ECE Classroom
ECE	6634	3	Inquiries into the Logico-Mathematical Knowledge

Select one course from the following:

ECE	6620	3	Inquiries into Physical Knowledge
ECE	6622	3	Parents as Partners in Education
ECE	6630	3	Inquiries into Representation
ECE	6633	3	Integrated Thematic Curriculum
ECE	6640	3	Integrating Children's Literature
SPE	6631	3	Legal Issues in Special Education

ELEMENTARY EDUCATION (Grades K-6)

45 Semester Hours

Location: Dothan, Phenix City, Troy

Required Core Courses: 30

Teaching Field: 15

Select 15 semester hours of adviser-approved ELE courses. A candidate may not enroll in a 5000 level course if it duplicates the same course listed on an undergraduate transcript. At least eight semester hours of teaching field courses must be at the 6000 level.

SECONDARY EDUCATION (Grades 6-12) 45 Semester Hours

Location: Dothan, Troy

Alternative Fifth-Year certification programs are offered in the following secondary (grades 6-12) areas: Biology, History, English/Language Arts, Mathematics, Social Science and General Science.

Required Core Courses: 30

Teaching Field: 15

Select 15 semester hours of adviser-approved courses specific to the discipline. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least eight semester hours of teaching field courses must be at the 6000 level. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field. Comprehensive degree programs require coursework in multiple disciplines.

**ELEMENTARY/SECONDARY
EDUCATION (Grades P-12)**

45 Semester Hours

Location: Troy

Alternative Fifth-Year certification programs are offered in the following elementary/secondary (grades P-12) areas: Art, Instrumental Music Choral Music, and Physical Education.

Required Core Courses:	30
Teaching Field:	15

Select 15 semester hours of adviser-approved courses specific to the discipline. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least eight semester hours of teaching field courses must be at the 6000 level. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field.

**MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)
ALTERNATIVE FIFTH-YEAR EXPERIENCE ROUTE
CERTIFICATION PROGRAM IN
ELEMENTARY EDUCATION**

**ADMISSION REQUIREMENTS FOR ALTERNATIVE
FIFTH-YEAR EXPERIENCE ROUTE PROGRAM IN ELE-
MENTARY EDUCATION**

In addition to the admission requirements for Graduate School, candidates for the Alternative Fifth-Year Experience Route degree in Elementary Education must

- hold a baccalaureate degree from a regionally accredited college or university;
- have earned a minimum of 12 semester hours of credit in each of four disciplines: English language arts (including reading and writing), mathematics, science, and social studies as part of the general studies prerequisite courses;
- show evidence of having earned the required number of undergraduate hours in coursework appropriate to the subject to be taught;
- hold valid teacher certification; and
- meet one of the following specific admission criteria categories:
 1. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid elementary baccalaureate level certificate from any state will be admitted to the regular K-6 Elementary Master's Degree Program at Troy University, Troy or Phenix City campuses, contingent upon all other admission requirements being met. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.
 2. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid P-5 or 4-8 Georgia Teacher Certificate and who completed an internship in Grades K-6 within the seven years prior to

program admission or who have had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission, will be admitted to the regular K-6 Elementary Master's Degree Program at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.

3. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid P-5 or 4-8 Georgia Teacher Certificate and who did not complete either an internship in Grades K-6 within the seven years prior to program admission or who have not had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission, will be admitted to the Alternative Fifth-Year Experience Route Program in K-6 Elementary Education at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. All students admitted to the Alternative Fifth-Year Experience Route Program will be required to complete a three-hour internship. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.
4. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid P-3 (K-3), 6-12 (7-12) or P-12 (N-12) Alabama Teacher Certificate and who have had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission, will be admitted to the Alternative Fifth-Year Experience Route Program in K-6 Elementary Education at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. All students admitted to the Alternative Fifth-Year Experience Route Program will be required to complete a three-hour internship. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.
5. Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid teacher certificate other than in Elementary Education from a state other than Alabama or Georgia and who have had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission will be admitted to the Alternative Fifth-Year Experience Route Program in K-6 Elementary Education at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. All students admitted to the Alternative Fifth-Year Experience Route Program will be required to complete a three-hour internship. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.

- Students seeking admission to the Class A Program in K-6 Elementary Education who hold a valid P-3 (K-3), 6-12 (7-12), or P-12 (N-12) Alabama Teacher Certificate who did not complete either an internship in Grades K-6 within seven years prior to program admission or who have not had at least one year of teaching experience in Grades K-6 within the seven years prior to program admission may be admitted to the Alternative Fifth-Year Program in K-6 Elementary Education at Troy University, Troy and Phenix City campuses, contingent upon all other admission requirements being met. All students admitted to the Alternative Fifth-Year Program will be required to complete a full-time semester-long internship. Students completing this program will be eligible for Alabama Class A Certification in K-6 Elementary Education, based upon a recommendation by the Certification Officer.

NOTES:

- "Internship in Grades K-6" and "at least one year of teaching experience in Grades K-6" are to be interpreted as internship or experience in an early childhood or elementary classroom (Grades K-6) in which English language arts including reading, and mathematics, social studies, or science is taught.
- The Alternative Fifth-Year Experience Route Program is a 36-hour program that includes a three-hour internship.

Alternative Fifth-Year Experience Route Program in Elementary Education (Grades K-6)
36 Semester Hours
Location: Phenix City, Troy

Required Core Courses:

EDU 6629	3	The Master Teacher
PSY 6631	3	Psychological Foundations of Education
EDU 6611	3	Educational Technology in the Curriculum
SPE 6630	3	Collaboration for Inclusion
EDU 6653	3	Educational Evaluation
EDU 6691	3	Research Methodology

* In addition to the required core, a survey course in special education is required unless previously completed.

Teaching Field Courses:

EDU 6680	3	Alternative Experience Internship Grades K-6
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Adviser-approved ELE coursework 15

Select 15 semester hours of adviser-approved ELE courses. A candidate may not enroll in a 5000-level course if it duplicates the same course listed on an undergraduate transcript. At least nine semester hours of teaching field courses must be at the 6000 level. Candidates should consult their academic adviser regarding any specific course requirements in the teaching field.

**MASTER OF SCIENCE IN EDUCATION (M.S.Ed.)
 FIFTH-YEAR CERTIFICATION PROGRAMS
 FOR INSTRUCTIONAL SUPPORT AREAS**

PURPOSE

The purpose of the fifth-year certification program for instructional support areas is to provide initial certification at the graduate level in the areas of Educational Administration, School Counseling, and School Psychometry.

In addition to the admission requirements for the Graduate School, candidates for the fifth-year programs for instructional support personnel must have baccalaureate-level professional certification in a teaching field. Temporary, provisional, and other nonrenewable certifications are not acceptable. See the specific program for other admissions and degree completion requirements.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/ university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

EDUCATIONAL ADMINISTRATION (Grades P-12)

Location: Dothan, Phenix City

Additional Admission Requirements for Fifth-Year Certification Program in Educational Administration:

The candidate shall not complete more than two courses from the approved program checklist until all requirements for unconditional admission have been met.

Applicants must

- Hold a baccalaureate-level professional educator certification in a teaching field or master's-level professional educator's certificate in a teaching field or instructional support area. Verification of a professional educator certificate must be provided upon application to the program.
- Verify a minimum of three years of successful teaching experience.
- Submit prior to the interview an admission portfolio containing the following:
 - three letters of recommendation including one from the applicant's principal or supervisor
 - completed copy (all forms) of most recent performance appraisal to include professional development component if available
 - evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership and/or student achievement
 - summary of candidate's reasons for pursuing educational administration certification
 - summary of what the candidate expects from the preparation program

4. Pass an interview conducted by the Program Admission committee.

Educational Administration 36 Semester Hours

Required Professional Core:

EAL	6615	3	Social and Philosophic Foundations of Educational Leadership
EAL	6684	3	Curriculum Development for Educational Leaders
EAL	6653	3	Educational Evaluation for School Improvement
EAL	6691	3	Research Methodology

Instructional Support Area:

EAL	6603	3	School Business Procedures
EAL	6613	3	Legal Issues in Public Education
EAL	6633	3	Educational Leadership
EAL	6643	3	Administration of School Personnel
EAL	6663	3	Internship in Educational Administration I
EAL	6664	3	Internship in Educational Administration II

Select two from the following:

EAL	6607	6	Readings in Organization and Administration
EAL	6609	6	Communication and Problem Solving for School Leaders
EAL	6610	6	Grant Writing and Fundraising
EAL	6625	6	Special Topics in Educational Leadership

* In addition to the professional core, a survey course in special education is required unless previously completed.

Endorsement in Educational Administration 18 Semester Hours

Additional Admission Requirements for Fifth-Year Certification Endorsement Program in Educational Administration:

Applicants must meet the following criteria:

1. Hold a master's-level professional educator certification in a teaching field or instructional support area. Verification of a master's-level professional educator certificate must be provided upon application to the program.
2. Verify a minimum of three years of successful teaching experience.
3. Submit prior to the interview an admission portfolio containing the following:
 - three letters of recommendation, including one from the applicant's principal or supervisor
 - completed copy (all forms) of most recent performance appraisal to include professional development component if available
 - evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership and/or student

achievement

- Summary of candidate's reasons for pursuing educational administration certification
 - Summary of what the candidate expects from the preparation program
4. Pass an interview conducted by the Program Admission committee.

Instructional Support Area:

EAL	6603	3	School Business Procedures
EAL	6613	3	Legal Issues in Public Education
EAL	6633	3	Educational Leadership
EAL	6643	3	Administration of School Personnel
EAL	6663	3	Internship in Educational Administration I
EAL	6664	3	Internship in Educational Administration II

Internship in Educational Administration

The internship shall include experiences at grade levels P-5, 6-8, 9-12, and in the central office and shall consist of quality-based learning activities that closely approximate real school experiences and require demonstration of the knowledge of best practices. There must be a minimum of six months from the beginning of EAL 6663 to the completion of EAL 6664. The internship must be completed at the designated home campus.

Evaluation for Certification in Educational Administration

Criteria for determining eligibility for certification in educational administration and leadership (degree program or endorsement) shall include the following:

1. Completion of specific requirements with a GPA of not less than 3.25 on all courses in the approved educational administration program
2. Successful completion of all required components of the internship
3. A passing score on a comprehensive written educational administration test

SCHOOL COUNSELING

48 Semester Hours

Location: Dothan, Montgomery, Phenix City, Troy

Troy University offers a Master of Science in School Counseling. Additional admissions requirements, curriculum, and program completion expectations are listed in the Counseling and Psychology section to follow.

SCHOOL PSYCHOMETRY

36 Semester Hours

Location: Dothan, Montgomery

Troy University offers a Master of Science in School Psychometry. Additional admissions requirements, curriculum, and program completion expectations are listed in the Counseling and Psychology section to follow.

**MASTER OF SCIENCE (M.S.)
COUNSELING AND PSYCHOLOGY PROGRAMS**

Program Specialty	Semester Hours	Troy University Sites						
		Dothan	Montgomery	Phenix City	Troy	Atlantic	Florida Western	South-East
Clinical Mental Health	60			X*			X	
Community Counseling	48	X	X	X*	X		X	X
Corrections Counseling	48	X						
Rehabilitation Counseling	48	X	X	X	X**			
School Counseling***	48	X	X	X*	X			
Social Services Counseling	36		X				X	
Substance Abuse Counseling	48	X	X					

* The Clinical Mental Health, Community Counseling, and School Counseling Programs offered at the Phenix City campus, and the Community Counseling and School Counseling programs at the Troy campus are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

**The Rehabilitation Counseling Program offered at the Troy campus is accredited by the Council on Rehabilitation Education (CORE).

***The School Counseling and School Psychometry programs are approved by the Alabama State Department of Education and lead to Alabama Class A certification.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/ university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit Section for additional information.

COUNSELING AND PSYCHOLOGY MISSION STATEMENT

The mission of the Department of Counseling and Psychology is to educate and train counseling and psychology professionals by utilizing the highest external standards set by state and national licensing/certifying boards. Highly qualified faculty design and deliver counseling and psychology programs through a wide range of instructional modalities. The counseling and psychology degree programs provide graduate education at regional and national locations. The program seeks qualified students from diverse populations.

NOTE: For specialized accreditation purposes, each Troy University site has mission statements and program objectives to complement the University's Counseling and Psychology mission statement and objectives.

Counseling and Psychology Admission Policy

In addition to meeting graduate school admissions requirements, the student is required to have the following:

1. Three specified reference forms/letters to include one from the applicant's undergraduate adviser, department chair or dean, most recent employer, and a person chosen by the applicant. If the applicant is unable to obtain references regarding educational or employment history, selected individuals may be approved by the Graduate Counseling Admissions Committee. These references must attest to the applicant's potential in forming effective interpersonal relationships, aptitude for graduate study, appropriate vocational goals relevant to the program, and personal and professional self-development as well as other relevant information to be determined by the program faculty.
2. A résumé that includes personal information and professional portfolio regarding topics such as, but not limited to, educational and work history, personal and professional goals, professional affiliations, awards, articles, and references.
3. Individual and/or group interviews conducted by members of the program faculty to assess the following topics: appropriateness of academic history, work history, potential success in forming effective interpersonal relationships in individual and group contexts, vocational goals and objectives and their relevance to the program, each applicant's openness to self-examination, personal and professional self-development, and other factors deemed relevant by the program faculty regarding successful performance as a graduate student and as a counselor.
4. Evidence of academic skills deemed essential by the program faculty to include, but not limited to, written and oral communication, comprehension and critical analysis of professional literature, basic use of the library, Internet, and other information systems, and competence in statistics and relevant mathematics.
5. Approval of the Graduate Counseling Admissions Committee for the department within the parameters established by the College of Education and the Graduate Council.

For conditionally admitted students, a Plan for Proving Graduate Status (PPGS) shall be developed during the student's first semester/term of enrollment. The PPGS may include

- specific undergraduate or graduate courses as prerequisites,
- retaking entrance exams, and
- proficiency examinations and/or work samples, papers, projects or other measures of performance.

The required level of performance for the PPGS shall be communicated to the student in writing with a designated completion deadline. Students who are conditionally admitted may take for graduate credit only courses that are approved in the PPGS. Conditionally admitted students must complete all requirements specified in the PPGS and maintain a grade of "B" or better on each course attempted within the first nine hours of graduate work.

Those students who do not meet the requirements described in item four above (evidence of academic skills) but who meet all other requirements for unconditional or conditional admission shall also develop a PPGS. These students may be admitted conditionally subject to the requirements and time period specified in the PPGS. Such students must also complete all requirements specified in the PPGS and maintain a 3.0 (4.0) scale grade point average within the first nine hours of graduate work.

Students must complete all admission requirements prior to registering for any graduate courses. However, those students who are required to develop a PPGS due to deficiencies in academic skills may have additional time as specified in the PPGS to remediate those deficiencies. If the student fails to meet all admission requirements within the time specified in the PPGS, the student will be withdrawn from classes with no credit.

Counseling and Psychology Program Guidelines

1. **Required Hours**

Specialized program accreditation guidelines require that students enrolled in Troy University's Counseling and Psychology programs must complete a minimum number of required hours at the site where the internship and practicum are completed. Students should see their academic adviser for specific requirements.

2. **Internships/Practicum**

Students are required to complete supervised internship and practicum courses at the same campus.

3. **Comprehensive Examination**

Students must pass a written comprehensive examination for completion of counseling and psychology programs.

CLINICAL MENTAL HEALTH

Location: Phenix City, Florida Western

Mission Statement

The Clinical Mental Health Program is designed to train mental health counselors. This 60-semester hour program has

been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Clinical Mental Health Counseling

The Clinical Mental Health Counseling Program seeks to prepare graduates who have achieved the following:

1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications
2. An active professional identity as evidenced by participating in professional associations, such as the American Counseling Association
3. A strong knowledge base regarding counseling facilitation skills, theories, and techniques
4. An understanding of human development, both normal and abnormal
5. Culturally sensitive skills to ensure the ability to work with diverse populations
6. An understanding of career development and related life factors
7. An understanding of theoretical and experiential concepts of group work
8. An understanding of individual and group approaches to assessment and evaluations
9. An understanding of research methods, statistical analysis, needs assessment, and program evaluation

Clinical Mental Health

60 Semester Hours

Required Courses:

CP	6600	3	Professional Orientation & Ethics
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
PSY	6645	3	Evaluation and Assessment of the Individual
PSY	6635	3	Vocational Psychology and Career Development
CP	6601	3	Legal, Ethical, and Professional Standards
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6650	3	Practicum (100 hours)
CP	6651	3	Counseling Diverse Populations
CP	6656	3	Marriage, Family and Sex Therapy Counseling

Select one:

*CP	6605	3	Foundations of Mental Health Counseling (Required at Phenix City and Holloman AFB)
or			
*CP	6644	3	Community Counseling Services (Required at Florida only)

CP	6659	3	Internship: Mental Health (300 hours)
CP	6660	3	Internship: Mental Health (300 hours)
CP	6661	3	Internship: Mental Health (300 hours)

PSY	6648	3	Theories of Personality
PSY	6668	3	Human Lifespan and Development
PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning

Select one:

*CP 6634 3 Drug Education, Prevention, and
or Intervention (Required in Florida only)

Adviser-approved elective

COMMUNITY COUNSELING

Location: Dothan, Montgomery, Phenix City, Troy, Augusta, Holloman AFB

Mission Statement

The Community Counseling Program is designed to train competent community and agency counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Community Counseling

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, professional identity, leadership/advocacy and laws/legislation
2. To develop knowledge and skills in technology as it is applied to psycho-educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling
3. To develop sensitivity and skill in providing counseling services to diverse cultural populations
4. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation
5. To develop sound clinical and ethical judgment and skills
6. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals
7. To promote counselor accountability and professional credibility
8. To demonstrate psychological health and the ability to use high levels of self-awareness

Community Counseling 48 Semester Hours

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
PSY	6645	3	Evaluation and Assessment of the Individual

PSY	6635	3	Vocational Psychology and Career Development
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6650	3	Practicum (100 hours)
CP	6651	3	Counseling Diverse Populations
CP	6656	3	Marriage, Family, and Sex Therapy Counseling
CP	6662	3	Internship: Community Counseling (300 hours)
CP	6663	3	Internship: Community Counseling (300 hours)
PSY	6668	3	Human Lifespan and Development
PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning

Select one: 3

CP 6644 3 Community Counseling Services
OR Adviser-Approved Elective

SCHOOL COUNSELING

Location: Dothan, Montgomery, Phenix City, Troy

Mission Statement

The School Counseling Program is designed to train certified teachers as school counselors. The program meets Alabama State Department of Education guidelines for school counselor certification. The curriculum is designed to train school counselors in the knowledge of theory, application of counseling skills in working with P-12 grade level students, knowledge of program development and implementation of comprehensive guidance programs, development of professional and personal dispositions, advocacy of children and adolescents, and development of public school educators to become professional school counselors.

Objectives for School Counseling

1. To develop knowledge of the foundations of school counseling to include history, current trends/issues, role, functions, professional identity, leadership/advocacy strategies and laws/legislation
2. To develop skills in technology as applied to school counseling
3. To develop sensitivity to provide counseling to diverse school populations
4. To develop skills in comprehensive guidance program development to include needs assessments, program development and program evaluation
5. To develop skills related to assessment of students and interpretation of assessment results to administrators, parents and students
6. To develop skills in counseling to include individual, group and classroom guidance.
7. To develop skills in consultation to include working with community agencies, parents, teachers and other school personnel
8. To develop knowledge and skills in conducting programs designed to enhance students' academic, social, career and other developmental needs

Additional School Counseling Requirements

1. Hold a valid teaching certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable.
2. To complete certification requirements, students also must have two years of professional experience.

School Counseling**48 Semester Hours**

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Techniques
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
CP	6641	3	School Counseling Program Management
PSY	6606	3	Interventions for Children and Adolescents
PSY	6645	3	Evaluation and Assessment of the Individual
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6657	3	Internship: School Counseling (300 hours)
CP	6658	3	Internship: School Counseling (300 hours)
PSY	6635	3	Vocational Psychology and Career Development

Select two (6 hours)*:

Option A

PSY	6653	3	Measurement and Evaluation
PSY	6659	3	Cognitive and Behavioral Interventions

Option B

Adviser-Approved Electives

*Students who have not taken the survey of special education course are required to take that course.

REHABILITATION COUNSELING**Location: Dothan, Montgomery, Phenix City, Troy****Mission Statement**

The mission of the Troy University Rehabilitation Counseling program is to prepare rehabilitation counselors to provide rehabilitation services designed to assist individuals with disabilities to achieve their maximum potential. In addition, services will be provided to rehabilitation agencies and programs, and research related to rehabilitation will be pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students may choose an emphasis area in either hearing or visual impairment. Upon graduation, students will have the basic foundational knowledge, skill and experiences necessary to enter the profession of rehabilitation counseling and practice as rehabilitation counselors.

Objectives for Rehabilitation Counseling

To prepare master's-level rehabilitation counselors who

1. understand and follow the Code of Professional Ethics for Rehabilitation Counselors;

2. know the laws that affect individuals with disabilities and are able to advocate for the rights of those individuals;
3. understand the concept of choice, self-advocacy and self-determination, and promote these concepts throughout the rehabilitation process;
4. value the worth and dignity of all individuals and view individuals with disabilities as equal partners in the rehabilitation process;
5. demonstrate the ability to practice counseling techniques, job placement skills, and career strategies that will assist individuals with disabilities to develop the skills and competencies they need to function effectively in society; and
6. know the technology and accommodations that are available to provide individuals with disabilities access to work, leisure, and school activities.

To continuously update the Rehabilitation Counseling Specialty by

1. encouraging communication, feedback, and evaluation between faculty, students, and community resources to promote quality programmatic improvement;
2. providing a balanced curriculum of knowledge and skill development that is consistent with the requirements of the Council on Rehabilitation Education (CORE);
3. promoting research by students and faculty in the area of rehabilitation counseling; and
4. promoting participation in local, state and national professional rehabilitation and counseling associations.

Rehabilitation Counseling**48 Semester Hours**

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Techniques
CP	6649	3	Theories of Counseling
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
PSY	6635	3	Vocational Psychology and Career Development
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6670	3	Internship: Rehabilitation Counseling (300 hours)
CP	6671	3	Internship: Rehabilitation Counseling (300 hours)
PSY	6688	3	Medical/Psychosocial Aspects of Disability
CP	6652	3	Rehabilitation Delivery and Process
CP	6686	3	Job Development and Placement
CP	6642	3	Group Dynamics and Counseling

Select one of the following courses (adviser approval required):

PSY	6664	3	Assessment of Disabling Conditions
CP	6687	3	Placement of Special Disability Groups

CP	6680	3	Seminar: Counseling Approaches to Working with Hearing Impairment
CP	6681	3	Seminar: Counseling Approaches to Working with Visual Impairment

Adviser-Approved Elective in Rehabilitation Counseling

NOTE: Students entering the rehabilitation counseling specialty graduate degree program with an undergraduate degree in rehabilitation may have the option to take two electives in lieu of two required rehabilitation courses. The electives must be approved by the academic adviser and department chair.

SUBSTANCE ABUSE COUNSELING

Location: Dothan, Montgomery

Mission Statement

The Substance Abuse Counseling Program is designed to train substance abuse counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse counseling, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Substance Abuse Counseling

1. To develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, and professional identity. The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to substance abuse, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.
2. To develop knowledge of commonly abused drugs, the physiological and psychological implications related to substance abuse, drug abuse prevention and intervention.
3. To develop knowledge and skills in technology as it is applied to psycho-educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation.
6. To develop sound clinical and ethical judgment and skills.
7. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals.
8. To promote counselor accountability and professional credibility.
9. To demonstrate psychological health and the ability to use high levels of self awareness.

Substance Abuse Counseling

48 Semester Hours

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6649	3	Theories of Counseling
CP	6642	3	Group Dynamics and Counseling
PSY	6669	3	Behavior Pathology
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
PSY	6635	3	Vocational Psychology and Career Development
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6662	3	Internship Community Counseling (300 hours)
CP	6663	3	Internship Community Counseling (300 hours)

Select three of the following: 9

PSY	5520	3	Physiological Dynamics of Alcohol and Other Drugs
CP	6634	3	Drug Education, Prevention, and Intervention
CP	5535	3	Treatment of Addictive Family Diseases
CP	5536	3	Treatment Theories and Modalities of Addictive Disease
CP	6602	3	Seminar in the Prevention/Treatment of Chemical Dependency

CORRECTIONS COUNSELING

Location: Dothan

Mission Statement

The Corrections Counseling Program is designed to train corrections counselors. This 48-semester-hour program has been tailored to meet educational standards for state licensure and national counseling credentials.

The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to corrections counseling, knowledge of both normal and pathological development and behavior, and expertise in treatment planning.

Objectives for Corrections Counseling

1. Develop knowledge of the foundations of the counseling profession to include history, current trends/issues, roles, functions, and professional identity. The program is designed to provide students with adequate knowledge of theory, application of counseling skills particularly as it relates to corrections counseling.
2. To provide didactic and experiential training that enables graduates to obtain entry-level positions within the criminal justice system.

3. To develop knowledge and skills in technology as it is applied to psycho-educational presentations and general counseling, as well as understanding the limitation of technology as it applies to counseling.
4. To develop sensitivity and skill in providing counseling services to diverse cultural populations.
5. To develop knowledge and skill in research to include the capacity for being a consumer of research data, and the ability to contribute to program evaluation.
6. To develop sound clinical and ethical judgment and skills.
7. To develop knowledge and skill in consultation and cooperation with other counseling agencies and professionals.
8. To promote counselor accountability and professional credibility.
9. To demonstrate psychological health and the ability to use high levels of self-awareness.

Corrections Counseling

48 Semester Hours

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Techniques
CP	6649	3	Theories of Counseling
CP	6642	3	Group Dynamics and Counseling
PSY	6669	3	Behavior Pathology
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6691	3	Research Methodology
CP	6651	3	Counseling Diverse Populations
PSY	6635	3	Vocational Psychology and Career Development
PSY	6668	3	Human Lifespan and Development
CP	6650	3	Practicum (100 hours)
CP	6662	3	Internship Community Counseling (300 hours)
CP	6663	3	Internship Community Counseling (300 hours)

Select three specialty courses:

CJ	5571	3	Probation, Pardons, and Parole
CJ	6621	3	Current Issues in Corrections
CJ	6635	3	Community Based Corrections/Correctional Systems
CJ	6638	3	Seminar in Civil Liberties Related to Corrections

SOCIAL SERVICES COUNSELING

Location: Montgomery, Florida Western

Mission Statement

The Social Services Counseling Program is designed to train social service providers. This 36-semester-hour program has been tailored to meet needs of individuals interested in providing social services in settings that do not require licensure.

The program is designed to provide students with knowledge of theory and application of counseling skills particularly as it relates to providing social services.

Social Services Counseling

36 Semester Hours

Note: This is a non-licensure/non-certification degree

Required Courses:

CP	6600	3	Professional Orientation and Ethics
CP	6642	3	Group Dynamics and Counseling
PSY	6645	3	Evaluation and Assessment of the Individual
CP	6649	3	Theories of Counseling
CP	6651	3	Counseling Diverse Populations
CP	6650	3	Practicum (100 hours)
CP	6691	3	Research Methodology
PSY	6635	3	Vocational Psychology and Career Development
CP	6610	3	Facilitation Skills and Counseling Techniques
PSY	6668	3	Human Lifespan and Development
	Adviser-Approved Elective	3	
	Adviser-Approved Elective	3	

SCHOOL PSYCHOMETRY

Location: Dothan, Montgomery

Mission Statement

The School Psychometry Program is designed to train school psychometrists. The 36-semester-hour program meets Alabama State Department of Education guidelines for school psychometry certification.

The program is designed to provide students with experiences in psychometrics and interventions. Additionally, it provides training in measurement, knowledge of normal and pathological development, consultation, and preventative strategies.

Objectives for School Psychometry

1. To become informed decision makers, consultants, and facilitators for the education of children and the operation of schools
2. To select, administer, score and interpret tests, and to communicate data in a wide variety of ways and to diverse populations
3. To intervene directly through cognitive-behavioral and psychoeducational techniques, as well as early intervention and prevention programs
4. To intervene directly through consultation, training, and program development in schools

Additional School Psychometry Requirements

1. A valid teaching certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable.
2. To complete certification requirements, students also must have two years of professional experience.

School Psychometry

36 Semester Hours

Required Courses:

PSY	6636	3	Wechsler Scales
PSY	6637	3	Stanford Binet and Others

PSY	6645	3	Evaluation and Assessment of the Individual
PSY	6650	3	Practicum: Psychometry
PSY	6662	3	Internship: Psychometry
PSY	6668	3	Human Lifespan and Development
CP	6691	3	Research Methodology

Select one from the following:

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6649	3	Theories of Counseling

Select one from the following:

PSY	5559	3	Applied Behavior Analysis
PSY	6659	3	Cognitive and Behavioral Interventions

Select three from the following:

PSY	6606	3	Interventions for Children and Adolescents
PSY	6653	3	Measurement and Evaluation
CP	6651	3	Counseling Diverse Populations
PSY	6638	3	Philosophy of Cognitive Development

**MASTER OF SCIENCE (M.S.)
ADULT EDUCATION
Non-Certification Program**

Location: Montgomery

This is a non- certification program. Students holding this degree will not be recommended for any teacher/counselor/administrator certificate or license.

PURPOSE

To prepare new entrants to the adult education field to become qualified professional practitioners in adult education.

OBJECTIVES

Based upon current and projected needs of Alabama's workforce, this degree seeks to enable students to successfully develop diverse curricula and programs for adult education in public, private, and governmental environments.

This course of study will provide students with broad foundational elements of adult education, highlighting both theory and application.

PROGRAM OF STUDY

30 semester hours

Required Core Courses:

ADE	6600	3	Foundations of Adult Education
ADE	6630	3	Programs for Adult Education
ADE	6670	3	Psychological Foundations of the Adult Learner
ADE	6691	3	Research Methodology

Select one:

ADE	6680	3	Curriculum Development for Adult Education
ADE	6608	3	Curriculum Integration of Technology

Select three courses:

ADE	5560	3	Instructional Systems Development (ISD)
ADE	6605	3	Computer Based Instructional Technologies
ADE	6606	3	Current and Emerging Instructional Technologies
ADE	6653	3	Educational Evaluation
ADE	6674	3	Methods and Strategies for Teaching Adults
ADE	6694	3	Special Problems in Adult Education

Adviser-Approved Electives: 6

**MASTER OF SCIENCE (M.S.)
POST SECONDARY EDUCATION
NON-CERTIFICATION PROGRAM**

This is a non- certification program. Students holding this degree will not be recommended for any teacher/counselor/administrator certificate or license.

MASTER OF SCIENCE IN POST SECONDARY EDUCATION								
LOCATIONS OF CONCENTRATIONS								
CONCENTRATIONS	Dothan	Montgomery	Phenix City	Troy	Atlantic Region	Florida/Western Region	Southeast Region	Distance Learning
Adult Education					X			X
Biology	X							
Criminal Justice				X	X		X	
English	X	X		X			X	
Foundations of Education					X	X	X	X
General Science	X			X				
Higher Education Administration							X	
History	X	X		X			X	
Instructional Technology					X		X	X
Mathematics	X	X		X				
Physical Fitness							X	
Political Science		X						
Psychology		X				X	X	
Public Administration				X	X	X		
Social Science	X						X	
Teaching English to Students of Other Languages (TESOL)				X				

MASTER OF SCIENCE IN POST SECONDARY EDUCATION

Non-Teacher Certification Program

The Master of Science in Post Secondary Education Program is designed to prepare new entrants to the field of post secondary education as professional practitioners in a selected area of study. Two options are available to students which include a core of required courses and the completion of an approved 18-semester-hour concentration.

- Option I is a 36-semester-hour program consisting of an 18-semester-hour core of required courses and a selected 18-semester-hour concentration. Option I does not require a comprehensive examination. Students may select a thesis or a non-thesis track in Option I.
- Option II is a 30-semester-hour program consisting of a 12-semester-hour core of required courses and a selected 18-semester-hour concentration. Successful completion of a written comprehensive examination is required.

OBJECTIVES OF THE POST SECONDARY EDUCATION PROGRAM

1. To demonstrate an understanding of the body of knowledge, research base, instructional techniques, and competencies related to the area of concentration
2. To identify and develop alternative solutions to problems through evaluation, synthesis and application of knowledge, theories and concepts in the area of concentration

3. To demonstrate knowledge of various models of education, and social and cultural influences on post secondary education
4. To demonstrate an understanding of learning styles and their relationship to student achievement

OPTION I – 36-SEMESTER-HOUR PROGRAM

Program of Study for Option I 36 Semester Hours

No Comprehensive Examination

Required Core Courses:

PSE	6691	3	Research Methodology
PSE	6670	3	Psychological Foundations of the Adult Learner
PSE	6660	3	Trends and Issues in Adult Education

Select one:

PSE	6680	3	Curriculum Development for Adult Education
PSE	6608	3	Curriculum Integration of Technology

Select Thesis Track or Non-Thesis Track:

PSE	6695	6	Thesis
			or
PSE	6665	3	Field Project in Post Secondary Education
PSE	6699	3	Capstone in Post Secondary Education

Select an approved concentration: 18

OPTION II – 30-SEMESTER-HOUR PROGRAM**Program of Study Option II 30 Semester Hours***Comprehensive Examination Required*

Required Core Courses:

PSE	6691	3	Research Methodology
PSE	6670	3	Psychological Foundations of the Adult Learner
PSE	6660	3	Trends and Issues in Adult Education

Select one:

PSE	6680	3	Curriculum Development for Adult Education
PSE	6608	3	Curriculum Integration of Technology

Select an approved concentration: 18

CONCENTRATIONS

Students must select either Option I or Option II, complete the required core courses (either 18 or 12 semester hours), and successfully complete one of the approved concentrations listed below. Students interested in additional areas of graduate study must go through the College of Education for pre-approval. Academic advisement for the program and the required core is provided by the faculty in the College of Education. Advisement for the concentration areas is provided by the departmental faculty in the specific discipline.

ADULT EDUCATION CONCENTRATION**18 Semester Hours****Location: Atlantic, Distance Learning**

ADE	5560	3	Instructional Systems Development
ADE	6600	3	Foundations of Adult Education
ADE	6606	3	Current and Emerging Instructional Technologies
ADE	6630	3	Programs for Adult Education
ADE	6653	3	Educational Evaluation
ADE	6696	3	Practicum in Adult Education

BIOLOGY CONCENTRATION**18 Semester Hours****Location: Dothan**

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in the field of biology. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in biology must be developed by the student and the biology adviser and pre-approved by the dean of the College of Education or the dean's designee.

CRIMINAL JUSTICE CONCENTRATION**18 Semester Hours****Location: Atlantic, Troy, Southeast**

CJ	6610	3	Principles of Administration
CJ	6620	3	Current Trends in Criminal Law
CJ	6622	3	Seminar in the Administration of Justice
CJ	6624	3	Court Administration
CJ	6630	3	Juvenile Justice
CJ	6625	3	Specialized Study

ENGLISH CONCENTRATION**18 Semester Hours****Location: Dothan, Montgomery, Troy, Southeast**

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in English. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in English must be developed by the student and the English adviser and pre-approved by the dean of the College of Education or the dean's designee. The English adviser will determine if any prerequisite coursework is necessary.

FOUNDATIONS OF EDUCATION CONCENTRATION**18 Semester Hours****Location: Atlantic, Florida Western, Southeast, Distance Learning**

PSE	6612	3	Community Junior College
PSE	6615	3	Social and Philosophical Foundations of Education
PSE	6642	3	History of Education
PSE	6651	3	Comparative Education
PSE	6653	3	Educational Evaluation
PSE	6658	3	Understanding Cultural Diversity

GENERAL SCIENCE CONCENTRATION**18 Semester Hours****Location: Dothan, Troy**

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in the field of general science. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in general science must be developed by the student and the general science adviser and pre-approved by the dean of the College of Education or the dean's designee. The general science adviser will determine if any prerequisite coursework is necessary in the areas of biology, chemistry, physics or environmental science. Courses must be selected from more than one of the disciplines.

HIGHER EDUCATION ADMINISTRATION CONCENTRATION

18 Semester Hours

Location: Southeast

Select six courses for 18 semester hours:

HEA	6611	3	Organization and Administration of Higher Education
HEA	6612	3	Community Junior College
HEA	6614	3	School Law
HEA	6690	3	Financing of Higher Education
HEA	6696	3	Practicum in Higher Education
HEA	6635	3	Seminar on the American College Student
HEA	6660	3	Contemporary Issues in Higher Education

HISTORY CONCENTRATION

18 Semester Hours

Location: Dothan, Montgomery, Troy, Southeast

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in history. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in history must be developed by the student and the history adviser and pre-approved by the dean of the College of Education or the dean's designee. The history adviser will determine if any prerequisite coursework is necessary.

INSTRUCTIONAL TECHNOLOGY CONCENTRATION

18 Semester Hours

Location: Atlantic, Southeast, Distance Learning

Select six courses for 18 semester hours:

EDU	6605	3	Computer-Based Instructional Technologies
EDU	6606	3	Current and Emerging Instructional Technologies
EDU	6607	3	Curriculum Integration of Technology
EDU	6613	3	Principles of Instructional Design
EDU	6614	3	Advanced Instructional Design
EDU	6616	3	Distance Learning Strategies
EDU	6617	3	Graphic Design in Multimedia Instruction
EDU	6618	3	Advanced Multimedia Production
EDU	6625	3	Specialized Study in Area of Education

MATHEMATICS CONCENTRATION

18 Semester Hours

Location: Dothan, Montgomery, Troy

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in mathematics. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in mathematics must be developed by the student and the mathematics adviser and pre-approved by the dean of the College of Education or the dean's designee. The mathematics adviser will determine if any prerequisite coursework is necessary.

PHYSICAL FITNESS CONCENTRATION

18 Semester Hours

Location: Southeast

This concentration is open only to graduate students who have an undergraduate degree in a related field of exercise science.

Select six courses for 18 semester hours:

SFM	6620	3	Physical Fitness: A Critical Analysis
SFM	6623	3	The Biomechanics of Sport Techniques
SFM	6632	3	Critical Issues in Sport and Fitness Management Health and Physical Education
SFM	6650	3	Nutrition and Physical Performance
SFM	6670	3	Exercise and Disease Prevention
SFM	6671	3	Exercise through the Lifespan
SFM	6625	3	Specialized Study in Sport and Fitness Management
SFM	6626	3	Specialized Study in Sport and Fitness Management

POLITICAL SCIENCE CONCENTRATION

18 Semester Hours

Location: Montgomery

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in the area of political science. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in the area of political science must be developed by the student and the political science adviser and pre-approved by the dean of the College of Education or the dean's designee. The political science adviser will determine if any prerequisite coursework is necessary.

PSYCHOLOGY CONCENTRATION

18 Semester Hours

Location: Montgomery, Florida Western, Southeast

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester hours) in psychology. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript.

PSY	5501	3	Psychological Tests and Measurement
PSY	6631	3	Psychological Foundations of Education
PSY	6635	3	Vocational Psychology and Career Development
PSY	6648	3	Theories of Personality

- PSY 6668 3 Human Lifespan and Development
- PSY 6669 3 Behavior Pathology

PUBLIC ADMINISTRATION CONCENTRATION

18 Semester Hours

Location: Troy, Atlantic, Florida Western

- PA 6610 3 Foundations of Public Administration
- PA 6622 3 Public Policy Analysis
- PA 6650 3 Governmental Budgeting
- PA 6674 3 Ethics in Public Administration

Select two of the following: 6

- PA 6602 3 Quantitative Methods in Public Management
- PA 6624 3 Public Human Resource Management
- PA 6644 3 Administrative Law
- PA 6646 3 Organizational Behavior

SOCIAL SCIENCE CONCENTRATION

18 Semester Hours

Location: Dothan, Southeast

This concentration area is open only to graduate students who have an undergraduate minor or its equivalent (18 semester

hours) in the social sciences. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript. At least three courses must be taken at the 6000 level.

An 18-semester-hour plan of study in social science must be developed by the student and the social science adviser and pre-approved by the Dean of the College of Education or the dean’s designee. The social science adviser will determine if any prerequisite coursework is necessary. Courses must be selected from more than one of the social science disciplines.

TEACHING ENGLISH TO STUDENTS OF OTHER LANGUAGES (TESOL) CONCENTRATION

18 Semester Hours

Location: Troy

- ENG 5568 3 Methods and Approaches in Second Language Teaching
- ENG 5569 3 Principles, Techniques and Materials in Second Lang. Teaching
- ENG 6660 3 Introduction to Applied Linguistics
- ENG 6696 3 Practicum
- ENG 6630 3 Survey of SLA for Second Language Teachers
- ENG 6631 3 Survey of Sociolinguistics for Second Language Teachers

**EDUCATION SPECIALIST (Ed.S.)
SIXTH-YEAR CERTIFICATION PROGRAM
FOR TEACHERS**

	Semester Hours	Troy University Sites						
		Dothan	Montgomery	Phenix City	Troy	Atlantic	Florida/Western	South East
Early Childhood Education	36-39	X						
Elementary Education	36	X		X				

All sixth-year certification programs are approved by the Alabama State Department of Education.

The purpose of the Education Specialist (Ed.S.) certification programs in teaching is to extend the expertise and further develop knowledge, competencies, and skills of professionals holding master’s level certification in the same teaching field in which the Class AA certification is sought. All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above, and no courses applied toward certification at the master’s level may be applied toward certification at the education specialist level. See the specific degree program for additional admission and degree completion requirements.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

ADMISSION REQUIREMENTS FOR EDUCATION SPECIALIST PROGRAMS FOR TEACHERS

Admission to the Graduate School does not automatically constitute admission to the Education Specialist Program. All candidates must complete all requirements for the Alabama Class AA certification. All Ed.S. candidates must successfully complete a written comprehensive examination prior to program completion.

In addition to the Admission Requirements for Graduate School, candidates seeking the education specialist degree in a teacher education program must

1. hold a masters degree from a regionally accredited college or university;
2. hold valid master’s level certification in the same teaching field in which the Class AA certificate is sought;
3. complete a special education course as a prerequisite if not previously completed; and
4. be unconditionally admitted and complete all additional admission requirements identified in the specific program.

CERTIFICATION IN ALABAMA

Candidates completing an approved Education Specialist certification program are eligible to apply for the Alabama Class AA professional certificate, provided they meet the following:

- a grade point average of 3.25 on all education specialist coursework attempted
- a grade of “C” or better in all coursework which applies to certification
- a grade of “B” or better in the research requirements for the program

Any candidate who applies for a professional certificate is subject to all regulations set forth by the Alabama State Department of Education. These regulations may include a comprehensive background check, verification of appropriate experience, and prior certification specific to the certification sought. Additional requirements (e.g., standardized examinations to demonstrate content mastery) may be added as the Alabama State Board of Education and other accrediting agencies modify regulations. Candidates should consult their education adviser for details.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

CERTIFICATION IN OTHER STATES

Other states may grant professional certification to candidates completing the Troy University Education Specialist program. Some states may have additional requirements. Candidates seeking certification in other states should contact the appropriate State Department of Education.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

EARLY CHILDHOOD EDUCATION

Location: Dothan **36-39 Semester Hours**

Required Professional Core:

PSY	6693	3	Psychological and Educational Statistics
ECE	7790	3	Qualitative Research Methodology
ECE	7793	3	Problem Analysis in ECE
EDU	7709	3	Seminar in Decision-Making for Teachers and Educational Administrators
EDU	7730	3	The Teacher Leader
EDU	7795	3-6	Thesis

*EDU 6611 Educational Technology in the Curriculum is required if not previously taken.

*In addition to the required core, a survey course in special education is required unless previously completed.

Teaching Field Courses:

Select four courses (12 semester hours) from the following:

ECE	6631	3	Historical Perspectives in ECE
ECE	6618	3	Designing Prosocial Learning Environments
ECE	6622	3	Parents as Partners in Education
ECE	6628	3	Inquiries into Literacy Acquisition
ECE	6630	3	Inquiries into Representation
ECE	6632	3	Authentic Assessment in the ECE Classroom
ECE	6633	3	Integrated Thematic Curriculum
ECE	6634	3	Inquiries into Logico-Mathematical Knowledge

Select two Adviser-Approved Teaching Field Courses: 6

Select six additional hours of adviser-approved ECE courses or other adviser-approved courses related to the profession (e.g., EDU, ELE, SPE, RED). A candidate may not enroll in a 6000-level course if it duplicates the same course listed on the master's transcript.

ELEMENTARY EDUCATION

36 Semester Hours

Location: Dothan, Phenix City

Required Professional Core:

PSY	6693	3	Psychological and Educational Statistics
ELE	7790	3	Qualitative Research Methodology
ELE	7793	3	Problem Analysis in Elementary Education
EDU	7709	3	Seminar in Decision-Making for Teachers and Educational Administrators
EDU	7730	3	The Teacher Leader
EDU	7795	3-6	Thesis

*EDU 6611 Educational Technology in the Curriculum is required if not previously taken.

*In addition to the required core, a survey course in special education is required unless previously completed.

Teaching Field Courses:

Select 12 semester hours of adviser-approved ELE courses.

Select 3-6 additional hours of adviser-approved ELE courses or other adviser-approved courses related to the profession (e.g., EDU, ECE, SPE, RED).

A candidate may not enroll in a 6000-level course if it duplicates the same course listed on a graduate transcript. At least nine semester hours of teaching field courses must be at the 7000 level.

**EDUCATION SPECIALIST (Ed.S.)
SIXTH-YEAR CERTIFICATION PROGRAMS IN
INSTRUCTIONAL SUPPORT AREAS**

Program Specialty	Semester Hours	Troy University Sites						
		Dothan	Montgomery	Phenix City	Troy	Atlantic	Florida Western	Southeast
Educational Administration	36	X		X				
School Counseling	36	X	X	X				
School Psychology	33-36	X						

All Sixth-year certification programs are approved by the Alabama State Department of Education.

PURPOSE

The purpose of the Education Specialist (Ed.S.) certification programs in instructional support areas is to extend the expertise and further develop knowledge, competencies, and skills of professionals holding master’s level certification in school psychometry, school counseling, or educational administration. All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above, and no courses applied toward certification at the master’s level may be applied toward certification at the education specialist level. See the specific degree program for additional admission and degree completion requirements.

Troy University College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (NCATE, CACREP, and CORE). Up to 12 hours of course work completed at a site/university without the appropriate specialized accreditation may be considered for application toward program completion. See Transfer Credit section for additional information.

ADMISSION REQUIREMENTS FOR EDUCATION SPECIALIST PROGRAMS IN INSTRUCTIONAL SUPPORT AREAS

Admission to the Graduate School does not automatically constitute admission to the Education Specialist Program. All candidates must complete all requirements for the Alabama Class AA certification. All Ed.S. candidates must successfully complete a written comprehensive examination prior to program completion.

In addition to the Admission Requirements for Graduate School, candidates seeking the education specialist degree in a teacher education program must

1. hold a masters degree from a regionally accredited college or university,
2. hold valid master’s level certification in the same instructional support area in which the Class AA certificate is sought, (Not required for Community Counseling.)
3. complete a special education course as a prerequisite if not previously completed, and (Not required for Com-

munity Counseling.)

4. be unconditionally admitted and complete all additional admission requirements identified in the specific program.

CERTIFICATION IN ALABAMA

Candidates completing an approved Education Specialist certification program are eligible to apply for the Alabama Class AA professional certificate, provided they meet the following:

- a grade point average of 3.25 on all education specialist coursework attempted
- a grade of “C” or better in all coursework which applies to certification
- a grade of “B” or better in the research requirements for the program

Any candidate who applies for a professional certificate is subject to all regulations set forth by the Alabama State Department of Education. These regulations may include a comprehensive background check, verification of appropriate experience, and prior certification specific to the certification sought. Additional requirements (e.g., standardized examinations to demonstrate content mastery) may be added as the Alabama State Board of Education and other accrediting agencies modify regulations. Candidates should consult their education adviser for details.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

CERTIFICATION IN OTHER STATES

Other states may grant professional certification to candidates completing the Troy University Education Specialist program. Some states may have additional requirements. Candidates seeking certification in other states should contact the appropriate State Department of Education.

Only candidates properly admitted to an approved certification program and who successfully fulfill all program and certification requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

EDUCATIONAL ADMINISTRATION (Ed.S.)**Certification Program****Location: Dothan, Phenix City****Additional admission requirements for the Education Specialist degree program in Educational Administration**

In addition to the Admission Requirements for Graduate School, candidates seeking the education specialist degree in educational administration must hold the master's professional educator certificate in educational administration.

In an effort to maintain the rigorous nature of the Educational Administration program, to stay in step with changes in the field of administration and to ensure that our candidates maximize the benefit from the program, Troy University strongly recommends that each candidate have completed at least one year of administrative experience in a public K-12 school prior to admission to the Ed. S. program.

Educational Administration (Grades P-12)**36 Semester Hours**

EAL	7705	3	School Finance and Taxation
EAL	7746	3	Personnel Relations and Processes in Educational Leadership
EAL	7791	3	Organizational and Administrative Behavior
EAL	7790	3	Trends, Issues and Policy Studies in Educational Leadership
EAL	7793	3	Statistics
EAL	7714	3	School Law
EAL	7717	3	Mentoring Methods and Techniques
EAL	7794	3	Thesis: Field Problem Analysis
EAL	7795	3	Thesis: Problem Analysis Implementation

Select one: 3

EAL	7742	3	History of Educational Leadership
EAL	7758	3	Cultural Diversity

Select two: 6

EAL	7710	3	Supervision of Education
EAL	7701	3	Administration of Special Education
EAL	7735	3	Development and Operation of Educational Plant Facilities
EAL	7725, 7726, 7727	3	Specialized Topics in Educational Leadership
EAL	6610	3	Grant Writing and Fundraising

** A survey course in special education is required unless previously completed.*

All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above. **At least 50% of the degree program must be earned at the 7000 level.** Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

SCHOOL COUNSELING (Ed.S.)**Certification Program****Location: Dothan, Montgomery, Phenix City****Goals and Objectives**

The goal of the Ed.S. School Counseling program is to strengthen and extend the students' knowledge and skills developed at the Master's level so that the students will

1. become informed, reflective decision makers;
2. understand the developmental, proactive, and preventive focus of counseling in the schools;
3. facilitate academic, career, and personal-social development of K-12 students;
4. provide interventions for learning and behavioral problems;
5. work collaboratively with parents, school personnel, and with other agencies and organizations to facilitate student learning; and manage a comprehensive developmental counseling program.

School Counseling Ed.S.**36 Semester Hours***Required Courses:*

CP	6656	3	Marriage, Family and Sex Therapy Counseling
CP	7700	3	Advanced Practicum in Group Leadership
CP	7702	3	Advanced Theories and Techniques of Counseling
PSY	6669	3	Behavior Pathology

Research Course (Select one- 3 hours)

PSY	6693	3	Psychological and Educational Statistics
EDU	6693	3	Quantitative Methods of Evaluation of Teaching and Learning
EDU	7792	3	Advanced Research in Education

Field Project or Thesis (3-6 hours)

CP	7794	3	Field Project
CP	7795, 7796	6	Thesis

Electives 15 – 18*

* In addition to the required courses, a survey course in special education is required unless previously completed.

NOTE: All Education Specialist degree students must complete at least 18 semester hours of required coursework at the campus where the internship and/or practicum is supervised.

All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above. Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

SCHOOL PSYCHOLOGY (Ed. S.)

Certification Program

Location: Dothan

Goals and Objectives

The school psychology program provides broader experiences in psychometrics and interventions and, in addition, focuses on consultation, preventative strategies, training, program development, and program administration. The knowledge base expands the student’s exposure in learning measurement, behavior pathology, community psychology, multicultural influences, and organizational behavior. Models of service delivery are explored.

The objectives of the Ed. S. School Psychology Program are to strengthen and extend the master’s-level students’ knowledge and skills so that the students will

1. become informed decision makers, consultants, and facilitators for the education of children and the operation of schools;
2. select, administer, score and interpret tests, and communicate data in a wide variety of ways and to diverse populations;
3. intervene directly through counseling, cognitive-behavioral, and psychoeducational techniques, as well as early intervention and preventive programs;
4. intervene directly through consultation, training, and program development in schools and communities; and develop and to administer programs regarding the above.

School Psychology Ed.S.		33-36 Semester Hours
PSY 6635	3	Vocational Psychology and Career Development
CP 6644	3	Community Counseling Services
CP 6651	3	Counseling Diverse Populations
PSY 6693	3	Psychological and Educational Statistics
PSY 6669	3	Behavior Pathology
PSY 7700	3	Professional School Psychology

Select one:

PSY 6633	3	Advanced Psychology of Learning
PSY 6631	3	Psychological Foundations of Education

Select one:

CP 6641	3	School Counseling and Program Management
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Adviser-Approved Course in Educational Leadership

Select two (six hours of adviser-approved electives):

EDU 6605	3	Computer-Based Instructional Technology
CP 7702	3	Advanced Theories and Techniques of Counseling
SPE 6630	3	Collaboration for Inclusion
SPE 6631	3	Legal Issues in Special Education
SPE 6632	3	Assessment and Individual Programming
PSY 7794	3	Field Project
PSY 7795	3	Thesis

Internship

PSY 7753	3-6	Internship: School Psychology
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*a survey course in special education is required if not previously completed.

All Education Specialist Degree students must complete at least 18 semester hours of required coursework at the campus where the internship and/or practicum is supervised.

All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above, and no courses applied toward certification at the master’s level may be applied toward certification at the education specialist level.

COMMUNITY COUNSELING (Ed.S.)

Non-Certification Program

Location: Montgomery

The Ed.S. in Community Counseling is restricted to students who hold a minimum 36-semester hour master’s degree in counseling. It is **not** a program which is approved by the Alabama State Department of Education as a certification program.

Goals

The Community Counseling program provides broader experiences in counseling. The knowledge base expands the student’s exposure to theories of counseling, group leadership, and specialized areas of study.

Objectives for Community Counseling Ed.S.

1. To expand knowledge of the functions, roles, professional identity, current trends/issues, professional organizations, and professional identity
2. To expand sensitivity and skill in providing counseling services to diverse cultural populations
3. To expand knowledge and skill in research
4. To expand knowledge of principles, theories, and practices of community interventions
5. To expand knowledge related to the general principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders and dysfunctional behavior
6. To expand the ability to apply sound clinical and ethical judgment and skills
7. To demonstrate psychological health and the ability to use high levels of self-awareness

Community Counseling Ed.S. 30 Semester Hours

Required Courses:

CP 7702	3	Advanced Theories and Techniques of Counseling
CP 7700	3	Advanced Practicum in Group Leadership
CP 7753, 54, 55	1-6	Internship: Advanced Counseling
CP 7791, 92, 93	1-3	Research Seminar
CP 7794, 95	3-6	Field Project or Thesis
PSY 6693	3	Psychological and Educational Statistics
Approved Electives	12-15	