
2012-2013
Troy University
Graduate Catalog

Troy University
Troy, Alabama 36082
1-334-670-3000
<http://www.troy.edu>

Please consult the Troy University Web site for changes that may have occurred.

TROY UNIVERSITY

ACCREDITATIONS, MEMBERSHIPS AND AFFILIATIONS

Troy University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, master's, education specialist, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Troy University. The Commission is to be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

Refer to the college sections of this catalog for information regarding specialized accreditation.

Troy University is accredited by the following:

- Accreditation Board for Engineering and Technology
- Accreditation Council for Business Schools and Programs
- Commission on Accreditation of Athletic Training Education
- Commission on Sport Management Accreditation
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Rehabilitation Education
- Council on Social Work Education
- National Association of Schools of Music
- National Association of Schools of Public Affairs and Administration
- National Council for the Accreditation of Teacher Education*
- National League for Nursing Accrediting Commission

**Effective January 2013, the title will change to: Council for the Accreditation of Educator Preparation*

Troy University is a member of the following:

- Alabama Association of Colleges for Teacher Education
- Alabama Association of Higher Education in Business
- Alabama Association of College Administrators
- American Association of Colleges for Teacher Education
- American Association of State Colleges and Universities Council on Education
- American Council on Education
- American Association of Colleges of Nursing
- Association to Advance Collegiate Schools of Business
- Council for Adult and Experiential Learning
- International Association of Schools of Social Work
- National Strength and Conditioning Association - Education Recognition Program
- Southern Business Administration Association
- Southern Council on Collegiate Education for Nursing

Troy University is affiliated with the following:

- Servicemember's Opportunity College Program

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UNIVERSITY MISSION STATEMENT

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are supported by a variety of student services

which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research.

WELCOME TO TROY UNIVERSITY

Troy University's history of teaching excellence dates to its founding in February 1887 as Troy Normal School. From the outset, the institution quickly earned a reputation for innovation and accessibility. Troy Normal became Troy State Teachers College in 1929, Troy State College in 1957, and Troy State University in 1967.

The Montgomery campus earned independent accreditation in 1983, as did the Dothan campus in 1985. The Phenix City campus and the locations around the nation and the world, administered by

the Troy Global Campus, have always operated under the accreditation of the Troy campus.

In 2005, the separately accredited campuses were merged into a single university structure forming Troy University. This name change represented the fifth major advancement in the storied, dynamic rise of the University to national and international prominence. Today, Troy University serves nearly 30,000 students in Alabama and around the world.

The Troy University calendar may be found in each schedule of classes or at <http://www.troy.edu>.

THE GRADUATE SCHOOL

Authorized by the State Board of Education, Troy University, then known as Troy State College, offered its first master's degree program in 1957 and awarded the first master's degree in education in 1958. Since that time Troy University has continued to meet the needs of its graduate students, and now the Graduate School offers advanced degrees in the colleges of education, business, the arts and sciences, and health and human services.

Purpose of the Graduate School

The purpose of the Graduate School is to provide quality, accessible degree programs that respond to the needs of the University's constituency for professional development and educational enrichment. The degree offerings reflect a wide range of master's degrees and a selected number of specialist programs that serve students and practitioners throughout this region and at site locations globally.

A purpose further exists to provide educational services for the larger community, especially graduate and advanced education for adult students.

Through the various degree programs, the Graduate School provides an academic environment conducive to the maximum development of students. This unit of the university provides quality programs to students and the larger community through the utilization of staff and facilities and through research, superior teaching, scholarship, and public service.

The goals of graduate study are

1. to develop the professional skills and academic competencies of students;
2. to prepare students for research and further graduate study;
3. to promote the development of intellectual inquiry and the desire for life-long learning.

Organization and Administration of the Graduate School

The Graduate School of Troy University is under the general supervision of the Graduate Council. The Senior Vice Chancellor for Academic Affairs and Dean of the Graduate School serve as *ex officio* members of the Council. The Council is organized to provide for systematic examination, approval, and evaluation of all curricular offerings and degree requirements. All policies and regulations affecting graduate curricular and degree programs are formulated by the Graduate Council.

Members of the Graduate Council are elected from the graduate faculty in the five colleges of the University.

Scope of the Instructional Program

The basic purposes of the University are determined by the Alabama State Legislature and the University's Board of Trustees. While the past history of the University reflects an institutional purpose that was dedicated to teacher education, there has been in recent years broadening dedication to the advancement of the arts and sciences, business, communication and fine arts, and health and human services.

The faculty and administration of the University recognize that changes in technology, urbanization of the region, advances of science, greater participation by working students, national and world economics, international relations and advancement of democratic processes, along with the preservation and advancement of the cultural heritage, will demand constant attention in determining the future purposes of the University.

Nature of Graduate Work

Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria.

The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors.

The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest.

Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects.

GENERAL REGULATIONS

Admission Requirements

All regulations governing the Graduate School are designed to equal or exceed the minimum criteria recommended by the Commission on Colleges of the Southern Association of Colleges and Schools, the Alabama State Department of Education, and specialized accreditation. All regulations regarding admission, retention, and completion are minimum, and departments, schools, and colleges may prescribe more stringent requirements. Applicants are advised to check with the dean, department chair, or program adviser in the academic area, or Graduate Admissions Office for degree requirements specific to the degree sought.

Pre-Admission Procedures

Application Forms

Application forms for admission to the Graduate School are available online at <http://admissions.troy.edu>. The application should be submitted at least one month before the first day of the semester or term of intended attendance. If fraudulent information is discovered on the application form, a student may be administratively withdrawn.

Applications must include

1. a completed on-line application form with fee
2. validated proof of earning a BS degree from a regionally accredited or otherwise approved college by submitting official transcripts from all universities attended
3. appropriate standardized admission exam
4. a letter of recommendation
5. other documentation supporting the application

Please see the following explanation of these application requirements.

Consult the Troy University webpage at <http://www.mytroyu.me/> for additional information.

Transcripts

All official transcripts (raised seal with Registrar's signature, security paper, and without "Issued to Student" stamped on them) from all universities attended noting that credit was accepted toward the completion of the bachelor's degree are required for applicants holding a bachelor's degree. Troy University undergraduates must also request an official transcript to be sent to the appropriate TROY location. All official transcripts showing the completion of the bachelor's, master's, or higher degree are required for applicants holding a master's or higher degree. These transcripts must be sent directly from the previous university or college directly to and be filed in the Admissions Office of the Troy University campus to which the student is applying. Failure to report all universities previously attended may result in denial and/or dismissal. Applicants are responsible for requesting official transcripts from each institution previously attended. The Admissions Office will assist students in completing transcript requests. Applicants who have not completed the undergraduate degree are required to submit one official transcript at the time of application and one official transcript upon completion of the degree. Once the Application for Admission is on file, all transcripts submitted become the property of Troy University and will not be returned.

Troy Campus Graduate Admissions 111 Adams Admin. Troy University Troy, AL 36082 Phone: (334) 670-3179	Phenix City Campus Graduate Admissions One University Place Troy University Phenix City, AL 36869 Phone: (334) 297-1007
Dothan Campus Graduate Admissions P. O. Box 8368 Troy University Dothan, AL 36304 Phone: (334) 983-6556	Montgomery Campus Graduate Admissions P.O. Box 4419 Troy University Montgomery, AL 36103-4419 Phone: (888) 357-8843
Global Campus (including online programs) Graduate Admissions University Park Suite 100 Troy University Troy, AL36082 Phone: (334) 670-5876	International Students International Admissions 123 Pace Hall Troy University Troy AL 36082 Phone: (334) 670-3616

Standardized Admission Test (Entrance Exam) Scores

Official scores from nationally standardized aptitude examinations, such as the GRE, MAT or GMAT must be submitted at the time of application. No time limit for test scores is established for admission into Graduate School, although most scores are only available for five years.

Letter of Recommendation

The official Troy University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills must be completed and submitted electronically to the location that the Application for Admission was submitted. The official Letter of Recommendation form may be found at <http://it.troy.edu/grad/index.htm>. **Note:** A letter submitted to meet specific program requirements may be used for admission to the Graduate School to satisfy this admission requirement.

Other Documents Required

1. College of Education students seeking advanced teacher certification (Class A) must furnish a copy of a valid teaching certificate (not Optional or Provisional certificates). Alternative Fifth-year students seeking initial certification are not required to present a teaching certificate. See the College of Education section for additional information.
2. Students who have completed an Air Force, Navy, Army or Marine Corps intermediate or senior level Professional Military Education (PME) course must submit an official transcript from the Registrar at Air University, Naval War College, or Army War College. Students who have completed U.S. Army Command and General Staff College or the Marine Command and Staff College must submit an official transcript. Students who have completed any other service-sponsored PME School must submit a course completion certificate.

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- Students who enroll or take courses on the Troy campus must submit a medical record to the Health Center (Troy Campus requirement).

Submission of the completed application, application fee, official test scores, letter of recommendation, and official transcripts normally completes an application for admission.

Graduate Program Admission Classifications

Masters Degree Programs

Unconditional Admission - Master's Degree

To qualify for unconditional admission to a master's degree program, applicants must meet the following requirements:

- Hold a master's or higher degree from a regionally accredited or equivalent foreign university. No test score or letter of recommendation is required for those who hold a master's or higher degree from accredited university. All official transcripts must be provided.

OR

- Hold a baccalaureate degree from a regionally accredited or equivalent foreign university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. Students entering licensure and professional programs must meet specified grade point average requirements.

OR

- Hold a baccalaureate degree from an unaccredited or otherwise accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. (See Unaccredited or Otherwise Accredited Baccalaureate Degree Holders - Student Admission Requirements.)

Note: *Students seeking advanced degrees in teacher education or nursing programs must hold a baccalaureate degree from a regionally accredited college or university.*

AND

- Have an acceptable score on the appropriate entrance exam (official test score required). Exam requirements vary by program:

DNP: GRE 850 (450 verbal, 400 quantitative (old)) OR 290 (150 verbal, 140 quantitative (new)),

EMBA: GRE 900 combined (old) or 291 (new), GMAT 500

MACC: GMAT 500

MBA: GRE 900 combined (old) or 291 (new), GMAT 500

MPA: GRE 920 combined (old) or 291 (new), MAT 400, GMAT 490

MSHRM: GRE 900 combined (old) or 291 (new), GMAT 500

MSIR: GRE 920 combined (old) or 291 (new), MAT 396, GMAT 490

MSM: GRE 900 combined (old) or 291 (new), GMAT 500

MSN: GRE 850 combined (old) OR 286 combined (new), MAT 396

M.Tx: GMAT 500

All other graduate programs:

- GRE 850 combined (old) OR 286 combined (new)
- MAT 385
- GMAT 380

- Provide an official Troy University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills. See web request form at <http://it.troy.edu/grad/index.htm>.

Note: *A letter submitted to meet specific program requirements may be used for admission to the Graduate School to satisfy this admission requirement.*

AND

- Meet the unconditional requirements of a program. See specific programs for details. Some programs have higher standards.

Conditional Admission - Master's Degree

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements. **Not applicable for Ed.S. students.**

Students admitted conditionally only because of a low undergraduate grade point average will be cleared of their conditional status if, at the completion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Students admitted conditionally only because of a low test score will be granted unconditional admission prior to the completion of nine semester hours provided they have maintained a 3.0 grade point average on all graduate work attempted and have re-taken the test and received a satisfactory score. **Note:** Please consult the individual program test score requirement prior to taking exam. Exam requirements vary by program.

Baccalaureate Degree Holders

Students who have earned a baccalaureate degree from a regionally accredited or equivalent foreign college or university, but lack the required grade point average and/or acceptable test score (official test score required) to be admitted unconditionally, may be granted conditional admission for a maximum of nine semester hours. Students admitted under conditional status may, with the consent of their major adviser, enroll in as many as nine semester hours during their first semester. (Also see Unaccredited or Otherwise Accredited Student Admission requirements.)

Temporary Admission—Master's Degree

(Nine-semester-hour maximum load for full time enrollment)

Temporary admission may be granted under certain circumstances to applicants who have not submitted all original transcripts, the letter of recommendation, or original exam score.

Note: *Please consult the individual program test score requirement prior to taking exam. Exam requirements vary by program.*

Application fees must be paid in full to be considered for Temporary Admission status. Students must provide, at a minimum, proof of eligibility, copy of bachelor's degree transcript, diploma or letter of completion to be initially considered as eligible for Temporary status. **Not applicable for DNP, Ed.S., M.Acc, MPA., M.S.N., or M.Tx, students.**

Procedures:

A baccalaureate graduate of a regionally accredited or equivalent foreign college or university who lacks certain necessary records may be granted temporary admission. Such records should be completed before the end of the semester or term for which the student was given temporary admission. Students admitted in temporary status are under conditional admission requirements until admission status may be determined. Conditional admission status requires that students must clear the conditional admission requirement of a 3.0 grade point average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year, after which they may petition the Dean of the Graduate School to re-enter. **Students**

from non-accredited or otherwise accredited universities or students seeking dual enrollment are not eligible for temporary admission. (See Unaccredited or Otherwise Accredited Student Admission requirements.)

Records:

1. If the records are completed before the term ends and the results indicate that the student is not eligible for admission, the student must withdraw from the class or classes, with a refund if applicable, or receive non-degree credit for the class or classes for which he/she is registered. Applicable refunds will be made in accordance with regulations as stated in published refund policies.
2. When the records are completed and if it is determined that the student was not eligible for graduate admission, all hours pursued will be converted to non-degree credit with no refund of tuition. Students receiving financial aid are responsible for repayment.
3. When the records are completed and if it is determined that the student was not eligible for unconditional enrollment because of low grade point average or low exam score(s), students will be admitted under conditional status. See Conditional Admission requirements.
4. If the student has completed the term for which temporary admission was granted and the records are still not in order, the hours pursued will be held in abeyance until the records are clear. No refund of tuition will be made, and the student will not be permitted to enroll in succeeding terms until the records are complete and admissibility is determined; however, with the permission of the appropriate graduate admission authority, the student may extend temporary admission for a second term. Written approval authorizing the extension must be in the student's permanent record. A student may attend only a maximum of one semester, two terms, or complete nine credit hours in temporary status. There is no "second semester" or "third term" extension.
5. When the records are complete and if it is determined that the student was eligible for unconditional admission, all hours pursued will be counted toward the appropriate graduate program requirement.

Doctoral Degree Programs

Unconditional Admission—Doctoral Degree

Doctorate of Nursing Practice (DNP) students will be admitted only under unconditional admission status. Admission to the program will have limited availability. To be considered for unconditional admission to the DNP program the applicant must

1. Hold a BSN or MSN degree from a nationally-accredited program (NLNAC or CCNE).
2. Have earned a minimum cumulative GPA of 3.0 (4.0 scale) on all post-secondary coursework.
3. Submit official transcripts for all post-secondary academic study.
4. Earn a minimum GRE score of 290 (150 verbal, 140 quantitative), or 850 on pre-November 2011 GRE test(450-verbal, 400 quantitative) .
Note: This requirement is waived for post-MSN applicants.
5. Possess a current unencumbered license as a registered nurse in Alabama or in the state where clinical practice will occur.
6. Submit two letters of professional reference that address academic ability, professional competence, and leadership potential in nursing.
7. Complete a successful interview conducted by the Nursing Graduate Admissions Committee.
8. Submit an 800 to 1000 word essay describing professional goals and how completion of the DNP program will enhance future roles and activities.

9. Submit a Resume that includes education, work experience in nursing, research experiences, publications, presentations, community service, professional memberships and service.
10. Possess a valid certification in advanced practice nursing from a nationally recognized credentialing body or be eligible to take a nationally recognized certification exam.
Note: This requirement applies only to post-MSN applicants.
11. Submit documentation of academic clinical hours.
Note: This requirement applies only to post-MSN applicants.

Conditional Admission—Doctoral Degree

All candidates for admission to the DNP program must meet the requirements of unconditional admission as described above. Conditional admission is not available for DNP applicants.

Transient Admission

Students from other accredited universities who wish to take a course(s) from Troy University must

1. Complete a standard "Application for Admission," proof of baccalaureate degree (no official transcripts required), and pay the application fee.
2. Present a transient authorization form from the parent school to the Admissions office of the campus location where the course will be delivered. The authorization must identify the course(s) to be taken and the term in which it will be taken, or indicate that the course is to be taken at the student's discretion. The form must be signed by a designated official of the University or campus (i.e., Registrar, Director, etc.).
3. Meet all prerequisites and provide the documentation prior to being admitted to a particular course.

Application status for the semester is determined by the information supplied on the application for admission. Admission status may not be changed following the last day to add/drop for the semester.

Transfer Admission

The admission requirements for transfer students are the same as regular admission standards. Students on temporary, permanent academic, or disciplinary suspension from any other college or university should refer to Transfer of Students on Suspension.

Transfer of Students on Suspension from Another Institution

1. Temporary, Indefinite, or Permanent Academic Suspension: A student who has been suspended from another college or university is not eligible to apply for admission to Troy University. Appeals may be made to the Dean of the Graduate School.
2. Disciplinary Suspension: Students on disciplinary suspension from another institution must be eligible to return to that institution before being considered for admission to Troy University.

Note: *Requests for waivers must be submitted in writing to the Dean of the Graduate School.*

Unaccredited or Otherwise Accredited Baccalaureate or Masters Degree Holders—Student Admission Requirements (United States and Foreign Universities)

Students must submit an official transcript(s) with degree(s) posted at least one semester/term prior to the desired date of registration. The appropriate academic college and the Graduate Council will evaluate all submitted transcripts using commonly accepted practices and guidelines. The applicant will be required to submit a copy of the college's catalog and other information as needed. Only upon the approval of the Graduate Council may a

student begin taking graduate courses at Troy University. Should the student be inadvertently (without the University's knowing that the baccalaureate degree or masters degree is from an unaccredited or otherwise accredited institution) admitted into classes prior to baccalaureate degree or master's degree approval and the evaluation indicates that the student is not eligible for admission, the student will be withdrawn from the class or classes, or receive non-degree credit for the class or classes for which he/she is improperly registered, and all tuition will be forfeited.

Note: *Students seeking advanced degrees in teacher education or nursing programs must hold a baccalaureate degree from a regionally accredited college or university.*

Note: *Students seeking a Master's degree from the Sorrell College of Business who hold an undergraduate degree from a non-regionally accredited U.S. college or university must obtain and submit a letter from the Dean of three Colleges/Schools of Business accredited by the AACSB or ACBSP stating that students from the student's non-regionally accredited undergraduate institution have been accepted into the graduate business programs at those institutions.*

Post Master's Admission

Students admitted in this category must hold the master's degree from a regionally accredited or equivalent foreign institution. Graduate credit taken while enrolled as a post master's degree student is not admissible as degree credit unless it is approved by the Program Director and is limited to a total of six semester hours. All official undergraduate and graduate transcripts are required for admission. If the degree is earned outside the United States, an American Association of Collegiate Registrars and Admission Officers (AACRAO) evaluation is mandatory. Applicants to the DNP program are eligible only for Unconditional admission status.

Special Admission: Non-Degree Matriculates

A student interested in earning graduate credit, but who is not an applicant for a graduate degree at Troy University, may be admitted as a "Special Student" with the approval of the Dean of the Graduate School or his/her designee. Admission may be granted to qualified students holding a baccalaureate degree or higher from a regionally accredited or equivalent foreign institution or to students in good standing at another regionally accredited or equivalent graduate school (copy of transcript must be provided). Should a student apply later and be accepted to a degree program, a limit of six semester hours will be considered for credit toward the degree. It is the responsibility of the student to observe the limitations imposed on credit hours, coursework, and transfer of credit. Special students may not be admitted at a later date on a temporary admission. Credits taken in Special Admission status by students who are found not to be in good standing at their previous institution will be voided with the posting of no grade "NG" by the Registrar. Doctoral students are not eligible for special admission status.

Certificate Program Admission Requirements

Students interested in completing a certificate program offered through the Graduate School must apply to be unconditionally admitted into the Graduate School through the standard admission process. All certificate courses are graduate courses. Consult the Unconditional Admission section of this catalog for admission requirements.

International Student Admission

International Student Graduate Admission Requirements

1. Meet all Graduate School Admission Criteria
2. The Troy University International Admissions Office will evaluate student degree credentials using standardized best practice procedures and determine equivalency to a U.S. degree.
3. Meet English Proficiency Requirements for Graduate Admission. All graduate students must demonstrate English proficiency for admission to the Graduate School prior to taking graduate courses. Proficiency may be demonstrated by ONE of the following options:
 - Make a satisfactory score on the Test of English as a Foreign Language (TOEFL): 193 (computer-based test), 70 (Internet-based test), or 523 (paper test).
 - Make a satisfactory score on the International English Language Testing System (IELTS): score of 6.0.
 - Make a satisfactory score on the ACT COMPASS ESL exam. To pass the ACT Compass ESL, a student must attain a total of 270 on the Listening, Reading, and Grammar sections, with no individual score below 85, and a minimum score of 8 out of 12 on a writing test. **Note:** *The ACT Compass ESL may be taken only once.*
 - Students lacking satisfactory test scores may be admitted following satisfactory completion of the Troy University English as a Second Language (ESL) courses.

English Placement for Non-native Speaker of English

Any student whose first language is not English must submit an official score report for the Test of English as a Foreign Language (TOEFL), the International English Testing System (IELTS), or the ACT Compass ESL examination. Students who do not meet the minimum English proficiency requirements specified for the TOEFL, IELTS, or ACT Compass ESL test will be placed at the appropriate level in the Troy University English as a Second Language (ESL) program. The ESL program is available on the Troy campus and at the Global Campus site in Atlanta.

The following process will be used to satisfy the Graduate School language admissions requirements through the Troy University ESL program:

Students will be placed in the appropriate level of English as a Second Language (ESL) class based on the score made on the ACT Compass ESL test. A standardized final exam will count 30% of the final grade in each class at the advanced level. Students must make a grade of "B" or better in their last semester/term at the completion of level five and/or six in order to be "certified" as having met the English proficiency requirement for admission to the Graduate School. The certification form will be submitted by the International Programs Admissions Office to the Student Services Office upon the student's successful completion of the ESL program. Students may not begin taking graduate courses until they are "certified" as English proficient. Contact the Center for International Programs at intlprog@troy.edu for specific information.

Student Visa Requirements

Only the Troy University campuses in Alabama and the teaching site in Atlanta, Georgia, are approved to host students on

a nonimmigrant student visa. Students may refer to the web site <http://admissions.troy.edu/graduate/academicPrograms> for information on program availability at a specific Troy University campus.

Persons requesting U.S. Citizenship and Immigration Services (USCIS) form I-20 to obtain an F-1 visa or DS-2019 to obtain a J-1 visa who require additional information should contact the Center for International Programs, Troy, Alabama, 36082, USA; telephone: 1 (334) 670-3736; email: intlprog@troy.edu; or visit the website at <http://admissions.troy.edu/international>.

International Student Submission Requirements

Students must submit the following official documents:

1. Completed Application for Admission.
2. Application fee.
3. All official transcripts and *preferably an American Association of Collegiate Registrars and Admission Officers (AACRAO)* or Educational Credential Evaluators, Inc. (ECE) evaluation of the transcript if the institution is not an accredited United States institution. Prospective students must submit an institutionally transcribed transcript in English. Applicants who cannot obtain an institutionally translated transcript may obtain a translation utilizing the services of an approved credential evaluating service.

AACRAO
1 Dupont Circle, NW, Suite 520
Washington, D.C. USA 20036
Telephone 1-202-293-9161, Fax 1-202-872-8857,
www.aacrao.org

OR

Educational Credential Evaluators, Inc (ECE)
P.O. Box 514070
Milwaukee, WI 53203-3470
Telephone (414) 289-3400
Fax: (414) 289-3411
Email: eval@ece.org
<http://www.ece.org>

Institutionally translated transcripts will be evaluated preferably by AACRAO or ECE, or may be evaluated by Troy University using standard accreditation practices and guidelines. If the foreign school does not appear in any of these sources or if the transcript does not provide the information necessary to determine admission status based on standard criteria, the applicant must utilize the credential evaluation services of AACRAO. Whenever possible, applicants transferring credit should submit a copy of the school catalog.

4. Students must make a satisfactory score on the TOEFL, IELTS, or ACT Compass ESL exam (may be taken only once) prior to beginning graduate coursework. See English Proficiency Requirements provided under International Student Admission Requirements.
5. Satisfactory score on the graduate admission examination. **Note:** *Please consult the individual program test score requirement prior to taking exam. Exam requirements vary by program.* (Contact the Troy University International Admission office or an International Troy University site office near you for more information.)

6. Troy University Letter of Recommendation

The Letter of Recommendation form is located online at <http://it.troy.edu/grad/index.htm> or a print copy will be provided in the application package. The following items must be addressed in the Letter of Recommendation: the recommender's name, organization, position or title, telephone or email; how long and in what capacity the recommender has known the applicant; and the key characteristics that the candidate possesses (e.g. leadership, communication, knowledge, creativity, reliability, ability to communicate in writing, initiative, ability to get along with others, scholarly potential).

7. A detailed statement of financial status showing that adequate financial resources are ensured. Non U.S. citizens (and immediate family members) who are members of allied military forces or civilian agencies assigned to U.S. military installations are exempt from providing financial statements or TOEFL scores provided that their proficiency in English is certified in writing by an appropriate U.S. military official. Such a statement of financial status is required only for those international students seeking a J-1 or F-1 student visa.

Three-Year Baccalaureate Degree Holders Requesting Admission to the Graduate School

1. Students completing a three-year baccalaureate degree will also be required to complete at least one year of a graduate program in their home country prior to applying to the Troy University Graduate School. No "Bridge Program" courses are required. Students must make a satisfactory score on the TOEFL, IELTS, or ACT Compass ESL exam (administered only on the Troy University Campus and may be taken only once) prior to beginning graduate coursework. See English Proficiency Requirements provided under International Student Admission Requirements.

OR

2. Students must make a satisfactory score on the TOEFL, IELTS, or ACT Compass ESL exam, or satisfactory completion of the Troy University ESL program prior to beginning graduate coursework. See English Proficiency Requirements provided under International Student Admission Requirements. The dean of the discipline for which the student seeks admission will prescribe a mandatory one-year baccalaureate equivalent course of study of at least 30 semester hours of undergraduate coursework, to be completed with a cumulative grade point average of 2.50. All grades below the grade of "C" must be retaken. This prescribed course of undergraduate study shall be referred to as a "Bridge Program." Bridge program students should not repeat courses taken at the undergraduate level. Bridge Program students will be enrolled as "Undergraduate" students. This coursework must be successfully completed and certified by the dean of the college prescribing the coursework prior to admission to the Graduate School. Upon completion of the Bridge Program, students meeting all admission requirements may be admitted to the appropriate graduate program.

Dual Enrollment

Lacking Prerequisites

Students holding a baccalaureate degree from a regionally

accredited or equivalent foreign college or university, who are applying for graduate admission, will have transcripts reviewed by their adviser to determine if specific degree program prerequisites are met prior to admission to a graduate program.

Students needing to meet prerequisite requirements will be considered "Post-Baccalaureate" students until such time as prerequisites are fully completed and the cumulative grade point average for the prerequisite courses is a 2.5. "Post-Baccalaureate" students having six semester hours or fewer of prerequisites remaining may begin dual enrollment coursework and apply for Graduate Admission with the approval of their adviser.

Final Semester of Graduating Seniors Only

With the approval of the Dean of the Graduate School or designee, seniors lacking six semester hours or fewer for graduation may, during the term in which their undergraduate requirements are being completed, be enrolled in one or more courses for graduate credit provided they present an acceptable score on the appropriate entrance exam and have an overall grade point average of 2.5 (on a 4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. Consult specific program for specific admission requirements. If admitted, the student may enroll in no more than a combined total of nine semester hours of undergraduate and graduate work.

Registration

Students must be registered for all classes prior to attendance in these classes. If a student's name does not appear on a class roster, he/she may not sit in or otherwise attend the course. Students should register during designated registration times. Once students have registered for a course or courses, they incur a financial commitment which must be met. Students can pay their tuition on line by accessing the Trojan Web Express.

Students who fail to attend a class without following drop/withdrawal policies will receive a grade of FA, and those students will still be charged full tuition and fees. Students with an outstanding balance will not be permitted to register for future terms.

Class Cancellation

The institution reserves the right to cancel any course for which there is insufficient enrollment.

Changing Program of Study

If a student decides to change his/her declared program of study, the student must be in good academic standing or eligible for readmission and meet the entrance requirements for the new degree program in effect at the time of admission to the new program. The student must submit a completed Graduate Change of Academic Program Application (no fee required) to the Graduate Admissions office at his/her home campus. Graduate Change of Academic Program Applications are available at campus Admissions offices and online at <http://www.troy.edu/graduateschool/forms.htm>. Final ap-

proval to change programs will be granted by the appropriate academic dean consistent with change of program procedures established by that college.

Courses previously credited to the former program will be evaluated for acceptability for the new degree program through the process of *Petition* for Transfer of Graduate Credit evaluation. Petition for Transfer of Graduate Credit forms are available from any graduate program office or online at <http://www.troy.edu/graduateschool/forms.htm>. Grades below a "B" will not be considered for transfer, and any loss of credit will be reported to the student and the Financial Aid Office, if applicable. All grades from work attempted in the first graduate program will contribute to the cumulative grade point average, unless the credit is older than eight years. All graduate programs requires a *cumulative* grade point average of a 3.0. Students approved to change programs will be required to submit an Admission to Candidacy/Degree Plan for the new graduate program.

Note: *Students using VA benefits should be aware that the VA may not pay for courses taken in a second program unless the VA has been notified of the degree program change. (See the VA certifying official for further details.)*

Transfer Credit

Transfer credit is defined as college credit that was earned at another regionally accredited or equivalent foreign institution and is transferable and accepted for credit toward a degree program at Troy University.

Academic credit and/or degrees accepted for transfer to Troy University must be earned at regionally accredited U.S. universities or at foreign universities whose academic credit and/or degrees have been evaluated and determined by appropriately prepared faculty to be equivalent to that awarded by a U.S. institution. All transfer credit is evaluated in terms of level, content, quality, comparability, and degree program relevance.

Transfer Credit From a Previous U.S. Graduate Degree

Courses taken at the graduate level that contributed to the completion of a prior U.S. graduate degree program may be applicable for credit in the new program based on review by the dean of the program. A limit of six semester hours of credit earned from any previous graduate degree may be applied to the requirement for a second master's or doctoral degree. Transfer credits are subject to departmental approval and time limitations. All credits used to satisfy the second master's degree must be less than eight years old at the time of degree completion. A Petition for Transfer of Graduate Credit form must be completed and approved. See TRANSFER CREDIT FROM A REGIONALLY ACCREDITED INSTITUTION section for specific requirements for the evaluation of transfer credit. Petition for Transfer of Graduate Credit forms are available at <http://www.troy.edu/graduateschool/forms.htm>.

Note: *Refer to TIME LIMITS TO COMPLETE GRADUATE DEGREE PROGRAMS and TIME LIMITS TO COMPLETE GRADUATE NURSING DEGREE PROGRAMS for more information on limitations of transfer credits.*

Transfer Credit From Regionally Accredited Universities

No credit may be transferred to a Troy University graduate program until a student is unconditionally admitted and has completed a minimum of nine semester hours with the university. The maximum number of graduate credit hours transferred into a graduate program will not exceed 12 semester hours. Please consult specific degree programs to determine allowable transfer credit hours.

1. A grade of "B" or higher must have been earned in each course. Transfer credit will not be used to determine the Troy University grade point average. A copy of the course syllabus may be required.
2. Sixth-year degree program students must refer to the specific discipline section of the Graduate Catalog for further requirements.
3. To be acceptable as transfer credit, all hours must have been earned within eight years of the date of degree completion of the graduate program at Troy University. Credit accepted as transfer credit, which becomes over eight years old (graduate nursing courses may not exceed five years) before the graduate degree requirements are completed, will become invalid and will not be counted toward graduate degree requirements.
4. Where Troy University is replacing another university under Department of Defense contracts, students will be permitted to transfer up to 18 semester hours of Troy University equivalent coursework. This rule applies for one calendar year from the start of the Troy University program and is only for students who have been in attendance at that site.

Documents Required for Evaluation of Transfer Credit:

1. A completed Petition for Transfer of Graduate Credit form.
2. A copy of the official transcript showing the course(s) taken.
3. A course description taken from the college catalog where the course was taken.
4. Evidence that the course was taken for graduate credit or would have been accepted as graduate credit if not indicated on the transcript.
5. Course substitutions may be considered, as applicable. A copy of the course syllabus may be required. Officially accepted transferred graduate coursework will be posted on the official Troy University transcript.

Transfer Credit From Unaccredited or Otherwise Accredited Universities

Some degree programs prohibit the acceptance of transfer credit from unaccredited or otherwise accredited universities. If a student meets unconditional graduate admission standards and has earned graduate level credit at an unaccredited or otherwise accredited institution of higher learning, the student may petition for transfer credit. Petitions for transfer credit must be submitted immediately upon admission. Credits will not be accepted until the student has completed nine semester hours and has maintained a 3.0 grade point average necessary for good standing. Credits will be evaluated and approved by the dean of the discipline and the Graduate Council, if needed. All requests must meet the stated conditions specified in the Transfer Credit from Regionally Accredited Universities section above. A determination will be made based on (1) the unaccredited or otherwise accredited institution's affiliation with the following agencies which honor recognition

provided by the former: Council on Postsecondary Accreditation (COPA) and the Commission on Recognition of Post Secondary Accreditation (CORPA), and/or the Council for Higher Education Accreditation (CHEA); (2) acceptance of credit by three other regionally accredited universities located in the area of the unaccredited institution, (3) review and approval of the Graduate Council.

Note: *A Petition for Transfer of Graduate Credit request form must be completed, with the request annotated across the top of the form, that the institution is non-regionally accredited. A copy of the official transcript, course descriptions, syllabus, and faculty credentials, if available, should be attached. All information submitted by the student must be verified by the appropriate academic official at each location, and a letter recommending support or non-support must accompany the request before the dean of the college will have the petition reviewed.*

Transfer Credit from Foreign Universities

Students seeking transfer of credits from a foreign university must submit a Petition for Transfer of Graduate Credit form and an official credit evaluation to the Troy University International Admissions Office as discussed below.

Students may use one of two methods for an official credit evaluation:

1. Present to the Troy University Admissions Office original transcripts including an English translation and university-prepared course descriptions for courses the student desires to transfer. Using established university protocols, the International Admissions Office will determine if the foreign university is considered equivalent to a U.S. regionally accredited university, and authenticate all submitted documents. When appropriate, the International Admissions Office will translate the credit value of each course(s) being petitioned for transfer into U.S. equivalents.
2. Request an official evaluation from AACRAO or ECE by submitting transcripts and course description. The official evaluation, along with the original transcripts, must be presented to the Troy University International Admissions Office.

A Petition for Transfer of Graduate Credits form and a letter from the International Admissions Office will be forwarded to the appropriately qualified faculty for review, evaluation, and determination of the acceptability for transfer of each course. Petition packets are returned to the International Admissions for inclusion in the student's file. If the faculty have deemed the course equivalent to a Troy University course applicable to the student's degree program, the International Admissions office will verify that the grade earned is equivalent to the Troy University grade of "B" or better before an approval for transfer is granted. The International Admissions Office will notify the student of the approval or denial of the petitioned course(s) for transfer.

Students should consult their specific degree programs to determine the allowable credit hours for transfer. Credits will not be accepted until the student has completed nine semester hours and has maintained a 3.0 grade point average necessary for good standing. Petition for Transfer of Graduate Credit forms are available at <http://www.troy.edu/graduateschool/forms>.

Correspondence Credit

Credit earned through correspondence will not be acceptable for graduate work. A correspondence course is defined as a com-

plete pre-packaged course designed to be delivered through sequential steps at the student's own pace without instructor or student interaction.

Professional Military Education Credit (PME)

Troy University awards transfer credit for specific Professional Military Education (PME) courses completed at select military service schools for which credit is recommended by the American Council on Education and approved by the dean of the appropriate College. The maximum number of credit hours transferred into a graduate program, to include PME credit, will not exceed 12 semester hours. Please consult your adviser for individual program acceptance. No credit may be granted for work that will be over eight years old at the time of graduation from the Troy University program for which transfer credit was requested. No waivers will be permitted.

Transient Credit

Under no circumstances may a student be enrolled in another institution while enrolled at Troy University without prior transient authorization. Students who have been granted unconditional admission to the Graduate School, and who are in good standing, may petition to take pre-approved graduate level courses at another regionally accredited or equivalent foreign graduate school. Transient credit does not count toward Troy University residence credit or one's Troy University grade point average (GPA). See specific program restrictions for transient credit. The maximum number of credit hours transferred into a graduate program, to include transient credit, will not exceed 12 semester hours.

Pre-approval to enroll in such courses must be obtained from the appropriate dean of the degree-granting college prior to enrollment in the course. A grade of "B" or higher must be earned in each transient course. Military senior service school credits, if appropriate for the degree, may be accepted as transient credit upon approval. The combined total of transfer and transient credits may not exceed 12 semester hours.

Degree Semester Hour Requirements

The minimum number of semester hours required for graduate programs varies. Additional coursework may be required for a student with academic deficiencies and/or a limited background and experience. Additional degree requirements will be determined by the student's adviser or advisory committee with the concurrence of the dean of the appropriate academic discipline. This process may result in additional semester hours in excess of the minimum number of published degree requirements.

Semester Hour Load Limits

Definitions :

- A "semester" is defined for hour load limit purposes as 16 weeks of class meetings.
- A "term" is defined for hour load limit purposes as up to a nine week period of class meetings.
- A "session" is defined for hour limit purposes as up to nine weeks of class meetings within a semester.
- A "full-time" graduate student for admission status purposes is a student taking eight or nine semester hours per semester or six semester hours per term, or eight to nine semester hours in a combination of semesters, terms, and/or sessions over a sixteen-week period.

- A part-time student is defined as a graduate student taking less than a "full-time" load.

Warning: Students who register for coursework in excess of the approved load without prior approval and violate the University's policy regarding course load will be required to drop the overload or lose the excess credit.

Load Limit for Students with Temporary Admission Status

Students with a temporary admission status are limited to a maximum of nine semester hours per semester or six semester hours per term, or a **combination thereof not to exceed nine semester hours over a sixteen-week period.**

Load Limit for Students with Conditional Admission Status

Students admitted conditionally may take a maximum of nine semester hours per semester or six semester hours per term or a **combination thereof not to exceed nine semester hours over a sixteen-week period** until the "conditions for admission" are removed.

Load Limit for Students with Unconditional Admission Status

The maximum load for unconditionally admitted graduate students is nine semester hours per semester, or six semester hours per term, or a **combination thereof not to exceed nine semester hours over a sixteen-week period.** With the written approval of the student's academic adviser, the maximum load may be increased to 16 semester hours for unconditionally admitted students. Students who schedule an overload may not reschedule an overload in the subsequent term unless they maintain an overall grade point average of a 3.0 on a 4.0 scale during the term in which the overload was scheduled.

For Graduate Assistants

Graduate Assistants are restricted to a minimum of six semester hours or a maximum of nine semester hours per semester.

Course Numbers

- Courses numbered "9950" to "9999" are for workshops or continuing education credit.
- Courses numbered "8800" to "8899" are open to students in the doctoral program.
- Courses numbered "7700" to "7799" are open only to students who have received the master's degree.
- Courses numbered "6600" to "6699" are open to qualified graduate students or to students who have already received the master's degree.
- Courses numbered "5500" to "5599" are open only to graduate students and graduating seniors. Seniors must have the approval of the instructor of the course and meet unconditional graduate admission criteria. Courses numbered "5500" to "5599" in business, English, history, and mathematics are open only to graduate or post-graduate students. A student may not enroll in a course numbered "5500" to "5599" if it duplicates the same course listed on an undergraduate transcript.
- For the master's degree, 50% of the total graduate program must be earned in "6000" level courses. In the Education Specialist program, 50% of the total graduate program must be earned in "7000" level courses.

Directed Studies, Specialized Studies, Readings, Advanced Readings, Selected Topics Course Restrictions

Students may not exceed a total of six semester hours taken in any combination of Directed Studies, Specialized Studies, Readings, Advanced Readings, or Selected Topics course credits. Consult individual programs for additional restrictions.

Attendance Policy

In registering for classes at the university, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas.

A student will be excused for class absence for circumstances beyond the student's control or if the student has been required to attend an activity sponsored by the university. Faculty members who sponsor activities that require class absences must send a list of student names approved by the Dean or designee or Office of the Provost to each member concerned at least three days before the scheduled absence.

Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

Inclement Weather and Emergency Situations:

Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or to others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions. In severe cases of inclement weather or other emergency conditions, the Office of the Senior Vice Chancellor for Academic Affairs or designee will announce cancellation of classes through the local and regional media as well as through the University's web sites.

Repeating Courses

Students may repeat a course in which they received a grade of "D," "F," or "W." Students who received a grade of "C" or below in the required research course or courses requiring a grade of "B" or better must repeat the course and attain a "B" or higher grade to satisfy the coursework requirements in their program of study. Both grades will be counted as hours attempted in determining the overall grade point average. See degree program for additional minimum course grade requirements.

Incomplete Grades

This incomplete grade policy replaces all other incomplete grade policies as of August 9, 2012.

If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria:

- Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade.
- Student's progress in the course is deemed satisfactory.
- Student is passing the course when the request is made.
- The circumstances that prevented the student's completion of course requirements are beyond the student's control, and adequate documentation is provided.

A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found under "Forms" under "Current Students" of the troy.edu web site. An incomplete grade will not be assigned until student receives from the instructor the approved request form which outlines the work to be completed, the grading weight of the assignment(s), and a deadline for when all required work must be received. It is the student's responsibility to follow up with the instructor on the status of their request for an incomplete grade and become informed of all work required and deadlines.

Time limit for Removal of Incomplete Grades.

Any student who receives an "I" must adhere to the deadlines set by the instructor for when required assignments must be received. The instructor deadline must not exceed 9 weeks from the date of the end of the semester that the "I" was awarded. All instructor set deadlines apply whether or not the student enrolls for the semester or term following the assignment of the incomplete grade. Work received on or before the instructor set deadlines will be graded and computed into the final course grade. The instructor will submit a "Change of Grade" form to the registrar on or before the last day to remove an Incomplete from the previous term or semester published in the university's master calendar. Student assignments not received by instructor's deadlines will not be graded and a "Change of Grade" form will not be submitted. If a "Change of Grade" form is not submitted by the appropriate time, the "I" will automatically be converted to an "FI". An "FI" is calculated as an "F" when determining grade point average.

IP (In-Progress) Grades

Students who show satisfactory progress in one of the following courses, but are unable to complete requirements in one semester, may be issued IP grades. No other courses are eligible to award the grade of IP.

IP grades may be issued only for the following courses:

- Thesis Research (Not Research Methods Courses.)
- Practicum
- Internship
- Thesis
- Personal Supervisor and/or Curriculum Development
- Field Problem

Time limit for Removal of In-Progress (IP) Grade

IP grades must be removed within one calendar year from the date at which the IP was assigned. An IP grade that is not removed during the stated time limit will automatically become a grade of "FI."

Grading System

Grade	Description	Credit	Grade points per credit hour
A	Excellent	Yes	4
B	Above Average	Yes	3
C	Average	Yes	2
D	Below Average	Yes	1
F	Failure	No	0
AU	Audit	No	0
DR	Dropped course	No	0
FA	Failure to attend (Calculates as an F in the GPA)	No	0
I	Incomplete	No	0
IP	Thesis or Clinical Research in Progress	No	0
FI	Course requirements not completed by end of time limit for course assigned an Incomplete or In-Progress (assigned by Registrar) (Calculates as an F in GPA)	No	0
NG	No grade reported by faculty at end of term (assigned by Registrar)	No	0
P	Pass	Yes	0
W	Withdrawal	No	0

Note 1: Some grades, in addition to the F, calculate as an F in the grade point average.

Note 2: If the student makes a "D" or "F" in a core course, the course must be retaken.

Note 3: If the student makes a "D" or "F" in an elective course, the course must be retaken or another elective taken in its place.

Changes in Class Schedules

The courses for which a student registers must bear the approval of his/her adviser and the appropriate Academic Dean. Changes in the class schedule are not permitted after the close of the registration period.

Registration for a course makes the student responsible for completing the course unless he/she officially drops or withdraws from the course(s).

Drops

A student who wishes to reduce, but not entirely eliminate, his or her credit load may drop a course. Students may drop a course or courses via Trojan Web Express, or submit a request in the Record's Office. The last day to drop a course will be assigned for each term, session or semester based on 65% completion of the length of the course. Dates will be published on the Schedule of classes and the Academic Records web page (www.troy.edu/records). The 65% rule also applies to International teaching locations.

From Early Registration through Late Registration—Free Course Schedule Adjustment Period

Students may drop a course or courses during the Free Course Schedule Adjustment Period. Tuition and refundable fees will be returned.

From End of Late Registration (Free Course Schedule Adjustment Period) through the Last Day to Withdraw

A non-punitive grade of DR will be assigned up until the last day to drop, as posted in the Schedule of Classes and on appropriate web pages. **Students may not drop after the deadline.** Any student who fails to drop by the deadline will be assigned a grade. Extenuating circumstances such as military deployments must be documented before an exception can be considered.

Withdrawals

Withdrawal from the University is defined as a resignation from all courses for all current semesters, sessions, or terms. The last day to drop a course will be assigned for each term, session or semester based on 65% completion of the length of the course. Dates will be published on the Schedule of classes and the Academic Records web page (www.troy.edu/records). The 65% rule also applies to International teaching locations.

From Early Registration through Late Registration—Free Course Schedule Adjustment Period

Students who wish to withdraw from all classes prior to the last day of late registration must CANCEL their registration in writing through the designated withdrawal official (DWO) located on the **Academic Records web page (www.troy.edu/records)**. Written cancellation does not require the completion of the withdrawal form or an exit interview. Tuition and refundable fees will be returned.

From End of Late Registration (Free Course Schedule Adjustment Period) through the Last Day to Withdraw

A student who wishes to withdraw from all courses for a current semester/session/term may withdraw with no academic penalty with a non-punitive grade of "W" until the last day to withdraw (posted in the Schedule of Classes and on appropriate web pages). Tuition and fees will be charged during this period.

Students may **not** withdraw via Trojan Web Express. An official withdrawal form must be completed and processed before the student's withdrawal is considered final. The form may be accessed at www.troy.edu/records.

Students may not withdraw after the withdrawal deadline. Any student who fails to withdraw by the deadline will be assigned a grade. *Check with the Financial Aid Department to determine how financial aid is calculated prior to withdrawing.* Extenuating circumstances such as military deployments must be documented before an exception can be considered.

Grade Appeals

Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus enumerates student academic performance expectations and consequences. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Academic judgments made by faculty are based on academic content, course requirements, and student performance. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. Grades for individual assignments and exams may not be appealed. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade using these stated procedures.

Step 1. Within the first four weeks of the start of the following term or semester in which the grade is received, the student shall have informally appealed the grade to the instructor. If that instructor is not teaching at Troy University during the term following issuance of the grade, the student will make contact with the instructor through the department chair to informally appeal the grade. In the case of a course taught through Global Campus or eTROY, students should contact their home campus to determine the person designated by the appropriate college dean to assist the students with their appeals.

Step 2. If the issue is not resolved at this informal level and the student wishes to pursue the appeal, the student shall request in writing a meeting with the respective department chair. This request shall be addressed to the department chair and shall be received no later than the end of the fifth week of instruction for the term or semester following issuance of the grade. The request must summarize the student's complaint and the student's informal appeal to the instructor. In the case of a course taught through Global Campus or eTROY, students should contact their home campus to determine the person designated by the appropriate college dean to assist the students with their appeals.

Step 3. Within two weeks of receipt of the request, the department chair shall discuss the appeal with the student and with the instructor, separately or at the same time. *If the department chair upholds the decision, the matter is closed. The decision is final.*

Step 4. If the department chair does not support the decision of the instructor, the matter shall be appealed within two weeks of the department chair's decision to the designated associate dean or dean of the college. The department chair will forward the appeal package to the designated associate dean or dean. The designated associate dean or dean will empanel three full-time faculty colleagues from the department and/or discipline to review the matter. *The decision of this panel shall be final and binding on all parties.* Note: Students may not use this procedure to appeal grades resulting from violations of academic honesty. Students should refer to the Oracle, the University's official student handbook, for these appeals.

Residency Requirements

See specific program for details.

Resident Credit Calculation

Residency, the number of Troy University credit hours earned, must be established to be eligible for a Troy University graduate degree. Resident credit for a program is determined by deducting the non-Troy University transfer/transient credit hours allowed in the program from the total hours required for the program. Residency requirements vary by degree program. See specific programs for minimum residency requirements.

See the appropriate degree program for specific transfer credit requirements.

Academic Suspension/Dropped from Program/Retention

Graduate students may earn no more than six semester hours of grades below "B". Students who earn more than six semester hours of "C" grades or below are automatically academically suspended from the University for a period of one calendar year at which time the student may petition the Dean of the Graduate School for readmission.

Conditionally admitted students who do not attain a 3.0 grade point average (4.0 scale) at the completion of nine semester hours

will be academically suspended from the University for a period of one calendar year at which time the student may petition the Dean of the Graduate School for readmission.

Students who are academically suspended are prohibited from attending the Graduate School or any academic level of the University for a period of one calendar year. Any courses taken at another university during the time of academic suspension will not be accepted for credit.

Courses that are over eight years old are not computed in grade point averages for retention purposes. Quality points are no longer considered in determining retention.

Readmission Procedures

Readmission to Graduate School after Academic Suspension

Graduate students may petition for readmission to the Graduate School only twice. In order to be eligible to petition for readmission, a student must have been out of school for at least one calendar year. Students may submit petitions for readmission two months prior to the eligible readmission date. Students who have been academically suspended must follow the procedures outlined below:

1. A student must petition the Dean of the Graduate School in writing and cite the particulars of his/her case. The petition packet must include:
 - a. A letter describing the circumstances that led to academic suspension and give evidence of probable success before being considered for readmission;
 - b. Copy of the student's transcript;
 - c. Appropriate letters of support from faculty members and documentation of illness, etc.;
 - d. Readmission Application.

Note: Student petitions for readmission must be documented, circumstances verified by the appropriate academic official at each location, and a letter recommending support or non-support must accompany the packet before the Dean of the Graduate School will present the petition to the respective Academic Dean (s).
2. The Dean of the Graduate School in turn will submit the petition and supporting documentation, e.g., transcripts, updated Application for Admission, letter of petition, letters of support, etc., to the appropriate departmental faculty committee through the office of the dean of the discipline in which the student requests readmission.
3. The departmental committee will review the case and make a recommendation for approval or disapproval to the dean of the discipline.
4. The dean of the discipline has the authority to accept or reject the recommendation of the department. If the dean of the discipline accepts a favorable recommendation from the departmental committee, he or she must forward it along with his/her endorsement to the Dean of the Graduate School and the Chair of the Graduate Council for their concurrence.
5. If the student's petition is rejected by the dean of the discipline (in 4 above), the student is notified in writing by the dean of the discipline with copies placed in the student's permanent record.
6. If the Dean of Graduate School and Chair of Graduate Council accept the recommendation of the dean of the discipline (in 4 above), the student is notified by the Dean of the Graduate School in writing of the decision and informed of any conditions that were placed on his/her readmission. If admitted, it will be on a conditional basis only. The decision of the Dean of Graduate School and Chair of Graduate Council is final.

7. If the Dean of the Graduate School or Chair of the Graduate Council rejects the recommendation of the dean of the discipline, the request is referred to the Graduate Council as a final appeal. The decision of the Graduate Council is final.
8. Students who have been suspended or dropped from other universities' programs for academic reasons must follow the procedures noted below:
 - a. The processes of # 1-7 above must be followed. All transcripts from all universities must be submitted as part of this process.
 - b. A student will be eligible for readmission 12 months from the beginning of the suspension period.
 - c. Troy University will accept transfer credit only from universities where students are in good academic standing. The acceptance of any transfer credit is at the discretion of Troy University.

Readmission to a Graduate School Program by a Student in Good Standing

A student who is not enrolled in courses for **one up to three years** must contact the Student Services office and complete an Readmission to Graduate School Application. These students are allowed to remain in the program for which they originally enrolled. A student not enrolled with Troy University for **three or more years** must meet all degree requirements current at the time of readmission and complete a Readmission to Graduate School Application. All students who have attended another institution of higher learning since last attending Troy University, must submit a *Readmission to Graduate School Application* and provide official transcript(s) from that institution before re-enrolling. Readmission to Graduate School Applications are available online at <http://www.troy.edu/graduateschool/forms.htm>.

Admission to Candidacy or Degree Plan

Definition

The Admission to Candidacy or Degree Plan serves as a formalized program document developed by a graduate student and his/her adviser. Together, the student and adviser plan and sign this document, which is filed with the Graduate Records Office. The Admission to Candidacy/Degree Plan provides an outline of the coursework and requirements leading to a specified graduate degree. It should be referenced during each registration. If the student selects courses outside the approved plan of study, without prior faculty adviser approval, the credits may not apply toward degree requirements, but will affect the student's grade point average.

Submission of Degree Plan

A current transcript should be attached to all submitted Admission to Candidacy / Degree Plans. Conditionally admitted students may not submit an Admission to Candidacy or Degree plan until they have attained unconditional status by earning a 3.0 grade point average on the first nine semester hours earned of graduate coursework and / or completed any additional requirements outlined by the specific degree program. For further specific candidacy requirements, see the individual programs.

Unconditionally admitted graduate students must submit an Admission to Candidacy or Degree Plan within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined by the specific degree program. **If an Admission to Candidacy or Degree Plan has not been submitted and approved within the first eighteen hours, a hold will be placed on the student's registration until the Admission to Candidacy or Degree Plan process is completed.** Admission to Candidacy or Degree Plans appropriate to the graduate program

and contract catalog are available online at <http://www.troy.edu/graduateschool/forms.htm>. Admission to Candidacy or Degree Plans should be returned to the office of the dean of the discipline or any Student Services office.

Program Completion Requirements

Grade Point Average

Students must have a 3.0 grade point average (4.0 scale) for all work attempted at the time of degree completion. Credits over eight years old shall not be used in computing the final grade point average at the time of degree completion. In the case of courses that have been retaken due to grades of "C" or below, all grades will be counted as hours attempted in determining the overall grade point average.

Research Requirement

For Initial Master's Degree

All graduate programs require certification of the student's ability to do research in a specialization. This requirement is met by achieving a grade of "B" or better in an approved research course(s) in the student's program. Students must repeat the research course if a grade of "C" or below is attained.

For Second Master's Degree

If the research requirement was completed for the first master's degree, students are exempt from this requirement in the second master's degree. Students exercising this exemption must complete an additional elective course in their program, or obtain approved transfer credit to achieve the minimum required credits for graduation.

Comprehensive Examinations

Students admitted to candidacy in a graduate program requiring a comprehensive examination must pass the required comprehensive examination, written and/or oral, covering the work taken in the major field. All students must register in advance for comprehensive examinations in their academic departments. Students should consult with their advisors regarding procedures for scheduling and taking comprehensive examinations. This examination is usually taken during the last semester/term prior to graduation.

The passing of the comprehensive exams is not to be considered a waiver of any other requirement for any program. Students who have unsuccessfully attempted the comprehensive exam may not change their program of study. Should students fail the comprehensive exam, they must successfully retake the exam within one year of the date originally taken.

Thesis or Field Project

A thesis or field project is frequently the culmination of graduate education at Troy University. A thesis or field project requires a commitment of one or more years. While faculty assist in the direction of the thesis or field project, the graduate student is responsible for the development, research, writing, and completion of the thesis or field project. Graduate students should consult with their program director and faculty adviser about thesis or field project availability and suitability.

The Troy University Thesis Guidelines located at <http://www.troy.edu/graduateschool/documents/thesisguidelines.pdf> provides students with essential requirements concerning the thesis preparation, completion, and submission. Individual departments, schools, and colleges may impose additional requirements or may specify requirements in greater detail. The graduate student has a responsibility to learn what, if any, special departmen-

tal/school/college requirements may apply. The thesis should be prepared in accordance with the instructions of the Troy University Thesis Guidelines and department, school or college special requirements.

Intent to Graduate Procedure

Candidates for a graduate degree must indicate their intentions to complete the requirements for graduation by filing an "Intent to Graduate" form at the beginning of the term/semester prior to the term/semester of graduation with the Graduate Records Office. Since this form is used to check completion of requirements, order diplomas, and enter students in the commencement program, it must be filed in accordance with the published deadlines. Students failing to submit Intents to Graduate by the published date will graduate at the next semester of graduation. Candidates must use the online form located at <http://www.troy.edu/splash/intent/index.html>. If the online is not accepted this means that the application is too late for participation in the upcoming graduation. A graduation fee must be paid at the time of filing.

Graduation Ceremony

Attendance at commencement is not required for degree conferral; however, all candidates are urged to attend. Students will attend the graduation ceremony immediately following their program completion. Students will attend graduation at their "home" location. "Home" location is defined as the location where the students file an "Intent to Graduate" form. eTROY students may participate in a single ceremony at a location approved by the University Registrar or designee.

Time Limit to Complete Master's Degree Programs

All credits used to satisfy Masters degree requirements may not exceed eight years at the time of degree completion. For students completing the Master of Science in Nursing, all credits used to satisfy degree requirements may not exceed five years at the time of degree completion.

A student not enrolled with Troy University for three years or more must meet all degree requirements current at the time of readmission.

Time Limit to Complete Doctoral Degree Program

For students completing the Doctor of Nursing Practice-Post BSN program, all credits used to satisfy Doctoral degree requirements may not exceed eight years at the time of degree completion.

For students completing the Doctor of Nursing Practice—Post Master's program, all credits used to satisfy degree requirements may not exceed five years at the time of degree completion.

A student not enrolled with Troy University for three years or more must meet all degree requirements current at the time of readmission.

Transcript Requests

Requests for transcripts must be submitted in writing or by a signed fax as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Email requests cannot be accepted at this time. A transcript request form may be printed from the Troy University website at <https://www.studentclearinghouse.org>.

All transcript orders will be charged a \$10.00 fee. The following information must be provided in all transcript requests:

1. Full name
2. Social security number or Troy University student ID number
3. Dates of attendance
4. Location of attendance

5. Address where the transcript(s) is to be sent

6. The number of transcripts requested

An official transcript is one that bears the official university raised seal with the Registrar's signature on security paper and is issued by the Registrar's Office and sent directly to another institution. It reflects all transferred credit accepted, non-traditional credit accepted, and credit courses taken at Troy University. To receive a consolidated official transcript, a student must

1. Receive an admission status other than "temporary,"
2. Clear all outstanding financial obligations to Troy University, and
3. Prepare a Transcript Request Form at any Troy University office and pay the appropriate fee.

Note: *Official copies are mailed from one institution to another. Student copies mailed or released to the student will be stamped "Issued to Student."*

Tuition and Fees

Troy Campus

Consult the http://www.troy.edu/sfs/tuition_fees.html website for current tuition and fees.

eTROY Course Rates

Consult the <http://www.troy.edu/etroy/tuition.htm> website for current tuition and fees. For more information concerning on-line graduate programs, please contact eTROY at etroygraduate@troy.edu, call 1-800-414-5756, or consult the website at <http://www.troy.edu/etroy/onlinegraduateprograms/index.html>.

Global Campus

Tuition and fees vary according to campus site and are subject to change without notice.

Clearance of Obligations

All financial or other obligations to the University must be cleared prior to the end of each semester or term. An outstanding balance for a prior semester or term must be paid before the student will be allowed to register for subsequent semesters or terms. Transcripts will not be issued if financial obligations have not been satisfied. Failure to meet financial obligations to the University could subject the student to additional late payment charges, as well as collection costs.

Refund Policy

Each registered Troy University student will receive a Trojan OneCard. The Trojan OneCard will be mailed to the student using the address on file with the University. To receive any refunds from the University, a student must activate his or her Trojan OneCard. During card activation, the student will choose how to receive his or her refund money. Options available include having the refund

- **Directly deposited to the student's Trojan OneCard OneAccount (1 day or less)**

The OneAccount from Higher One is a fully functioning, FDIC insured, free checking account that allows a student to access his or her refund quickly and easily. The OneAccount has no minimum balance, no monthly fees, and free Internet banking features. With the OneAccount, a student may use his or her Trojan OneCard to make purchases anywhere Debit MasterCard is accepted. The student will receive an e-mail when a refund has been directly deposited to the OneAccount. The student may view detailed activity of the OneAccount by accessing the OneAccount Statement online at www.TrojanOneCard.com.

- **Deposited to another bank account of the student's choice (2-3 business days)**

If a student chooses to have his or her refund deposited to another bank account of choice, the transfer may take two to three business days from the day the University releases the funds. In order to have a refund deposited to his or her bank, a student must first activate his or her Trojan OneCard at www.TrojanOneCard.com. For this option, the student will need to complete, print and mail the third party form to the designated address. The third party form is available on www.TrojanOneCard.com.

Regardless of how students choose to receive their funds, they need to activate their Trojan OneCards. Students are required to activate their Trojan OneCards and make refund selections online at www.TrojanOneCard.com.

Financial Aid

Graduate students at Troy University may receive limited financial aid. Transient students are not eligible for financial aid through Troy University.

Students may apply for a Federal Direct Subsidized Stafford Loan of up to \$8,500 and Unsubsidized Loan funds of up to \$12,000 per academic year for a maximum of \$20,500; the total combination of all funds received regardless of the source cannot exceed the total cost of education.

Troy University has limited funds (awarded first-come, first-served) in the College Work Study Program and the Federal Perkins Student Loan Program for which graduate students may apply. The application priority deadline is May of each year for students enrolling the following fall term. Students are urged to use the financial aid section of the website for more detailed information on the financial aid application process.

Students must be enrolled at least half-time to be eligible to receive a student loan.

Graduate Course Loads

	Semester Hours	Accelerated SH (Terms only*)
Full Time	8-9	6
3/4 Time	7	4-5
Half Time	4-6	3
< Half-Time	1-3	1-2

**Not applicable for "session".*

All forms and contact information required to apply for graduate student financial aid are available in the financial aid section of the University website.

Students who, for any reason, register for classes but do not attend **MUST NOTIFY THE RECORDS OFFICE IN WRITING TO WITHDRAW, PRIOR TO THE FIRST CLASS MEETING. Any student who fails to do so will be responsible for payment of fees and will be charged with failing grades.**

Transient Students and Financial Aid Availability

Transient students are not eligible for financial aid through Troy University.

Withdrawals for Students Receiving Title IV Aid

In addition to Troy University's withdrawal policy, if a student is a recipient of Title IV aid (Federal Direct Loans or Perkins Loans, for example) federal regulations administered through the U.S. Department of Education will apply. If a recipient of Title IV

aid withdraws during the term, the university will calculate the amount of aid the student did not earn, and the unearned portion will be returned to the Title IV programs. The student is responsible for any charges which are unpaid as a result of the return of Title IV funds.

Generally speaking, a student earns Title IV aid based on the number of days completed during the term prior to withdrawal. Once 60% of the term has been completed, the student is considered to have earned 100% of the Title IV aid awarded.

A student who withdraws must complete the Exit Interview Form. (For any disbursed student loans, repayment begins six months after you are no longer a half-time student.)

Veterans Education Benefits

The following is a summary of the educational assistance that the Department of Veterans Affairs offers to veterans, service members, and their dependents. More detailed information is available on our web site.

1. The Montgomery GI Bill (Chapter 30) assists students who entered active duty for the first time after July 1, 1985, and who agree to have their pay reduced \$100 for 12 months. Veterans must have been honorably discharged, and active-duty personnel must have served at least two years.
2. The Post 9/11 GI Bill (Chapter 33) assists students who have served at least 90 aggregate days on active duty after September 10, 2001, and are still on active duty or were honorably discharged from active duty; or released from active duty and placed on the retired list or temporary disability retired list; or released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve; or released from active duty for further service in a reserve component of the Armed Forces. Students may also be eligible if honorably discharged from active duty for a service connected disability if they have served 30 continuous days after September 10, 2001.
3. The Montgomery GI Bill – Selected Reserve Education Assistance Program (Chapter 1606) assists students who have a six-year obligation in the Selected Reserves. Students who are officers must agree to serve six years in addition to current obligation, complete initial active duty for training, serve in a drilling Selected Reserve unit, and remain in good standing.
4. The Veterans Educational Assistance Program – VEAP (Chapter 32) assists students who enlisted in the military after December 31, 1976, and before July 1, 1985, who contributed money to the educational fund.
5. Vocational Rehabilitation (Chapter 31) provides assistance to veterans who have a service-connected disability and need vocational rehabilitation because his/her disability creates an employment handicap.
6. The Dependents' Educational Assistance Program (Chapter 35) provides education and training opportunities to eligible dependents and survivors of certain veterans who either died of, or are permanently and totally disabled as the result of, a service-connected disability. The disability must arise out of active service in the Armed Forces.

Application Procedures:

Students who are eligible for educational benefits from the Department of Veterans Affairs should contact the Troy University VA specialist at their location to complete the necessary forms. After all of the necessary forms and documentation are

submitted to the Troy University VA specialist, the student's enrollment information will be certified to the Department of Veterans Affairs. The Department of Veterans Affairs processes claims 8 to 12 weeks after receiving the completed paperwork. More detailed information is available on the VA section of the financial aid section of the web site.

Payment Methods

The amount of money a student receives from the Department of Veterans Affairs depends on which education program the student is eligible for, how many hours of credit the student is registered for, the length of the term, and, for retirees, the number of dependents.

Graduate Assistantship/Fellowship Program

The objectives of the Graduate Assistantship/Fellowship program are to provide professional experiences which complement graduate instruction and research while contributing financial assistance to students pursuing graduate degrees. This assistantship/fellowship program is designed to aid in the successful completion of the degree pursued and to enhance career opportunities through applied professional experiences.

The Graduate Assistantship/Fellowship Program is administered by the Dean of the Graduate School. Additional questions regarding this program should be directed to the Dean of the Graduate School. The Graduate Assistantship/Fellowship program is available only on campuses located in Alabama.

Eligibility

To qualify for a graduate assistant/fellow appointment, a student must satisfy the following general eligibility requirements. Additional eligibility requirements may exist according to teaching and/or research positions.

1. Must possess an undergraduate degree with an excellent academic record.
2. Must be admitted to a graduate program at Troy University.
3. Must be pursuing a graduate degree in the field to which assigned or in a related field in which the student has substantial background.
4. Must be registered in the Graduate School for at least six graduate semester credit hours during a regular semester or at least six graduate semester credit hours for the summer term. An exception to this requirement may be made by the Dean of the Graduate School under the following conditions:
 - a. If a student is classified as a graduate student and is required to take undergraduate courses for the graduate degree, either a minimum of nine undergraduate hours or a minimum of three graduate hours and six undergraduate hours must be taken to qualify for a graduate assistantship.
 - b. If a student has made satisfactory progress toward obtaining the graduate degree and needs fewer than six graduate hours to complete the degree, the student may be considered for an assistantship.
5. When a tuition scholarship is included in the graduate assistantship, this award may impact on the student's eligibility for federal programs of financial assistance. Students are responsible for checking with the Financial Aid Office. Undergraduate prerequisite courses are not eligible for payment by the graduate out-of-state scholarship.
6. International graduate students must be in compliance with all U.S. Citizenship and Immigration Services (USCIS) of the Department of Homeland Security (DHS) requirements.

7. Students who are required to submit Test of English as a Foreign Language (TOEFL) scores as part of their graduate admission requirements must have a score of 79 (Internet-based test) or 213 (computer based test or 550 (paper-based test) or higher to be considered. Additionally, evidence of English language proficiency may be required for some positions.

Scholarships

Students seeking scholarship information should visit the Graduate School Financial Assistance webpage for scholarship availability or <http://admissions.troy.edu/graduateschool/financialaid.htm>.

Student Accident & Sickness Insurance Plan

For additional information on student accident and sickness insurance plans please refer to <http://troy.troy.edu/healthservices/insurance.html>.

Global Campus

The Senior Vice Chancellor for Academic Affairs is charged with the administrative oversight of Global Campus, which is responsible for the delivery of educational programs outside the state of Alabama and abroad as well as online through eTROY. Global Campus is designed to meet the needs of non-traditional learners, who generally have educational needs that are different from those supported by traditional colleges and universities. Courses and degrees are delivered at times and in formats to fit the needs of adult learners who have full-time employment, work shifts or are prone to short-notice moves.

Troy University has a long history of service to the United States military. Working in cooperation with base educational services personnel who provide local program support, Global Campus delivers educational programs on many military bases, typically in classroom space provided by the military.

Global Campus academic offerings and programs are under the purview of the various departments and colleges of the university. Troy University faculty and administrative oversight functions include, but are not limited to academic oversight and control; monitoring of institutional effectiveness; faculty selection, certification, evaluation and faculty status determination.

Student services are provided from the Troy campus and include, but are not limited to admissions and maintenance of official academic records.

All of the degree programs offered at Global Campus sites or branch campuses are approved programs in the Graduate Catalog; however, not all degree programs are offered at every location.

eTROY

Troy University's eTROY was established as a comprehensive, educational unit of Troy University's Global Campus to allow and provide any student, regardless of location, the opportunity to earn a Troy University degree online. Since its inception, eTROY has expanded to include different programs and methodologies to reach local students, working adults, and the military. eTROY offers students the opportunity to obtain both undergraduate and graduate courses and degree programs online. The online courses integrate textbooks with online materials, graphics, audio, and video, and facilitate faculty and student interactions. Specialized software is utilized. For more information on graduate programs offered via this format, visit <http://www.troy.edu/etroy/onlinegraduateprograms/index.html>.

Student Services

The Senior Vice Chancellor for Academic Affairs is charged with the administrative oversight of Global Campus, which is responsible for the various student services at Global Campus locations. These services meet the needs of students at each location and include orientation, counseling, financial aid, transcript service, graduation ceremonies, learning support, career services as well as other services and activities such as library support and alumni organizations.

Tuition and Fees

Each region/branch educational site provides its own schedule of tuition and fees for students and procedures for payment and refunds.

Registration

Registration dates and in-class offerings may be found at each Global Campus site's website. Registration dates and online course offerings may be found on Trojan Web Express. Students may register for in-class and online courses through Trojan Web Express at <http://www.troy.edu/webexpress.htm>.

State Authorizations

Washington State

Troy University is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Troy University to offer specific degree programs. The HECB may be contacted for a list of currently authorized programs. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Troy University Library

The Troy University Libraries (<http://library.troy.edu>) hold a wide variety of resources in multiple formats, including print, multimedia (CD, DVD, video, audio cassettes, microfilm, and microfiche), as well as electronic linkages, both on the library network and on the Internet, to libraries and information sources worldwide. These resources allow the Library staff to ensure that students and faculty have access to the information they need to fulfill their educational and research goals. Students should contact their local Troy University office for additional library information.

The Library's networked system consists of the online public access catalog and numerous online bibliographic databases, many with full text journals. The Library's homepage is constantly developing to provide more sophisticated and user friendly access to resources in the library and around the world.

The Library faculty and staff are continually developing quality collections, facilities, and services to assist students and faculty in their educational journeys. The Library faculty and staff provide professional and technical assistance and instruct users in the best methods of utilizing the Library's resources. Through this instruction and assistance, students learn information literacy skills that will support lifelong learning and continuing education.

Housing—Troy Campus Only

Housing accommodations are available on-campus for students in residence halls at Troy University. Inquiries and applications should be submitted to the Director of University Housing.

University Apartments, located at the end of North Franklin Drive, consists of 48 air-conditioned one- and two-bedroom units operated by the University for married students. Since the demand for these units is considerable, interested couples should contact the Housing Office well in advance for reservation.

The University Housing office endeavors to assist persons seeking apartments, rooms, or other off-campus housing in finding suitable accommodations. Students desiring assistance in securing off-campus accommodations should contact the Housing Office.

UNIVERSITY-WIDE REGULATIONS

Only a portion of the University-wide regulations are represented below. Please consult the *Oracle*, the University's official Student Handbook, online at <http://www.troy.edu/student-services/oracle/index.html> for the most current and complete version.

Standards of Conduct

By publication of these "Standards of Conduct," the university calls to the special attention of students and organizations the standards by which they are expected to abide. Students and organizations should be aware of the STANDARDS and should know they will be held accountable for their provisions.

General

All students enrolling in Troy University assume an obligation to conduct themselves at all times as responsible members of the campus community and in accordance with standards of common decency and decorum, with recognition and respect for the personal and property rights of others and the educational mission of the University.

Authority for Rules and Regulations

The Board of Trustees of Troy University is vested with the authority to promulgate rules and regulations regarding the conduct of students while enrolled at Troy University by Title 16-56-6, Code of Alabama, 1975. The University Trustees have delegated full authority to the University administration to prepare and administer rules and regulations for the welfare and discipline of its students.

Administrative Responsibility and Authority

The Student Affairs Division of the University has primary authority for the supervision of student conduct and administration of discipline. The Senior Vice Chancellor for Academic Affairs and staff are responsible for working with students and student organizations to encourage support and compliance with University standards. They delegate specific responsibilities to members of their respective staffs and, in some instances, to student government agencies. It is permissible for the Dean of Student Services to handle disciplinary decisions administratively if the student or student organization agree to an administrative hearing. The Dean of Student Services is responsible for coordinating all disciplinary procedures and maintaining appropriate records of student conduct and disciplinary actions.

Misconduct Defined

By enrollment at the University, a student or organization neither relinquishes rights nor escapes responsibilities of local, state, or federal laws and regulations. The “STANDARDS OF CONDUCT” are applicable to behavior of students and organizations on and off the university campus if that behavior is deemed to be incompatible with the educational environment and mission of the university. A student or organization may be disciplined, up to and including suspension and expulsion, and is deemed in violation of the “STANDARDS OF CONDUCT”, for the commission of or the attempt to commit any of the following offenses:

1. Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the University, faculty or other officers or employees of the University.
2. Forgery, alteration or misuse of university documents, records or identification.
3. Issuance of a worthless check made payable to Troy University.
4. Actual or threatened physical abuse, threat of violence, intimidation, hazing, harassment, or any other act that endangers the health or safety of any person.
5. Any sexual conduct that takes place without the victim’s consent, sexual harassment, or sexual misconduct.
6. Destruction, damage, or misuse of university property, public, or private.
7. Theft, attempted theft, burglary, attempted burglary, accessory to these acts, and/or possession of stolen property.
8. Unauthorized manufacture, sale, delivery, use, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law.
9. The unlawful possession, use, or distribution of alcoholic beverages, public drunkenness, driving under the influence, or the public display of alcoholic beverages and the use or display of such in public areas of the residence halls and all other public areas of the campus.
10. Participation in any form of gambling.
11. Use, possession, display or distribution of any rifle, shotgun, handgun, or other lethal or dangerous device capable of launching a projectile by air, gas, explosion or mechanical means (including BB guns, air-soft guns, and paintball guns). Only duly-constituted law enforcement officers may possess firearms on campus.
12. Use, possession, display or distribution of any toy weapon which resembles a real weapon, any swords, any illegal knives, any explosives (including fireworks and sparklers), any martial arts weapons or any devices which are used to threaten the safety and well-being of any person.
13. Disorderly conduct, including rioting, inciting to riot, assembling to riot, raiding, inciting to raid, and assembling to raid university properties.
14. Pervasive behavior or dress that is objectively offensive and detracts from the educational experience of other students.
15. Trespassing or unauthorized entry to or use of university facilities.
16. Unauthorized use or attempted use of any services belonging to or provided by the University, including but not limited to, computer, telephone, cable television, copying facilities, or any other such service.
17. Unauthorized possession of a key to any university facility.
18. Interference with the use of or access to university facilities, obstruction or disruption of teaching, research, administration, service, disciplinary procedures, or other activities on university property by either university or non-university person or groups.
19. Classroom disruption to include any classroom behavior that interferes with the instructor’s ability to conduct class or the ability of other students to learn.
20. Failure to dress appropriately for academic exercises or campus events including no foot wear, pajamas, dirty clothes/ body offensive to others and head coverings indoors unless considered to be a part of religious dress.
21. Failure to promptly comply with directions of university officials (faculty, staff or student employees) or law enforcement officers acting in the performance of their duties as such officials and officers.
22. Participation in setting or causing to be set any unauthorized fire, entering false fire alarms, or bomb threats, tampering with fire extinguishers, alarms, or other safety or fire-fighting equipment, failure to evacuate or immediately respond to a fire alarm.
23. Pervasive use of the mail, telephone, computers and electronic media that undermines and detracts from the educational experience of other students and/or the ability of faculty or staff to meet their obligations to provide for students’ educational experience.
24. Conviction of any misdemeanor or felony that adversely affects the educational environment of the University.
25. Violation of any university policies or regulations as published or referred to in the Student Handbook, including, but not limited to, those governing the time, place and manner of public expression; the registration of student organizations; the use of university facilities; occupation and visitation of residence halls and other housing owned or controlled by the university; and the use and parking of motor vehicles on the campus.
26. Conduct in violation of public law, federal and state statutes, local ordinances, or university regulations or policies whether or not specified in detail, that adversely affects the student’s suitability as a member of the academic community and regardless of whether such conduct has resulted in a conviction under a statute of ordinance.
27. Any other activity, conduct or dress not specifically stated herein that impairs, endangers or disrupts any person, property, social order or the educational environment of the University.

Disability Services: Policies and Procedures

Please consult the *Oracle*, the University’s official Student Handbook, online at <http://www.troy.edu/student-services/oracle/index.html> for the most current and complete policies and procedures related to disability services.

Student Records Policy

Please consult the *Oracle*, the University’s official Student Handbook, online at <http://www.troy.edu/student-services/oracle/index.html>, for the most current and complete policy related to student records under Family Educational Rights & Privacy Act (FERPA).

Harassment and Discrimination Policy

Please consult the *Oracle*, the University’s official Student Handbook, online at <http://www.troy.edu/student-services/oracle/index.html>, for the most current and complete policy related to harassment and

Tobacco Policy

Introduction

Troy University is committed to providing a healthy and safe environment for all students, faculty and staff. The University's Board of Trustees demonstrated this commitment with the approval of a resolution designating Troy University as a tobacco-free institution.

This new policy, which will go into effect on August 13, 2012, will prohibit smoking and the use of all tobacco products within all University buildings, parking lots, structures, walkways, indoor and outdoor athletic facilities, University vehicles, work-sites and grounds and any vehicles on campus regardless of ownership. The health care and health education programs of the University perform an important function by demonstrating and promoting healthy lifestyles through activities such as curtailment of the use of tobacco products.

Definitions

- A. "Smoking" means inhaling, exhaling, burning or carrying any lighted or heated cigar, cigarette or pipe.
- B. "Tobacco Products" such as all forms of tobacco, including but not limited to cigarettes, cigars, pipes, water pipes (hookah), electronic cigarettes and smokeless tobacco products (e.g. chewing tobacco and snuff).
- C. "Members of the University Community" include its faculty, staff, students, volunteers, vendors, customers and visitors.

Policy

This policy applies to all Troy University employees, students, contractors, vendors, recruits and visitors.

The use of all tobacco products is prohibited on all property that is owned, operated, leased, occupied or controlled by the University. "Property" for the purposes of this paragraph includes buildings and structures, grounds, parking lots, non-public walkways, sidewalks and vehicles, as well as personal vehicles in these areas. These same policies apply for all TROY campuses and locations.

Troy University will provide a variety of wellness initiatives to assist students, faculty, and staff to achieve nicotine independence and smoking cessation.

Implementation Authority

Authority for enforcement of this policy is vested in the Deans of Colleges, Department Chairs, Supervisors or the Dean of Students and Athletic Director or their designee, in conjunction with the Senior Director of Human Resources.

Compliance

Violation of this policy may result in corrective action under the Student Code of Conduct, Human Resources Policies and Procedures or other applicable University Regulations or Policies. Visitors refusing to comply may be asked to leave campus.

Effective Date

This policy is effective August 13, 2012

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is, from both historical and functional points of view, the core of the modern university. The College of Arts and Sciences views creativity, inquiry and understanding as among the greatest values in human experience. Thus, the College of Arts and Sciences is dedicated to the questioning, creation and transmission of knowledge; to the provision of undergraduate and graduate educational programs that are responsive to the need of an enlightened and productive citizenry; and to the provision of programs and services that enhance the quality of life of the people it serves.

These goals complete a commitment to creativity and inquiry free of bias and based upon the principles of objective scholarship. The College's goals require a responsibility to promote and convey those elements of the liberal arts and sciences that must be essential components of the educational goals of all units of the university. The college seeks richness through diversity of its programs and strength through erudition.

Degree Program	Troy Campus	Phenix City Campus	Dothan Campus	Montgomery Campus	Global Campus*	eTROY
Computer Science	X			X		
Criminal Justice	X				X	X
Environmental & Biological Sciences	X					X
International Relations	X		X		X	X
Public Administration	X				X	X
Certificate in Government Contracting						X

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location

MASTER OF SCIENCE IN COMPUTER SCIENCE

The Master of Science degree in Computer Science is designed to provide advanced study and development for students who have a basic understanding of the concepts and methodologies central to professional success in the field. Objectives of the program are as follows:

1. Provide students with opportunities to refine their skills and core competencies in computer science through the advancement and development of concepts, techniques, and methodologies appropriate in the field.
2. Facilitate the development of advanced skills in an environment which will ensure both a realistic and varied exposure to contemporary information processing problems.
3. Promote the integration and application of cutting edge concepts and approaches in the computer science field.

Admission Requirements for Master of Science in Computer Science

Unconditional Admission

1. A student must have earned a bachelor's degree in Computer Science (CS) or a related field from a regionally accredited four-year college or university.
2. A student must meet the grade point average and Graduate Record Examination (GRE) or equivalent test score requirements.
3. Other requirements as follows:
 - Official transcripts of all academic work.
 - A minimum overall undergraduate grade point average of 2.5 (on a 4.0 scale) or a 3.0 grade point average for the last 30 semester hours.
 - An acceptable score on the appropriate entrance exam [GRE 286 (850 on the old exam) (verbal plus quantitative), MAT 385 or GMAT 380].

Conditional Admission

For those students who cannot satisfy all unconditional admission requirements, conditional admission may be granted under certain circumstances. Individuals admitted on a conditional basis may satisfy the requirements for unconditional admission as follows:

1. Students must have their GRE test scores on file with the admissions office by the completion of the FIRST semester in which they are enrolled in CS courses.
2. Students failing to achieve the minimum entrance exam score may satisfy the test requirement by successfully completing nine semester hours of graduate CS courses with a minimum grade point average of 3.0.
3. Students not having a 2.5 undergraduate grade point average may satisfy the requirement by the successful completion of nine semester hours of graduate CS courses with a minimum grade point average of 3.0.
4. A student with a bachelor’s degree outside the field of CS may satisfy the bachelor’s degree requirement by completing **ALL** of the following courses:

- MTH 2215 – Applied Discrete Mathematics
- CS 2250 – Computer Science I
- CS 2255– Computer Science II
- CS 3310 – Foundations of Computer Science
- CS 3323 – Data Structures

Additional courses may be required by the CS Graduate Advisor depending on the student’s background. A student must complete all courses with a grade point average of 3.0.

Note: To remain eligible for Federal Financial Aid, all undergraduate courses **MUST** be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may **NOT** enroll in undergraduate courses after they have begun graduate coursework.

Transfer Credit

A maximum of nine credit hours taken at another regionally accredited university with a grade of “B” or better can be applied to the degree. These courses must be comparable in catalog description to courses in the CS program and must be approved by the Dean of Arts & Sciences or Graduate Adviser, CS Program.

Requirements for Admission to Candidacy

Admission to the program for the M.S. in Computer Science does not constitute official admission to candidacy. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first eighteen hours, a hold will be placed on the student’s registration until Degree Plan/Admission to Candidacy process is completed.

Degree Options

There are two degree options: thesis and non-thesis. In the thesis option, the student must successfully complete and defend a thesis as well as complete other requirements stated below. See Thesis Guidelines for additional information. In the non-thesis option, the student must pass a written comprehensive exam and must successfully complete a research paper.

For both options what follows should be followed by the students during their program of study.

Degree Requirements

The requirements for the degree are admission to candidacy, the successful completion of five graduate-level core courses and three to five elective courses (30 semester hours for the thesis option and 31 semester hours for the non-thesis option) with an overall grade point average of 3.0, and successful completion of a thesis or a paper. The degree requirements for the thesis and non-thesis options are as follows:

Approval Process

Thesis

1. Achieve unconditional admission to the program;
2. Complete 15 SH of graduate -level core courses;
3. Maintain a minimum overall 3.0 GPA; **AND**
4. Submit an approved thesis proposal.

Non-Thesis

1. Achieve unconditional admission to the program;
2. Complete 15 SH of graduate-level core courses;
3. Maintain a minimum overall 3.0 GPA; **AND**
4. Submit an approved proposal for a research paper.

Thesis Option (See Thesis Guidelines.)

Non-Thesis Option

The proposal for a research paper must be approved by the research supervisor. The research paper must be approved by the supervisor, CS Department Chair, Dean of College of Arts and Sciences and Dean of the Graduate School.

Thesis	Non-Thesis
1. Admission to candidacy;	1. Admission to candidacy;
2. Complete 30 SH of graduate-level courses to include 6 SH of course CS 6699;	2. Complete 31 SH of graduate-level courses to include 1 SH of course CS 6625;
3. Maintain a minimum overall 3.0 GPA; AND	3. Maintain a minimum overall 3.0 GPA
4. Successfully complete and defend a thesis.	4. Pass the written comprehensive examination; AND
	5. Successfully complete an approved research paper.

Submission of Thesis or Research Paper

The thesis must be submitted according to Thesis Guidelines. The research paper must be submitted to the department at least two months prior to graduation and must be submitted to the Dean of the Graduate School office at least two weeks prior to the end of the term of graduation. Two approved copies of the research paper are necessary, one of which will be kept by the CS department.

Curriculum

The CS degree curriculum consists of five core required courses and five (non-thesis option) or three (thesis option) elective courses. All courses offer three hours of credit except CS 6625-6626-6627, which offer one to three hours, and CS 6699, which offers one to six hours.

Thesis Option

5 Core Courses	15 SH
3 Electives	9 SH
Thesis (CS 6699)	6 SH
TOTAL	30 SH

Non-Thesis Option*

5 Core Courses	15 SH
5 Electives	15 SH
Research (CS 6625)	1 SH
TOTAL	31 SH

* Also includes a comprehensive examination.

Courses

Required Core Courses: (15 sh)

CS	5543	3	Software Engineering
CS	5545	3	Computer Architecture
CS	5549	3	Analysis of Algorithms
CS	5547	3	Applied Systems Analysis
CS	5550	3	Operating System Principles

Elective Courses: (9/15 sh)

CS	6640	3	Data Base Management Concepts
CS	6641	3	Society and Information Systems
CS	6643	3	Theory and Design of Compilers
CS	6646	3	Information Systems for Operations and Management
CS	6647	3	Simulation and Modeling
CS	6648	3	Operations Research
CS	6650	3	Distributed Systems Principles
CS	6651	3	Artificial Intelligence
CS	6652	3	XML Technology Principles
CS	6653	3	Topics in Software Security and Reliability
CS	6654	3	Topics in Software Engineering
CS	6655	3	Digital Logic Design – Principles and Practices with Emphasis on Testable Semicustom Circuits
CS	6656	3	Design and Testing of Reliable Digital Systems
CS	6660	3	Algorithmic Graph Theory
CS	6664	3	High-Performance Computing
CS	6666	3	Computer Graphics
CS	6668	3	Network Security

Other Electives (approved by adviser—semester hours vary)

CS	6625, 6626, 6627	Specialized Study in Computer Science
CS	6649	Special Topics in Computer Science
CS	6662	Special Topics in Game Design
CS	6699	Research and Thesis

MASTER OF SCIENCE IN CRIMINAL JUSTICE

The Master of Science degree in Criminal Justice is designed to broaden and enhance each student's ability to understand, analyze and evaluate issues that confront the American criminal justice system. Included in the objectives of the program's core coursework are (a) to prepare students to understand, analyze and evaluate the principles and functions of personnel administration in criminal justice applications; (b) to prepare students to understand, analyze and evaluate trends and developments affecting the interpretation of the U.S. Constitution in light of historical case precedent; (c) to prepare students to understand, analyze and evaluate issues that affect the structure and functioning of the criminal justice system; and (d) to understand, analyze and evaluate criminological theories that explain criminal behavior and its application to organizational management. Specific institutional objectives of the program are as follows:

1. to prepare students to fulfill a need in American society for professional law enforcement personnel and competent criminal justice administrators by providing educational programs that develop each student's problem solving skills in ways that prepare the student to address the issues that arise in the dynamic and evolving criminal justice field;
2. to develop each student's ability to synthesize and apply knowledge of the critical theories and concepts in the field of criminal justice in his/her problem solving analysis;
3. to develop each student's ability to identify and develop alternative solutions to problems that confront the modern criminal justice system based on his/her knowledge of current theories and concepts;
4. to develop each student's ability to evaluate and appropriately choose solutions to problems that confront the criminal justice system;
5. to develop each student's ability to effectively communicate the results of his/her analysis.
6. to provide students who seek administrative and managerial positions in the field of criminal justice with the credentials to qualify for those positions;
7. to provide an appropriate program of graduate study for students who are interested in research in the field of criminal justice and in advanced graduate study.

Prerequisite Requirements

The minimum requirement for admission to the Master of Science program in Criminal Justice is a baccalaureate degree from a regionally accredited four-year institution. Students who desire to enter this program but do not have a degree in criminal justice, police administration, law enforcement, or corrections may be required to meet other criteria such as additional coursework regarding undergraduate or professional preparation. Significant professional experience may be considered. However, admission to the program does not imply official admission for the degree.

Admission Requirements For Master of Science in Criminal Justice

Unconditional Admission

1. Hold a masters or higher degree from a regionally accredited university. No test score is required. An official transcript showing completion of a master's or higher degree is required.

OR

2. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. All transcripts from all colleges or universities attended are required.

AND

3. Have an acceptable score on the appropriate entrance exam [GRE 286 (850 on the old exam) (verbal plus quantitative), MAT 385 or GMAT 380].

Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to the graduate program. See Conditional Admission requirements in the general regulations section of this catalog. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

Students with academic deficiencies (course work, GPA, GRE, or MAT scores) may be required to complete additional course work before being granted unconditional admission to the 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 can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the Criminal Justice Graduate Program and be approved by the main campus dean/department chair. If the student transfers a "core" or "required course," he/she is still subject to a written comprehensive exam based on the material presented at Troy University.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted.

Unconditionally admitted graduate students must apply for admission to candidacy after completing nine semester hours of requirements as outlined for the specific degree program. The Admission to Candidacy form must be completed within the first 18 semester hours of the program. If the Admission to Candidacy form is not completed by the conclusion of 18 semester hours, a hold will be placed on the student's registration until Admission to Candidacy process is completed.

Degree Requirements

Any student completing the coursework with a 3.0 GPA or better, fulfilling candidacy requirements, successfully completing the required comprehensive examinations (for CJ 6610, 6620, 6622 and 6636) and the research requirement (CJ 6650) will be awarded the master's degree. (If a student makes a "D" or "F" in a core course, the course must be retaken. If a student makes a "D" or "F" in an elective course, the course may be retaken or another elective taken in its place.)

Curriculum

All courses offer three semester hours credit.

Required Courses (15 sh)

CJ	6610	3	Principles of Administration
CJ	6620	3	Current Trends in Criminal Law
CJ	6622	3	Seminar in the Administration of Justice
CJ	6636	3	Criminological Theory
CJ	6650	3	Survey of Research Methods in Criminal Justice

Electives (15 sh)

Select any 15 hours of graduate coursework from the following:

CJ	5571	3	Probation, Pardons, and Parole
CJ	6621	3	Current Issues in Corrections
CJ	6624	3	Court Administration
CJ	6625	3	Specialized Study
CJ	6630	3	Juvenile Justice
CJ	6635	3	Community-Based Corrections/ Correctional Systems
CJ	6638	3	Seminar in Civil Liberties Related to Corrections
CJ	6640	3	Seminar in Law Enforcement
CJ	6644	3	Administrative Law
CJ	6649	3	Statistics for Criminal Justice Research
CJ	6652	3	Seminar in Corrections
CJ	6655	3	Selected Topics in Criminal Justice
CJ	6660	3	Advanced Readings in Criminal Justice
CJ	6671	3	Organizational Theory
CJ	6692	3	Agency Experience
CJ	6693	3	Masters Project

Total **30 sh**

OR

THESIS OPTION:

(Note: The thesis option is available only to on-campus students at the Troy campus.)

Required Courses (as above) **15 sh**

Electives **15 sh**

Thesis Courses **6 sh**

CJ	6694	3	Thesis Practicum
CJ	6695	3	Thesis

Total **36 sh**

MASTER OF SCIENCE IN ENVIRONMENTAL AND BIOLOGICAL SCIENCES

Purpose and Goals

The Master of Science Graduate Program in Environmental and Biological Sciences is designed to broaden the student's perspective and provide skills and knowledge for understanding and solving problems in the environmental and biological sciences. The Program teaches students the direct and indirect economic, social, and political contributions of the environmental and biological sciences. The Program underscores the interdisciplinary and cooperative nature of environmental and biological issues. The Program teaches how to manage conflicts and emphasizes the importance of effectively communicating with the private and public sectors, regulatory agencies, interest groups, and communities. The Program objectives are listed below:

1. To demonstrate the pivotal role of the environmental and biological sciences in understanding and addressing environmental, ecological, medical, agricultural, and political issues;
2. To promote the professional development of students for entry and advancement in the private and public sectors as scientists, educators, administrators, or managers;
3. To provide students with the necessary skills for performing research, reviewing and evaluating regulatory guidelines, and writing professional documents;
4. To foster an understanding and appreciation of the role of values and ethics in research, management, and institutional performance;
5. To strengthen the academic foundations of students seeking entry into professional schools and into doctoral programs at graduate schools; and
6. To provide teachers with opportunities for advancement and to broaden and update their knowledge in order to enrich the classroom experience of their students.

Prerequisite Requirements

Candidates for admission must have a baccalaureate degree, preferably in a technical subject area. Candidates should have completed foundation courses in the biological sciences, one year of general chemistry, and one course in statistics.

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Admission Requirements for Master of Science in Environmental and Biological Sciences

Unconditional Admission

Unconditional admission may be granted to students who fulfill the following requirements:

- a. Hold a baccalaureate degree from a regionally accredited university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours
- b. Demonstrate an adequate academic background in the

sciences that includes natural or biological sciences, general chemistry, and statistics

- c. Have an acceptable score on the appropriate entrance exam [GRE 286 (850 on the old exam) (verbal plus quantitative), MAT 385 or GMAT 380].

Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to the graduate program. See Conditional Admission requirements in the general regulations section of this catalog. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

Students with academic deficiencies (coursework, GPA, GRE score) may be required to complete additional course work before being granted unconditional admission to the program.

Transfer Credit

A maximum of 12 semester hours taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the Department's graduate program and also be approved by the Department Chair. Non-thesis students who transfer a "core" course are still required to take a written comprehensive exam based on the material presented at Troy University.

Requirements for Admission to Candidacy

Unconditionally admitted graduate students must apply for admission to candidacy within the first 18 semester hours and complete any additional requirements outlined for the specific degree program. If not completed within the first 18 hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed.

To be admitted to candidacy, students must have completed a minimum of 10 semester hours in the Program and have attained a minimum 3.0 GPA on all work attempted, including a minimum grade of 3.0 (4.0 scale) in EBS 6691. 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 either be retaken or another elective taken in its place.

Degree Requirements

1. Unconditional Admission
2. Admission to Candidacy
3. Completion of curriculum listed below
4. Successful completion of EBS 6691 with a "B" or better
5. Overall 3.0 GPA
6. Successful completion of the comprehensive examination for non-thesis students or a thesis, including a presentation of a public seminar, for thesis students

A student who successfully completes the requirements listed above will be awarded the Master's degree (M.S.) in Environmental and Biological Sciences.

Graduate Assistantships

The Graduate School offers several different types of assistantships and fellowships. Students should check the Graduate School's website (www.troy.edu/graduateschool/index.html) for details about assistantships and fellowships, deadlines, and copies of application forms. Students should send the completed assis-

tantship forms to the Department of Biological and Environmental Sciences, 213 Math-Science Complex (MSCX). Students should also contact a faculty member who would be willing to serve as their graduate thesis adviser before applying for an assistantship.

The Master of Science in Environmental and Biological Science degree is offered as a 30 semester hour plus thesis or 36 semester hour non-thesis option. Both options require nine semester hours of core courses and 21 semester hours of concentration course options for thesis and 27 semester hours of concentration course options for non-thesis as follows:

Curriculum for M.S. in Environmental and Biological Sciences

Required Core Courses (9 sh)

EBS	6601	3	Environmental and Biological Ethics
EBS	6630	3	Pollution Science
EBS	6691	3	Research Methodology and Experimental Design

BIOLOGICAL SCIENCES CONCENTRATION

Select one option below:

Non-Thesis Option : (27 sh)

Required courses: (11-12 sh)

Select three courses

Courses with separate lectures and labs must be taken together.

EBS	5513	3	Limnology
EBS	L513	1	Limnology Lab
EBS	5516	3	Microbial Ecology
EBS	L516	1	Microbial Ecology Lab
EBS	5521	3	Population Ecology
EBS	L521	1	Population Ecology Lab
EBS	5530	3	Applied Genetics
EBS	L530	1	Applied Genetics Lab
EBS	6621	3	Environmental Toxicology
EBS	6661	3	Conservation Biology

Adviser Approved Electives: (15 –16 sh)

OR

Thesis Option: (21 sh minimum)

Required courses : (9-10 sh)

EBS	6695	6	Thesis Research
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Select one course:

Courses with separate lectures and labs must be taken together.

EBS	5513	3	Limnology
EBS	L513	1	Limnology Lab
EBS	5516	3	Microbial Ecology
EBS	L516	1	Microbial Ecology Lab
EBS	5521	3	Population Ecology
EBS	L521	1	Population Ecology Lab
EBS	5530	3	Applied Genetics
EBS	L530	1	Applied Genetics Lab

EBS	6621	3	Environmental Toxicology
EBS	6661	3	Conservation Biology

Adviser Approved Elective Courses: (11-12 sh)

ENVIRONMENTAL POLICY CONCENTRATION

Non-Thesis Option: (27 sh)

Select nine courses

EBS	5550	3	Environmental History of the U.S.
EBS	6603	3	Environmental Management
EBS	6611	3	Global Pollution and International Environmental Policy
EBS	6612	3	Environmental Impact Studies/Risk Management
EBS	6615	3	Environmental Law, Permitting, and Regulatory Compliance
EBS	6621	3	Environmental Toxicology
EBS	6624	3	Public Health
EBS	6635	3	Land Use Planning
EBS	6637	3	Environmental Economics
EBS	6665	3	Sustainable Development
PA	6622	3	Public Policy
PA	6645	3	Managing Government Contracts
PA	6630	3	Strategic Planning
PA	6631	3	Program Evaluation

ENVIRONMENTAL SCIENCE CONCENTRATION

Select one option below:

Non-Thesis Option: (27 sh)

Required courses (13 sh)

EBS	6603	3	Environmental Management
EBS	6612	3	Environmental Impact Studies and Risk Management
EBS	6621	3	Environmental Toxicology
EBS	L630	1	Pollution Science Laboratory
EBS	6665	3	Sustainable Development

Adviser Approved Electives courses: (14 sh)

OR

Thesis Option: (21 sh minimum)

Required courses : (9 sh)

EBS	6695	6	Thesis Research
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Select one course:

EBS	6603	3	Environmental Management
EBS	6665	3	Sustainable Development

Adviser Approved Electives: (12 sh)

MASTER OF SCIENCE IN INTERNATIONAL RELATIONS

World politics have undergone a profound alteration over the past two decades. The collapse of the former Soviet Union, the evolution of the European Union, events in the Greater Middle East, the rising power of China as well as other developing countries, the influence of non-state actors such as terrorist groups and NGOs, plus concerns about national and global economic issues demonstrate a paradigm shift in international affairs. The Cold War, which dominated global events for nearly five decades, is over, yet what will replace the norms and institutions of that era is not clear. What is apparent, however, is that the world community is increasingly interdependent, that traditional identities and values are being reexamined, and that new challenges are likely to emerge.

The Master of Science in International Relations (MSIR) degree program is a 12-course, 36-credit-hour curriculum of study designed to provide students with the foundation and knowledge needed to understand the context and conduct of international relations. Students are encouraged to gain a wide-ranging appreciation of the political, historical, cultural, economic, and geographical factors that affect international relations. This appreciation is accomplished through a program of instruction focused on international relations theory and its application but drawing from disciplines such as history, economics, and geography. Students also acquire methodological and analytical skills that improve their understanding and ability to evaluate national and global developments.

The program offers courses covering history, regional studies, comparative government, foreign policy, the global economy, geography, conflict management, national security, international organization, international law, intercultural relations, and the politics of developing countries.

Prerequisite Requirements

Candidates for admission must have a baccalaureate degree in any subject area from a regionally accredited college or university. There are no prerequisite course requirements.

Students with undergraduate degrees in areas not included in the curriculum are encouraged to inquire about the program.

Graduates of the Master of Science in International Relations program include individuals with undergraduate degrees in the social sciences as well as in such areas as English, foreign language, engineering, chemistry, mathematics, psychology, education, and business administration.

Admission Requirements for the Master of Science in International Relations Degree

Unconditional Admission

1. Hold a master's or higher degree from a regionally accredited university. No test score is required. An official transcript showing completion of a master's or higher degree is required.

OR

2. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point

average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. All transcripts from all colleges or universities attended are required.

AND

3. Have an acceptable score on the appropriate entrance exam [GRE 291 (920 on the old exam) (verbal plus quantitative), MAT 396, GMAT 490].

Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to a graduate program. See conditional admission requirements in the General Regulations section of this *Catalog*.

Transfer Credit

A maximum of four courses (12 semester credit hours) taken at another regionally accredited institution, each with a "B" or better grade, can be applied toward the degree; graduate-level courses completed by U.S. service personnel in Professional Military Education programs may also qualify for transfer credit. These courses must be comparable in catalog description to Troy University courses in the MSIR program and must be recommended for transfer credit by the Chair of the Department of Political Science and approved by the Dean of the Graduate School.

Requirements for Admission to Candidacy

MSIR students and their faculty advisors must complete a "Graduate Degree Plan and Progress Report" within the first 18 semester hours of the program or a hold will be placed on the students' registration. Further guidance on Admission to Candidacy is provided in the *Graduate Catalog's* General Regulations section under "Admission to Candidacy or Degree Plan." 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 taken in its place.

Degree Requirements

1. Unconditional admission
2. Overall 3.0 GPA
3. Completion of the curriculum listed below
4. Successful completion of the comprehensive examination or a thesis*
5. Successful completion ("B" or better) of IR 6601 Research Methods in International Relations, the program research requirement
6. Admission to candidacy

*The thesis option is not available to eTROY students.

Curriculum

All courses offer three semester hours credit.

The MSIR curriculum of study consists of three integral components.

- I. Four core required courses
- II. The selection and completion of one program concentration
- III. The successful completion of a comprehensive examination OR the preparation and defense of a Master's Thesis

Required Core Courses: (12 sh)

All MSIR students must take the following four courses:

IR	5551	3	Survey of International Relations
IR	6601	3	Research Methods in International Relations
IR	6620	3	International Political Economy
IR	6652	3	Theory and Ideology of International Relations

MSIR Concentration Options:

Students must choose ONE of the following concentrations:

- Global Studies (24 sh)
- National Security Affairs (24 sh)
- Regional Affairs (24 sh)

GLOBAL STUDIES CONCENTRATION: (24 sh)

Students may choose any eight of the following courses:

GEO	5506	3	Urbanism
GEO	5511	3	Demography
GEO	5526	3	Geography of the Russian Realm
GEO	6624	3	Geographic Characteristics of the Developing Realm
HIS	5503	3	Contemporary Europe
HIS	5504	3	Military History of the United States
HIS	5510	3	England since 1688
HIS	5515	3	Contemporary America, 1945 to Present
HIS	5523	3	U.S. Foreign Policy to 1920
HIS	5532	3	Russia to 1861
HIS	5533	3	Russia since 1861
HIS	5545	3	Modern Germany
HIS	5551	3	Modern East Asia
HIS	5583	3	Latin American States
HIS	5552	3	History of Africa
HIS	5536	3	History of the Middle East
HIS	6614	3	Contemporary Japan
HIS	6615	3	Seminar in Latin American History
IR	5502	3	International Political Geography
IR	5524	3	Contemporary American Foreign Policy
IR	5533	3	Comparative Government
IR	5552	3	International Law
IR	5570	3	Politics of Southeast Asia
IR	6600	3	Selected Topics in International Relations
IR	6602	3	Geostrategic Studies
IR	6610	3	International Organizations
IR	6612	3	Comparative Public Policy
IR	6625	3	Specialized Study in International Relations
	6626		
	6627		
IR	6629	3	Seminar in International Relations
	6630		

IR	6631	3	Intercultural Relations
IR	6633	3	Developed and Developing Nations
IR	6634	3	Tradition, Revolution, and Change
IR	6635	3	National Security Policy
IR	6640	3	Government and Politics of Developing Nations
IR	6641	3	Latin America in World Affairs
IR	6642	3	Russia and Eastern Europe in World Affairs
IR	6644	3	Middle East in World Affairs
IR	6645	3	Asia in World Affairs
IR	6647	3	Western Europe in World Affairs
IR	6648	3	Sub-Saharan Africa in World Affairs
IR	6653	3	Political Psychology
IR	6654	3	Media, Technology, and International Politics
IR	6655	3	International Conflict Management
IR	6656	3	International Power and Influence
IR	6660	3	Military Strategy and International Relations
IR	6665	3	Readings in International Relations
IR	6668	3	Thesis
IR	6669	3	Thesis
IR	6670	3	United Kingdom in World Affairs
IR	6672	3	Germany in World Affairs
IR	6675	3	Central America in World Affairs
IR	6676	3	Japan in World Affairs
IR	6677	3	China in World Affairs
IR	6681	3	Tribalism and Colonialism in Africa
IR	6685	3	Terrorism and Political Violence
IR	6686	3	Drug Politics in the Americas
IR	6687	3	Free Trade and Economic Integration in the Americas
IR	6688	3	Islamic Fundamentalism
IR	6650	3	Environmental Security, Conflict, and Development
PA	6610	3	Foundations of Public Administration

NATIONAL SECURITY AFFAIRS CONCENTRATION: (24 sh)

Students must choose any four of the following courses: (12sh)

HIS	5504	3	Military History of the United States
IR	5524	3	Contemporary American Foreign Policy
IR	5552	3	International Law
IR	6602	3	Geostrategic Studies
IR	6635	3	National Security Policy
IR	6656	3	International Power and Influence
IR	6660	3	Military Strategy and International Relations
IR	6685	3	Terrorism and Political Violence

Approved Elective Courses: (12 sh)

Students **must** choose four courses from the remaining electives listed for the Global Studies Concentration.

REGIONAL AFFAIRS CONCENTRATION: (24 sh)*Students must take each of the following courses: (9 sh)*

IR	5533	3	Comparative Government
IR	6610	3	International Organizations
IR	6631	3	Intercultural Relations

Concentration Relevant Electives Courses: (9 sh)*Students must choose three courses from one of the following regional groups:***Africa and Middle East***Students must take at least one course focused on Africa and one focused on the Middle East*

HIS	5552	3	History of Africa
HIS	5536	3	History of the Middle East
IR	6640	3	Government and Politics in Developing Nations
IR	6648	3	Sub-Saharan Africa in World Affairs
IR	6681	3	Tribalism and Colonialism in Africa
IR	6644	3	Middle East in World Affairs
IR	6688	3	Islamic Fundamentalism

Asia

GEO	5526	3	Geography of the Russian Realm
HIS	5551	3	Modern East Asia
HIS	6614	3	Contemporary Japan
IR	5570	3	Politics of Southeast Asia
IR	6640	3	Government and Politics of Developing Nations
IR	6645	3	Asia in World Affairs
IR	6676	3	Japan in World Affairs
IR	6677	3	China in World Affairs

Europe

GEO	5526	3	Geography of the Russian Realm
HIS	5503	3	Contemporary Europe
HIS	5510	3	England Since 1688
HIS	5545	3	Modern Germany
IR	6642	3	Russia and Eastern Europe in World Affairs
IR	6647	3	Western Europe in World Affairs
IR	6670	3	United Kingdom in World Affairs
IR	6672	3	Germany in World Affairs

Latin America

HIS	5583	3	Latin American States
HIS	6615	3	Seminar in Latin American History
IR	6640	3	Government and Politics of Developing Nations
IR	6641	3	Latin America in World Affairs
IR	6675	3	Central America in World Affairs
IR	6686	3	Drug Politics in the Americas
IR	6687	3	Free Trade and Economic Integration in the Americas

Approved Electives Courses: (6 sh)

Students must choose two courses from the remaining electives listed for the Global Studies Concentration.

The third component of the MSIR degree program is the successful completion of ONE of the following options:

- 1. Comprehensive Examination** – Students choosing this option must successfully complete a six-hour comprehensive examination, typically after all course work is completed or during the last term that they are registered for course work. Comprehensive examinations are given each term. Examination questions are developed by the MSIR faculty and approved by the Chair. Students must pass by successfully demonstrating the ability to integrate and synthesize information obtained from the course work. The comprehensive examination is graded by a minimum of two full-time and selected part-time MSIR faculty, reviewed by the Chair, and certified by the Graduate Dean. Troy University faculty and staff administer comprehensive examinations.
- 2. Thesis ***— Students choosing the thesis option must register for IR 6668 (3 credit hours) and IR 6669 (3 credit hours) as their last two courses in the program. They must successfully research, write, and defend their thesis while taking IR 6668 and IR 6669. This process involves directed research in selected areas of international relations, based on the student's proposal, related to the student's needs, with the advice and approval of a thesis adviser and a faculty reader, and culminating in a substantive research paper of appropriate depth and scholarship. Students will receive a Pass or Fail for the two thesis courses, no letter grade. Students completing this option are not required to take the Comprehensive Examination.

* *The thesis option is not available to eTROY students.*

Program changes from the Comprehensive Examination Option to the Thesis Option are not permitted after attempting the Comprehensive Examination.

MASTER OF PUBLIC ADMINISTRATION

Mission Statement

The mission of the Troy University MPA program is to develop professional competency and leadership in individuals associated with public and nonprofit sectors by providing quality graduate professional education through a standardized curriculum and a network of campuses utilizing traditional, nontraditional, and emerging electronic formats.

The MPA degree is a 12-course, 36-credit-hour curriculum of study. Students with less than one year of work experience in a paraprofessional, professional, technical, or supervisory position that involves relevant service to the profession and/or public service will complete an additional three-hour internship course for a total of 39 credit hours. Students may take courses as pre-service, in-service, full-time, and part-time students and through eTROY. The MPA degree program is offered at Global Campus sites throughout the United States, through online courses, and at the Troy campus.

Accreditation

The Troy University Master of Public Administration (MPA) degree is accredited by the National Association of Schools of

Public Affairs and Administration (NASPAA).

Admission Requirements for Master of Public Administration

To apply for admission to the Master of Public Administration program, applicants must submit the following material to the relevant Troy University address specified in the *Graduate Catalog's* General Regulations section under "Pre Admission Procedures Application Forms":

1. Completed application form.
2. Official transcript(s) from all universities attended;
3. Official copy of GRE, MAT or GMAT scores;
4. A letter of recommendation that addresses the applicant's potential for success in professional graduate studies and public service;
5. A 500 word essay addressing the applicant's professional goals, readiness, and potential for completing the MPA program; and,
6. A resume listing professional experience, certifications, and other preparation.

Except for holders of an MPA/MPP degree from a NASPAA accredited program, the MPA admission requirements apply to all TROY MPA program applicants, including:

- Admission with a master's or higher degree from a regionally accredited university (official copy of GRE, MAT or GMAT scores not required)
- Admission to the Graduate Certificate in Government Contracting option

MPA program applicants are not allowed to register for MPA courses without completion of all admissions requirements. Students enrolled in other accredited universities who wish to take Troy University MPA courses may use the Transient Admission Procedures specified in the General Regulations section of this *Catalog*.

Unconditional Admission

Applicants may be admitted unconditionally if they meet the following requirements:

1. Applicants who have completed a master's or higher degree from a regionally accredited college or university.
- OR
2. A bachelor's degree from a regionally accredited college or university;
 3. Achieved a minimum of 2.5 GPA in all undergraduate courses or a minimum 3.0 GPA in the last thirty undergraduate semester hours;
 4. Have an acceptable score on the appropriate entrance exam: GRE 291 (920 on the old exam) (verbal plus quantitative), MAT 400, or GMAT 490.

In addition to these criteria, the MPA admissions process takes into account an applicant's letter of recommendation, essay, and resumé in determining whether or not the applicant is admitted to the program and assigned Unconditional or Conditional Admission status.

Conditional Admission

Upon recommendation by the MPA Admissions Committee and approval by the Director of the MPA Program, conditional admission may be granted under certain circumstances to applicants who do not satisfy all unconditional admission requirements. See also conditional admission requirements in the General Regu-

lations section of this *Catalog*.

Transfer Credit

A maximum of 12 credit hours taken at another regionally accredited university with a grade of "B" or better can be applied to the MPA degree. Transfer credit for MPA core courses is limited to courses completed at National Association of Schools of Public Affairs and Administration (NASPAA) accredited MPA programs. These courses must be comparable in catalog description to courses in the MPA program and recommended by the Director of the MPA Program and approved by the Dean of the Graduate School. Professional Military Education (PME) courses and programs will not be accepted as transfer credits for Public Administration core courses but may be accepted as transfer credit for elective courses.

Admission to Candidacy/Degree Plan

MPA students and their faculty advisors must complete a "Graduate Degree Plan and Progress Report" within the first 18 semester hours of the program or a hold will be placed on the students' registration. Further guidance on Admission to Candidacy is provided in the *Graduate Catalog's* General Regulations section under "Admission to Candidacy or Degree Plan." MPA student internship requirement status must be specified and documented with the Graduate Degree Plan and Progress Report.

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 taken in its place.

It is strongly recommended that students complete PA 6601-Research Methods in Public Administration and PA 6610-Foundation of Public Administration within their initial 18 hours in the MPA program.

Internship Requirements

Students with less than one year work experience in a para-professional, professional, technical, or supervisory position that involves relevant service to the profession and/or public service are required to complete PA 6694 Internship, for an additional three credit hours to the 36-hour program. The Internship cannot be used to satisfy an elective or core course requirement.

Research Requirement

For Initial Master's Degree

All graduate programs require certification of the student's ability to do research in a specialization. For the MPA program, this requirement is met by achieving a grade of "B" or better in PA 6601. Students must repeat PA 6601 if a grade of "C" or below is attained.

For Second Master's Degree

If the research requirement was completed for the first master's degree with a "B" or above, students are exempt from this requirement in the MPA program. Students exercising this exemption must complete an additional elective course in their program, or obtain approved transfer credit to achieve the minimum required credits for graduation.

Degree Requirements

1. Unconditional Admission
2. Overall 3.0 GPA
3. Admission to candidacy
4. Successful completion of PA6699, Capstone in Public Administration, with a grade of "B" or better
5. Completion of MPA Degree curriculum

Curriculum

The MPA degree curriculum consists of 12 courses including nine core courses and three elective courses from one concentration.

Required Core Courses : (27 SH)

PA 6601	3	Research Methods in Public Administration
PA 6610	3	Foundations of Public Administration
PA 6620	3	Theory of Organizations
OR		
PA 6646	3	Organizational Behavior
PA 6622	3	Public Policy
PA 6624	3	Public Human Resource Management
PA 6650	3	Governmental Budgeting and Financial Management
PA 6674	3	Ethics in Public Administration
PA 6699	3	Capstone in Public Administration
PA 6602	3	Quantitative Methods in Public Management
OR		
PA 6603	3	Economics for Public Management
OR		
PA 6631	3	Program Evaluation

**Students in Nonprofit Management concentration must take PA 6631. PA 6601 must be completed prior to taking PA 6631.*

Concentrations (9 hours)

Students must select one of the following concentrations and take three courses from that concentration:

- Government Contracting
- Healthcare Administration
- Justice Administration
- National Security Affairs
- Nonprofit Management
- Public Human Resource Management
- Public Management

Concentrations

Government Contracting

PA 6645	3	Managing Government Contracts
PA 6647	3	Advanced Contract Administration
PA 6648	3	Contract Negotiation
PA 6649	3	Government Contract Law
PA 6668	3	Grant Management for Public and Non-profit Organizations

Healthcare Administration

HSA 6680	3	Health Services Administration and Policy
HSA 6681	3	Legal and Social Issues in Health Administration
HSA 6682	3	Healthcare Planning and Management
HSA 6683	3	Healthcare Economics
HSA 6684	3	Managed Care: Origins, Organizations and Operations
PA 6665	3	Leadership in Public Administration

Justice 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 6640	3	Seminar in Law Enforcement
CJ 6652	3	Seminar in Corrections
CJ 6671	3	Organization Theory

National Security Affairs

IR 5524	3	Contemporary American Foreign Policy
IR 5551	3	Survey of International Relations
IR 5552	3	International Law
IR 6602	3	Geostrategic Studies
IR 6610	3	International Organizations
IR 6620	3	International Political Economy
IR 6630	3	Seminar in International Relations
IR 6635	3	National Security Policy
IR 6656	3	International Power and Influence
IR 6660	3	Military Strategy and International Relations

Nonprofit Management*

PA 6630	3	Strategic Planning
PA 6631	3	Program Evaluation
PA 6666	3	Foundations of Nonprofit Organizations
PA 6667	3	Executive Leadership in Nonprofit Organizations
PA 6668	3	Grant Management for Public and Non-profit Organizations
PA 6669	3	Nonprofit Financial Management

** Students in Nonprofit Management must take PA 6631. PA 6601 must be completed prior to taking PA 6631.*

Public Human Resource Management

HRM 6601	3	Legal Environment of Employment Decisions
HRM 6604	3	Labor Law
HRM 6619	3	Seminar in Human Resources Administration
HRM 6622	3	Workforce Planning and Staffing
HRM 6623	3	Training and Development of Human Resources
HRM 6632	3	Compensation and Benefits

Public Management

PA 6602	3	Quantitative Methods in Public Management
PA 6603	3	Economics for Public Management
PA 6620	3	Theory of Organizations
PA 6630	3	Strategic Planning
PA 6631	3	Program Evaluation
PA 6640	3	Intergovernmental Relations
PA 6644	3	Administrative Law

PA	6645	3	Managing Government Contracts
PA	6646	3	Organizational Behavior
PA	6665	3	Leadership in Public Administration
PA	6668	3	Grant Management for Public and Nonprofit Organizations
PA	6679	3	Computers and Government Management Information Systems
PA	66xx	3	Approved Adviser elective

Concentration Courses

PA 6625 Specialized Study in Public Administration or PA 6660 Readings in Public Administration may be utilized in any concentration with the prior approval of the Director of the MPA Program. In combination, these courses may not be used for more than six total credit hours. A course completed for one concentration cannot be used for another concentration.

GRADUATE CERTIFICATE IN GOVERNMENT CONTRACTING

Admission Requirements:

Applicants who want to pursue the Graduate Certificate in Government Contracting must be admitted to the Graduate School and MPA program. See Graduate Admissions and MPA Admission requirements.

Course Requirements:

The Graduate Certificate in Government Contracting requires the following four courses:

PA	6645	3	Managing Government Contracts
PA	6647	3	Advanced Contract Administration
PA	6648	3	Contract Negotiation
PA	6649	3	Government Contract Law

Admitted MPA students may qualify for the Certificate by completing the four required courses and maintaining an overall 3.0 GPA or better in order to meet certification requirement.

Other Requirements:

Students who wish to be issued a certificate must submit the following to their home campus:

- Certification Intent
- Certificate Plan and Progress Record
- Copy of student transcript

2012-2013

TROY UNIVERSITY
MASTER IN COMPUTER SCIENCE
 Graduate Degree Plan and Progress Record
30 / 31 Semester-Hour Program

TROY Publication 384-123
 Revised: 6/2012
 Page 1 of 2

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30/31 Semester hours of credit | 10. Degree plan filed |
| 5. Meet residency requirements | 11. Successfully complete comprehensive exam or thesis |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

PREREQUISITE COURSES *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255	Computer Science II	3			
CS 3310	Foundations of Computer Science Concepts	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (15 Semester Hours)

CS 5543	Software Engineering	3			
CS 5545	Computer Architecture	3			
CS 5547	Applied Systems Analysis	3			
CS 5549	Analysis of Algorithms	3			
CS 5550	Operating System Principles	3			

ELECTIVES: (15/16 Semester Hours)

CS 6640	Data Base Management Concepts	3			
CS 6641	Society and Information Systems	3			
CS 6643	Theory and Design of Compilers	3			
CS 6646	Information Systems for Operations and Management	3			
CS 6647	Simulation and Modeling	3			
CS 6648	Operations Research	3			
CS 6649	Special Topics in Computer and Information Science	3			
CS 6650	Distributed Systems Principles	3			
CS 6651	Artificial Intelligence	3			
CS 6652	XML Technology Principles	3			
CS 6653	Topics in Software Security and Reliability	3			
CS 6654	Topics in Software Engineering	3			
CS 6655	Digital Logic Design Principles and Practice with Emphasis on Testable Semicustom Circuits	3			
CS 6656	Design and Testing of Reliable Digital Systems	3			
CS 6660	Algorithmic Graph Theory	3			
CS 6664	High-Performance Computing	3			
CS 6666	Computer Graphics	3			
CS 6668	Network Security	3			

2012-2013

TROY UNIVERSITY
MASTER IN CRIMINAL JUSTICE
 Graduate Degree Plan and Progress Record
30 / 36 Semester-Hour Program

TROY Publication 384-124
 Revised: 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30/36 Semester hours of credit | 10. Degree plan filed |
| 5. Meet residency requirements | 11. Successfully complete comprehensive exam or thesis |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES (15 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
CJ 6610	Principles of Administration	3			
CJ 6620	Current Trends in Criminal Law	3			
CJ 6622	Seminar in the Administration of Justice	3			
CJ 6636	Criminological Theory	3			
CJ 6650	Survey of Research Methods in Criminal Justice	3			

ELECTIVES: (15 Semester Hours) *Select 5 courses from approved elective courses. See Graduate Catalog for list.*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT

THESIS OPTION*: (6 Semester Hours) *Complete all above requirements plus the courses listed below. * Available Troy Campus only*

CJ 6694	Thesis Practicum	3			
CJ 6695	Thesis	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Comprehensive Examination Requirements

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I file my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
MASTER OF PUBLIC ADMINISTRATION
 Graduate Degree Plan and Progress Record
36 / 39 Semester-Hour Program

TROY Publication 384-127
 Revised: 6/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Admission to MPA program 2. Official transcript of all academic work 3. Unconditional Admission 4. 36 Semester hours of coursework credit (39 with Internship) 5. Meet residency requirements 6. No more than two grades below "B" | <ol style="list-style-type: none"> 7. Internship required or waived 8. Overall GPA of 3.0 9. Completion of research requirement (PA 6601) with a "B" or better 10. All credit earned within 8 years of graduation 11. Degree plan filed 12. Completion of capstone (PA 6699) with a grade of "B" or better 13. Intent to Graduate filed |
|--|--|

REQUIRED CORE COURSES (24 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
PA 6601	Research Methods in Public Administration	3			
PA 6610	Foundations of Public Administration <i>(Complete w/in first 9 sh)</i>	3			
	Select One of the following: PA 6620 OR PA 6646	3			
PA 6622	Public Policy	3			
PA 6624	Public Human Resource Management	3			
PA 6650	Governmental Budgeting and Financial Management	3			
PA 6674	Ethics in Public Administration	3			
PA 6699	Capstone in Public Administration <i>(Final course of program)</i>	3			

SELECT ONE*: (3 Semester Hours)

PA 6602	Quantitative Methods in Public Management	3			
PA 6603	Economics for Public Managers	3			
PA 6631*	Program Evaluation	3			

* Nonprofit Management Concentration must take PA 6631 Program Evaluation

CONCENTRATION: (9 Semester Hours) Government Contracting Healthcare Administration Justice Administration
 National Security Affairs Nonprofit Management Public Human Resource Management Public Management

PA 6694 - INTERNSHIP: (3 Semester Hours) Required Waived

3					
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ITEMS TO BE DISCUSSED:

- Conditional or Unconditional Admission
- Availability of faculty for academic advising
- Petition for transfer credit once unconditionally admitted
- Class attendance
- Drop and Withdrawal procedures; deadlines and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Curriculum coursework sequencing

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I file my degree plan.

 Student's Signature Date

 MPA Faculty Adviser Date

Approved: _____
MPA Director Date

Approved: _____
Chair/Associate Dean or Dean Date

Approved: _____
Associate Dean or Dean, Graduate School Date

2012-2013

TROY Publication 384-201
Revised 3/2012

TROY UNIVERSITY
GRADUATE CERTIFICATE IN GOVERNMENT CONTRACTING
Certificate Plan and Progress Record
Certificate Verification
12 Semester-Hours

Name: Student ID#: Campus:
Address: Email:

Submit this form with the Certificate Intent form. A copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|---|
| 1. Admitted to the MPA program | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. All credit earned within 8 years of graduation |
| 3. Unconditional Admission | |
| 4. 12 Semester hours of credit | |
| 5. Meet residency requirements | |
| 6. No more than two grades below "B" | |

REQUIRED CERTIFICATE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PA 6645	Managing Government Contracts	3			
PA 6647	Advanced Contract Administration	3			
PA 6648	Contract Negotiation	3			
PA 6649	Government Contract Law	3			

ITEMS TO BE DISCUSSED:

- Conditional or Unconditional Admission
- Availability of faculty for academic advising
- Petition for transfer credit once unconditionally admitted (3 SH maximum)
- Class attendance
- Drop and Withdrawal procedures; deadlines and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby apply for Admission to Candidacy.

_____ Student's Signature	_____ Date	Approved: _____ Director, MPA Program	_____ Date
_____ Faculty Adviser	_____ Date	Approved: _____ Chair/Associate Dean or Dean (Optional)	_____ Date
		Approved: _____ Graduate School (Optional)	_____ Date

SORRELL COLLEGE OF BUSINESS

The vision of the Sorrell College of Business is to be the first choice for higher business education students in their quest to succeed in a dynamic and global economy. Sorrell College of Business strives to create the model for 21st century business education and community service.

Through operations that span the State of Alabama, the United States, and the world, the Sorrell College of Business equips students with the knowledge, skills, abilities and competencies to become organizational and community leaders who make a difference in the global village

and global economy. Through this endeavor, the Sorrell College of Business serves students, employers, faculty, the university community and the local and global communities.

The Sorrell College of Business offers Masters degrees in Accountancy, Business Administration, Human Resource Management, Management, and Taxation, as well as, the Executive Masters of Business Administration and the Certificate of Taxation. The table below summarizes the campuses authorized to award these degrees.

Degree Program	Troy Campus	Phenix City Campus	Dothan Campus	Montgomery Campus	Global Campus*	eTROY
Master of Accountancy	X					
Master of Business Administration	X	X	X	X	X	X
Executive Masters of Business Administration					X	
Master of Science in Human Resource Management			X	X	X	X
Master of Science in Management				X	X	X
Master of Taxation	X	X	X	X		X
Certificate of Taxation	X	X	X	X		X

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location

MASTER OF ACCOUNTANCY (M.Acc)

The purpose of a Master of Accountancy program is to provide students a broader and deeper knowledge of accounting than is developed in undergraduate or other graduate programs and to prepare students for careers as professional accountants or for admission into doctoral programs in accounting. The Master of Accountancy program will also develop students' technical research and writing skills.

Accreditation

The **Troy University** M.Acc degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Business Foundation Requirements for the M.Acc

1. The foundation course requirements to enter the M.Acc degree program ensure that students have acquired a common body of knowledge in business administration.
 - a. Candidates for admission to the M.Acc degree program must have earned an undergraduate degree in business administration or accounting from a school holding ACBSP or AACSB specialized accreditation for its business degree program within eight years of enrolling in the M.Acc program.

OR

- b. Before attempting 6000-level course work, the student will have successfully completed, within eight years of enrolling in the MBA program, all courses or their equivalent in the following subject areas from a school holding ACBSP or AACSB specialized accreditation for its degree program:
 - Principles of Management
 - Principles of Marketing
 - Managerial Finance
 - Accounting (principles of financial and managerial accounting or their equivalent)
 - Legal Environment
 - Economics
 - Statistics
 - Global Business Issues
 - Information Systems (principles and strategic implications in addition to desktop applications)
2. If the foundation course requirement is not satisfied by either paragraphs 1.a or 1.b above, to include the restrictions related to currency (i.e., within eight years of initial enrollment in the M.Acc program) and specialized accreditation, then unless specifically waived by the M.Acc Program Director based upon relevancy of professional business experience subsequent to the award of a four-year business degree, the following M.Acc foundation courses must be successfully completed with a "B" grade or better prior to enrolling in 6000-level courses for which they are identified as prerequisite courses.
 - BUS 5504 3 Fundamentals of Management and Marketing

BUS 5507	3	Fundamentals of Financial Analysis
BUS 5508	3	Fundamentals of Quantitative Methods
BUS 5509	3	Fundamentals of Economic Analysis
BUS 5517	3	Fundamentals of Information Systems
BUS 5519	3	Fundamentals of Legal Environment
ACT 2291	3	Principles of Accounting I
ACT 2292	3	Principles of Accounting II

**Note: To remain eligible for Federal Financial Aid, all*

BUSINESS FOUNDATION REQUIREMENT MATRIX			
Undergraduate Courses*		Graduate Course Equivalents	
Description	SH	Description	SH
IS 3300	3	BUS 5517	3.0
QM 2241	3	BUS 5508	3.0
LAW 2221	3	BUS 5519	3.0
ECO 2252	3	BUS 5509	3.0
ACT 2291	3	None**	3.0
ACT 2292	3		
FIN 3331	3	BUS 5507	3.0
MGT 3371	3	BUS 5504	3.0
MKT 3361	3		

undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

***Note: The listed undergraduate course is to be taken to meet this prerequisite requirement.*

- If the content of the M.Acc foundation coursework has been completed and, (1) the content is more than eight years old, or (2) the content of the foundation courses was completed at a school without ACBSP or AACSB specialized accreditation for its business degree programs, the student may attempt to qualify for a waiver of these two requirements by achieving a satisfactory score on the Educational Testing Service Major Field Test in Business (Undergraduate). A satisfactory score is defined as no less than one-half standard error of the mean below the national average reported at the time the exam is attempted. For this catalog year, a score of 146 (rounded up) is acceptable.
- Along with the M.Acc foundation courses above, students entering the M.Acc program must have completed a degree in accounting from a U.S. regionally and ACBSP/AACSB accredited school or have completed within the last 8 years with a grade of "C" or better at a regionally and AACSB/ACBSP accredited school the following courses based on accounting standards, auditing standards, and tax laws that are prevalent in the United States:

ACT 3391	3	Intermediate Accounting I
ACT 3392	3	Intermediate Accounting II
ACT 3394	3	Governmental Accounting
ACT 3396	3	Accounting Information Systems
ACT 4494	3	Income Tax Accounting I
ACT 4495	3	Income Tax Accounting II
ACT 4497	3	Auditing

In addition, M.Acc students may be required to complete

with a "C" or better at an ACBSP or AACSB accredited university the following:

ENG 1102 3 Composition and Modern English II

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Admission Requirements for the M.Acc

Unconditional Admission

- Students applying for admission must provide official transcripts from all universities attended.
- Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No GMAT graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
- A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
- Applicants must have achieved at least a 3.0 GPA in all undergraduate work or at least a 3.0 GPA in the last 30 semester hours.
- Official graduate admission exam results of 500 or above on the GMAT admissions test must be on file (except for applicants with a previous master's or higher degree; see #2 above). The GRE and MAT exams will not be accepted.
- A letter of recommendation is required with all applications for the M.Acc program. The individual's potential for success in the M.Acc program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

Conditional Admission

Students not satisfying the minimum graduate admissions test score and grade point average requirements for unconditional admission may be conditionally admitted to the program if they satisfy both of the following conditions:

- A score of 400 or better on the GMAT.
- A 3.0 GPA in all undergraduate work or at least a 3.0 GPA in the last 30 semester hours of undergraduate coursework.

After the student completes the first three graduate (6000 level) courses with a "B" or better average, the student will be granted unconditional admission. Students who do not earn a "B" or better in their first three graduate (6000 level) courses, will be dropped from the program for one calendar year, after which time the student must petition for readmission.

Reapplication

Students not satisfying the GMAT test score requirement for conditional admission may retake and resubmit when the minimum score of 400 is achieved.

Transfer Credit

A maximum of two courses (six semester hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. Credit accepted for transfer into the business core, or to satisfy specified concentra-

tion courses, is limited to institutions holding ACBSP or AACSB specialized accreditation for their business programs. Exceptions to the “specialized accreditation” condition may be granted by the Dean based upon a review of the institution and the course content. These courses must be comparable in catalog description, level, and content to Troy University courses and must be approved by the appropriate Troy University dean/department chair. No more than two courses (six semester hours) may be transferred in from a completed master’s degree program.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy within the first 18 semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first 18 hours, a hold will be placed on the student’s registration until Degree Plan/Admission to Candidacy process is completed.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 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 earns a “D” or “F” in an elective course, the course may be retaken, or another elective taken in its place. All grades, including those for courses that are retaken, are calculated in the GPA required to fulfill the requirements for the degree. The student can satisfy the research component for the Master of Accountancy by receiving a “B” or better in ACT 6652, Financial Accounting Research.

Curriculum—30 Semester Hours

The curriculum for the Master of Accountancy program consists of 30 semester hours. Of these 30 semester hours, 21 hours consist of required courses and nine hours consist of electives chosen in consultation with the student’s adviser. Below is a list of the required courses and the electives.

Required Courses (21 Semester Hours)

ACT	6651	3	Accounting Systems and Control
ACT	6652	3	Financial Accounting Research
ACT	6653	3	Advanced Financial Reporting & Analysis
ACT	6654	3	Advanced Auditing and Assurance Services
ACT	6656	3	Professional Certification
TAX	6684	3	Federal Tax Research
LAW	6610	3	Legal Issues for Accountants

Electives (9 Semester Hours)

Select three courses from the following:

ACT	6650	3	Forensic Accounting & Fraud Examination
ACT	6655	3	Advanced Management Accounting
TAX	6685	3	Taxation of Individuals
TAX	6686	3	Estate and Gift Taxation
TAX	6688	3	Taxation of Corporations and Shareholders
TAX	6689	3	Taxation of Partnerships and Partners

Other courses as approved by advisor

Note: Master of Accountancy Students may take no more than four classes online.

There are no cross-listings with other Troy University graduate degree programs for the program. All transfer credits must be

processed through normal academic approval procedures. All authorizations for M.Acc students to be a transient student at another institution must be approved before the course is attempted. Professional military education courses are not accepted for credit in the M.Acc program.

MASTER OF BUSINESS ADMINISTRATION (MBA)

The purpose of the Master of Business Administration program is to offer students an opportunity to acquire proficiency in general business management and decision-making skills that will enable them to carry out managerial responsibilities in both the private and public sectors. As a result of successfully completing the MBA program, graduates should improve their ability to apply strong problem-solving skills to the strategic planning process in organizations and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations. Concentrations offered in accounting and information systems provide additional specialized study related to the strategic management process in organizations.

Accreditation

The Troy University MBA degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Business Foundation Requirements for the MBA

- The foundation course requirements to enter the MBA degree program ensure that students have acquired a common body of knowledge in business administration.
 - Candidates for admission to the MBA degree program must within eight years of enrolling in the MBA program have earned an undergraduate degree in business administration or accounting from a school holding ACBSP or AACSB specialized accreditation for its business degree program.

OR

 - Before attempting 6000-level course work, the student will have successfully completed, within eight years of enrolling in the MBA program, all courses or their equivalent in the following subject areas from a school holding ACBSP or AACSB specialized accreditation for its degree program:
 - Principles of Management
 - Principles of Marketing
 - Managerial Finance
 - Accounting (principles of financial and managerial accounting)
 - Legal Environment
 - Microeconomics
 - Statistics
 - Global Business Issues
 - Information Systems (principles and strategic implications in addition to desktop applications)
- If the foundation course requirement is not satisfied by either paragraphs 1.a or 1.b above, to include the restrictions related to currency (i.e., within eight years of initial enrollment in the MBA program) and specialized accreditation, the following business foundation courses must be successfully completed with a “B” grade or better through Troy University prior to enrolling in 6000-level courses for which they are identified as prerequisite courses. MBA-Accounting Option majors may not substitute BUS 5506 to satisfy the Accounting subject area requirement.

BUS 5504	3	Fundamentals of Management and Marketing
BUS 5506*	3	Fundamentals of Accounting

- BUS 5507 3 Fundamentals of Financial Analysis
- BUS 5508 3 Fundamentals of Quantitative Methods
- BUS 5509 3 Fundamentals of Economic Analysis
- BUS 5517 3 Fundamentals of Information Systems
- BUS 5519 3 Fundamentals of Legal Environment

**Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students*

BUSINESS FOUNDATION REQUIREMENT MATRIX			
Undergraduate Courses *		Graduate Course Equivalents	
Description	SH	Description	SH
IS 3300	3	BUS 5517	N/A
QM 2241	3	BUS 5508	3.0
LAW 2221	3	BUS 5519	3.0
ECO 2252	3	BUS 5509	3.0
ACT 2291	3	BUS 5506**	3.0
ACT 2292	3		
FIN 3331	3	BUS 5507	3.0
MGT 3371	3	BUS 5504	3.0
MKT 3361	3		

enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

***Note: MBA-Accounting Option majors cannot satisfy the requirement to complete principles of financial and managerial accounting (ACT 2291 or ACT 2292) with BUS 5506.*

3. If the content of the MBA foundation coursework has been completed and, (1) the content is more than eight years old, or (2) the content of the foundation courses was completed at a school without ACBSP or AACSB specialized accreditation for its business degree programs, the student may attempt to qualify for a waiver of these two requirements by achieving a satisfactory score on the Educational Testing Service Major Field Test in Business (Undergraduate). A satisfactory score is defined as no less than one-half standard error of the mean below the national average reported at the time the exam is attempted. For this catalog year, a score of 146 (rounded up) is acceptable.
4. Along with the MBA foundation courses above, students entering the accounting option must have completed a degree in accounting from a U.S. regionally and ACBSP/AACSB accredited school or, have completed within the last 8 years with a grade of "C" or better at a regionally and AACSB/ACBSP accredited school the following courses based on accounting standards, auditing standards, and tax laws that are prevalent in the United States.
 - ACT 3391 3 Intermediate Accounting I
 - ACT 3392 3 Intermediate Accounting II
 - ACT 3394 3 Governmental Accounting
 - ACT 4494 3 Income Tax Accounting I
 - ACT 4495 3 Income Tax Accounting II
 - ACT 4497 3 Auditing

In addition, accounting option students may be required to complete with a grade of "C" or better at an ACBSP or AACSB accredited university the following courses:

- ENG 1102 3 Composition and Modern English II

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Admission Requirements for the Master of Business Administration

Unconditional Admission

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least a 2.5 GPA in all undergraduate work or at least a 3.0 GPA in the last 30 semester hours.
5. Official graduate admission exam results (GMAT [500 or above], GRE [291 or above on verbal and quantitative]), must be on file (except for applicants with a previous master's or higher degree; see #2 above).
6. A letter of recommendation is required with all applications for the MBA program. The individual's potential for success in the MBA program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

Conditional Admission

Students not satisfying at least a score of 500 on the GMAT or at least a 291 on the GRE (verbal and quantitative) and the grade point average requirements for unconditional admission may be conditionally admitted to the program. After the student completes the first three graduate (5000 or 6000 level) courses with a "B" or better average, the student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the university for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all applications for the MBA program. The letter should address the individual's potential for success in the MBA program as well as his/her written and oral communication skills.

Transfer Credit

A maximum of two courses (six semester hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. Note that the capstone course MBA 6611 Business Strategy must be taken with Troy University and will not be accepted as transfer credit from another institution. Credit accepted for transfer into the MBA core, or to satisfy specified concentration courses, is limited to institutions holding ACBSP or AACSB specialized accreditation for their business programs. Exceptions to the "specialized accreditation" condition may be granted by the Dean based upon a review of the institution and the course content. These courses must be comparable to Troy University courses in catalog description, level, and content and must be approved by the appropriate Troy University dean/department chair. No more than two courses (six semester hours) may be transferred in from a completed master's degree program. Professional military education courses are not

accepted for credit in the MBA program.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first eighteen hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 (A = 4.0) 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 earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. The student can satisfy the research component requirement by successfully completing BUS 6610, IS 6674, or ACT 6695 with a grade of "B" or better. The capstone course, MBA 6611, must be completed with a grade of "B" or better.

For students pursuing the MBA degree with a dual concentration, a single course can be applied only one time to satisfy degree requirements.

Curriculum—36 Semester Hours

All courses offer three semester hours credit except ACT 6625, 6626, 6627, ECD 6625, 6626, 6627, FIN 6625, 6626, 6627, IS 6625, 6626, 6627 and BUS 6625, 6626, and 6627, which may vary from one to three semester hours each.

The MBA degree offers five, 36-semester-hour options: accounting, information systems, finance, general management, and international economic development. All options require six core courses and six option courses as follows:

Required Core Courses: (18 sh)

ACT	6691	3	Managerial Accounting
MBA	6611	3	Business Strategy
FIN	6631	3	Managerial Finance
QM	6640	3	Statistical Analysis for Managers
ECO	6655	3	Managerial Economics
MKT	6661	3	Strategic Marketing Management

ACCOUNTING OPTION COURSES: (18 SH)

ACT	6692	3	Advanced Accounting Problems
TAX	6684	3	Federal Tax Research
ACT	6695	3	Accounting Research and Communication
ACT	6698	3	Advanced Auditing
LAW	6600	3	Business Law for Accountants
ACT	6656	3	Professional Certification
	OR		
ACT	6696	3	Accounting Information Systems
	OR		
ACT	6699	3	Contemporary Issues in Accounting

INFORMATION SYSTEMS OPTION COURSES: (18 SH)

IS	6672	3	Information Systems and Business Strategy
IS	6674	3	Information Systems Management
IS	6676	3	E-Commerce for Global Business
IS	6679	3	Management Information Systems

(Plus 6 semester hours of approved electives)

FINANCE OPTION COURSES: (18 SH)

FIN	6632	3	Investments
FIN	6651	3	Financial Institutions
FIN	6652	3	Problems in Financial Management
FIN	6653	3	Finance Research

Select two of the following courses:

FIN	6633	3	International Finance
FIN	6634	3	Derivative Securities
FIN	6656	3	Analysis of Financial Data
FIN	6657	3	Corporate Risk Management
FIN	6658	3	Special Topics in Finance

GENERAL MANAGEMENT OPTION COURSES: (18 SH)

BUS	6610	3	Business Research Design
MGT	6671	3	Organizational Behavior
MGT	6673	3	Operations Management

(Plus 9 semester hours of approved electives)

INTERNATIONAL ECONOMIC DEVELOPMENT OPTION COURSES: (18 SH)

ECD	6660	3	Theories of International Economic Development
ECD	6661	3	Economic Development Finance
ECD	6680	3	Field Experience in International Economic Development
ECD	6699	3	Seminar in International Economic Development

Select two of the following courses:

ECD	6662	3	Applied Spatial Analysis for International Economic Development
ECO	6657	3	International Trade and Economics
IS	6676	3	E-Commerce for Global Business
BUS	6605	3	Business and Professional Communication
FIN	6633	3	International Finance

For options other than the accounting and finance options, electives may be selected from the approved list of electives:

BUS	6605	3	Business and Professional Communication
BUS	6612	3	Applied Business Research
BUS	6613	3	Seminar in Business
BUS	6625	1-3	Specialized Study in Business
	6626	1-3	Specialized Study in Business
	6627	1-3	Specialized Study in Business
ECD	6660	3	Theories of International Economic Development
ECD	6661	3	Economic Development Finance
ECD	6699	3	Seminar in International Economic Development
ECO	6652	3	Macroeconomics and Forecasting
ECO	6654	3	Labor Economics
ECO	6657	3	International Trade and Economics
FIN	6632	3	Investments
FIN	6633	3	International Finance
FIN	6651	3	Financial Institutions
FIN	6652	3	Problems in Financial Management
HRM	6601	3	Legal Environment of Employment Decisions
HRM	6603	3	Human Resource Management (recommended for MBA-GM)
HRM	6622	3	Workplace Planning and Staffing
HRM	6645	3	International HRM

HSA	6680	3	Health Services Administration and Policy
HSA	6682	3	Healthcare Planning and Management
HSA	6683	3	Healthcare Economics
HSA	6684	3	Managed Care: Origins, Organizations & Operations
IS	6676	3	E-Commerce for Global Business
IS	6679	3	Management Information Systems
QM	6641	3	Management Science
MGT	6670	3	Seminar in International Management
MGT	6671	3	Organizational Behavior
MGT	6674	3	Ethics in Business
MGT	6681	3	Organization Development and Change

There are no cross-listings with other Troy University graduate degree programs for this program. All transfer credits must be processed through normal academic approval procedures. All authorizations for MBA students to be a transient student at another institution must be approved before the course is attempted. Professional military education courses are not accepted for credit in the MBA program.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION (EMBA)

The purpose of the Executive Master of Business Administration program is to provide an advanced level of general business education to graduates of baccalaureate programs who meet a stipulated professional experience prerequisite. This opportunity enables these students to be successful in management positions in both the private and public sectors. The program is organized to support specific and general needs of professionally diverse groups of students by providing advanced study in business administration to students who have acquired a common body of knowledge through education and professional experience. Minor modifications in curriculum allow the EMBA program to meet specific corporate or other organizational needs in contractual programs. As a result of successfully completing the EMBA program, graduates should improve their ability to apply problem-solving skills to the strategic planning process in organizations and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations.

Accreditation

The Troy University EMBA degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admission Requirements

Unconditional Admission

- For concentrations other than those listed in (a) and (b) below, a minimum of five years professional, post-baccalaureate experience (unless modified in a contractual corporate program); or a minimum of five years managerial experience beyond first line supervision, and
 - for the Accounting concentration, a baccalaureate degree in Accounting or successful completion of all Accounting course prerequisites; and
 - for the Healthcare concentration, a baccalaureate degree in healthcare-related field and five years of healthcare-related professional work.
- Students applying for admission must provide official transcripts from all universities attended.
- Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended

must be submitted, to include an official transcript showing completion of a master's or higher degree.

- A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
- Applicants must have achieved at least 2.5 GPA in all undergraduate work or at least 3.0 GPA in the last 30 semester hours.
- Official graduate admission exam results (GMAT [500 or above], GRE [291 or above on verbal and quantitative]), must be on file (except for applicants with a previous master's or higher degree; see #2 above).
- A letter of recommendation using the online Professional Reference form is required with all applications for the EMBA program. The letter must address the individual's potential for success in the EMBA program as well as his/her written and oral communication skills.

Conditional Admission

Students not satisfying at least a score of 500 on the GMAT or at least a 291 on the GRE (verbal and quantitative) and the grade point average requirements for unconditional admission may be conditionally admitted to the program. After the student completes the first three graduate (6000 level) courses with a "B" or better average, the student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the university for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all applications for the EMBA program. The individual's potential for success in the EMBA program as well as his/her written and oral communication skills should be addressed.

For the Accounting concentration, students with a B.S. degree in a field other than accounting must have completed the following courses or their equivalent. The prerequisite Accounting courses must be based on accounting standards, auditing standards, and tax laws that are prevalent in the United States.

ACT 3391	3	Intermediate Accounting I
ACT 3392	3	Intermediate Accounting II
ACT 3394	3	Governmental Accounting
ACT 4494	3	Income Tax Accounting I
ACT 4495	3	Income Tax Accounting II
ACT 4497	3	Auditing

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Transfer Credit

A maximum of two courses (six semester hours) taken at another regionally accredited institution, each with a grade of "B" or better, can be applied toward the degree. Note that the capstone course EMBA 6611 Business Strategy must be taken with Troy University and will not be accepted as transfer credit from another institution. (This policy may be modified for contractual programs.) Credit accepted for transfer into the EMBA core or to satisfy specified concentration courses or electives is limited to institutions holding ACBSP or AACSB specialized accreditation for their business programs. Exceptions to the "specialized accreditation" condition may be granted by the Dean based upon a review of the institution and the course content. These courses must be comparable in catalog description, level, and content as Troy University courses and approved by the appropriate dean/associate dean/department chair. No more than two courses (six

semester hours) may be transferred from a completed master's degree program.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first eighteen hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 (A=4.0) is necessary to fulfill requirements for the degree. The student can fulfill the research component requirement by successfully completing EMBA 6625 or ACT 6695 (or another designated course in concentrations not requiring these courses) with a grade of "B" or better. Successful completion of the capstone course (EMBA 6611) and presentation of the applied research project are required to fulfill requirements for the degree. If a "D" or "F" is made in a core course or a restricted elective course, the course must be retaken.

For students pursuing the EMBA degree with a dual concentration, a single course can be applied only one time to satisfy degree requirements.

Curriculum—36 Semester Hours

All courses offer three semester hours credit except ACT 6625, 6626, 6627 and IS 6625, 6626 and 6627 which can vary from one to three semester hours each.

The EMBA degree offers five, 36-semester-hour options: accounting, criminal justice, general management, healthcare management, and information systems. All options require six or more core courses and the remaining hours in a concentration.

Required Prerequisite Course:

EMBA 5501 3 Survey of Business Concepts

Required Core Courses: (18 sh)

ACT 6691 3 Managerial Accounting
EMBA 6611 3 Business Strategy
EMBA 6631 3 Managerial Finance
EMBA 6661 3 Strategic Marketing Management
EMBA 6671 3 Organizational Behavior
EMBA 6674 3 Ethics in Business

Required in all concentrations other than Accounting: (9 sh)

EMBA 6640 3 Quantitative Analysis for Managers
OR
EMBA 6641 3 Decision Theory
EMBA 6651 3 Managerial Economics
IS 6679 3 Management Information Systems

Select ONE concentration:

ACCOUNTING CONCENTRATION: (18 SH)

ACT 6692 3 Advanced Accounting Problems
ACT 6695 3 Accounting Research and Communication
ACT 6698 3 Advanced Auditing
ACT 6656 3 Professional Certification

OR
ACT 6696 3 Accounting Information Systems
OR
ACT 6699 3 Contemporary Issues in Accounting
LAW 6600 3 Business Law for Accountants
TAX 6684 3 Federal Tax Research

CRIMINAL JUSTICE CONCENTRATION: (9 SH)

CJ 6620 3 Current Trends In Criminal Law
CJ 6624 3 Court Administration
CJ 6625 3 Specialized Study (in the Administration of Criminal Justice)

GENERAL MANAGEMENT CONCENTRATION: (9 SH)

EMBA 6603 3 Human Resource Management
EMBA 6625 3 Specialized Study in Business (with a Management focus)
EMBA 6673 3 Operations Management

HEALTHCARE MANAGEMENT CONCENTRATION (9 SH)

EMBA 6603 3 Human Resource Management
EMBA 6625 3 Specialized Study in Business (with a Healthcare Management focus)
HSA 6880 3 Health Services Administration and Policy

INFORMATION SYSTEMS CONCENTRATION (9 SH)

IS 6672 3 Information Systems and Business Strategy
IS 6674 3 Information Systems Management
IS 6676 3 E-Commerce For Global Business

There are no cross-listings with other Troy University graduate degree programs for this program. All transfer credits must go through normal academic approval procedures. All authorizations for EMBA students to be a transient student at another institution must be approved before the course is attempted. Professional military education courses are not accepted for credit in the EMBA program.

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (MSHRM)

The Master of Science in Human Resource Management (MSHRM) is a specialized professional program designed to offer the student an opportunity to obtain proficiency in contemporary human resource management concepts, activities, and skills, particularly as they are applied to developing and executing human resource management systems in support of strategic organizational objectives. As a result of successfully completing the MSHRM program, graduates should improve their ability to apply problem-solving skills to designing human resource management systems that fit the strategic objectives of organizations and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations.

Accreditation

The Troy University MSHRM degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Business Foundations for the MSHRM

Business Foundation Requirements for the MSHRM

1. The foundation course requirements to enter the MSHRM degree program ensure that students have acquired a common body of knowledge in business administration.
 - a. Candidates for admission to the MSHRM degree program must within eight years of enrolling in the MSHRM program have earned an undergraduate degree in business administration from a school holding ACBSP or AACSB specialized accreditation for its business degree program .

OR
 - b. Before attempting 6000-level course work, the student will have successfully completed, within eight years of enrolling in the MSHRM program, all courses or their equivalent in the following subject areas from a school holding ACBSP or AACSB specialized accreditation for its degree program:
 - Principles of Management
 - Principles of Marketing
 - Managerial Finance
 - Accounting (principles of financial and managerial accounting or their equivalent)
 - Legal Environment
 - Microeconomics
 - Statistics
 - Global Business Issues
 - Information Systems (principles and strategic implications in addition to desktop applications)
2. If the foundation course requirement is not satisfied by either paragraphs 1.a or 1.b above, to include the restrictions related to currency (i.e., within eight years of initial enrollment in the MSM program) and specialized accreditation, the following business foundation courses must be successfully completed with a “B” grade or better through Troy University prior to enrolling in 6000-level courses for which they are identified as prerequisite courses:

BUS 5501	3	Survey of Business Concepts
BUS 5502	3	Fundamentals of Accounting and Finance
3. If the content of the MSHRM foundation coursework has been completed and, (1) the content is more than eight years old, or (2) the content of the foundation courses was completed at a school without ACBSP or AACSB specialized accreditation for its business degree programs, the student may attempt to qualify for a waiver of these two requirements by achieving a satisfactory score on the Educational Testing Service Major Field Tests in Business (Undergraduate). A satisfactory score is defined as no less than one half standard error of the mean below the national average reported at the time the exam is attempted. For this catalog year, a score of 146 is acceptable.

Note: Upon readmission, any student previously admitted into the pre- 2009-2010 MSHRM 12-course degree program who does not hold an undergraduate business degree from a AACSB/ACBSP accredited university or college and has not enrolled with Troy University for three or more years

(a) will be allowed to complete their original 12-course program without taking the BUS 5500 foundation classes if they have completed eight or more courses toward their degree.

(b) must take the BUS 5500 foundation courses prior to any 6000 level courses if the student has completed seven or fewer courses in the pre- 2009-2010 MSHRM 12-course program.

(c) may choose to switch to the new 10-course program as stated in the current graduate catalog, and be required to complete all 5500 foundation classes with a “B” or better prior to taking any 6000 level courses.

Admission Requirements for the Master of Science in Human Resource Management

Unconditional Admission

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master’s or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master’s or higher degree.
3. A bachelor’s degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least 2.5 GPA on all undergraduate work or at least 3.0 GPA on the last 30 semester hours.
5. Official graduate admission exam results (GMAT, GRE [verbal and quantitative]), must be on file (except for applicants with a previous masters or higher degree; see #2 above). The GMAT score must be 500 or better; the GRE score (verbal and quantitative) must be 291 or better.
6. A letter of recommendation is required with all applications for the MSHRM program. The individual’s potential for success in the MSHRM program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills, must be addressed.

Conditional Admission

Students not satisfying the minimum graduate admission test score and grade point average requirements for unconditional admission may be conditionally admitted to the program. After the student completes the first three graduate (5000-6000 level) courses with a “B” or better average, the student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the university for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all applications for the MSHRM program. The letter should address the individual’s potential for success in the MSHRM program as well as his/her written and oral communication skills.

Transfer Credit

A maximum of two courses (six semester hours) taken at another regionally accredited institution, each with a grade of “B” or better, can be applied toward the degree. Note that the capstone course HRM 6698 Strategic Human Resource Management must be taken with Troy University and will not be accepted as transfer credit from another institution. Credit accepted for transfer into the MSHRM core or to satisfy specified concentration courses or electives is limited to institution holding ACBSP or AACSB specialized accreditation for their business programs. Exceptions to the “specialized accreditation” condition may be granted by the Dean based upon review of the institution and course content. These courses must be comparable in catalog description, level, and content to Troy University courses and approved by the appropriate dean/ associate dean /department chair. No more than two

courses (six semester hours) may be transferred in from a completed master's degree program.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first eighteen hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed.

Degree Requirements

All graduates from the MSHRM program must successfully complete the nine-course core listed below and one additional elective course suitable to the student's academic and employment background and specific career objectives. 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 taken in its place. Students must achieve an overall grade point average (GPA) of 3.0 or better to fulfill requirements for the degree.

The MSHRM degree program is a non-research oriented masters degree that requires an understanding of the accepted professional practices in the field of human resource management. This program provides students with the opportunity to gain an understanding of the subject matter that will enhance their career opportunities.

Curriculum—30 Semester Hours

All courses offer three semester hours of credit except HRM 6625, 6626, and 6627. Students graduating with MSHRM degree will have completed the following 30 semester hour curriculum.

Prerequisite Courses: (non-business undergraduate degree)

BUS 5500 foundation courses or other SCOB equivalent (may test out) - see Adviser

Required core courses: (27 sh)

HRM 6601	3	Legal Environment of Employment Decisions
HRM 6603	3	Human Resource Management
HRM 6622	3	Workforce Planning & Staffing
HRM 6623	3	Training and Development of Human Resources
		<i>grade of A or better is required.</i>
HRM 6632	3	Compensation and Benefits
HRM 6635	3	Employee Relations and Safety
HRM 6698	3	Strategic Human Resource Management (capstone course)
		<i>A grade of B or better is required.</i>
MGT 6671	3	Organizational Behavior
MGT 6681	3	Organization Development and Change

Elective Courses: (3 sh) (Select One)

HRM 6604	3	Labor Law
HRM 6619	3	Seminar in Human Resource Administration
HRM 6625	3	Specialized Study in the Area of Human Resource Management
HRM 6645	3	International Human Resource Management
HRM 6689	3	HRM Internship
IS 6679	3	Management Information Systems
MGT 6674	3	Ethics in Business
MGT 6675	3	Theory of Organizations

MGT 6682 3 Leadership and Motivation

FIN 6631 3 Managerial Finance

There are no cross-listings with other Troy University graduate degree programs for the MSHRM. Professional military education courses are not accepted for credit in the MSHRM program.

MASTER OF SCIENCE IN MANAGEMENT (MSM)

The purpose of the Master of Science in Management program is to provide a specialized professional program for the student who wants to acquire proficiency in management skills, including decision making, which will enable the graduate to carry out responsibilities in both general and specialized managerial roles. Concentrations in Human Resource Management, Information Systems, Leadership and Organizational Effectiveness, International Management, and Healthcare Management further develop managerial problem-solving skills in specific areas of applied management. As a result of successfully completing the MSM program, graduates should improve their ability to apply problem-solving skills to operational and strategic planning processes and to use written and verbal communication skills effectively to communicate the results of their problem-solving analyses and recommendations.

Accreditation

The Troy University MSM degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Business Foundation Requirements for the MSM

- The foundation course requirements to enter the MSM degree program ensure that students have acquired a common body of knowledge in business administration.
 - Candidates for admission to the MSM degree program must have earned an undergraduate degree in business administration from a school holding ACBSP or AACSB specialized accreditation for its business degree program within eight years of enrolling in the MSM program.

OR

 - Before attempting 6000-level course work, the student will have successfully completed, within eight years of enrolling in the MSM program, all courses or their equivalent in the following subject areas from a school holding ACBSP or AACSB specialized accreditation for its degree program:
 - Principles of Management
 - Principles of Marketing
 - Managerial Finance
 - Accounting (principles of financial and managerial accounting or their equivalent)
 - Legal Environment
 - Microeconomics
 - Statistics
 - Global Business Issues
 - Information Systems (principles and strategic implications in addition to desktop applications)
- If the foundation course requirement is not satisfied by either paragraphs 1.a or 1.b above, to include the restrictions related to currency (i.e., within eight years of initial enrollment in the MSM program) and specialized accreditation, the following business foundation courses must be successfully completed with a "B" grade or better through Troy University prior to enrolling in 6000-level courses for which they are identified

as prerequisite courses:

BUS 5501 3 Survey of Business Concepts
 BUS 5502 3 Fundamentals of Accounting and Finance

3. If the content of the MSM foundation coursework has been completed and, (1) the content is more than eight years old, or (2) the content of the foundation courses was completed at a school without ACBSP or AACSB specialized accreditation for its business degree programs, the student may attempt to qualify for a waiver of these two requirements by achieving a satisfactory score on the Educational Testing Service Major Field Tests in Business (Undergraduate). A satisfactory score is defined as no less than one half standard error of the mean below the national average reported at the time the exam is attempted. For this catalog year, a score of 146 (rounded up) is acceptable.

Note: Upon readmission, any student previously admitted into the pre-2009-2010 MSM 12-course degree program who does not hold an undergraduate business degree from a AACSB/ACBSP accredited university or college and has not enrolled with Troy University for three or more years will

(a) be allowed to complete their original 12-course program without taking the BUS 5500 foundation classes if they have completed eight or more courses toward their degree.

(b) must take the BUS 5500 foundation courses prior to any 6000 level courses if the student has completed seven or fewer courses in the pre-2009-2010 MSM 12-course program.

(c) the student may choose to switch to the new 10-course program as stated in the current graduate catalog, and be required to complete all 5500 foundation classes with a "B" or better prior to taking any 6000 level courses.

Admission Requirements for the Master of Science in Management

Unconditional Admission

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least 2.5 GPA on all undergraduate work or at least 3.0 GPA on the last 30 semester hours.
5. Official graduate admission exam results (GMAT, GRE [verbal and quantitative]), must be on file (except for applicants with a previous masters or higher degree; see #2 above). The GMAT score must be 500 or better; the GRE score (verbal and quantitative) must be 291 or better.
6. A letter of recommendation is required with all applications for the MSM program. The individual's potential for success in the MSM program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

Conditional Admission

Students not satisfying the minimum graduate admission test score and grade point average requirements for unconditional admission may be conditionally admitted to the program. After the student completes the first three graduate (5000-6000 level) courses with a "B" or better average, the student will be

granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the university for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all applications for the MSM program. The letter should address the individual's potential for success in the MSM program as well as his/her written and oral communication skills.

Transfer Credit

A maximum of two courses (six semester hours) taken at another regionally accredited institution, each with a grade of "B" or better, can be applied toward the degree. Note that the capstone course MGT 6685 Management Strategy must be taken with Troy University and will not be accepted as transfer credit from another institution. Credit accepted for transfer into the MSM core or to satisfy specified concentration courses or electives is limited to institution holding ACBSP or AACSB specialized accreditation for their business programs. Exceptions to the "specialized accreditation" condition may be granted by the Dean based upon review of the institution and course content. These courses must be comparable in catalog description, level, and content to Troy University courses and approved by the appropriate dean/ associate dean /department chair. No more than two courses (six semester hours) may be transferred in from a completed master's degree program. Note that in the Applied Management concentration, no transfer credit is permitted.

Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first eighteen hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed.

Degree Requirements

Students graduating with the MSM degree will have successfully completed the following ten course curriculum. Thirty (30) semester hours is required for all concentrations. Students are required to complete the Graduate Educational Testing Service Major Field Test and a Capstone Examination in MGT 6685 Management Strategy. Students must achieve an overall grade point average of 3.0 (A=4.0) to fulfill requirements for the degree.

If a "D" or "F" is made in a core course or a restricted elective 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 taken in its place.

For students pursuing the MSM degree with a dual concentration, a single course can be applied only one time to satisfy degree requirements.

Curriculum—30 Semester Hours

The MSM degree offers eight, 30-semester hour concentrations. All options require five core courses, one elective course, and four concentration courses as follows:

Required Core Courses: (15 sh)

- | | | |
|----------|---|--|
| BUS 6610 | 3 | Business Research Design (A grade of "B" or better is required) |
| MGT 6627 | 3 | Specialized Study in Management (A grade of "B" or better is required). (This course is to focus on concentration selected by the student; |

serves as the Research component for the degree. The core course requirements should be completed. Typically taken as the last, or concurrently with the last, concentration course. IHM 6689 will be completed in lieu of MGT 6627 for IHM students. A grade of "B" or better is required.)

MGT	6671	3	Organizational Behavior
MGT	6685	3	Management Strategy
FIN	6631	3	Managerial Finance

Elective Courses: (3 sh)

The elective may be selected from any appropriate graduate management, MSM, Troy University-approved PME course, HRM, specialized study completed with a Troy University faculty member, or selected pre-approved MPA courses (i.e., PA 6603, 6630, 6631, 6645, 6647, 6648, 6649, or 6650). *Note: MGT 6600 cannot be used as the elective in the MSM degree program.*

Required Concentration Courses: (12 sh)

Select four courses from one concentration below:

Area A:	Human Resource Management
Area B:	Leadership and Organizational Effectiveness
Area C:	International Management
Area D:	Healthcare Management
Area E:	Information Systems
Area F:	Applied Management (Contractual Cohort Groups Only)
Area G:	Public Management (Contractual Cohort Groups Only)
Area H:	International Hospitality Management

AREA A: HUMAN RESOURCE MANAGEMENT

HRM	6601	3	Legal Environment of Employment Decisions
HRM	6603	3	Human Resource Management (Required)
HRM	6604	3	Labor Law
HRM	6619	3	Seminar in Human Resource Administration
HRM	6622	3	Workforce Planning and Staffing
HRM	6623	3	Training and Development of Human Resources
HRM	6632	3	Compensation and Benefits
HRM	6645	3	International Human Resource Management

AREA B: LEADERSHIP AND ORGANIZATIONAL EFFECTIVENESS

IS	6679	3	Management Information Systems
MGT	6674	3	Ethics in Business
MGT	6681	3	Organization Development and Change (Required)
MGT	6682	3	Leadership and Motivation

AREA C: INTERNATIONAL MANAGEMENT

ECO	6657	3	International Trade and Economics
HRM	6645	3	International Human Resource Management
MGT	6670	3	Seminar In International Management (Required)
IR	5552	3	International Law
IR	6631	3	Intercultural Relations
IR	6656	3	International Power and Influence

AREA D: HEALTHCARE MANAGEMENT

HSA	6680	3	Health Services Administration and Policy
HSA	6681	3	Legal and Social Issues in Health Administration
HSA	6682	3	Healthcare Planning and Management (Required)

HSA	6683	3	Healthcare Economics
HSA	6684	3	Managed Care: Origins, Organizations, and Operations

AREA E: INFORMATION SYSTEMS

IS	6672	3	Information Systems and Business Strategy
IS	6674	3	Information Systems Management
IS	6676	3	E-Commerce for Global Business
IS	6679	3	Management Information Systems

AREA F: APPLIED MANAGEMENT (Limited to site-specific cohorts/contract programs)

HRM	6603	3	Human Resource Management
MGT	6645	3	Quantitative Methods in Management
MGT	6681	3	Organization Development and Change <i>Management Elective Selected for Cohort</i>

AREA G: PUBLIC MANAGEMENT (Limited to Maxwell/Gunter/contract programs)

PA	6610	3	Foundations of Public Administration
PA	6624	3	Public Human Resources Management
PA	6644	3	Administrative Law
PA	6650	3	Governmental Budgeting and Financial Management

AREA H: INTERNATIONAL MANAGEMENT HOSPITALITY

(Complete the specified 15 semester hours)

IHM	6680	3	Global Marketing Strategy for Hospitality Executives
IHM	6681	3	Managing Financial Systems in the Hospitality Industry
IHM	6682	3	International Hospitality Legal Issues
IHM	6683	3	International Hospitality Operations
IHM	6689	3	International Hospitality Management Internship (For International Hospitality Management only, a consulting-type internship of at least 120 hours will be completed in place of the core MGT 6627 requirement, and will be accomplished with a hospitality industry firm (hotel, lodging, or restaurant chain or tourism board) after completing no fewer than 21 semester hours in the program, including 9 semester hours in the IHM concentration.)

Other Business Electives

Elective courses may be selected from any appropriate graduate management curriculum, to include the Troy University MSM, MSHRM, Troy University-approved PME course, specialized study completed with a Troy University faculty member, or selected pre-approved MPA courses (i.e., PA 6603, 6630, 6631, 6645, 6647, 6648, 6649, 6650) and an MSIR course, IR 6641. All authorizations for MSM students to be a transient student at another institution must be approved before the course is attempted.

Cross-listings for this program only:

ECO	6657	IR	6620
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MASTER OF TAXATION (MTx)

The purpose of the Master of Taxation (MTx) program is to offer students an opportunity to acquire a proficiency in tax knowledge and skills which will prepare them for careers as tax professionals with the private and public sectors. As a result of

successfully completing the MTx program, graduates should improve their knowledge of the tax law, ability to identify tax issues, skills at conducting tax research, ability to communicate the results of their tax research and recommendations, and be able to represent taxpayers before taxing authorities. Students will also develop their technical writing skills in the MTx program through writing articles for submission to professional tax journals.

Accreditation

The Troy University MTx degree is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Business Foundation Requirements for the MTx

1. The foundation course requirements to enter the MTx degree program ensure that students have acquired a common body of knowledge in business administration.
 - a. Candidates for admission to the MTx degree program must within eight years of enrolling in the MTx program have earned an undergraduate degree in business administration or accounting from a school holding ACBSP or AACSB specialized accreditation for its degree program.

OR
 - b. Before attempting 6000-level course work, the student will have successfully completed, within eight years of enrolling in the MTx program, all courses or their equivalent in the following subject areas from a school holding ACBSP or AACSB specialized accreditation for its degree program:
 - Principles of Management
 - Principles of Marketing
 - Managerial Finance
 - Accounting (principles of financial and managerial accounting or their equivalent)
 - Legal Environment
 - Microeconomics
 - Statistics
 - Global Business Issues
 - Information Systems (principles and strategic implications in addition to desktop applications)
2. If the foundation course requirement is not satisfied by either paragraphs 1.a or 1.b above, to include the restrictions related to currency (i.e., within eight years of initial enrollment in the MTx program) and specialized accreditation, the following business foundation courses must be successfully completed with a “B” grade or better through Troy University prior to enrolling in 6000-level courses for which they are identified as prerequisite courses.

BUS 5504	3	Fundamentals of Management and Marketing
BUS 5507	3	Fundamentals of Financial Analysis
BUS 5508	3	Fundamentals of Quantitative Methods
BUS 5509	3	Fundamentals of Economic Analysis
BUS 5517	3	Fundamentals of Information Systems
BUS 5519	3	Fundamentals of Legal Environment

**Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.*

***Note: The listed undergraduate course is to be taken to meet this prerequisite requirement.*

BUSINESS FOUNDATION REQUIREMENT MATRIX			
Undergraduate Courses*		Graduate Course Equivalents	
Description	SH	Description	SH
IS 3300	3	BUS 5517	3.0
QM 2241	3	BUS 5508	3.0
LAW 2221	3	BUS 5519	3.0
ECO 2252	3	BUS 5509	3.0
ACT 2291	3	None**	
ACT 2292	3		
FIN 3331	3	BUS 5507	3.0
MGT 3371	3	BUS 5504	3.0
MKT 3361	3		

3. If the content of the MTx foundation coursework has been completed and, (1) the content is more than eight years old, or (2) the content of the foundation courses was completed at a school without ACBSP or AACSB specialized accreditation for its business degree programs, the student may attempt to qualify for a waiver of these two requirements by achieving a satisfactory score on the Educational Testing Service Major Field Test in Business (Undergraduate). A satisfactory score is defined as no less than one-half standard error of the mean below the national average reported at the time the exam is attempted. For this catalog year, a score of 146 (rounded up) is acceptable. Along with the MTx foundation courses above, students entering the MTx program must have completed a degree in accounting or, minimally, the following courses based on accounting standards, auditing standards, and tax laws that are prevalent in the United States:

ACT 3391	3	Intermediate Accounting I
ACT 3392	3	Intermediate Accounting II
ACT 3394	3	Governmental Accounting
ACT 3396	3	Accounting Information Systems
ACT 4494	3	Income Tax Accounting I
ACT 4495	3	Income Tax Accounting II
ACT 4497	3	Auditing

In addition, MTx students may be required to complete with a “C” or better at an ACBSP or AACSB accredited university the following:

ENG 1102	3	Composition and Modern English II
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Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Admission Requirements for the MTx

Unconditional Admission

1. Students applying for admission must provide official transcripts from all universities attended.
2. Applicants who have completed a master’s or higher degree from a regionally accredited university or have passed the Uniform Certified Public Accountant

(CPA) Examination or the Certified Financial Planners (CFP®) Examination may be admitted unconditionally. (No GMAT graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree. CPAs and CFPs must show proof of having passed the examination.

3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants with an undergraduate degree only must have achieved at least a 2.5 GPA (4.0 scale) in all undergraduate work or at least a 3.0 GPA (4.0) in the last 30 semester hours.
5. Applicants with a previous master's or higher degree must have achieved at least a 3.0 GPA (4.0 scale) in all graduate work.
6. Applicants must score 500 or better on the GMAT Exam (except for applicants with a previous master's or higher degree or CPA or CFP; see #2 above)
7. A letter of recommendation is required. The individual's potential for success in the MTx program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

Conditional Admission

Students not satisfying the minimum GMAT graduate admission test score and grade point average requirements for unconditional admission may be conditionally admitted to the program. However, the following minimum requirements must be achieved for conditional admission:

1. A score of 400 or better on the GMAT.
2. A 2.5 GPA in all undergraduate work or at least a 3.0 GPA in the last 30 semester hours or a 3.0 GPA on master/s degree or graduate work.
3. A letter of recommendation is required. The individual's potential for success in the MTx program his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

After the student completes the first three graduate (5000 or 6000 level) courses with a "B" or better average, the student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student must petition for readmission.

Reapplication

Students not satisfying the GMAT test score requirement for conditional admission may retake and resubmit when the minimum score of 400 is achieved.

Transfer Credit

A maximum of two courses (six semester hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. Credit accepted for transfer into the business core, or to satisfy specified concentration courses, is limited to institutions holding ACBSP or AACSB specialized accreditation for their business programs. Exceptions to the "specialized accreditation" condition may be granted by the Dean based upon a review of the institution and the course content. These courses must be comparable to Troy University courses in catalog description, level, and content to Troy University courses and must be approved by the

appropriate Troy University dean/department chair. No more than two courses (six semester hours) may be transferred in from a completed master's degree program.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy within the first 18 semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first 18 hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 (A = 4.0) 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 earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. The student can satisfy the research component requirement by receiving a "B" or better in TAX 6684, Federal Tax Research, and by receiving a passing grade on the required research paper evaluated by a committee of faculty in their capstone course. Students must have completed 18 hours of program requirements before enrolling in their capstone course. A student may choose TAX 6685, Taxation of Individuals; TAX 6688, Taxation of Corporations and Shareholders; or TAX 6689, Taxation of Partnerships and Partners as his or her capstone course. Students failing to receive a grade of "B" or better on the required research paper in their capstone course will be required to enroll in an additional three-hour course, ACT 6627, Specialized Study in Accounting, and receive a grade of "B" or better evaluated by a committee of faculty on a research paper written in this course.

Curriculum—30 Semester Hours

The curriculum for the Master of Taxation (MTx) program consists of 30 semester hours. Of these 30 semester hours, 21 hours consist of required courses and nine hours consist of electives chosen in consultation with the student's adviser. Below is a list of the required courses and the electives.

Required Courses (21 Semester Hours)

TAX 6684	3	Federal Tax Research
TAX 6685	3	Taxation of Individuals
TAX 6686	3	Estate and Gift Taxation
TAX 6687	3	Tax Practice and Procedure
TAX 6688	3	Taxation of Corporations and Shareholders
TAX 6689	3	Taxation of Partnerships and Partners
TAX 6690	3	State and Local Taxation

Electives (9 Semester Hours)

Select three courses from the following:

ACT 6627	3	Specialized Study in the Area of Accounting
ACT 6695	3	Accounting Research and Communication
ACT 6698	3	Advanced Auditing
LAW 6600	3	Business Law for Accountants

There are no cross-listings with other Troy University graduate degree programs for the program. All transfer credits must be processed through normal academic approval procedures. All authorizations for MTx students to be a transient student at another institution must be approved before the course is attempted. Professional military education courses are not accepted for credit in

the MTx program.

GRADUATE CERTIFICATE OF TAXATION

Accreditation

The Troy University Graduate Certificate of Taxation is accredited by the Accreditation Council for Business Schools and Programs (ACBSP).

Admissions Requirements:

All certificate students must be admitted to the Graduate School and MTx program in order to qualify for the Certificate. See Graduate Admissions and MTx Admission Requirements.

Course Requirements:

Students admitted into the MTx program may qualify for the Certificate of Taxation by completing the required courses and maintaining an overall 3.0 grade point average or better. The Graduate Certificate of Taxation requires 15 semester hours of coursework as described below:

Required Courses (12 Semester Hours):

TAX	6684	3	Federal Tax Research
TAX	6685	3	Taxation of Individuals
TAX	6688	3	Taxation of Corporations and Shareholders
TAX	6689	3	Taxation of Partnerships and Partners

Select one of the following (3 Semester Hours):

TAX	6686	3	Estate and Gift Taxation
TAX	6687	3	Tax Practice and Procedure
TAX	6690	3	State and Local Taxation

Other Requirements:

Students who wish to be issued a certificate must submit the following to their home campus:

- Certification Intent
- Certificate Plan and Progress Record
- Copy of student transcript

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TROY UNIVERSITY
MASTER OF ACCOUNTANCY
 Graduate Degree Plan
30 Semester-Hour Program

Name: Student ID#: Campus:
 Address: Email:

A copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|--|
| 1. GMAT, or a CPA or CFP Master's degree | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. All credit earned within 8 years of graduation |
| 3. Unconditional Admission | 9. Degree plan filed |
| 4. 30 Semester hours of credit | 10. Intent to graduate filed |
| 5. Meet residency requirements | 11. A grade of "B" or better on research requirement |
| 6. No more than two grades below "B" | 12. Successful completion of capstone course |

BUSINESS FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.

Foundation courses or their equivalent **are required for students with non-business undergraduate degrees.** Foundation coursework must not be older than eight years and should be completed at at ACBSP or AACSB accredited institution. A waiver of foundation courses may be attained by achieving a score of 146 or above on the ETS Major Field Test in Business or possessing an undergraduate degree in business administration or accounting.

Options for completing the foundation coursework requirement are provided below:

- Requires Foundation coursework to be completed Waiver of Foundation coursework granted (attach proof)

OPTION 1: Undergraduate Foundation courses. To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
MGT 3371	Principles of Management	3			
MKT 3361	Principles of Marketing	3			
FIN 3331	Managerial Finance	3			
ACT 2291	Principles of Accounting I	3			
ACT 2292	Principles of Accounting II	3			
LAW 2221	Legal Environment	3			
ECO 2252	Microeconomics	3			
QM 2241	Statistics	3			
	Select ONE of the following Global Business Issues courses: ACT 4435 ECO 4451 FIN 4435 MGT 4478 MKT 4468	3			
IS 3300	Information Systems	3			

OPTION 2*: Graduate survey courses taught by TROY faculty in a classroom or online. Students must earn a grade of "B" or better in each course to meet CPC requirement.

BUS 5504	Fundamentals of Management and Marketing	3			
BUS 5507	Fundamentals of Financial Analysis	3			
BUS 5508	Fundamentals of Quantitative Methods	3			
BUS 5509	Fundamentals of Economic Analysis	3			
BUS 5517	Fundamentals of Information Systems	3			
BUS 5519	Fundamentals of Legal Environment	3			

*Note: All MAcc students selecting this option must also successfully complete ACT 2291 and ACT 2292

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MASTER OF BUSINESS ADMINISTRATIONGraduate Degree Plan
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Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript of all academic work
3. Unconditional Admission
4. 36 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Admission to Candidacy
11. Completion of capstone with a grade of "B" or better
12. Intent to Graduate filed

FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.

Foundation courses or their equivalent **are required for students with non-business undergraduate degrees.** Foundation coursework must not be older than eight years and should be completed at an ACBSP or AACSB accredited institution. A waiver of foundation courses may be attained by achieving a score of 146 or above on the ETS Major Field Test in Business or possessing an undergraduate degree in Business. Approved options for completing the foundation coursework requirement are provided below:

- Requires Foundation coursework to be completed Waiver of Foundation coursework granted (attach proof)

OPTION 1: Undergraduate Foundation courses. Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
MGT 3371	Principles of Management	3			
MKT 3361	Principles of Marketing	3			
FIN 3331	Managerial Finance	3			
ACT 2291	Principles of Accounting I	3			
ACT 2292	Principles of Accounting II	3			
LAW 2221	Legal Environment	3			
ECO 2252	Microeconomics	3			
QM 2241	Statistics	3			
	Select ONE of the following Global Business Issues courses: ACT 4435 ECO 4451 FIN 4435 MGT 4478 MKT 4468	3			
IS 3300	Information Systems	3			

OPTION 2: Graduate survey courses taught by TROY faculty in a classroom or online. Students must earn a grade of "B" or better in each course to meet CPC requirement.

BUS 5504	Fundamentals of Management and Marketing	3			
BUS 5506*	Fundamentals of Accounting	3			
BUS 5507	Fundamentals of Financial Analysis	3			
BUS 5508	Fundamentals of Quantitative Methods	3			
BUS 5509	Fundamentals of Economic Analysis	3			
BUS 5517	Fundamentals of Information Systems	3			
BUS 5519	Fundamentals of Legal Environment	3			

*Note: MBA-Accounting Option majors cannot satisfy the requirement to complete principles of financial and managerial accounting (ACT 2291 or ACT 2292) with BUS 5506.

2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT
 Graduate Degree Plan
30 Semester-Hour Program

TROY Publication 384-132
 Revised: 6/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Completion of capstone with a grade of "B" or better |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.

Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at at ACBSP or AACSB accredited institution. A waiver of foundation courses may be attained by achieving a score of 146 or above on the ETS Major Field Test in Business or possessing an undergraduate degree in Business. Approved options for completing the foundation coursework requirement are provided below:

- Requires Foundation coursework to be completed Waiver of Foundation coursework granted (attach proof)

BUS 5501	Survey of Business Concepts	3			
BUS 5502	Fundamentals of Accounting and Finance	3			

REQUIRED CORE COURSES (27 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
HRM 6601	Legal Environment of Employment Decision	3			
HRM 6603	Human Resource Management	3			
HRM 6622	Workplace Planning and Staffing	3			
HRM 6623	Training and Development (designated research course)	3			
HRM 6632	Compensation and Benefits	3			
HRM 6635	Employee Relations and Safety	3			
MGT 6671	Organizational Behavior	3			
MGT 6681	Organization Development and Change	3			
HRM 6698	Strategic Human Resource Management (A grade of B or better is required)	3			

APPROVED ELECTIVE: (3 Semester Hours) See *Graduate Catalog* for list of approved electives.

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ITEMS TO BE DISCUSSED:

- | | |
|---|--|
| <input type="checkbox"/> 1. One term limit to have transcript(s) and test scores on file | <input type="checkbox"/> 9. Student participation in course and program evaluation |
| <input type="checkbox"/> 2. Temporary, Conditional, and Unconditional Admission | <input type="checkbox"/> 10. Other <input type="text"/> |
| <input type="checkbox"/> 3. Availability of faculty for academic advising | |
| <input type="checkbox"/> 4. Prerequisite foundation course requirement and waiver options | |
| <input type="checkbox"/> 5. Petition for transfer credit once unconditionally admitted | |
| <input type="checkbox"/> 6. Class attendance | |
| <input type="checkbox"/> 7. Drop and Withdrawal procedures; deadlines and consequences | |
| <input type="checkbox"/> 8. Petition for an incomplete grade | |

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my Degree Plan.

Student's Signature	Date	Approved: _____	Chair/Associate Dean or Dean	Date
Faculty Adviser	Date	Approved: _____	Associate Dean or Dean, Graduate School	Date

2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE IN MANAGEMENT
 Graduate Degree Plan
30 Semester-Hour Program

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Completion of capstone with a grade of "B" or better |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.

Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at an ACBSP or AACSB accredited institution. A waiver of foundation courses may be attained by achieving a score of 146 or above on the ETS Major Field Test in Business or possessing an undergraduate degree in Business. Approved options for completing the foundation coursework requirement are provided below:

- Requires Foundation coursework to be completed Waiver of Foundation coursework granted (attach proof)

BUS 5501	Survey of Business Concepts	3			
BUS 5502	Fundamentals of Accounting and Finance	3			

REQUIRED CORE COURSES (15 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
BUS 6610	Business Research Design (Research Requirement)	3			
MGT 6627	Specialized Study in Management	3			
MGT 6671	Organizational Behavior	3			
MGT 6685	Management Strategy	3			
FIN 6631	Managerial Finance	3			

CONCENTRATION: (12 Semester Hours)

(Select One Area of Concentration)

See Catalog for Approved Courses

- Human Resource Mgmt Leadership & Organizational Effectiveness International Management Healthcare Management
 Information Systems Applied Management (Contractual Cohorts at Maxwell/Gunter Only) Public Management (Contractual Cohorts Only)
 International Hospitality Management

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT

APPROVED ELECTIVE (3 Semester Hours)

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2012-2013

TROY UNIVERSITY
MASTER OF TAXATION
 Graduate Degree Plan
30 Semester-Hour Program

Name: Student ID#: Campus:
 Address: Email:

A copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|--|
| 1. GMAT, or a CPA or CFP Master's degree | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. All credit earned within 8 years of graduation |
| 3. Unconditional Admission | 9. Degree plan filed |
| 4. 30 Semester hours of credit | 10. Intent to graduate filed |
| 5. Meet residency requirements | 11. A grade of "B" or better on research requirement |
| 6. No more than two grades below "B" | 12. Successful completion of capstone course |

BUSINESS FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.

Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at an ACBSP or AACSB accredited institution. A waiver of foundation courses may be attained by achieving a score of 146 or above on the ETS Major Field Test in Business or possessing an undergraduate degree in business administration or accounting.

Options for completing the foundation coursework requirement are provided below:

- Requires Foundation coursework to be completed Waiver of Foundation coursework granted (attach proof)

OPTION 1: Undergraduate Foundation courses. Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
MGT 3371	Principles of Management	3			
MKT 3361	Principles of Marketing	3			
FIN 3331	Managerial Finance	3			
ACT 2291	Principles of Accounting I	3			
ACT 2292	Principles of Accounting II	3			
LAW 2221	Legal Environment	3			
ECO 2252	Microeconomics	3			
QM 2241	Statistics	3			
	Select ONE of the following Global Business Issues courses: ACT 4435 ECO 4451 FIN 4435 MGT 4478 MKT 4468	3			
IS 3300	Information Systems	3			

OPTION 2*: Graduate survey courses taught by TROY faculty in a classroom or online. Students must earn a grade of "B" or better in each course to meet CPC requirement.

BUS 5504	Fundamentals of Management and Marketing	3			
BUS 5507	Fundamentals of Financial Analysis	3			
BUS 5508	Fundamentals of Quantitative Methods	3			
BUS 5509	Fundamentals of Economic Analysis	3			
BUS 5517	Fundamentals of Information Systems	3			
BUS 5519	Fundamentals of Legal Environment	3			

* All MTx students selecting this option must also successfully complete ACT 2291 and ACT 2292. **Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.**

2012-2013

Master of Taxation
 TROY Publication 384-235
 Revised 3/2012
 Page2 of 2

ACCOUNTING FOUNDATIONS COURSES: Accounting Foundation courses or their equivalent are required for students with non-accounting undergraduate degrees. **Note:** To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Requires Accounting Foundation coursework to be completed Waiver of Accounting Foundation coursework granted (attach proof)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ACT 3391	Intermediate Accounting I	3			
ACT 3392	Intermediate Accounting II	3			
ACT 3394	Governmental Accounting	3			
ACT 3396	Accounting Information Systems	3			
ACT 4494	Income Tax Accounting I	3			
ACT 4495	Income Tax Accounting II	3			
ACT 4497	Auditing	3			

REQUIRED COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
TAX 6684	Federal Tax Research	3			
TAX 6685	Taxation of Individuals	3			
TAX 6686	Estate and Gift Taxation	3			
TAX 6687	Tax Practice and Procedure	3			
TAX 6688	Taxation of Corporations and Shareholders	3			
TAX 6689	Taxation of Partnerships and Partners	3			
TAX 6690	State and Local Taxation	3			

ELECTIVE COURSES: Select three of the courses below (9 Semester Hours)

ACT 6627	Specialized Study in the Area of Accounting	3			
ACT 6695	Accounting Research and Communication	3			
ACT 6698	Advanced Auditing	3			
LAW 6600	Business Law for Accountants	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Prerequisite foundation course requirement and waiver options
- 5. Petition for transfer credit once unconditionally admitted
- 6. Class attendance
- 7. Drop and Withdrawal procedures; deadlines and consequences
- 8. Petition for an incomplete grade
- 9. Student participation in course and program evaluation

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan of study.

Student's Signature _____ Date _____ Approved: _____ Tax Program Director _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____ Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
GRADUATE CERTIFICATE OF TAXATION
 Certificate Plan
 Certificate Verification
15 Semester-Hour Program

Name: Student ID#: Campus:
 Address: Email:

Submit this form with the Certificate Intent form. A copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATE REQUIREMENTS:

1. GMAT, or a CPA or CFP Master's degree
2. Official transcript of all academic work
3. Unconditional Admission
4. 15 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0
8. All credit earned within 8 years of graduation

FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.

Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at an ACBSP or AACSB accredited institution. A waiver of foundation courses may be attained by achieving a score of 146 or above on the ETS Major Field Test in Business or possessing an undergraduate degree in Business. Options for completing the foundation coursework requirement are provided below:

- Requires Foundation coursework to be completed Waiver of Foundation coursework granted (attach proof)

OPTION 1: Undergraduate Foundation courses. Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
MGT 3371	Principles of Management	3			
MKT 3361	Principles of Marketing	3			
FIN 3331	Managerial Finance	3			
ACT 2291	Principles of Accounting I	3			
ACT 2292	Principles of Accounting II	3			
LAW 2221	Legal Environment	3			
ECO 2252	Microeconomics	3			
QM 2241	Statistics	3			
	Select ONE of the following Global Business Issues courses: ACT 4435 ECO 4451 FIN 4435 MGT 4478 MKT 4468	3			
IS 3300	Information Systems	3			

OPTION 2*: Graduate survey courses taught by Troy faculty in a classroom or online. Students must earn a grade of "B" or better in each course to meet CPC requirement.

BUS 5504	Fundamentals of Management and Marketing	3			
BUS 5506	Fundamentals of Accounting	3			
BUS 5507	Fundamentals of Financial Analysis	3			
BUS 5508	Fundamentals of Quantitative Methods	3			
BUS 5509	Fundamentals of Economic Analysis	3			
BUS 5517	Information Systems	3			
BUS 6619	Fundamentals of Legal Environment	3			

** All students selecting this option must also successfully complete ACT 2291 and ACT 2292. Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.*

2012-2013

Certificate of Taxation

TROY Publication 384-232

Revised 6/2012

Page 2 of 2

ACCOUNTING FOUNDATIONS COURSES: Accounting Foundation courses or their equivalent **are required for students with non-accounting undergraduate degrees. Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.**

Requires Accounting Foundation coursework to be completed

Waiver of Accounting Foundation coursework granted (attach proof)

REQUIRED CERTIFICATE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
TAX 6684	Federal Tax Research	3			
TAX 6685	Taxation of Individuals	3			
TAX 6688	Taxation of Corporations and Shareholders	3			
TAX 6689	Taxation of Partnerships and Partners	3			

ELECTIVE COURSE: Choose one course (3 Semester Hours)

TAX 6686	Estate and Gift Taxation	3			
TAX 6687	Tax Practice and Procedure	3			
TAX 6690	State and Local Taxation	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my certificate plan.

Student's Signature Date

Approved: _____
Tax Program Director Date

Faculty Adviser Date

Approved: _____
Chair/Associate Dean or Dean (Optional) Date

Approved: _____
Graduate School (Optional) Date

COLLEGE OF COMMUNICATION AND FINE ARTS

The mission of the College of Communication and Fine Arts is to provide excellence in instruction in selected communication, foreign language, and fine arts disciplines along with practical experiences in journalism, mass communication, music, speech communication, classics, modern languages, theatre, visual arts and design.

The college assumes that the richest experiences of human beings arise from their abilities to analyze and interpret intelligently and imaginatively works of art and performances as well as the rhetoric and actions of past and present leaders; to communicate effectively within a variety of contexts using the multiple languages and tools of the communication and fine arts disciplines; to make intelligent decisions in an increasingly complex and diverse, media-driven society; and to work together harmoniously in groups to accomplish established goals.

The mission of the college includes the creation of a climate within and beyond its institutional boundaries that encourages responsible, ethical, and informed expression within the disciplines of which it is composed.

Troy University's College of Communication and Fine Arts is a primary provider of cultural events benefiting the citizens of Troy, Alabama and the region. Accordingly, the college offers such fine arts events as art exhibits; symphony band, jazz band, and choral concerts; and theatrical performances (including musical and children's theatre). In addition, the college offers a variety of symposia and workshops and an annual fine arts season subscription.

As part of ongoing planning and evaluation, the College of Communication and Fine Arts regularly evaluates student learning outcomes for each degree program.

Degree Program	Troy Campus	Phenix City Campus	Dothan Campus	Montgomery Campus	eTROY
Strategic Communication					X

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location

MASTER OF SCIENCE IN STRATEGIC COMMUNICATION

The Master of Science Degree in Strategic Communication, offered by the Hall School of Journalism and Communication in Troy University's College of Communication and Fine Arts, is modeled on a futuristic perspective and detours from traditional graduate programs. This is a program that focuses on the leading-edges of communication issues and positions graduates for immediate responses to the new realities facing today's communication industries.

The on-line delivery system of the Strategic Communication program appeals to professionals across various disciplines seeking to add the skills of effective communication and leadership recognized as valued and critical to professional success in all major professions. Prior to completion of the program, the student will successfully complete a capstone strategic communication course.

Upon completion of the degree program, the student will have a thorough knowledge of critical thinking regarding strategic communication through a myriad of courses ranging from communication research to theories of strategic communication, ethics and legal issues in communication to advertising and public relations and online media communication systems. The student will succeed in a theoretically grounded, multifaceted media learning environment.

The following outlines the additional expected program learning outcomes of participants enrolled in the Master of Sci-

ence Degree in Strategic Communication:

- Knowledge of digital media and multi-media platforms as they pertain to communication and leadership;
- Academic research skills in strategic communication and related scholarly fields;
- Critical thinking;
- Written professional communication skills;
- Professional network formation;
- Knowledge of and the skills to study the emerging communication trends and how online media impact the public and communication industries;
- Develop a framework on how to use the evolving communication models to better serve the public with information;

Admission Requirements

Unconditional Admission

1. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average.

AND

2. Have an acceptable score on the appropriate entrance exam [GRE 286 (850 on the old exam) (verbal plus quantitative), MAT 385 or GMAT 380]. Official test score required.

AND

3. Provide an official Troy University Letter of Recommendation that addresses the individual's potential for success in the Master of Science in Strategic Communication.
AND
4. Provide an official baccalaureate transcript from a regionally accredited college or university.

Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements.

Students admitted conditionally only because of a low undergraduate grade point average will be cleared of their conditional status if, at the completion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Baccalaureate Degree Holders

Students who have earned a baccalaureate degree from a regionally accredited college or university, but lack the required grade point average and/or acceptable test score (official test score required) to be admitted unconditionally, may be granted conditional admission for a maximum number of nine semester hours. Students admitted under conditional status may, with the consent of their academic adviser, enroll in as many as nine semester hours during their first semester.

Transfer Credit

A maximum of 12 semester hours taken at another regionally accredited college or university, with a grade of "B" or better, can be applied toward the degree. These courses must be comparable to Troy University's courses and must be approved the Hall School of Journalism and Communication's graduate faculty.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy after completing nine semester hours of requirements as outlined for the degree program. The Admission to Candidacy form must be completed with the first 18 semester hours of the program. If the Admission to Candidacy form is not completed by the conclusion of 18 semester hours, a hold will be placed on the student's registration until the Admission to Candidacy process is completed. A student will be admitted to candidacy the term following completion of 12 semester hours.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 or better and successful completion of the required comprehensive examination is necessary to fulfill requirements for the degree. If a student makes a "D" or "F" in a core or concentration course, the course must be retaken. If the student earns a "D" or "F" in an elective course, the course may be retaken, or another elective course taken in its place. A "B" or better must be earned in the capstone course, COM 6699, and the research course, COM 6691.

Coursework: (30 Semester Hours)

COM	6600	3	Communication and Influence
COM	6605	3	Strategic Communication Theories
COM	6610	3	Leadership and Media Strategies
COM	6620	3	Contemporary Issues in Strategic Communication
COM	6630	3	Strategic Communication & Emerging Media
COM	6635	3	Strategic Organizational Communication
COM	6691	3	Strategic Communication Inquiry & Research
COM	6699	3	Strategic Communication Capstone
JRN	6615	3	Public Relations and Strategic Communication
JRN	6640	3	Communication Law and Ethics

2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE IN STRATEGIC COMMUNICATION
 Graduate Degree Plan and Progress Record
30 Semester-Hour Program

TROY Publication 384-240
 Revised: 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Degree plan filed |
| 5. Meet residency requirements | 11. Completion of Capstone course with a "B" or better |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES (30 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
COM 6600	Communication and Influence	3			
COM 6605	Strategic Communication Theories	3			
COM 6610	Leadership and Media Strategies	3			
COM 6620	Contemporary Issues in Strategic Communication	3			
COM 6630	Strategic Communication & Emerging Media	3			
COM 6635	Strategic Organizational Communication	3			
COM 6691	Strategic Communication Inquiry & Research	3			
COM 6699	Strategic Communication Capstone	3			
JRN 6615	Public Relations and Strategic Communication	3			
JRN 6640	Communication Law and Ethics	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I file my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

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.

TEACHER CERTIFICATION PROGRAMS								
Approved by the Alabama State Department of Education								
	Semester Hours		Alabama Campuses					
Master of Science in Education (M.S. Ed.)	Trad	Alt A	Dothan	Montgomery	Phenix City	Troy	Global Campus*	eTROY
Early Childhood Education (P-3)	36 [^]	45	X		X			X [^]
Elementary Education (K-6)	36 [^]	45	X	X			X	X [^]
Collaborative Teacher (K-6)	36 ^{^^}	45	X ^{^^}			X ^{^^}		
Collaborative Teacher (6-12)	36 ^{^^}	45	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 Programs (P-12)								
Art	36	45				X		
Gifted Education	36 ^{^^}	---	X ^{^^}					
Music Instrumental	36	45				X		
Music Vocal/Choral	36	45				X		
Physical Education	36	45				X		
Instructional Support Programs (P-12)								
Instructional Leadership & Administration	36	---	X		X			
School Counseling	48	---	X	X	X	X		
School Psychometry	36	---	X	X				
Education Specialist (Ed.S.)								
	Trad	Alt A	Dothan	Montgomery	Phenix City	Troy	Global Campus	eTROY
Early Childhood Education (P-3)	36	---	X		X			X
Elementary Education (K-6)	36	---	X		X			X
Instructional Support Programs (P-12)								
Instructional Leadership & Administration	30		X ^{^^}		X			X
School Counseling	36	---	X	X	X			
School Psychology	33-36 ^{^^}	---	X ^{^^}					
Teacher Leader	30 ^{^^}		X ^{^^}		X ^{^^}			X

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location.

[^]Traditional program offered online through Global Campus

^{^^} Offered as blended program. A blended program combines both online and face-to face courses in the required program of study.

NON- CERTIFICATION PROGRAMS							
Master of Science (M.S.)	Hours	Alabama Campuses				Global Campus*	eTROY
		Dothan	Montgomery	Phenix City	Troy		
Adult Education							
Curriculum and Instructional Design	33/36	X	X			X	X
Instructional Technology	33/36	X			X	X	X
Leadership Studies	33/36	X			X		X
Educational Administration & Leadership	36					X	
Post Secondary Education							
Adult Education	30/36						X
Biology	30/36	X			X		
Criminal Justice	30/36				X	X	
English	30/36	X	X		X	X	
Foundations of Education	30/36					X	X
General Science	30/36	X			X		
Higher Education Admin.	30/36					X	
History	30/36	X	X		X	X	
Instructional Technology	30/36					X	X
Mathematics	30/36	X	X		X		
Music Industry (Focus of Study)	30/36				X		
Political Science	30/36		X				
Psychology	30/36		X			X	
Public Administration	30/36				X		
Social Science	30/36	X					
TESOL	30/36				X		
Education Specialist (Ed.S)							
Community Counseling	30		X				

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location.

COUNSELING AND PSYCHOLOGY PROGRAMS						
Program Specialty	Semester Hours	Alabama Campuses				Global Campus*
		Dothan	Montgomery	Phenix City	Troy	
Clinical Mental Health Counseling	60	X	X	X	X	X
Rehabilitation Counseling	48	X	X	X	X	
School Counseling (M.S. Ed.)	48	X	X	X	X	
School Psychometry (M.S.Ed.)	36	X	X			
Social Services Counseling (non-licensure; non-certification program)	36		X			X
Student Affairs Counseling	48				X	
Substance Abuse Counseling	48		X			
Addictions Counseling Certificate	15		X			

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location.

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 Dothan, Montgomery and Troy campuses are accredited by CACREP. The Master of Science degree programs in Clinical Mental Health Counseling offered at the Pensacola, Panama City, Orlando, Tampa, and Ft. Walton, FL are accredited by CACREP.

- **Council on Rehabilitation Education (CORE)**

The Master of Science degree programs in Rehabilitation Counseling offered at the Dothan, Montgomery, Phenix City and Troy campuses are accredited by CORE. The CORE accreditation includes all campuses under one accreditation.

- **National Council for Accreditation of Teacher Education (NCATE)***

The Teacher Education Unit at the Troy, Dothan, Montgomery, 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 recognized 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.

**Effective January 2013, the title will change to: Council for the Accreditation of Educator Preparation (CAEP)*

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.

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.

College of Education students in Troy Global Campus must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (CACREP, and CORE). Up to 12 hours of coursework completed at a site/university without appropriate specialized accreditation may be considered for application toward program completion. See 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.

Fingerprinting Requirement

Effective no later than the beginning of fall 2008 semester, any candidate applying for admission to a State-approved program shall be required to be fingerprinted for a criminal history background check through the Alabama State Department of Education to the Alabama Bureau of Investigation (ABI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457. Fingerprinting must be done prior to conduction of observations in P-12 schools.

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 compara-

ble 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 attempted 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.
4. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework. If not completed within the first eighteen hours, a hold will be placed on the student's registration until Degree Plan/ Admission to Candidacy is completed

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.

Statement of Guarantee for New Educators

Candidates who are recommended by Troy University for Alabama State Teacher Certification or other school personnel certification shall be granted remediation at no cost if:

1. They are teaching or have employment in field and levels of the awarded certificate;
2. They receive less than the required minimum score of 18 on the Alabama Professional Education Personnel Evaluation Program. (PEPE) or less than the minimum score on other evaluations appropriate for other school personnel;
3. Remediation is requested within two years of the valid date of the Professional Educator certificate, which was issued based on recommendation by the unit.

In no case shall the unit be required to provide remediation for more than the first two years of employment.

TEACHER CERTIFICATION PROGRAMS								
Approved by the Alabama State Department of Education								
	Semester Hours		Alabama Campuses					
Master of Science in Education (M.S. Ed.)	Trad	Alt A	Dothan	Montgomery	Phenix City	Troy	Global Campus*	eTROY
Early Childhood Education (P-3)	36^	45	X		X			X^
Elementary Education (K-6)	36^	45	X	X			X	X^
Collaborative Teacher (K-6)	36^^	45	X^^			X^^		
Collaborative Teacher (6-12)	36^^	45	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 Programs (P-12)								
Art	36	45				X		
Gifted Education	36^^	---	X^^					
Music Instrumental	36	45				X		
Music Vocal/Choral	36	45				X		
Physical Education	36	45				X		
Instructional Support Programs (P-12)								
Instructional Leadership & Administration	36	---	X		X			
School Counseling	48	---	X	X	X	X		
School Psychometry	36	---	X	X				
Education Specialist (Ed.S.)								
Early Childhood Education (P-3)	36	---	X		X			X
Elementary Education (K-6)	36	---	X		X			X
Instructional Support Programs (P-12)								
Instructional Leadership & Administration	30		X^^		X			X
School Counseling	36	---	X	X	X			
School Psychology	33-36^^	---	X^^					
Teacher Leader	30^^		X^^		X^^			X

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location.

^Traditional program offered online through Global Campus

^^ Offered as blended program. A blended program combines both online and face-to face courses in the required program of study.

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: Instructional Leadership & 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, Collaborative Teacher 6-12, and Gifted Education. Temporary, provisional, and other nonrenewable certifications are not acceptable. See specific program descriptions for any additional admission requirements.

Admission to the Graduate Teacher Education Program (GTEP)

1. Submission of proof of baccalaureate level professional education certification.
2. A grade of "B" or better in EDU 6629 The Master Teacher, and PSY 6631 Psychological Foundations of Education. The remaining three requirements are met through EDU 6629.
3. Successful completion of an essay (teaching philosophy).
4. Successful completion of an oral communication presentation.
5. Completion of the Self-Assessment of Professional Dispositions Checklist (SAPDC). Candidates will develop a professional development plan based on the results of the SAPDC.

Candidates are restricted to six semester hours of graduate course work prior to admission to the Graduate Teacher Education Program (GTEP). Students are required to take EDU 6629 and PSY 6631 within the first nine hours of graduate coursework.

Troy Global Campus of Education students must meet all

specialized accreditation requirements to be classified as graduates of specialized accredited programs (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 (18 sh)

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
EDU XXX	3	Adviser approved research course in discipline*

*Must earn a grade of "B" or better.

In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate and graduate level.

EARLY CHILDHOOD EDUCATION (ECE) 36 sh (Grades P-3)

Location: Dothan, Phenix City

Required Core Courses: (18 sh)

Teaching Field Courses: (18 sh)

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) 36 sh (Grades K-6)

Locations: Augusta, Brunswick. Dothan, Montgomery, Phenix City, and Troy

Required Core Courses: (18 sh)

Teaching Field Courses: (18 sh)

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.

COLLABORATIVE TEACHER 36 sh (Grades K-6)

Locations: 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: (15 sh)

EDU	6629	3	The Master Teacher*
SPE	6632	3	Assessment and Individual Programming
SPE	6635	3	Meeting Instructional Needs Though Technology or approved technology course
SPE	6610	3	Research Trends & Issues in Special Education*
SPE	6630	3	Collaboration for Inclusion

*Must earn a grade of "B" or better.

In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate or graduate level.

Select ONE: (3 sh)

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

*Must earn a grade of "B" or better.

Teaching Field Courses: (12 sh)

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: (3 sh)

SPE	6694	3	Collaborative Teacher K-6 Practicum
SPE	6699	3	Collaborative Teacher K-6 Initial Practicum (Required for initial certification in Collaborative Teacher K-6.)
SPE	6697	3	Field Based Research Project

Select ONE: (3 sh)

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

* Required if not ECE, ELE or Reading Specialist certified

**COLLABORATIVE TEACHER 36 sh
(Grades 6-12)**

Locations: 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 admission 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.

Required Core Courses: (15sh)

EDU	6629	3	The Master Teacher*
SPE	6610	3	Research Trends and Issues in Special Education*
SPE	6630	3	Collaboration for Inclusion
SPE	6632	3	Assessment and Individual Programming
SPE	6635	3	Meeting Instructional Needs Though Technology, or approved technology course

*Must earn a grade of "B" or better.

In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate and graduate level.

Select ONE of the following: (3 sh)

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

*Must earn a grade of "B" or better.

Select ONE of the following: (3 sh)

RED	6670	3	Advanced Study of Literacy*
XXX	XXXX	3	Adviser Approved Elective

*Required if not ECE, ELE, or Reading Specialists certified.

Teaching Field Courses: (15 sh)

SPE	6609	3	Content Enhancement
SPE	6620	3	Service Delivery Models for Multiple Disabilities
SPE	6616	3	Teaching Students with Emotional and Social Needs
SPE	6631	3	Legal Issues in Special Education

Select ONE of the following: (3 sh)

SPE	6695	3	Collaborative Teacher Practicum (6-12)
SPE	6698	3	Collaborative Teacher Initial Practicum <i>Required For Initial Certification (6-12)</i>
SPE	6697	3	Field Based Research Project

**SECONDARY EDUCATION 36 sh
(Grades 6-12)**

Location: Dothan, Troy

Required Core Courses: (18 sh)**Teaching Field Courses: (18 sh)**

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.

**INTERDISCIPLINARY EDUCATION 36 sh
(Grades P-12)**

Location: Troy

Required Core Courses: (18 sh)**Teaching Field Courses: (18 sh)**

Choices are art, instrumental music, choral music, or physical education. For art education, students should select 12 semester hours of adviser approved courses in art, and ART 6662 (3) Seminar in Art Education. All other fields should select 18 semester hours of adviser-approved courses specific to the major. 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.

The purpose of the graduate professional educator certification program in the School of Music is to provide advanced, specialized music education experiences that will assist graduate students in developing the musical skills, knowledge, and attitudes needed to begin/continue a viable career as a professional music educator. The School of Music works in collaboration with the College of Education to provide educational experiences for advanced music students with traditional music certification and for advanced music students pursuing alternative music teacher certification in Alabama, and supports the University NCATE conceptual framework to develop innovative, informed, reflective decision makers.

**GIFTED EDUCATION
(Grades P-12)****36 sh****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.

Required Core Courses: (12 sh)

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 and Behavior Intervention

Select One Sequence (2 courses): (6 sh)

EDU 6653	3	Educational Evaluation
EDU 6691	3	Research Methodology*

or

EDU 6698	3	Introduction to Research*
EDU 6699	3	Research in Practice

*Must earn a grade of "B" or better.

In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate and graduate level.

Teaching Field Courses: (18 sh)

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

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

TRADITIONAL FIFTH-YEAR CERTIFICATION PROGRAM IN 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 Instructional Leadership & 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 certification are not acceptable. See the Specific programs 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).

**INSTRUCTIONAL LEADERSHIP
& ADMINISTRATION****36 sh****(Grades P-12)****Locations: Dothan, Phenix City****Additional Admission Requirements for Traditional Fifth-Year Certification Program in Instructional Leadership & Administration****Graduate Teacher Education Program (GTEP)**

All candidates must be unconditionally admitted to the university.

Applicants Must:

- Hold a baccalaureate-level professional education 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 certification 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:
 - Three (3) signed letters of recommendation including one from the applicant's principal or supervisor on letterheads stationary. (These letters should address the leadership abilities of the candidate and any previous leadership experiences.)
 - Copies of most recent performance appraisal including professional development component, if available
 - Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership or/and student achievement.
 - Summary of candidate's reasons for pursuing a master's degree in Instructional Leadership & Administration.
 - Summary of candidate's expectations from the preparation program.
 - Supplemental Competency Form (Form 125.14)
 - Curriculum Vitae
- Pass an interview conducted by the Program Admission Committee.
- Pass a written assessment.

Required Professional Core Courses: (27 sh)

ILA 6603	3	Tools for Managing Educational Resources
ILA 6611	3	Community Relationships
ILA 6613	3	Legal Dimensions of Education
ILA 6633	3	Instructional Leadership
ILA 6643	3	Human Resource Administration
ILA 6658	3	Working with Diverse Populations
ILA 6684	3	Curriculum and Instructional Strategies
ILA 6691	3	Research Methods (must earn a "B" or better)
ILA 6692	3	Using Data to Make Decisions

Select ONE of the following: (3 sh)

ILA 6607	3	Readings in Leadership
ILA 6609	3	Communication and Problem Solving
ILA 6610	3	Grant Writing
ILA 6625	3	Specialized Topics in Instructional Leadership
ILA 6640	3	Building & Maintaining Collaborative Learning Environments

Internship: (6 sh)

ILA 6662	2	Orientation in Instructional Leadership and Administration
ILA 6663	2	Practicum I
ILA 6664	2	Practicum II

In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate and graduate level.

SCHOOL COUNSELING 48 sh

Locations: Dothan, Montgomery, Phenix City, Troy

Additional admissions requirements, curriculum, and program completion expectations are listed in the Counseling and Psychology section.

SCHOOL PSYCHOMETRY 36 sh

Locations: Dothan, Montgomery

Additional admissions requirements, curriculum, and program completion expectations are listed in the Counseling and Psychology section.

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 Global Campus College of Education students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (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

Prior to applying for admission to the Graduate School and the Master of Science Alternative Fifth-Year certification program, individuals must possess a baccalaureate degree or higher from a regionally accredited institution with a posted minimum cumulative/overall graduating grade point average of 2.5 on the official baccalaureate transcript from the degree granting institution. (Students will not be permitted to use additional undergraduate or post degree courses to raise their grade point average.)

Admission Status Classification

In order to establish admission status, an individual must be evaluated by the College of Education and the discipline of study to determine prerequisites. Prior to seeking admission to the Graduate School, individuals should make an appointment with the Teacher Education office on the respective campus to have all undergradu-

ate transcript(s) reviewed by the Certification Officer/Alternative-A Evaluation Coordinator. Individuals must bring an official copy of all undergraduate transcripts to the session. The evaluation process may take up to one week to complete.

Note: An individual's admission status to the Graduate School will be determined by the transcript(s) evaluation. Individuals who have more than six (6) hours of prerequisites will be classified as a post-baccalaureate student until they have completed all prerequisites.

In addition to completing the undergraduate prerequisite coursework, students should also be working to meet admission criteria for the Teacher Education Program.

Admission Requirements to the Teacher Education Program (TEP)

Admission to the Graduate School does not automatically qualify a student for admission to the Teacher Education Program. Written application to the Teacher Education Program is required from all students seeking acceptance. In addition to the written application, the following are also required:

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 cumulative/overall graduating grade point average of 2.5 on the baccalaureate transcript.
4. A minimum of 2.75 grade point average on (post baccalaureate) prerequisite coursework.
5. A passing score on the Alabama Prospective Teacher Test. (Music students must also receive a passing score on the Basic Music Skills Test.)
6. A passing score on the Troy University College of Education Math Module exam.
7. Successful completion of a speech and interview.
8. Completion of a minimum of 12 clock hours of classroom observation/participation.
9. Successful completion of an impromptu essay.

Students working to complete pre-admission requirements for the Teacher Education Program are encouraged to work closely with their discipline adviser. This individual will assist in course selection and course sequencing for completion of these requirements.

Information regarding qualification and acceptance into the Teacher Education Program can also be obtained through the Teacher Education Office on the respective campus.

In addition to the discipline specific pre-requisites, individuals must also complete the Professional Studies prerequisite coursework. The following is a list of required Professional Studies coursework:

EARLY CHILDHOOD MAJORS:

- a. 12 semester hours in each of the following areas: mathematics, science, English/language arts, and social science courses
- b. EDU 3310-Professional Educator
- c. ECE 33XX-Portrait of a Learner
- d. SPE 3340-Diverse Learners
- e. PSY 3303-Educational Psychology
- f. RED 3380-Children's Literature
- g. RED 4481-Language and Literacy

ELEMENTARY MAJORS:

- a. 12 semester hours in each of the following areas: mathematics, science, English/language arts, and social science courses

- b. EDU 3310-Professional Educator
- c. SPE 3340-Diverse Learners
- d. EDU 4400-Classroom Management
- e. ELE 3362-Teaching Math in the K-6 Classroom
- f. RED 4481-Language and Literacy I
- g. RED 4482-Language and Literacy II

SECONDARY (6-12)/INTERDISCIPLINARY (P-12) MAJORS:

- a. 32 semester hours in Teaching Field with 19 of those hours in upper-division courses
- b. EDU 3310-Professional Educator
- c. SPE 3340-Diverse Learners
- d. XXX 4481-Methods and Materials
- e. PSY 3346-Educational Assessment
- f. SED 4400-Classroom Management
- g. PSY 3303-Educational Psychology

COLLABORATIVE TEACHER (K-6) MAJORS:

- a. 12 semester hours in each of the following areas: mathematics, science, English/language arts, and social science courses
- b. EDU 3310-Professional Educator
- b. SPE 3340-Diverse Learners
- c. SPE 4400-Classroom Management
- d. SPE 3346-Assessment in Special Education
- e. RED 4482-Language & Literacy II (Grades 4-6)

COLLABORATIVE TEACHER (6-12) MAJORS:

- a. 12 semester hours in each of the following areas: mathematics, science, English/language arts, and social science courses
- b. EDU 3310-Professional Educator
- b. SPE 3340-Diverse Learners
- c. SPE 4400-Classroom Management
- d. SPE 3346-Assessment in Special Education
- e. RED 4484-Language & Literacy IV

Note: Students are encouraged to take EDU 3310 Professional Educator and SPE 3340 Diverse Learners, as early as possible.

Once all of the above prerequisite requirements are met, the individual will be considered for admission into the Master of Science Alternative Fifth-Year certification program.

Candidates may take only six 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 for internship 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. Two 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 contact hours of clinical experiences. Ninety of these 150 hours must be in increments of at least three hours each. The majority of field experiences must occur in a P-12 setting. At

least half of the field experiences shall be in the candidate's teaching field and shall emphasize the application of content knowledge.

6. Evidence of current First Aid and CPR certifications
7. Passing score on all three sections of the Alabama Prospective Teacher Test Program examination (APTTP): Applied Mathematics, Reading for Information, and Writing
8. A received (by the Alabama State Department of Education) passing Praxis II score in each teaching field area of initial certification.
9. Successful completion of comprehensive exam in the teaching field(s)
10. Evidence of current professional liability coverage of \$1,000,000 minimum.
11. Completion of any additional requirements mandated by the Alabama State Department of Education.

Residency Requirements

Students enrolled in initial teacher certification programs at the Masters level must complete 60% of all required hours (excluding internship and internship seminar) at the home campus site. The internship must be facilitated by the home campus site. Students should see their adviser for specific requirements.

Courses for the Alternative Fifth-Year Program**Required Core Courses: (18 sh)**

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
		OR
EDU XXX	3	Adviser Approved technology course in the discipline

*Must earn a grade of "B" or better.

Select the Appropriate Reading Course: (3 sh)

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: (6 sh)

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
SPE 6654	6	Collaborative Internship 6-12
SPE 6655	6	Collaborative Internship K-6

Select the Appropriate Internship Seminar: (3 sh)

(Co-requisite for internship. Prefix should be consistent with internship.):

—	5544	3	Internship Seminar
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EARLY CHILDHOOD EDUCATION**45 sh****(Grades P-3)****Location: Dothan**

Required Courses: (30 sh)**Teaching Field: (12 sh)**

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 Logico-Mathematical Knowledge

Select one course from the following: (3 sh)

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)**

Location: Dothan, Phenix City, Troy

Required Core Courses: (30 sh)

Teaching Field: (15 sh)

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.

**COLLABORATIVE TEACHER
(Grade K-6)**

Location: Troy, Dothan

Required Core Courses: (21 sh)

EDU	6603	3	Planning for the Classroom
PSY	6631	3	Psychological Foundations of Education*
EDU	6691	3	Research Methodology* (or Adviser Approved research course in the discipline)
SPE	6631	3	Legal Issues in Special Education
EDU	6611	3	Educational Technology in the Curriculum
SPE	6632	3	Assessment and Individual Programming
RED	6670	3	Advanced Study of Literacy

*Must earn a grade of "B" or better.

Teaching Field: (15 sh)

SPE	6630	3	Collaboration for Inclusion
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/Social Needs
RED	6675	3	Literacy Instruction for Diverse Populations

Internship & Internship Seminar: (9 sh)

SPE	5544	3	Internship Seminar
SPE	6655	6	Collaborative Internship K-6

Survey of Special Education Coursework (Required if not previously completed)

**COLLABORATIVE TEACHER
(Grade 6-12)**

Location: Troy, Dothan

Required Core Courses: (21 sh)

PSY	6631	3	Psychological Foundations of Education*
EDU	6603	3	Planning for the Classroom
EDU	6611	3	Educational Technology in the Curriculum

EDU	6691	3	Research Methodology (or Adviser Approved research course in discipline)*
SPE	6631	3	Legal Issues in Special Education
SPE	6632	3	Assessment and Individual Programming
RED	6630	3	Directed Reading Practicum

*Must earn a grade of "B" or better.

Teaching Field: (15 sh)

SPE	6630	3	Collaboration for Inclusion
SPE	6609	3	Content Enhancement
SPE	6620	3	Service Delivery Models for Multiple Disabilities
SPE	6616	3	Teaching Students with Emotional/Social Needs
RED	6674	3	Literacy in the Content Area Grades 6-12

45 sh Internship & Internship Seminar: (9 sh)

SPE	5544	3	Internship Seminar
SPE	6654	6	Collaborative Internship 6-12

Survey of Special Education Coursework (Required if not previously completed)

**SECONDARY EDUCATION
(Grades 6-12)**

45 sh

Location: Dothan, Troy

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

Required Core Courses: (30 sh)

Teaching Field: (15 sh)

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.

For certification recommendation in **English Language Arts** an applicant must have earned credit 12 semester hours of adviser approved courses in two of the following areas: English, journalism, speech, drama (theatre). Additionally, must have earned 3 semester hours in language or composition study.

For certification recommendation in **General Social Science** an applicant must have earned credit in two of the following areas: economics, geography, history, political science, and social science.

For certification recommendation in **General Science** an applicant must have earned credit in two of the following areas: biology, chemistry, earth and space science, and physics.

**INTERDISCIPLINARY EDUCATION
(Grades P-12)**

45 sh

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 sh)

Teaching Field: (15 sh)

For art, students should select 12 semester hours of adviser approved courses in art, and ART 6622 (3) Seminar in Art Education.

Student in other interdisciplinary areas should 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

EDUCATION SPECIALIST CERTIFICATION PROGRAM (Ed.S.)

SIXTH-YEAR CERTIFICATION PROGRAM FOR TEACHERS

Purpose

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.

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

All sixth-year certification programs are approved by the Alabama State Department of Education. Both the Ed.S. in Early Childhood Education and Elementary Education offer a thesis and non-thesis option.

Admission Requirements for Education Specialist Programs and Graduate Teacher Educational Program (GTEP)

Admission to the Graduate School does not automatically constitute admission to the Education Specialist Program. Candidates are restricted to six semester hours of graduate course work prior to admission to the Graduate Teacher Education Program (GTEP). 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. Submit GRE test scores for either program or option. (Thesis Option Requirements: Applicants must present a minimum entrance exam score of 372 on the verbal portion of the GRE and a 4.0 analytical writing score of the GRE.)
4. Be unconditionally admitted and complete all additional admission requirements identified in the specific program.
5. Early Childhood program applicants must have three years of teaching experience at the early childhood level.
6. Elementary program applicants must have three years of teaching experience at the elementary level.
7. A grade of "B" or better in EDU 7730 The Teacher Leader.

(Students must successfully complete all program admission requirements no later than the completion of the semester prior to admittance to the program.)

Admission to Candidacy

Students must apply for admission to candidacy after completion of 9 semester hours and before completion of 18 semester hours and complete any additional requirements outlined for the specific degree program. If admission to candidacy is not completed within the first 18 hours, a hold will be placed on the student's registration until Degree Plan/Admission to Candidacy process is completed.

Program Requirements

1. Have a GPA greater than 3.25
2. Pass comprehensive exam (both non-thesis and thesis options)
3. Complete thesis (thesis option)
4. Met residency requirement (24 semester hours)
5. No more than two grades below "B"
6. Grade of "B" or better in ECE/ELE 7790—Qualitative Research Methodology
7. No more than 12 semester hours of transfer credit
8. All credits earned within 8 years of graduation

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:

1. a grade point average of 3.25 on all education specialist coursework attempted
2. a grade of "C" or better in all coursework which applies to certification
3. a grade of "B" or better in the research requirements for the program
4. Complete a special education survey course and EDU 6611, if not previously completed

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**36 sh****Location: Dothan, Phenix City****Required Professional Core*: (15 sh)**

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

**Additional requirements for certification include the following unless previously completed: 1) a survey course in special education, and 2) EDU 6611 Educational Technology in the Curriculum*

Select Non-Thesis or Thesis Option: (6 sh)

Non-Thesis Option:

EDU 7757	3	Practicum in Area of Specialization
EDU 7760	3	Leading for Learning in the School Environment

OR

Thesis Option:

EDU 7795	1-6	Thesis
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Teaching Field Courses: (12 sh)*Select four courses from the following:*

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 6631	3	Historical Perspectives in ECE
ECE 6632	3	Authentic Assessment in the ECE Classroom
ECE 6633	3	Integrated Thematic Curriculum
ECE 6634	3	Inquiries into Logico-Mathematical Knowledge

Adviser-Approved Teaching Field Courses: (3 sh)

Select three 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 sh****Location: Dothan, Phenix City****Required Professional Core*: (15 sh)**

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

**Additional requirements for certification include the following unless previously completed: 1) a survey course in special education, and 2) EDU 6611 Educational Technology in the Curriculum*

Select Non-Thesis or Thesis Option: (6 sh)

Non-Thesis Option:

EDU 7757	3	Practicum in Area of Specialization
EDU 7760	3	Leading for Learning in the School Environment

OR

Thesis Option:

EDU 7795	1-6	Thesis
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Teaching Field Courses: (12 sh)

ELE 7736	3	Mentoring and Supervision in ELE
ELE 7761	3	Effective Schools

ELE 7762	3	School Accreditation Process
ELE 7763	3	Legal Issues and Ethics in Education

Adviser-Approved Teaching Field Courses: (3 sh)

Select three additional hours of adviser-approved course 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 the master's transcript.

EDUCATION SPECIALIST (Ed.S) CERTIFICATION PROGRAM

SIXTH-YEAR CERTIFICATION PROGRAM FOR INSTRUCTIONAL SUPPORT AREAS

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 Global Campus College of Education students must meet all specialized accreditation requirements to be classified as graduates specialized accredited programs. Up to 12 hours course work 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. Candidates are restricted to six semester hours of graduate course work prior to admission to the Graduate Teacher Education Program (GTEP). 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 instructional support program must:

1. hold a masters degree from a regionally accredited college or university,
2. complete a special education course as a prerequisite if not previously completed, and (Not required for Community Counseling.)
3. be unconditionally admitted and complete all additional admission requirements identified in the specific program,
4. hold valid master's level certification in the same instructional support area or teaching field in which the Class AA certificate is sought, (not required for Community Counseling).

Certification in Alabama

Only candidates properly admitted to an approved certifica-

tion program and who successful 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.

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

Ed.S. Degree Sought	Required Valid Class A (Masters level Certification)
Instructional Leadership & Administration	Education Administration or Instructional Leadership
School Counseling	School Counseling
School Psychology	School Psychometry
Teacher Leader	In any Teaching Field or Area of Instructional Support
Community Counseling	None Required (non-certification Ed.S. program)

- 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.
- meet the PRAXIS II requirement of the Alabama Prospective Teacher Testing Program (APTTP).*

*Note: This condition applies only to those applicants seeking initial certification in an instructional support area.

Any candidate who applied 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.

Testing for Class AA Certification for Instructional Leadership & Administration

Applicants for Class AA certification who are meeting requirements for a certificate which covers a grade span different from the grade span covered by the certificate used as the basis for admission to the Class AA Instructional Leadership program must meet Praxis II requirements of the Alabama Prospective Teacher Program (APTTP). Some individuals hold an Alabama certificate for principal 1-6 or 7-12 rather than P-12. A person holding one of those certificates and completing the Class AA Instructional Leadership P-12 program must meet the Praxis II requirements as a precondition for certification.

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 Cer-

tification 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..

Degree Requirements

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.

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.

Ed.S. Instructional Support Certification Programs

INSTRUCTIONAL LEADERSHIP & ADMINISTRATION (ED.S.)
30 sh

Location: Dothan, Phenix City

Goals and Objectives:

The goal of the Ed.S. Instructional Leadership & Administration program is to strengthen and extend the student’s knowledge, skills, and abilities developed at the Master’s level so that the candidate will become an informed, reflective decision maker who demonstrates the ability to\

1. Articulate a clear vision and inspire and engage stakeholders in developing and realizing the mission;
2. Manage and leverage systems and processes to achieve desired results;
3. Act with a sense of urgency to foster a cohesive culture of learning;
4. Express their commitment to student and adult learners and to their development;
5. Facilitate and monitor the teaching and learning process;
6. Model professional, ethical behavior and expect it from others.

Additional admission requirements for the EdS in Instructional Leadership & Administration:

In addition to the Admission Requirements for Graduate School, candidates seeking admission to a cohort to complete the requirements for the Education Specialist degree in Instructional Leadership & Administration must hold the master’s professional educator certificate in educational administration. In addition the candidate must meet one of the following criteria:

1. hold a Class A Instructional Leadership & Administration certificate earned after completing a redesigned program at an Alabama university;
2. Be currently serving as a superintendent, assistant superintendent or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator; or
3. Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.53.01(2)(b) is proper certification according to the current edition of the Subject and Personnel Codes of the Alabama State Department of Education.

In an effort to maintain the rigorous nature of the Instructional Leadership & 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.

Candidates must be admitted to GTEP prior to taking any coursework.

Applicants who completed a Class A program other than one approved by the Alabama State Board of Education on or after September 8, 2005, must submit a portfolio which includes:

1. Three (3) signed letters of recommendation including one from the applicant's principal or supervisor on letter head stationary. (These letters should address the leadership abilities of the candidate and any previous leadership experiences.)
2. Copies of most recent performance appraisal including professional development component, if available
3. Evidence of ability to lead student achievement
4. Evidence of leadership and management potential.
5. Summary of candidate's reasons for pursuing the Class AA certificate in Instructional Leadership & Administration.
6. Supplemental Experience Forms (Form 125.4)
7. Curriculum Vitae

Required Courses*: (30 sh)

ILA 7700	3	Adult Learning Theories & Managing Change
ILA 7702	3	Involving Parents and Community Stakeholders
ILA 7703	3	Law, Ethics, and Policy Development
ILA 7717	3	Mentoring
ILA 7740	3	Creating Effective Learning Environments
ILA 7746	3	Organization and Human Resource Development
ILA 7791	3	Current Trends and Issues in Instructional Leadership
ILA 7792	3	Advanced Comprehensive Research Strategies
ILA 7793	3	Program Evaluation
ILA 7794	3	Research in Action

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

Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

SCHOOL COUNSELING (ED.S.)

36 sh

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.

Admission to the Graduate Education Program (GTEP)

School Counseling

1. Submission of proof of master's level professional education certification in school counseling.
2. A grade of "B" or better in CP 7702 Advanced Theories and Techniques of Counseling.

Required Courses*: (12 sh)

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

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

Select ONE Research Course*: (3 sh)

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

** A grade of "B" or better is required in all research courses.*

Field Project or Thesis *: (3-6 sh)

CP 7791/92/93	1-3	Research Seminar
CP 7794	3	Field Project
CP 7795		
7796	6	Thesis

** 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.*

Adviser Approved Electives: (15-18 sh)

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.)

33-36 sh

Location: Dothan

Initial certification for a school psychologist shall be at the sixth-year level. Criteria for admission to a school psychology program shall include at least baccalaureate-level professional educator certification in a teaching field and master's-level professional educator certification as a school psychometrist.

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 psycho-educational 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.

Admission to the Graduate Education Program (GTEP)

School Psychology

1. Submission of proof of master's level professional education certification in school psychometry.
2. A grade of "B" or better in PSY 7700 Professional School Psychology.

Coursework: (33-36 Semester Hours)

Required Core Courses*: (18 sh)

PSY 6635	3	Vocational Psychology & 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
**A survey course in special education is required if not previously completed.*

Select ONE: (3 sh)

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

Select ONE: (3 sh)

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

Select TWO of the following Adviser-approved electives: (6 sh)

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*: (3-6 sh)

PSY 7753 3-6 Internship: School Psychology
 7754 3 Internship: School Psychology
 7755 3 Internship: School Psychology

** 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.

TEACHER LEADER (ED. S.)

30 sh

Location: Dothan, Phenix City

Goals and Objectives:

The goal of the Ed.S. Teacher Leader program is to strengthen and extend the practicing teacher's knowledge and skills so that the program graduate will:

1. Demonstrate the ability to facilitate the improvement of academic achievement for all students within a school setting;
2. Support the development of and improve the practice of shared leadership among instructional and administrative personnel;
3. Demonstrate the ability to facilitate collective learning with faculties and schools as a whole.

Additional admission requirements for the Ed.S. Teacher Leader Program and Graduate Teacher Education Program (GTEP):

In addition to the Admission Requirements for Graduate School, candidates seeking admission to the Ed.S. Teacher Leader

program must:

1. Hold the master's professional educator certificate in any teaching field or area of instructional support; *
2. Have a minimum of three full years of full-time teaching experience in a P-12 setting;
3. Provide a portfolio containing three letters of recommendation, evidence of ability to positively affect student achievement, and evidence of collaborative leadership potential.

**Note: Students admitted into the Ed.S. Teacher Leader program with a master's level Professional Educator certificate in a teaching field or area of instructional support from another state, must earn an Alabama Class A Professional Educator certificate in a teaching field or area of instructional support before becoming eligible to apply for an Alabama Class AA Certification.*

Certification:

In addition to the certification requirements required for all instructional support areas, candidates completing an approved Ed.S. Teacher Leader program requirements are eligible to apply for the Alabama Class AA professional certificate, provided they meet the following:

1. Satisfactory completion of a state approved program with a minimum GPA of 3.25 for all courses in the Alabama State Board of Education approved Teacher Leader program as verified on an official transcript.
2. Satisfactory completion of a problem-based research project.
3. A passing score on a comprehensive assessment documenting mastery of the curriculum of the Teacher Leader program which may include, but may not be limited to an oral examination.
4. A survey of special education course, if not previously completed.
5. Meet the Praxis II requirements of the Alabama Prospective Teacher Testing Program (APTTP).
6. Hold an Alabama Class A Professional Educator Certificate in a teaching field or area of instructional support.

Required Courses*: (30 sh)

TL	7700	3	Adult Learning Theories and Managing Change
TL	7702	3	Involving Parents and Community Stakeholders
TL	7717	3	Mentoring
TL	7737	3	Curriculum
TL	7740	3	Creating Effective Learning Environments
TL	7747	3	Instructional Coaching
TL	7757	3	Staff Development
TL	7767	3	Communication and Consultation Methods (Practicum)
TL	7792	3	Advanced Comprehensive Research Strategies
TL	7794	3	Research in Action

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

Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

NON- CERTIFICATION PROGRAMS							
Master of Science (M.S.)	Hours	Alabama Campuses				Global Campus*	eTROY
		Dothan	Montgomery	Phenix City	Troy		
Adult Education							
Curriculum and Instructional Design	33/36	X	X			X	X
Instructional Technology	33/36	X			X	X	X
Leadership Studies	33/36	X			X		X
Educational Administration & Leadership	36					X	
Post Secondary Education							
Adult Education	30/36						X
Biology	30/36	X			X		
Criminal Justice	30/36				X	X	
English	30/36	X	X		X	X	
Foundations of Education	30/36					X	X
General Science	30/36	X			X		
Higher Education Admin.	30/36					X	
History	30/36	X	X		X	X	
Instructional Technology	30/36					X	X
Mathematics	30/36	X	X		X		
Music Industry (Focus of Study)	30/36				X		
Political Science	30/36		X				
Psychology	30/36		X			X	
Public Administration	30/36				X		
Social Science	30/36	X					
TESOL	30/36				X		
Education Specialist (Ed.S)							
Community Counseling	30		X				

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location.

MASTER OF SCIENCE (M.S.) ADULT 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.

Purpose

The purpose of the Master of Science in Adult Education (MSADE) program is to offer students an opportunity to acquire proficiency, knowledge, and skills in the social context of adult education, program development and management, and the facilitation of adult learning.

This program prepares students for careers in such areas as industry, continuing professional education, training and program development, instructional technology, corporate consulting, health care, post-secondary education, government agencies, non-profit organizations, professional organizations, and professional military education.

Program Objectives

Upon successful completion of the M.S. in Adult Education, graduates will be able to:

1. Develop curricula that incorporate an understanding of how the social context influences the field, including culture, policy, economics, and technology.
2. Discuss the different ways in which adults learn and how to assess their needs, interests, motivations, and capabilities.
3. Apply specialized knowledge related to their concentration area to practical situations.
4. Evaluate relevant research and apply it to their concentration area.
5. Articulate a personal adult education teaching philosophy.

Admission Requirements

To apply for admission to the Master of Science in Adult Education program, applicants must submit:

1. A completed Application for Admission to the Graduate School.
2. An official transcript(s) from all universities attended.
3. An official copy of GRE or MAT or GMAT scores.

4. A letter of recommendation that addresses the applicant's potential for success in professional graduate studies.

Unconditional Admission

Students should meet the unconditional admission requirements for the Graduate School.

Conditional Admission

Upon recommendation by Graduate Admissions, conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements. See also conditional admission requirements in the General Regulations section of this Catalog.

After the student completes the first three graduate courses with a "B" or better average, the student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the university for one calendar year, after which time the student must petition for readmission.

Transfer Credits

A maximum of 12 credit hours taken at another regionally accredited university with a grade of "B" or better can be applied to the MSADE degree. These courses must be comparable in catalog description to courses in the MSADE program and must be approved by the Dean of the College of Education.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all coursework attempted. Unconditionally admitted graduate students must apply for admission to candidacy within the first eighteen semester hours of graduate coursework and complete any additional requirements outlined for the specific degree program. If not completed within the first eighteen hours, a hold will be placed on the student's registration until the Degree Plan/Admission to Candidacy process is completed.

Academic Advisement

Faculty advisement for the program is required.

Degree Requirements

Students must select either Option I or Option II, successfully complete the required core courses (either 15 sh or 18 sh), successfully complete an approved concentration, and successfully complete either a capstone or thesis. Students interested in additional areas of graduate study must go through the College of Education for pre-approval. Faculty advisement for the program is required.

Program of Study

Students must successfully complete ONE of the following options:

Option I is a 33 semester-hour program consisting of a 15-semester-hour core of required courses which includes the successful completion of a 3-semester-hour capstone course. Additionally, an 18-semester-hour concentration is required.

33 Semester Hours

Required Core Courses: (15 sh):

ADE 6600	3	Foundations of Adult Education
ADE 6640	3	Social Context of Adult Education
ADE 6670	3	Adult Learning and Development
ADE 6691	3	Research Methodology
		<i>A grade of "B" or better is required</i>
ADE 6699	3	Capstone

Select an approved concentration: (18 sh)

Students choosing this option must register for ADE 6699 (3 sh) and successfully complete this course. This course is a culminating experience that helps students integrate and apply the knowledge they have gained in their program. Emphasis is placed on challenging students to view the adult educational process from many perspectives. Working independently students will create an educational portfolio to demonstrate mastery of program objectives and proof of readiness to receive a master's degree, which will be submitted in portions throughout the term/semester for feedback from the instructor and classmates. An oral presentation will be required. *Prerequisite: Completion of all core courses (ADE 6600, ADE 6660, ADE 6670, ADE 6691) and at least four of the six required concentration classes. Students must obtain a 3.0 GPA before entering ADE 6699. Grading system is Pass/Fail.*

Option II* is a 36-semester-hour program consisting of an 18-semester-hour core of required courses which includes the successful completion of a 6-semester-hour thesis. Additionally, an 18-semester-hour concentration is required. *Note: Option II may only be offered at an approved location with a fulltime Adult Education faculty member on site.*

**Thesis option is not available to eTROY students.*

36 Semester Hours

Required Core Courses: (18 sh):

ADE 6600	3	Foundations of Adult Education
ADE 6640	3	Social Context of Adult Education
ADE 6670	3	Adult Learning and Development
ADE 6691	3	Research Methodology (<i>A grade of "B" or better is required</i>)
ADE 6695	6	Thesis

Select an approved concentration: (18 sh)

Students choosing this option must register for ADE 6695 (total of 6 credit hours) as their last two courses in the program. The thesis must be related to both the student's concentration area and adult education. The student must successfully research, write, and defend a thesis. This process involves directed research in selected areas of study based on the student's proposal, related to the student's needs, with the advice and approval of a thesis adviser and a faculty reader, and culminating in a substantive research paper of appropriate depth and scholarship. Students completing this option are not required to take the capstone course. *Prerequisite: Completed all core courses; completed at least four of the six required concentration classes. Students must obtain a 3.0 GPA before entering ADE 6695. Grading system is Pass/Fail.*

Concentrations

Curriculum and Instructional Design

18 Semester Hours

Location: Dothan, eTROY, Global Campus, Montgomery

Concentration Purpose:

The M.S. in Adult Education with a concentration in Curriculum and Instructional Design equips graduates with the ability to analyze, design, develop, implement, and evaluate curricula for the education and training of adults in diverse learning situations. Both theoretical and practical aspects of adult learning, the instructional design process, teaching strategies, and educational evaluation are explored to provide a comprehensive program useful in designing instruction at multiple levels including community, post-secondary, workplace, or government applications.

Concentration Objectives:

Upon successful completion of the M.S. in Adult Education with a concentration in Curriculum and Instructional Design, graduates will be able to:

- Discuss the nature of the adult learner and the appropriate methods for teaching and evaluating adult learners.

- Apply the instructional design process to a variety of adult learning situations.
- Synthesize a client's unique education and training needs to create a contextually relevant and effective curriculum.
- Interpret the psychological, legal, social, political, economic, and cultural environments of organizations.
- Utilize technology and empirical data to plan, develop initiatives, make decisions, and evaluate effectiveness.
- Model the dispositional and interpersonal skills necessary to provide effective organizational leadership.

Concentration Courses:

ADE	6653	3	Educational Evaluation
ADE	6674	3	Methods and Strategies for Teaching Adults
EDU	6613	3	Principles of Instructional Design
EDU	6614	3	Advanced Instructional Design
ADE	6680	3	Curriculum Development for Adult Education

Advisor Approved Elective (3 sh)**Instructional Technology****18 Semester Hours****Location: Dothan, eTroy, Global Campus, Troy****Concentration Purpose:**

The M.S. in Adult Education with a concentration in Instructional Technology prepares graduates for an instructional technology profession based on their field of specialty such as teachers, trainers, instructional designers, training specialists, instructional media specialists, and other human services professionals. Graduates will be able to analyze, design, develop, implement, and evaluate curricula and instructional technologies for education and training in diverse learning situations. The focus will be on both theory and application of instructional technology as it relates to the graduate area of interest.

Concentration Objectives:

Upon successful completion of the M.S. in Adult Education with a concentration in Instructional Technology, graduates will be able to:

- Apply learning theories to instructional design.
- Select and develop instructional delivery systems.
- Integrate instruction with other factors that influence human performance.
- Use technology in support of the development and delivery of instruction.

Concentration Courses:

EDU	6606	3	Current and Emerging Instructional Technologies
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 Instruction

Leadership Studies**18 Semester Hours****Location: Dothan, Global Campus, Troy****Concentration Purpose:**

The M.S. in Adult Education with a concentration in Leadership Studies emphasizes the development of 21st century leadership. It focuses on developing leaders who are globally-minded, proficient in technology, and who can apply and generate knowledge from real-world situations. The Leadership Studies concentration is designed for professionals who desire to develop leadership competencies and dispositions that can be applied in a variety of settings and situations, including private, non-profit, public, military, and healthcare industries.

Concentration Objectives:

Upon successful completion of the M.S. in Adult Education with a concentration in Leadership Studies, graduates will be able to:

Concentration Courses:

ADE	6641	3	Organizational Behavior and Group Dynamics
EAL	6609	3	Communication and Problem Solving
EAL	6633	3	Leadership
EAL	6653	3	Evaluation and Organizational Improvement
PA	6630	3	Strategic Planning

Select ONE of the following courses:

ADE	6617	3	Seminar in Personnel Planning and Leadership
EAL	6643	3	Administration of School Personnel
PA	6624	3	Public Human Resource Management

Dual Concentration

For students pursuing the MSADE degree with a dual concentration, a single course can be applied only one time to satisfy degree requirements.

MASTER OF SCIENCE (M.S.) EDUCATIONAL ADMINISTRATION & LEADERSHIP NON-CERTIFICATION PROGRAM

Candidates are responsible for checking with the teaching certification agency in Florida to confirm the applicability and eligibility of program courses and degrees to meet local requirements prior to enrollment. This program, in whole or part, will not satisfy certification requirements for Instruction Leadership & Administration in the state of Alabama and no EAL courses are permitted for transfer to credit into TROY University's Instructional Leadership and Administration degree program.

Purpose

The purpose of the fifth-year Educational Administration and Leadership (EAL) program for instructional support areas is to develop leadership capacity in career teachers and to transition students from the role of a classroom leader to that of an administrative leader.

Objectives

The Educational Administration and Leadership program builds on and extends prior knowledge and experiences of individuals already serving in professional roles in schools. The program's objectives are:

1. To develop knowledge and understanding of the broad, systemic and dynamic context of education
2. To develop skills to interpret the legal, political, societal, economic, and cultural climates operating on and within the educational system
3. To develop skills required to respond effectively to changing institutional and organizational conditions.

Admission Requirements

Applicants must:

1. Hold an undergraduate level professional educator certification in a teaching field or instructional support area. Verification of an educator certificate must be provided upon application to the program.
2. Verify a minimum of three (3) years of successful teaching experience.
3. Submit prior to the interview an admission portfolio containing:
 - Three (3) letters of recommendation including one from the applicant's principal or supervisor (these letters should address the leadership abilities of the candidate and any previous leadership experiences.
 - Copies of the most recent performance appraisal including professional development component, if available
 - Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership or/and student achievement
 - Summary of candidate's reasons for pursuing a master's degree in educational leadership
 - Summary of candidate's expectations from the preparation program.
4. Pass an interview conducted by the Program Admission committee.

Program of Study:

The Educational Administration program consists of 36 credit hours in the classroom and including a leadership internship component. Students must pass a comprehensive examination and successfully complete the 36 required semester hours for degree completion. Students must complete 60% of all required hours (excluding internship) at the home location. Students must see their adviser for specific requirements.

Required Professional Core Courses: (12 sh)*

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

Instructional Support Area Courses: (18 sh)

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 of the following: (6 sh)

EAL 6609	3	Communication and Problem Solving
EAL 6610	3	Grant Writing and Fund Raising
EAL 6625	3	Special Topics in Educational Leadership

Internship Requirements

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.

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.

Note 1: The Master of Science in Post Secondary Education (MSPSE) replicates the old Master of Education (M.Ed.) degree. Students holding the Master of Education are not eligible for admission into the MSPSE program.

Note 2: The Master of Science in Post Secondary Education (MSPSE) replaces the old Master of Science in Foundations of Education (MSFE, on the Dothan Campus, Troy Campus, and Global Campus) and the Master of Arts in Teaching (MAT, on the Montgomery campus). Students holding the MSFE or MAT degree are not eligible for admission into the MSPSE program.

State Authorizations

Washington State

This program is not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Goals and Objectives

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.

The program objectives for the M.S. in Post Secondary Education are to increase the skills and abilities of candidates so that they will be able:

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

Admission Requirements

Students should meet admission requirements for the Graduate School.

Program of Study

Two program of study options are available to students pursuing a M.S. in Post Secondary Education. Each includes 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 focus of study. 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.

Program of Study for Option I

36 Semester Hours -No Comprehensive Examination

Required Core Courses: (12 sh)

PSE	6660	3	Trends and Issues in Adult Education
PSE	6670	3	Psychological Foundations of the Adult Learner
PSE	6680	3	Curriculum Development for Adult Education
PSE	6691	3	Research Methodology

Select Thesis Track or Non-Thesis Track: (6 sh)

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 or focus of study: (18 sh)

Program of Study Option II

30 Semester Hours -Comprehensive Examination Required

Required Core Courses: (12 sh)

PSE	6660	3	Trends and Issues in Adult Education
PSE	6670	3	Psychological Foundations of the Adult Learner
PSE	6680	3	Curriculum Development for Adult Education
PSE	6691	3	Research Methodology

Select an approved concentration or focus of study: (18 sh)

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: eTROY

Select six courses for 18 semester hours:

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	6674	3	Methods and Strategies for Teaching Adults
ADE	6696	3	Practicum in Adult Education

Biology 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 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: Global Campus, Troy,

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, Global Campus, Montgomery, Troy,

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: eTROY, Global Campus

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: Global Campus

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	6635	3	Seminar on the American College Student
HEA	6660	3	Contemporary Issues in Higher Education
HEA	6690	3	Financing of Higher Education
HEA	6696	3	Practicum in Higher Education

History Concentration**18 Semester Hours****Location: Dothan, Global Campus, Montgomery, Troy**

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: eTROY, Global Campus**

Select six courses for 18 semester hours:

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.

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, Global Campus**

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**

PA 6610	3	Foundations of Public Administration
PA 6622	3	Public Policy Analysis
PA 6650	3	Governmental Budgeting and Financial Management
PA 6674	3	Ethics in Public Administration
<i>Select two of the following:</i>		
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**

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 Language 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

Focus of Study

This focus of study is only open to graduate students on the Troy campus.

An 18-semester-hour plan of study in music industry must be developed by the student and the music industry adviser and approved by the Dean of the College of Education. The music industry adviser will determine if any prerequisite coursework is necessary.

Music Industry Focus of Study**18 Semester Hours****Location: Troy**

Required Courses:

MUI 6610	3	Marketing of Recorded Music
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MUI	6612	3	Composition and Arranging for the Music Industry
MUI	6614	3	Music Publishing
MUI	6618	3	Advanced Music Technologies
MUI	6620	3	Studio Production Techniques

Select ONE of the following:

MUI	6616	3	Advanced Songwriting
MUI	6622	3	Concert Production and Promotion

EDUCATION SPECIALIST (Ed.S.) NON-CERTIFICATION PROGRAM

Community Counseling (Ed.S.) Non-Certification Program

30 Semester Hours

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.

Coursework: (30 Semester Hours)

Required Courses: (15–18 sh)

CP	7702	3	Advanced Theories and Techniques of Counseling
CP	7700	3	Advanced Practicum in Group Leadership
CP	7753	1-6	Internship: Advanced Counseling
	7754		
	7755		
CP	7791	1-3	Research Seminar
	7792		
	7793		
CP	7794,	3-6	Field Project
	OR		
CP	7795	3-6	Thesis
PSY	6693	3	Psychological and Educational Statistics

Adviser Approved Electives: (12-15 sh)

COUNSELING AND PSYCHOLOGY PROGRAMS						
Program Specialty	Semester Hours	Alabama Campuses				Global Campus*
		Dothan	Montgomery	Phenix City	Troy	Southeast Region
Clinical Mental Health Counseling	60	X	X	X	X	X
Rehabilitation Counseling	48	X	X	X	X	
School Counseling (M.S. Ed.)	48	X	X	X	X	
School Psychometry (M.S.Ed.)	36	X	X			
Social Services Counseling (non-licensure; non-certification program)	36		X			X
Student Affairs Counseling	48				X	
Substance Abuse Counseling	48		X			
Addictions Counseling Certificate	15		X			

* Please refer to <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location.

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

Accreditations

The Clinical Mental Health Counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) at the following locations: Ft. Walton Beach, Orlando, Panama City/Tyndall AFB, Pensacola, Phenix City, and Tampa.

The School Counseling Program available at all four Alabama Campuses is accredited by both CACREP and by the National Council for Accreditation of Teacher Education (NCATE). The School Psychometry program offered at the Dothan and Phenix City campuses is also accredited by NCATE. Both the School Counseling and School Psychometry programs are approved by the Alabama State Department of Education and lead to Alabama Class A certification.

The Rehabilitation Counseling Program offered at all four Alabama Campuses are accredited by the Council on Rehabilitation Education (CORE).

Troy Global Campus 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 coursework completed at a site/university with 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, develop and train counseling and psychology professionals by utilizing the highest external standards set by state and national licensing/certifying boards. Counselor education faculty design and deliver counseling programs through a variety of instructional modalities. The counseling degree programs provide graduate education at regional and state locations. The program seeks students from diverse populations.

Goals and Objectives

Students graduating from Troy University's counseling programs should:

1. Obtain knowledge and understanding of the identity, roles, history, philosophy, credentials, licensure, legal/ethical, current trends, practices, supervision models, collaboration-crisis-trauma concepts, and self-care strategies related to the counseling profession.
2. Gain knowledge and understanding of program evaluation and research methodology to include application, evaluation and analysis of quality research and effective counseling programs.
3. Develop personal and professional dispositions to effectively analyze and evaluate ethical, legal, diverse, and best practice issues related to the counseling profession.
4. Develop counseling abilities to analyze, evaluate. Apply and create treat methodologies, therapeutic interventions, assessment techniques, effective cultural strategies, and other abilities that apply to the practice of counseling in school, agency clinical and community settings.
5. Demonstrate analysis, evaluation and application of core counseling concepts as applied to the knowledge of professional identity and practice.

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 resumé that includes personal information and professional portfolio regarding topics such as, but not limited to, educational and work history, personal and profes-

- sional goals, professional affiliations, awards, articles, and references.
- Individual and/or group interviews conducted by members of the program faculty to assess the following topics: appropriateness of academic history, work history, 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.
 - 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.
 - 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 on each course attempted 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 Program Guidelines

- Required Hours.** Students enrolled in programs in Counseling and Psychology must complete 60% of required hours (excluding internship and/or practicum) at the site where internship and/or practicum are completed. (Required hours to be completed at internship/practicum location 60 hour program—10 courses; 48 hour programs-8 courses; 36 hour program-7 courses) Students should see their academic adviser for specific requirements.
- Internships/Practicum.** Students are required to complete

supervised internship and practicum courses at the same campus.

- Comprehensive Examination.** Student must pass a written comprehensive examination for completion of counseling and psychology programs. For more detailed information, please consult the *Counseling Programs Student Handbook*.
- Student Handbooks.** Students enrolled in Counseling programs are required to follow all policies, procedures, guidelines and regulations stated in the *Counseling Programs Student Handbook* and the *Practicum/Internship Handbook*. These two handbooks are common for all campuses. A third common handbook, *Supervisor's Manual*, is provided to professionals supervising practica and internships.
- Research Requirement.** Students enrolled in the Counseling and Psychology programs are required to take CP 6691 Research Methods only at Troy University. This course may not be substituted with another Troy University research course or one transferred from another university.

Counseling and Psychology Programs

CLINICAL MENTAL HEALTH COUNSELING 60 sh

Locations: Augusta, Dothan, Ft. Walton Beach, Montgomery, Orlando, Panama City/Tyndall AFB, Pensacola, Phenix City, Troy, and Tampa

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

Coursework for Clinical Mental Health Counseling (60 sh)

Required Courses: (54 sh)

CP	6600	3	Professional Orientation & Ethics
CP	6601	3	Legal, Ethical, and Professional Standards

CP	6605	3	Foundations of Mental Health Counseling
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
PSY	6635	3	Vocational Psychology and Career Development
PSY	6645	3	Evaluation and Assessment of the Individual
PSY	6668	3	Human Lifespan and Development
PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning
PSY	6648	3	Theories of Personality Development
CP	6650	3	Practicum (100 hours)
CP	6651	3	Counseling Diverse Populations
CP	6656	3	Marriage, Family & Sex Therapy Counseling
CP	6659	3	Internship: Mental Health (300 hours)
CP	6660	3	Internship: Mental Health (300 hours)

Select Option I or Option II below: (6 sh)****Option I** (Required for licensure in Florida)

*CP 6634 3 Drug Education, Prevention, and Intervention

*CP 6661 3 Internship: Mental Health (300 hours)

OR**Option II**

6 sh of Adviser-approved elective

REHABILITATION COUNSELING 48 sh**Locations: 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.

Coursework for Rehabilitation Counseling (48 sh)**Required Courses (45 sh)**

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 (adviser approval required): (3 sh)

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

Or 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.

SCHOOL COUNSELING 48 sh**Locations: Dothan, Montgomery, Phenix City, Troy****Mission Statement:**

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

Objectives for School Counseling:

- To develop knowledge of the foundations of school counseling to include history, philosophy, current trends/issues, models, role, functions, professional identity, leadership/advocacy strategies and legal and ethical issues.
- To develop skills in technology as applied to school counseling.
- To develop sensitivity to provide counseling to diverse school populations and skills to identify barriers that may impede academic, career, and personal/social development of students.
- To develop skills in comprehensive guidance program development (e.g. ASCA National Model) to include needs assessments, program development and program evaluation.
- To develop skills related to academic and behavioral assessment of students and interpretation of assessment results to administrators, parents and students.
- To develop knowledge of understanding the influence of multiple factors (family dynamics, violence, abuse, disorders, substance abuse, anxiety, depression) that impact school age students.
- To develop knowledge and skills in counseling to include individual, group, crisis management and classroom guidance
- To develop knowledge and skills in collaboration and consultation to effectively work with community agencies, parents, teachers and other school personnel.
- To develop knowledge and skills in conducting programs designed to enhance students' academic, personal/social, career and other developmental needs of students.
- To understand the effects of health/wellness, atypical growth and development and resiliency on school age children.
- To develop school emergency management plans and understand the role of the school counselor during crises, disasters and other trauma-causing events.
- To develop knowledge in counseling, prevention and intervention including theories of effective counseling, techniques of counseling, treatment planning, and strategies for identifying student strengths and weaknesses to deal with problems.
- To develop an understanding of research and evaluation including research relevant to the practice of school counseling, program evaluation, accountability, outcome data and best practices.
- To develop knowledge of the relationship of the school counseling program to the academic mission of the school and skills for teaching counseling and guidance-related curricula.
- To develop knowledge of the qualities, principles and skills of effective leadership in schools and to understand the role of the school counselor as system change agent.
- To understand and have knowledge of student services such as the Individual Education Plans (IEP), the 504, and the Student Support Team (SST).

Additional School Counseling Requirements:

- Hold a valid teaching certificate in any field. Temporary, provisional, and other nonrenewable certifications are not acceptable. (See below for admission option for students without a current teaching certificate).
- To complete certification requirements, students also must have two years of professional experience.

Note: Candidates are restricted to six hours of graduate coursework prior to admission to the Graduate Teacher Education Program (GTEP) School Counseling.

Admission to CACREP Accredited School Counseling Program without Teaching Certificate

(Option offered by Alabama State Department of Education):

- Students who have an earned bachelor's degree from a regionally accredited college or university but who did not complete a bachelor's or master's degree professional educator prepara-

tion program may apply for admission to a Troy University CACREP accredited school counseling program.

- Students applying to the program must meet all University and Counseling & Psychology program admission requirements as outlined in this catalog.
- Background check.

Coursework for School Counseling**48 Semester Hours****Required Courses: (42 sh)**

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 ONE option (6 hours)*:**Option A**

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

or

Option B

Adviser-Approved Electives: (6 sh)

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

SCHOOL PSYCHOMETRY**36 sh****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

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

Additional School Psychometry Requirements:

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

Admission to the Graduate Teacher Education Program (GTEP)

1. Submission of a proof of Master's level professional education certification in a teaching field.
2. A grade of "B" or better in CP 6693 Research Methodology.

Note: Candidates are restricted to six hours of graduate coursework prior to admission to the Graduate Teacher Education Program (GTEP).

Coursework for School Psychometry 36 Semester Hours

Required Courses: (21 sh)

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: (3 sh)

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: (3 sh)

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

Select three from the following: (9 sh)

CP	6651	3	Counseling Diverse Populations
PSY	6606	3	Interventions for Children and Adolescents
PSY	6638	3	Philosophy of Cognitive Development
PSY	6653	3	Measurement and Evaluation
SPE	6640	3	Teaching Diverse Learners*

Students who have not completed a class in Special Education (Diverse Learners) must take this course as a requirement.

SOCIAL SERVICES COUNSELING* 36 sh

Locations: Ft. Walton, Montgomery, Marianna, Orlando, Panama City/Tyndall, Pensacola, and Tampa

**This is a non-licensure / non-certification degree.*

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.

Coursework for Social Services Counseling

36 Semester Hours

Required Courses: (30 sh)

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	6655	3	Practicum: Social Services (100 hours)

CP	6691	3	Research Methodology
PSY	6635	3	Vocational Psychology and Career Development
CP	6610	3	Facilitation Skills & Counseling Techniques
PSY	6668	3	Human Lifespan and Development

Adviser-Approved Electives: (6 sh)

STUDENT AFFAIRS COUNSELING**48 sh****Location: Troy****Mission Statement:**

The mission of the Troy University Student Affairs Counseling program is to prepare student affairs counselors to provide competent professional service in all areas of student services counseling at the post-secondary level. Upon graduation, students will have foundational knowledge of the theories of student development and of the characteristics, needs, and programs required to assist students in higher education. Students will also have the basic skills and experience in assessment, services, and administration of student affairs departments to enter the profession of Student Affairs Counseling.

Objectives for Student Affairs Counseling:

1. Develop knowledge of the foundations of the student affairs profession to include history, philosophy, current trends/issues, functions, and legal and ethical considerations.
2. Develop knowledge and sensitivity to provide counseling services to students from diverse populations.
3. Develop knowledge and skills in conducting student affairs programs to provide the academic, social and career environments that promote student success.
4. Develop skills related to assessment of students and the college environment and interpretation of assessment results to administrators, students and faculty.
5. Develop skills in consultation to include working with faculty, professional staff, and student families in areas related to student development and welfare.
6. Develop skills in technology as applied to student affairs services.
7. Develop knowledge and skills of theories, models, and practices of leadership, organizational management, and program development.

Coursework for Student Affairs Counseling**48 Semester Hours**

Required Courses: (30 sh)

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

Specialty Courses: (12 sh)

CP	6636	3	Foundations of Student Affairs
CP	6637	3	Administration of Student Affairs Programs
CP	6638	3	Internship: Student Affairs Counseling (300 hours)
CP	6639	3	Internship: Student Affairs Counseling (300 hours)

Advisor Approved Electives : (6 sh)

SUBSTANCE ABUSE COUNSELING 48 sh**Location: Montgomery**

CP	6634	3	Drug Education, Prevention, and Intervention
PSY	6610	3	Physiological Dynamics of Alcohol and other Drugs

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.

Coursework for Substance Abuse Counseling**48 Semester Hours***Required Courses: (39 sh)*

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	6665	3	Internship: Addictions Counseling
CP	6666	3	Internship: Addictions Counseling
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)

Select THREE courses from the following: (9 sh)

CP	6602	3	Seminar in the Prevention/Treatment of Chemical Dependency
CP	6616	3	Treatment of Addictive Family Diseases
CP	6617	3	Treatment Theories and Modalities of Addictive Diseases

GRADUATE CERTIFICATE IN ADDICTIONS COUNSELING

Mission Statement:

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

Admission Requirements

All certificate students must be admitted to the Graduate School and the Master of Science in Counseling and Psychology program in order to qualify for the certificate. See *Graduate Admissions* and *Master of Science in Counseling and Psychology* program requirements.

Course Requirements

Admitted Master of Science in Counseling Psychology students may qualify for the Certificate by completing five (5) specified courses with an overall 3.0 grade point average or better.

Required Courses: (6 sh)

CP	6665	3	Internship: Addictions Counseling
CP	6666	3	Internship: Addictions Counseling

Select THREE courses from the following: (9 sh)

CP	6602	3	Seminar in the Prevention/Treatment of Chemical Dependency
CP	6616	3	Treatment of Addictive Family Diseases
CP	6617	3	Treatment Theories and Modalities of Addictive Diseases
CP	6634	3	Drug Education, Prevention, and Intervention
PSY	6610	3	Physiological Dynamics of Alcohol and other Drugs

Other Requirements

Students who wish to be issued a certificate must submit the following to their home campuses:

- a) Certification Intent
- b) Certificate Plan and Progress Report
- c) Copy of student transcript

2012-2013

TROY UNIVERSITY
M.S.Ed.: Early Childhood Education - Grades P-3
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-205
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Admission to Candid an cy |
| 5. Meet residency requirement | 11. Successfully complete Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Completion of PSY 6631 and EDU 6629 with a "B" or better |

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the M.S. in Early Childhood **MUST** hold valid certification in Early Childhood Education (P-3) at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6611	Educational Technology in the Curriculum	3			
EDU 6629	The Master Teacher	3			
EDU 6653	Educational Evaluation	3			
EDU 6691	Research Methodology	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			

TEACHING FIELD: (18 Semester Hours) Select 12 SH of adviser-approved ECE courses. Select 6 SH of additional adviser-approved courses related to the profession (e.g., EDU, ELE, SPE, RED). [At least 9 SH must be at the 6000 level.]

		3			
		3			
		3			
		3			
		3			
		3			

ADDITIONAL REQUIRED COURSES ONLY IF NOT PREVIOUSLY COMPLETED: (3-6 Semester Hours)

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
M.S.Ed.: Elementary Education - Grades K-6
Certification / Traditional Program
 Graduate Degree Plan / Degree Audit
36 Semester-Hour Program

TROY Publication 384-223
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 36 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" | <ol style="list-style-type: none"> 7. Overall GPA of 3.0 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Successfully complete Comprehensive Examination 12. Intent to Graduate filed 13. Grade of "B" or better in EDU 6629 and PSY 6631 |
|---|--|

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the M.S. Degree Program in Elementary Education **MUST** hold valid certification in Elementary Education (Grades K-6) at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	to	_____
_____	_____	_____	_____	to	_____
_____	_____	_____	_____	to	_____

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6629	The Master Teacher	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			

TEACHING FIELD: (18 Semester Hours) Select 12 SH of adviser-approved ELE courses. Select 6 SH of additional adviser-approved ELE courses or other adviser-approved courses in the discipline (e.g. EDU, ECE, SPE, RED). [At least 9 SH must be at the 6000 level.]

		3			
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		3			
		3			
		3			
		3			

ADDITIONAL REQUIRED COURSES ONLY IF NOT PREVIOUSLY COMPLETED: (3 Semester Hours)

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
M.S.Ed.: Collaborative Teacher Education - Grades K-6
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-138
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Successfully complete Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Successful completion of EDU 6629, EDU 6645 and PSY 6631 requires a grade of "B" or better |

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Collaborative Teacher Education **MUST** hold valid professional educator certification at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
				to	
				to	
				to	

REQUIRED CORE COURSES: 15 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6629	The Master Teacher	3			
SPE 6610	Research Trends and Issues in Special Education	3			
SPE 6630	Collaboration for Inclusion	3			
SPE 6632	Assessment and Individual Programming	3			
	SPE 6635-Meeting Instructional Needs Through Technology (or other adviser-approved technology course in the discipline)	3			

SELECT ONE : (3 Semester Hours)

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

TEACHING FIELD: (12 Semester Hours)

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

SELECT ONE : (3 Semester Hours)

SPE 6694	Collaborative Teacher K-6 Practicum	3			
SPE 6699	Collaborative Teacher K-6 Initial Practicum (Required for initial certification in Collaborative Teacher K-6)	3			
SPE 6697	Field Based Research Project	3			

2012-2013

TROY UNIVERSITY
M.S.Ed.: Secondary Education - Grades 6-12
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program
Teaching Fields Options - Biology, History, or Mathematics

TROY Publication 384-136
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 45 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Pass Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Grade of "B" or better in EDU 6629 and PSY 6631 |

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Secondary Education **MUST** hold valid professional educator certification in the same discipline at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
				to	
				to	
				to	

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SPE 6630	Collaboration for Inclusion	3			
PSY 6631	Psychological Foundations of Education	3			
EDU 6611	Educational Technology in the Curriculum	3			
EDU 6629	The Master Teacher	3			
EDU 6653	Educational Evaluation	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			

TEACHING FIELD: (18 Semester Hours) Select One of the following:

- Biology History Mathematics

Select 18 SH of adviser approved courses in the specific teaching field. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

		3			
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		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
M.S.Ed: Secondary Education - Grades 6-12
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-136
 Revised 6/2012
 Page 1 of 2

Comprehensive Teaching Field Options - Social Science, English/Language Arts, or General Science

Name		Student ID#		Campus	
Address				Email	

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 45 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Pass Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Grade of "B" or better in EDU 6629 and PSY 6631 |

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Secondary Education **MUST** hold valid professional educator certification in the same discipline at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	to	_____
_____	_____	_____	_____	to	_____
_____	_____	_____	_____	to	_____

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SPE 6630	Collaboration for Inclusion	3			
PSY 6631	Psychological Foundations of Education	3			
EDU 6611	Educational Technology in the Curriculum	3			
EDU 6629	The Master Teacher	3			
EDU 6653	Educational Evaluation	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			

TEACHING FIELD: (18 Semester Hours) Select One of the following:

- Social Science Select 18 semester hours of adviser approved Social Science courses in at least two of the following areas: Economics, Geography, History, Political Science or Social Studies. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.
- English/Language Arts Select 18 semester hours of adviser approved English / Language Arts courses in at least two of the following areas: English, Journalism, Speech, and Drama (Theatre). At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.
- General Science Select 18 semester hours of adviser approved General Science courses in at least two of the following areas: Biology, Chemistry, Physics, and Earth & Space Science. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

		3			
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		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
M.S.Ed.: Interdisciplinary Education - Grades P-12
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

TROY University 384-137
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Elementary - Secondary Education (P-12) **MUST** hold valid certification in the same discipline and grade levels at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Successfully complete Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Successful completion of EDU 6629, EDU 6645 and PSY 6631 requires a grade of "B" or better |

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6629	The Master Teacher	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			
EDU 6653	Educational Evaluation	3			
	EDU 6611 - Educational Technology in the Curriculum (or an approved technology course in discipline)	3			

TEACHING FIELD: (18 Semester Hours)

Select One of the following teaching fields:

- Art* Instrument Music Choral Music Physical Education

Select 18 SH of adviser approved courses in the specific teaching field. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

*Students in art education must select ART 6662 - Seminar in Art Education as a teaching field course.

ADDITIONAL REQUIREMENTS: Only if not previously completed

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
M.S. in Education - Gifted Education - Grades P-12
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-139
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus : Dothan

Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Gifted Education **MUST** hold valid professional educator certification at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 36 semester hours of credit 5. Hold valid teaching certificate in elementary education 6. Meet residency requirement 7. No more than two grades below "B" | <ol style="list-style-type: none"> 8. Overall GPA of 3.0 or better 9. Completion of research requirement with a "B" or better 10. All credit earned within 8 years of graduation 11. Admission to Candidacy 12. Pass Comprehensive Examination 13. Intent to Graduate filed 14. For certification, must successfully complete Praxis II in Gifted Education 15. Grade of "B" or better in EDU 6629 |
|---|--|

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6600	Classroom Management	3			
EDU 6611	Educational Technology in the Curriculum	3			
EDU 6629	The Master Teacher	3			
SPE 6630	Collaboration for Inclusion	3			

SELECT ONE SEQUENCE: (2 Courses, 6 Semester Hours)

SEQUENCE A					
EDU 6653	Educational Evaluation	3			
EDU 6691	Research Methodology	3			
SEQUENCE B					
EDU 6698	Introduction to Research	3			
EDU 6699	Research in Practice	3			

TEACHING FIELD: (18 Semester Hours)

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

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
M.S.Ed : Instructional Leadership and Administration
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-228
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. An applicant for certification in Instructional Leadership who holds Class A certification in another teaching field or area of instructional support must take all courses indicated below that were not required for certification in another program at the Class A level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Successfully complete Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (27 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ILA 6603	Tools for Managing Educational Resources	3			
ILA 6611	Community Relationships	3			
ILA 6613	Legal Dimensions of Education	3			
ILA 6633	Instructional Leadership	3			
ILA 6643	Human Resource Administration	3			
ILA 6658	Working With Diverse Populations	3			
ILA 6684	Curriculum and Instructional Strategies	3			
ILA 6691	Research Methods	3			
ILA 6692	Using Data to Make Decisions	3			

INTERNSHIP: (6 Semester Hours)

ILA 6662	Orientation in Instructional Leadership and Administration	2			
ILA 6663	Practicum I	2			
ILA 6664	Practicum II	2			

APPROVED ELECTIVE: (3 Semester Hours) Select One Course from the following:

ILA 6607	Readings in Leadership	3			
ILA 6609	Communication and Problem Solving	3			
ILA 6610	Grant Writing	3			
ILA 6625	Specialized Topics in Instructional Leadership	3			
ILA 6640	Building & Maintaining Collaborative Learning Environments	3			

ADDITIONAL REQUIRED COURSES ONLY IF NOT PREVIOUSLY COMPLETED: (3 Semester Hours)

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
M.S.Ed.: SCHOOL COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-151
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

Admission to CACREP Accredited School Counseling Program without Teaching Certification

Admission to Alabama State Department of Education Approved School Counseling Program (Complete Certification Verification Below)

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|---|--|
| <ol style="list-style-type: none"> GRE, or equivalent exam, test scores submitted. Official transcripts of all academic work Unconditional Admission 48 semester hours of credit Meet residency requirement No more than two grades below "B" Overall GPA of 3.0 or better | <ol style="list-style-type: none"> Completion of research requirement with a "B" or better All credit earned within 8 years of graduation Admission to Candidacy Successfully complete the Comprehensive Examination Intent to Graduate filed Complete all counseling program requirements Two years of professional experience (Certification requirement) |
|---|--|

REQUIRED CORE COURSES: (42 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Techniques	3			
CP 6641	School Counseling Program Management	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6651	Counseling Diverse Populations	3			
CP 6691	Research Methodology	3			
PSY 6606	Intervention for Children and Adolescents	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
CP 6650	Practicum (100 hours)	3			
CP 6657	Internship: School Counseling (300 hours)	3			
CP6658	Internship: School Counseling (300 hours)	3			

SELECT TWO: (6 Semester Hours) Students who have not taken the survey of special education course are required to take that course.

OPTION A Complete the following two courses

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

OPTION B Select 6 SH of Adviser Approved Electives

ADDITIONAL CERTIFICATION REQUIREMENTS: Only if not previously completed

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE - SCHOOL PSYCHOMETRY
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-152
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the M.S. in School Psychometry **MUST** hold valid professional educator certification at the bachelor's level, AND must meet all other admission requirements as stipulated in the *Graduate Catalog*.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 48 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" 7. Overall GPA of 3.0 or better | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Successfully complete the Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements 14. Two years of professional experience (Certification requirement) |
|--|--|

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6636	Wechsler Scales	3			
PSY 6637	Stanford Binet and Others	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6650	Practicum: Psychometry	3			
PSY 6662	Internship: Psychometry	3			
PSY 6668	Human Lifespan and Development	3			
CP 6691	Research Methodology	3			

SELECT ONE: (3 Semester Hours)

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

SELECT ONE: (3 Semester Hours)

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

SELECT THREE: (9 Semester Hours)

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

ADDITIONAL CERTIFICATION REQUIREMENTS: (Only if not previously completed)

	Special Education Survey Course	3			
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2012-2013

Master of Science: School Psychometry
 TROY Publication 384-152
 Revised 3/2012
 Page 2 of 2

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Admission to Counseling Program
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Required examinations for certification
- Admission to the Graduate Teacher Education Program (GTEP)
- Application for teacher certification
- Complete interview and other counseling requirements
- Degree Requirements
- Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		
	Test Code	Score
Praxis II		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature	Date	Approved: _____	Chair/Associate Dean or Dean	Date
Faculty Adviser	Date	Approved: _____	Associate Dean or Dean, Graduate School	Date

2012-2013

TROY UNIVERSITY
M.S.Ed.: Early Childhood Education - Grades P-3
Certification / Alternative Fifth Year
 Graduate Degree Plan
45 Semester-Hour Program

TROY Publication 384-204
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus

Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcripts of all academic work
3. Unconditional Admission
4. 45 semester hours of credit
5. Meet residency requirement
6. No more than two grades below "B"
7. Overall GPA of 3.0 or better
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Admission to Candidacy
11. Successfully complete Comprehensive Examination
12. Intent to Graduate filed
13. Completion of PSY 6631 with a "B" or better

Prerequisite Undergraduate Courses

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 3310	Professional Educator	3			
ECE 33XX	Portrait of a Learner				
SPE 3340	Diverse Learners	3			
PSY 3303	Educational Psychology	3			
RED 3380	Children's Literature	3			
RED 4481	Language and Literacy	3			
12 semester hours in each of the following areas: mathematics, science, English/language arts, social sciences					

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			
RED 6670	Advanced Study of Literacy	3			

TEACHING FIELD: (12 Semester Hours)

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

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Alt. A - M.S. in Early Childhood Education - P-3
 TROY Publication 384-204
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SELECT ONE: (3 Semester Hours)

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

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

ECE 6674	Early Childhood Internship Grades P-3	6			
ECE 5544	Internship Seminar	3			

ADDITIONAL REQUIRED COURSES ONLY IF NOT PREVIOUSLY COMPLETED: (3-6 Semester Hours)

	Classroom Management	3			
	Special Education Survey Course	3			

ITEMS TO BE DISCUSSED:

- Admission to Teacher Education Program (TEP)
- Temporary, Conditional, and Unconditional Admission
- One term limit to have transcript(s) and test score on file.
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		
	TEST CODE	SCORE
Praxis II		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
M.S.Ed.: Elementary Education - Grades K-6
Certification / Alternative Fifth-Year Program
 Graduate Degree Plan / Progress Report
45 Semester-Hour Program

TROY Publication 384-206
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus

Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 45 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" | <ol style="list-style-type: none"> 7. Overall GPA of 3.0 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Thesis/Comprehensive Examination 12. Intent to Graduate filed 13. Grade of "B" or better in PSY 6631 |
|---|--|

Prerequisite Undergraduate Courses

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 3310	Professional Educator	3			
SPE 3340	Diverse Learners	3			
SPE 4400	Classroom Management	3			
SPE 3362	Teaching Math in the K-6 Classroom	3			
RED 4481	Language and Literacy	3			
RED 4482	Language and Literacy II	3			
12 semester hours in each of the following areas: mathematics, science, English/language arts, social sciences					

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			
RED 6670	Advanced Study of Literacy	3			

TEACHING FIELD: (15 Semester Hours) Select 15 SH of adviser approved ELE courses. At least 8 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

		3			
		3			
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		3			

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

ELE 6674	Elementary Internship Grades K-6	6			
ELE 5544	Internship Seminar	3			

2012-2013

TROY UNIVERSITY
M.S.Ed.: Collaborative Teacher Education - Grades K-6
Certification / Alternative Fifth Year Program
 Graduate Degree Plan
45 Semester-Hour Program

TROY Publication 384-219
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcripts of all academic work
3. Unconditional Admission
4. 45 semester hours of credit
5. Meet residency requirement
6. No more than two grades below "B"
7. Overall GPA of 3.0 or better
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Admission to Candidancy
11. Successfully complete Comprehensive Examination
12. Intent to Graduate filed
13. Completion of PSY 6631 with a "B" or better

Prerequisite Undergraduate Courses

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 3310	Professional Educator	3			
SPE 3340	Diverse Learners	3			
SPE 4400	Classroom Management	3			
SPE 3346	Assessment in Special Education	3			
RED 4482	Language and Literacy II (Grades 4-6)	3			
12 semester hours in each of the following areas: mathematics, science, English/language arts, social sciences					

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6631	Psychological Foundations of Education	3			
EDU 6603	Planning for the Classroom	3			
EDU 6611	Educational Technology in the Curriculum	3			
EDU 6691	Research Methodology	3			
SPE 6631	Legal Issues in Special Education	3			
SPE 6632	Assessment and Individual Programming	3			
RED 6670	Advanced Study of Literacy	3			

TEACHING FIELD: (15 Semester Hours) [At least 8 semester hours must be at the 6000 level]

SPE 6630	Collaboration for Inclusion	3			
SPE 6614	Adaptive Teaching Strategies for Students with Mild Disabilities K-6	3			
SPE 6615	Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities K-6	3			
SPE 6616	Teaching Students with Emotional/ Social Needs	3			
RED 6675	Literacy Instruction for Diverse Populations	3			

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

SPE 6655	Collaborative Internship (Grades K-6)	6			
SPE 5544	Internship Seminar	3			

2012-2013

TROY UNIVERSITY
M.S.Ed.: Collaborative Teacher Education - Grades 6-12
Certification / Alternative Fifth Year Program
 Graduate Degree Plan
45 Semester-Hour Program

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Name		Student ID#		Campus	
Address			Email		

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 45 semester hours of credit. | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Successfully complete Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Completion of PSY 6631 with a "B" or better |

Prerequisite Undergraduate Courses

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 3310	Professional Educator	3			
SPE 3340	Diverse Learners	3			
SPE 4400	Classroom Management	3			
SPE 3346	Assessment in Special Education	3			
RED 4484	Language and Literacy IV	3			
12 semester hours in each of the following areas: mathematics, science, English/language arts, social sciences					

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6631	Psychological Foundations of Education	3			
EDU 6603	Planning for the Classroom	3			
EDU 6611	Educational Technology in the Curriculum	3			
EDU 6691	Research Methodology	3			
SPE 6631	Legal Issues in Special Education	3			
SPE 6632	Assessment and Individual Programming	3			
RED 6630	Directed Reading Practicum	3			

TEACHING FIELD: (15 Semester Hours) [At least 8 semester hours must be at the 6000 level]

SPE 6630	Collaboration for Inclusion	3			
SPE 6609	Content Enhancement	3			
SPE 6620	Service Delivery Models for Multiple Disabilities	3			
SPE 6616	Teaching Students with Emotional/ Social Needs	3			
RED 6674	Literacy in the Content Area	3			

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

SPE 6654	Collaborative Internship (Grades 6-12)	6			
SPE 5544	Internship Seminar	3			

2012-2012

TROY UNIVERSITY
M.S.Ed.: Secondary Education (Grades 6-12)
Certification / Alternative Fifth-Year Program
 Graduate Degree Plan / Progress Report
45 Semester-Hour Program

TROY Publication 384-207
 Revised 6/2012
 Page 1 of 2

Comprehensive Teaching Field Options - English/Language Arts, Social Science, or General Science

Name	Student ID#	Campus
Address		Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 45 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Grade of "B" or better in PSY 6631 |

Prerequisite Undergraduate Courses

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 3310	Professional Educator	3			
SPE 3340	Diverse Learners	3			
XXX 4481	Methods and Materials	3			
PSY 3346	Educational Assessment	3			
SED 4400	Classroom Management	3			
PSY 3303	Educational Psychology	3			
32 semester hours in Teaching Field with 19 of those hours in upper-division courses					

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			
RED 6630	Directed Reading Practicum	3			

2012-2013

TROY UNIVERSITY
M.S.Ed.: Secondary Education - Grades 6-12
Certification / Alternative Fifth-Year Program
 Graduate Degree Plan
45 Semester-Hour Program
Teaching Field Options - Biology, History, or Mathematics

TROY Publication 384-207
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 45 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Grade of "B" or better in PSY 6631 |

Prerequisite Undergraduate Courses

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 3310	Professional Educator	3			
SPE 3340	Diverse Learners	3			
XXX 4481	Methods and Materials	3			
PSY 3346	Educational Assessment	3			
SED 4400	Classroom Management	3			
PSY 3303	Educational Psychology	3			

32 semester hours in Teaching Field with 19 of those hours in upper-division courses

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			
RED 6630	Directed Reading Practicum (Secondary & P-12)	3			

TEACHING FIELD: (15 Semester Hours) Select One of the following:

- Biology
 History
 Mathematics

Select 15 SH of adviser approved courses in the specific teaching field. At least 8 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

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2012-2013

Alt. A - M.S. in Secondary Education - Grades 6-12

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INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

SED 6695	Secondary Internship Grades 6-12	6			
SED 5544	Internship Seminar	3			

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Teacher Education Program (TEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		
	TEST CODE	SCORE
Praxis II		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature Date

Approved: _____
Chair/Associate Dean or Dean Date

Faculty Adviser Date

Approved: _____
Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
M.S.Ed.: Interdisciplinary Education - Grades P-12
Certification / Alternative Fifth Year Program
 Graduate Degree Plan / Progress Report
45 Semester-Hour Program

TROY University 384-208
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 45 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |
| | 13. Grade of "B" or better in PSY 6631 |

Prerequisite Undergraduate Courses

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 3310	Professional Educator	3			
SPE 3340	Diverse Learners	3			
XXX 4481	Methods and Materials	3			
PSY 3346	Educational Assessment	3			
SED 4400	Classroom Management	3			
PSY 3303	Educational Psychology	3			
32 semester hours in Teaching Field with 19 of those hours in upper-division courses					

3 REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			
RED 6630	Directed Reading Practicum (Secondary & P-12)	3			

TEACHING FIELD: (15 Semester Hours)

Select One of the following teaching fields:

- Art*
 Instrument Music
 Choral Music
 Physical Education

Select 15 SH of adviser approved courses in the specific teaching field. At least 8 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

*Students in art education must select ART 6662-Seminar in Art Education as a teaching field course.

2012-2013

TROY UNIVERSITY
Education Specialist: Early Childhood Education - Grades P-3
 Graduate Degree Plan / Progress Report
36 Semester-Hour Program

TROY Publication 384-209
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree Program in Early Childhood **MUST** hold valid certification in Early Childhood Education (P-3) at the masters level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.25 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36-39 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (15 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6693	Psychological and Educational Statistics	3			
ECE 7790	Qualitative Research Methodology	3			
ECE 7793	Problem Analysis in Early Childhood Education	3			
EDU 7709	Seminar in Decision Making for Teachers & Educational Administrators	3			
EDU 7730	The Teacher Leader	3			

SELECT THESIS OR NON-THESIS OPTION: (6 Semester Hours)

THESIS OPTION					
EDU 7795	Thesis	3			
EDU 7796	Thesis	3			
NON-THESIS OPTION					
EDU 7757	Practicum in Area of Specialization	3			
EDU 7760	Leading for Learning in the School Environment	3			

TEACHING FIELD: (12 Semester Hours) Select 12 SH from the following

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

ELECTIVE: (3 Semester Hours) Select 3 SH of approved ECE courses or other adviser approved courses related to the profession.

_____	_____	3			
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ADDITIONAL CERTIFICATION REQUIREMENTS: Only if not previously completed

_____	Survey Course in Special Education	3			
EDU 6611	Educational Technology in the Curriculum	3			

2012-2013

TROY UNIVERSITY
Education Specialist: Elementary Education - Grades K-6
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-210
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree Program in Elementary Education (Grades K-6) **MUST** hold valid certification in Elementary Education (Grades K-6) at the masters level, AND must meet all other admission requirements as stipulated in the *Graduate Catalog*.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
				to	
				to	
				to	

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.25 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (15 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6693	Psychological and Educational Statistics	3			
ELE 7790	Qualitative Research Methodology	3			
ELE 7793	Problem Analysis in Elementary Education	3			
EDU 7709	Seminar in Decision Making for Teachers & Educational Administrators	3			
EDU 7730	The Teacher Leader	3			

SELECT THESIS OR NON-THESIS OPTION: (6 Semester Hours)

THESIS OPTION					
EDU 7795	Thesis	1-6			
NON-THESIS OPTION					
EDU 7757	Practicum in Area of Specialization	3			
EDU 7760	Leading for Learning in the School Environment	3			

TEACHING FIELD: Select FOUR courses (12 Semester Hours) 9 semester hours must be at the "7000" level

		3			
		3			
		3			
		3			
		3			

ADVISER APPROVED ELECTIVES : (3 Semester Hours) Select 3 - 6 SH of approved ELE courses or other adviser approved courses related to the profession (e.g. EDU, ECE, SPE, RED) *Note: A candidate may not enroll in a 6000 level course if it duplicates the same course on the master's transcript.*

		3			
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ADDITIONAL CERTIFICATION REQUIREMENTS: Only if not previously completed.

	Survey Course in Special Education	3			
EDU 6611	Educational Technology in the Curriculum	3			

2012-2013

TROY UNIVERSITY
Education Specialist : School Counseling
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-212
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree in School Counseling **MUST** hold valid certification in School Counseling the master's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.25 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6656	Marriage, Family and Sex Therapy Counseling	3			
CP 7700	Advanced Practicum in Group Leadership	3			
CP 7702	Advanced Theories and Techniques of Counseling	3			
PSY 6669	Behavior Pathology	3			

RESEARCH COURSE: (3 Semester Hours) Select one of the following:

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

FIELD PROJECT OR THESIS: (3- 6 Semester Hours)

CP 7794	Field Project	3			
CP 7795, 7796	Thesis	3-6			

ADVISER APPROVED ELECTIVES: (15-18 Semester Hours) All coursework applied toward Ed.S. degree program must be earned at the 6000 level or above. Courses applied toward certification at the masters level may not be applied at the Ed.S. level.

		3			
		3			
		3			
		3			
		3			

SURVEY COURSE IN SPECIAL EDUCATION: *Required Unless Previously Completed*

	Survey Course in Special Education	3			
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2012-2013

TROY UNIVERSITY
Education Specialist : School Psychology (Dothan Only)
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-213
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree Program in School Psychology **MUST** hold valid certification in School Psychology at the masters level, AND must hold valid baccalaureate-level professional educator certification in a teaching field.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.25 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6635	Vocational Psychology & Career Development	3			
CP 6644	Community Counseling Services	3			
CP 6651	Counseling Diverse Populations	3			
PSY 6693	Psychological & Educational Statistics	3			
PSY 6669	Behavior Pathology	3			
PSY 7700	Professional School Psychology	3			

SELECT ONE: (3 Semester Hours)

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

SELECT ONE: (3 Semester Hours)

CP 6641	School Counseling & Program Management	3			
	<i>Adviser Approved Elective in Educational Leadership</i>	3			

SELECT TWO: (6 Semester Hours of Adviser Approved Electives) All coursework applied toward Ed.S. degree program must be earned at the 6000 level or above. Courses applied toward certification at the masters level may not be applied at the Ed.S. level.

CP 7702	Advanced Theories & Techniques of Counseling	3			
SPE 6630	Collaboration for Inclusion	3			
SPE 6631	Legal Issues in Special Education	3			
SPE 6632	Assessment & Individual Programming	3			
PSY 7794	Field Project	3			
PSY 7795	Thesis	3			

INTERNSHIP: (3 -6 Semester Hours)

PSY 7753,7754,7755	Internship: School Psychology				
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SURVEY COURSE IN SPECIAL EDUCATION: Required Unless Previously Completed

	Survey Course in Special Education	3			
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2012-2013

Education Specialist : School Psychology (Dothan Only)

TROY Publication 384-213

Revised 3/2012

Page 2 of 2

ITEMS TO BE DISCUSSED:

- Admission to Graduate Teacher Education Program (GTEP)
- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		
	TEST CODE	SCORE
Praxis II		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature

Date

Approved: _____
Chair/Associate Dean or Dean

Date

Faculty Adviser

Date

Approved: _____
Associate Dean or Dean, Graduate School

Date

2012-2013

TROY UNIVERSITY
Education Specialist - Teacher Leader
 Graduate Degree Plan
30 Semester-Hour Program

TROY Publication 384-238
 Created 3/2012

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Alabama Class AA Certificate in Teacher Leader **MUST** hold a valid Alabama Class A certificate in any teaching field or area of instructional support.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
				to	

DEGREE REQUIREMENTS:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 30 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" 7. Overall GPA of 3.25 or better | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Degree Plan / Admission to Candidacy 11. Thesis/Comprehensive Examination 12. Intent to Graduate filed 13. Hold an Alabama Class A Professional Educator Certificate in any teaching field or area of instructional support. 14. Successfully complete PRAXIS II in Teacher Leader |
|---|---|

REQUIRED COURSES: (30 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
TL 7700	Adult Learning Theories and Managing Change	3			
TL 7702	Involving Parents and Community Stakeholders	3			
TL 7717	Mentoring	3			
TL 7737	Curriculum	3			
TL 7740	Creating Effective Learning Environments	3			
TL 7747	Instructional Coaching	3			
TL 7757	Staff Development	3			
TL 7767	Communication and Consultation Methods (Practicum)	3			
TL 7792	Advanced Comprehensive Research Strategies	3			
TL 7794	Research In Action	3			

SURVEY COURSE IN SPECIAL EDUCATION: *Required Unless Previously Completed*

	Survey Course in Special Education	3			
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ITEMS TO BE DISCUSSED:

- Admission to Graduate Teacher Education Program (GTEP)
- Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- PRAXIS II in Teacher Leader
- Application for teacher certification

Degree Requirements

Other

ADMISSION STATUS:	DATE	INITIALS
Unconditional		
Residency		
Test Scores		
Comps		
	TEST CODE	SCORE
Praxis II		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
 Master of Science
ADULT EDUCATION - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
33/36 Semester Hour Program

TROY Publication 384-233
 Revised 6/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 - 36 Semester hours of credit | 10. Degree Plan filed |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ADE 6600	Foundations of Adult Education	3			
ADE 6640	Social Context of Adult Education	3			
ADE 6670	Adult Learning and Development	3			
ADE 6691	Research Methodology	3			

CONCENTRATION COURSES: (18 Semester Hours) *See Graduate Catalog for list of required courses and approved electives for the selected concentration.*

- Curriculum & Instructional Design Instructional Technology Leadership Studies

		3			
		3			
		3			
		3			
		3			
		3			

CAPSTONE OPTION*: *Complete 18 sh of selected concentration courses plus Capstone course.*

ADE 6699	Capstone	3			
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THESIS OPTION*: *Complete 18 sh of selected concentration courses plus thesis courses. * Not available to eTROY students.*

ADE 6695	Thesis (register for 1-6 hours each term/semester)	6			
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ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____ Date _____ Approved: _____ Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____ Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
Master of Science : Educational Administration & Leadership
NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-146
 Revised 6/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. An applicant for certification in Instructional Leadership who holds Class A certification in another teaching field or area of instructional support must take all courses indicated below that were not required for certification in another program at the Class A level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____ to _____
_____	_____	_____	_____	_____ to _____	_____ to _____
_____	_____	_____	_____	_____ to _____	_____ to _____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Degree Plan filed |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EAL 6615	Social & Philosophic Foundations of Educational Leadership	3			
EAL 6684	Curriculum Development for Educational Leaders	3			
EAL 6653	Evaluation and Organizational Improvement	3			
EAL 6691	Research Methodology	3			

INSTRUCTIONAL SUPPORT AREA: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EAL 6603	School Business Procedures	3			
EAL 6613	Legal Issues in Public Education	3			
EAL 6633	Educational Leadership	3			
EAL 6643	Administration of School Personnel	3			
EAL 6663	Internship in Educational Administration I	3			
EAL 6664	Internship in Educational Administration II	3			

SELECT TWO: (6 Semester Hours)

EAL 6607	Readings in Organization and Administration	3			
EAL 6609	Communication and Problem Solving for School Leaders	3			
EAL 6610	Grant Writing and Fund Raising	3			
EAL 6625	Special Topics in Educational Leadership	3			

2012--2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Adult Education Concentration

TROY Publication 384-170
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Examination |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-ADULT EDUCATION: (18 Semester Hours)

ADE 5560	Instructional Synthesis Development	3			
ADE 6600	Foundations of Adult Education	3			
ADE 6606	Current and Emerging Instructional Technologies	3			
ADE 6630	Programs for Adult Education	3			
ADE 6653	Educational Evaluation	3			
ADE 6674	Methods and Strategies for Teaching Adults	3			
ADE 6696	Practicum in Adult Education	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses
- 11. The MSPSE does not lead to any type of recommendation for teacher certification
- 12. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature	Date	Approved: _____	Chair/Associate Dean or Dean	Date
Faculty Adviser	Date	Approved: _____	Associate Dean or Dean, Graduate School	Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Biology Concentration

TROY Publication 384-171
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Examination |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-Biology: Select 18 adviser approved semester hours in Biology. At least 9 sh must be taken at the 6000 level.

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses
- 11. The MSPSE does not lead to any type of recommendation for teacher certification
- 12. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____ Date _____ Approved: _____ Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____ Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
English Concentration

TROY Publication 384-158
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-English: (18 Semester Hours) Select 18 adviser approved courses in English. At least 9SH must be taken at 6000 level.

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Prerequisite 18 semester hours of coursework in the area of English.

- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

_____ Student's Signature	_____ Date	Approved: _____ Chair/Associate Dean or Dean	_____ Date
_____ Faculty Adviser	_____ Date	Approved: _____ Associate Dean or Dean, Graduate School	_____ Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II- 30 Semester-Hour Program
English Concentration

TROY Publication 384-173
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Exam |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-English: (18 Semester Hours) Select 18 adviser approved courses in English. At least 9SH must be taken at 6000 level.

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Prerequisite 18 semester hours of coursework in the area of English.
- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____ Date _____ Approved: _____
 Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____
 Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Foundations of Education Concentration

TROY Publications 384-159
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-Foundations of Education: (18 Semester Hours)

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

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses

- 11. The MSPSE does not lead to any type of recommendation for teacher certification

- 12. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____ Date _____ Approved: _____ Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____ Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Foundations of Education Concentration

TROY Publication 384-174
 Revised 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Examination |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-Foundations of Education: (18 Semester Hours)

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

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses
- 11. The MSPSE does not lead to any type of recommendation for teacher certification
- 12. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
General Science Concentration

TROY Publication 384-167
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-General Science: Select 18 adviser approved courses in *at least two* of the following areas: BIO, CHM, PHY, or EBS. At least 9 SH must be taken at the 6000 level. Graduate students may not enroll in a 5000 numbered course if it duplicates the same course listed on an undergraduate transcript.

ITEMS TO BE DISCUSSED:

- | | |
|---|---|
| <input type="checkbox"/> 1. One term limit to have transcript(s) and test scores on file
<input type="checkbox"/> 2. Temporary, Conditional, and Unconditional Admission
<input type="checkbox"/> 3. Availability of faculty for academic advising
<input type="checkbox"/> 4. Petition for transfer credit once unconditionally admitted
<input type="checkbox"/> 5. Class attendance
<input type="checkbox"/> 6. Drop and Withdrawal procedures; deadlines and consequences
<input type="checkbox"/> 7. Petition for an incomplete grade
<input type="checkbox"/> 8. Student participation in course and program evaluation
<input type="checkbox"/> 9. Concentration areas
<input type="checkbox"/> 10. Prerequisite coursework
<input type="checkbox"/> 11. Sequence of courses | <input type="checkbox"/> 12. The MSPSE does not lead to any type of recommendation for teacher certification
<input type="checkbox"/> 13. Other <input type="text"/> |
|---|---|

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____ Date _____

Faculty Adviser _____ Date _____

Approved: _____
 Chair/Associate Dean or Dean Date _____

Approved: _____
 Associate Dean or Dean, Graduate School Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
General Science Concentration

TROY Publication 384-182
 Revised 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Exam |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-General Science: Select 18 adviser approved courses in *at least two* of the following areas: BIO, CHM, PHY, or EBS. At least 9 SH must be taken at the 6000 level. Graduate students may not enroll in a 5000 numbered course if it duplicates the same course listed on an undergraduate transcript.

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Prerequisite coursework
- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Higher Education Administration Concentration

TROY Publication 384-160
 Revised: 4/2009

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Submit degree plan/Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-Higher Education Administration: (18 Semester Hours) Select 6 of the following courses.

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

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses

- 11. The MSPSE does not lead to any type of recommendation for teacher certification
- 12. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY

TROY Publication 384-175
Revised 3/2012

Master of Science

Post-Secondary Education - NON-CERTIFICATION PROGRAM

Graduate Degree Plan and Progress Record

Application for Admission to Candidacy

Option II - 30 Semester-Hour Program

Higher Education Administration Concentration

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Submit degree plan /Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Exam |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-Higher Education Administration: (18 Semester Hours) Select 6 of the following courses.

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

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses
- 11. The MSPSE does not lead to any type of recommendation for teacher certification
- 12. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature Date

Approved: _____
Chair/Associate Dean or Dean Date

Faculty Adviser Date

Approved: _____
Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
History Concentration

TROY Publication 384-161
 Revised 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Degree plan /Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-History: (18 Semester Hours) Select 18 adviser approved courses in History. At least 9SH must be taken at 6000 level.

ITEMS TO BE DISCUSSED:

- | | |
|--|--|
| <input type="checkbox"/> 1. One term limit to have transcript(s) and test scores on file | <input type="checkbox"/> 12. The MSPSE does not lead to any type of recommendation for teacher certification |
| <input type="checkbox"/> 2. Temporary, Conditional, and Unconditional Admission | <input type="checkbox"/> 13. Other <input type="text"/> |
| <input type="checkbox"/> 3. Availability of faculty for academic advising | |
| <input type="checkbox"/> 4. Petition for transfer credit once unconditionally admitted | |
| <input type="checkbox"/> 5. Class attendance | |
| <input type="checkbox"/> 6. Drop and Withdrawal procedures; deadlines and consequences | |
| <input type="checkbox"/> 7. Petition for an incomplete grade | |
| <input type="checkbox"/> 8. Student participation in course and program evaluation | |
| <input type="checkbox"/> 9. Concentration options | |
| <input type="checkbox"/> 10. Prerequisite coursework | |
| <input type="checkbox"/> 11. Sequence of courses | |

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

_____ Student's Signature	_____ Date	Approved: _____ Chair/Associate Dean or Dean	_____ Date
_____ Faculty Adviser	_____ Date	Approved: _____ Associate Dean or Dean, Graduate School	_____ Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Instructional Technology Concentration

TROY Publication 384-162
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 6. No more than two grades below "B" |
| 2. Official transcript of all academic work | 7. Overall GPA of 3.0 |
| 3. Unconditional Admission | 8. Completion of research requirement with a "B" |
| 4. 36 Semester hours of credit | 9. All credit earned within 8 years of graduation |
| 5. Meet residency requirements | 10. Degree Plan /Admission to Candidacy |

REQUIRED CORE COURSES: (12 Semester Hours)

11. Intent to Graduate filed

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-Instructional Technology: (18 Semester Hours) Select 6 of the following courses.

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

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses

- 11. The MSPSE does not lead to any type of recommendation for teacher certification

12. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Mathematics Concentration

TROY Publication 384-163
 Revised 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-Mathematics: Select 18 adviser approved courses in MTH. At least 9 SH must be taken at 6000 level.

ITEMS TO BE DISCUSSED:

- | | |
|--|--|
| <input type="checkbox"/> 1. One term limit to have transcript(s) and test scores on file | <input type="checkbox"/> 12. The MSPSE does not lead to any type of recommendation for teacher certification |
| <input type="checkbox"/> 2. Temporary, Conditional, and Unconditional Admission | <input type="checkbox"/> 13. Other <input type="text"/> |
| <input type="checkbox"/> 3. Availability of faculty for academic advising | |
| <input type="checkbox"/> 4. Petition for transfer credit once unconditionally admitted | |
| <input type="checkbox"/> 5. Class attendance | |
| <input type="checkbox"/> 6. Drop and Withdrawal procedures; deadlines and consequences | |
| <input type="checkbox"/> 7. Petition for an incomplete grade | |
| <input type="checkbox"/> 8. Student participation in course and program evaluation | |
| <input type="checkbox"/> 9. Concentration areas | |
| <input type="checkbox"/> 10. Prerequisite coursework | |
| <input type="checkbox"/> 11. Sequence of courses | |

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

_____ Student's Signature	_____ Date	Approved: _____ Chair/Associate Dean or Dean	_____ Date
_____ Faculty Adviser	_____ Date	Approved: _____ Associate Dean or Dean, Graduate School	_____ Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Mathematics Concentration

TROY Publication 384-178
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Examination |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-Mathematics: Select 18 adviser approved courses in MTH. At least 9 SH must be taken at 6000 level.

ITEMS TO BE DISCUSSED:

- | | |
|--|--|
| <input type="checkbox"/> 1. One term limit to have transcript(s) and test scores on file | <input type="checkbox"/> 12. The MSPSE does not lead to any type of recommendation for teacher certification |
| <input type="checkbox"/> 2. Temporary, Conditional, and Unconditional Admission | <input type="checkbox"/> 13. Other <input type="text"/> |
| <input type="checkbox"/> 3. Availability of faculty for academic advising | |
| <input type="checkbox"/> 4. Petition for transfer credit once unconditionally admitted | |
| <input type="checkbox"/> 5. Class attendance | |
| <input type="checkbox"/> 6. Drop and Withdrawal procedures; deadlines and consequences | |
| <input type="checkbox"/> 7. Petition for an incomplete grade | |
| <input type="checkbox"/> 8. Student participation in course and program evaluation | |
| <input type="checkbox"/> 9. Concentration areas | |
| <input type="checkbox"/> 10. Prerequisite coursework | |
| <input type="checkbox"/> 11. Sequence of courses | |

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

_____ Student's Signature	_____ Date	Approved: _____ Chair/Associate Dean or Dean	_____ Date
_____ Faculty Adviser	_____ Date	Approved: _____ Associate Dean or Dean, Graduate School	_____ Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Political Science Concentration

TROY Publication 384-165
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-Political Science: Select 18 adviser approved SH in Political Science. At least 9 SH must be taken at 6000 level.

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Prerequisite coursework

- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
Graduate Degree Plan
Option II - 30 Semester-Hour Program
Political Science Concentration

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Exam |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-Political Science: Select 18 adviser approved SH in Political Science. At least 9 SH must be taken at 6000 level.

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Prerequisite coursework
- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature	Date	Approved: _____	Chair/Associate Dean or Dean	Date
Faculty Adviser	Date	Approved: _____	Associate Dean or Dean, Graduate School	Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Psychology Concentration

TROY Publication 384-166
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION- Psychology: (18 Semester Hours)

PSY 5501	Psychological Tests and Measurement	3			
PSY 6631	Psychological Foundations of Education	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6648	Theories of Personality	3			
PSY 6668	Human Lifespan and Development	3			
PSY 6669	Behavior Pathology	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Prerequisite coursework in the area of psychology

- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____ Date _____

Approved: _____
 Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____

Approved: _____
 Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Psychology Concentration

TROY Publication 384-181
 Revised 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Examination |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION- Psychology: (18 Semester Hours)

PSY 5501	Psychological Tests and Measurement	3			
PSY 6631	Psychological Foundations of Education	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6648	Theories of Personality	3			
PSY 6668	Human Lifespan and Development	3			
PSY 6669	Behavior Pathology	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Prerequisite coursework in the area of psychology
- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Public Administration Concentration

TROY Publication 384-164
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 6. No more than two grades below "B" |
| 2. Official transcript of all academic work | 7. Overall GPA of 3.0 |
| 3. Unconditional Admission | 8. Completion of research requirement with a "B" |
| 4. 36 Semester hours of credit | 9. All credit earned within 8 years of graduation |
| 5. Meet residency requirements | 10. Degree Plan / Admission to Candidacy |
| | 11. Intent to Graduate filed |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-Public Administration: (18 Semester Hours)

PA 6610	Foundations of Public Administration	3			
PA 6622	Public Policy Analysis	3			
PA 6650	Governmental Budgeting and Financial Management	3			
PA 6674	Ethics in Public Administration	3			
<i>Select two of the following:</i>					
PA 6602	Quantitative Methods in Public Management	3			
PA 6624	Public Human Resource Management	3			
PA 6644	Administrative Law	3			
PA 6646	Organizational Behavior	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas

- 10. Sequence of courses
- 11. The MSPSE does not lead to any type of recommendation for teacher certification
- 12. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Public Administration Concentration

TROY Publication 384-179
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Exam |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-Public Administration: (18 Semester Hours)

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

Select **two** of the following:

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

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses

- 11. The MSPSE does not lead to any type of recommendation for teacher certification

- 12. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____ Date _____

Approved: _____
 Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____

Approved: _____
 Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Social Science Concentration

TROY Publication 384-169
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

CONCENTRATION-Social Science: Select 18 adviser approved courses *in at least two* social science disciplines. At least 9SH must be taken at 6000 level. Graduate students may not enroll in a 5000-numbered course if it duplicates the same course listed on an undergraduate transcript

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration options
- 10. Prerequisite 18 semester hours of coursework in the area of English.

- 11. Sequence of courses
- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Teaching English to Students of Other Languages (TESOL) Concentration

TROY Publication 384-185
 Revised 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Exam |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

CONCENTRATION-TESOL: (18 Semester Hours)

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

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration areas
- 10. Sequence of courses

- 11. The MSPSE does not lead to any type of recommendation for teacher certification

12. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

 Student's Signature Date Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Music Industry- Focus of Study

TROY Publication 384-202
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Degree Plan /Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

SELECT THESIS TRACK OR NON-THESIS TRACK: (6 Semester Hours)

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

FOCUS OF STUDY - Music Industry: (18 Semester Hours) Select 18 SH of adviser approved courses in Music Industry.

MUI 6610	Marketing of Recorded Music	3			
MUI 6612	Composition/ Arranging for the Music Industry	3			
MUI 6614	Music Publishing	3			
MUI 6618	Advanced Music Technologies	3			
MUI 6620	Studio Production Techniques	3			
<i>Select one of the following:</i>					
MUI 6616	Advanced Songwriting	3			
MUI 6622	Concert Production and Promotion	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration options
- 10. Prerequisite coursework
- 11. Sequence of courses

- 12. The MSPSE does not lead to any type of recommendation for teacher certification

13. Other

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option II - 30 Semester-Hour Program
Music Industry- Focus of Study

TROY Publication 384-203
 Revised 3/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 Semester hours of credit | 10. Degree Plan / Admission to Candidacy |
| 5. Meet residency requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Comprehensive Examination |

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSE 6660	Trends and Issues in Adult Education	3			
PSE 6670	Psychological Foundations of the Adult Learner	3			
PSE 6680	Curriculum Development for Adult Education	3			
PSE 6691	Research Methodology	3			

FOCUS OF STUDY - Music Industry: (18 Semester Hours) Select 18 SH of adviser approved courses in Music Industry.

MUI 6610	Marketing of Recorded Music	3			
MUI 6612	Composition/ Arranging for the Music Industry	3			
MUI 6614	Music Publishing	3			
MUI 6618	Advanced Music Technologies	3			
MUI 6620	Studio Production Techniques	3			
<i>Select one of the following:</i>					
MUI 6616	Advanced Songwriting	3			
MUI 6622	Concert Production and Promotion	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Concentration options
- 10. Prerequisite coursework
- 11. Sequence of courses

- 12. The MSPSE does not lead to any type of recommendation for teacher certification
- 13. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising for my Faculty Adviser, and I hereby submit my degree plan.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
Education Specialist: Community Counseling NON-CERTIFICATION PROGRAM
 Graduate Degree Plan and Progress Record
30 Semester-Hour Program

TROY Publication 384-191
 Revised: 3/2012

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcripts of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 30 semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirement | 11. Thesis/Comprehensive Examination |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (15-18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 7702	Advanced Theories of Techniques of Counseling	3			
CP 7700	Advanced Practicum in Group Leadership	3			
CP 7753,54,55	Internship: Advanced Counseling (1-6 SH)				
CP 7791,92,93	Research Seminar (3-6 SH)				
CP 7794, 95	Field Project OR Thesis (3-6 SH)				
PSY 6693	Psychological and Educational Statistics	3			

APPROVED ELECTIVES: (15 Semester Hours) All coursework applied toward Ed.S. degree program must be earned at the 6000 level or above.

		3			
		3			
		3			
		3			
		3			

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE - CLINICAL MENTAL HEALTH COUNSELING
 Graduate Degree Plan
60 Semester-Hour Program

TROY Publication 384-147
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 60 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" 7. Overall GPA of 3.0 or better | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Degree Plan on file 11. Successfully complete the Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements |
|--|---|

REQUIRED CORE COURSES: (54 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6601	Legal, Ethical, and Professional Standards	3			
CP 6605	Foundations of Mental Health Counseling	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6650	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6656	Marriage, Family, and Sex Therapy Counseling	3			
CP 6659	Internship: Mental Health (300 hours)	3			
CP 6660	Internship: Mental Health (300 hours)	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6648	Theories of Personality	3			
PSY 6668	Human Lifespan and Development	3			
PSY 6669	Behavior Pathology	3			
PSY 6670	Diagnosis and Treatment Planning	3			

SELECT ONE OPTION BELOW: (6 Semester Hours)

OPTION I * (*Required Option for Licensure in Florida)

*CP 6634	Drug Education, Prevention and Intervention	3			
*CP 6661	Internship: Mental Health (300 hours)	3			

OR

OPTION II

	Adviser Approved Elective	3			
	Adviser Approved Elective	3			

2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE - REHABILITATION COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-150
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 48 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" 7. Overall GPA of 3.0 or better | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Degree Plan on file 11. Successfully complete the Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements |
|--|---|

REQUIRED CORE COURSES: (45 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6650	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6652	Rehabilitation Delivery and Process	3			
CP 6670	Internship: Rehabilitation Counseling (300 hours)	3			
CP 6671	Internship: Rehabilitation Counseling (300 hours)	3			
CP 6686	Job Development and Placement	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
PSY 6688	Medical/Psychosocial Aspects of Disability	3			

SELECT ONE: (3 Semester Hours)

PSY 6664	Assessment of Disabling Conditions	3			
CP 6687	Placement of Special Disability Groups	3			
CP 6680	Seminar: Counseling Approaches to Working with Hearing Impairments	3			
CP 6681	Seminar: Counseling Approaches to Working with Visual Impairments	3			
	Adviser Approved Elective in Rehabilitation Counseling	3			

2012-2013

TROY UNIVERSITY
M.S.Ed.: SCHOOL COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-151
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

Admission to CACREP Accredited School Counseling Program without Teaching Certification

Admission to Alabama State Department of Education Approved School Counseling Program (Complete Certification Verification Below)

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 48 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" 7. Overall GPA of 3.0 or better | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Successfully complete the Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements 14. Two years of professional experience (Certification requirement) |
|--|--|

REQUIRED CORE COURSES: (42 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Techniques	3			
CP 6641	School Counseling Program Management	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6651	Counseling Diverse Populations	3			
CP 6691	Research Methodology	3			
PSY 6606	Intervention for Children and Adolescents	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
CP 6650	Practicum (100 hours)	3			
CP 6657	Internship: School Counseling (300 hours)	3			
CP6658	Internship: School Counseling (300 hours)	3			

SELECT TWO: (6 Semester Hours) Students who have not taken the survey of special education course are required to take that course.

OPTION A Complete the following two courses

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

OPTION B Select 6 SH of Adviser Approved Electives

ADDITIONAL CERTIFICATION REQUIREMENTS: Only if not previously completed

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE - SCHOOL PSYCHOMETRY
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-152
 Revised 3/2012
 Page 1 of 2

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the M.S. in School Psychometry **MUST** hold valid professional educator certification at the bachelor's level, AND must meet all other admission requirements as stipulated in the *Graduate Catalog*.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 48 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" 7. Overall GPA of 3.0 or better | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Successfully complete the Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements 14. Two years of professional experience (Certification requirement) |
|--|--|

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6636	Wechsler Scales	3			
PSY 6637	Stanford Binet and Others	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6650	Practicum: Psychometry	3			
PSY 6662	Internship: Psychometry	3			
PSY 6668	Human Lifespan and Development	3			
CP 6691	Research Methodology	3			

SELECT ONE: (3 Semester Hours)

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

SELECT ONE: (3 Semester Hours)

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

SELECT THREE: (9 Semester Hours)

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

ADDITIONAL CERTIFICATION REQUIREMENTS: (Only if not previously completed)

	Special Education Survey Course	3			
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2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE - SOCIAL SERVICES COUNSELING
 Graduate Degree Plan
 Non-Licensure / Non-Certification Degree
36 Semester-Hour Program

TROY Publication 384-153
 Revised 3/2012

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 36 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" 7. Overall GPA of 3.0 or better | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Degree Plan on file 11. Successfully complete the Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements |
|--|---|

REQUIRED CORE COURSES: (36 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6655	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
	Adviser Approved Elective	3			
	Adviser Approved Elective	3			

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Complete interview and other counseling requirements
- Non-licensure/non- certification degree program
- This degree does not lead to a recommendation for certification in school counseling
- Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature	Date	Approved: Chair/Associate Dean or Dean	Date
Faculty Adviser	Date	Approved: Associate Dean or Dean, Graduate School	Date

2012-2013

TROY UNIVERSITY
MASTER OF SCIENCE - SUBSTANCE ABUSE COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-154
 Revised 6/2012

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 48 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" | <ol style="list-style-type: none"> 7. Overall GPA of 3.0 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Successfully complete Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements |
|---|---|

REQUIRED CORE COURSES: (39 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6650	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6665	Internship: Addictions Counseling (300 hours)	3			
CP 6666	Internship: Addictions Counseling (300 hours)	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
PSY 6669	Behavior Psychology	3			

SELECT THREE: (9 Semester Hours)

PSY 6610	Physiological Dynamics of alcohol and Other Drugs	3			
CP 6634	Drug Education, Prevention, and Intervention	3			
CP 6616	Treatment of Addictive Family Diseases	3			
CP 6617	Treatment Theories and Modalities of Addictive Diseases	3			
CP 6602	Seminar in the Prevention/Treatment of Chemical Dependency	3			

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature	Date	Approved: _____	Chair/Associate Dean or Dean	Date
Faculty Adviser	Date	Approved: _____	Associate Dean or Dean, Graduate School	Date

2012-2013

TROY UNIVERSITY
GRADUATE CERTIFICATE IN ADDICTIONS COUNSELING
Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

TROY Publication 384-154
 Revised 6/2012

Name Student ID# Campus
 Address Email

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official transcripts of all academic work 3. Unconditional Admission 4. 48 semester hours of credit 5. Meet residency requirement 6. No more than two grades below "B" | <ol style="list-style-type: none"> 7. Overall GPA of 3.0 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Successfully complete Comprehensive Examination 12. Intent to Graduate filed 13. Complete all counseling program requirements |
|---|---|

REQUIRED CORE COURSES: (39 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6665	Internship: Addictions Counseling (300 hours)	3			
CP 6666	Internship: Addictions Counseling (300 hours)	3			

SELECT THREE: (9 Semester Hours)

CP 6602	Seminar in the Prevention/Treatment of Chemical Dependency	3			
CP 6616	Treatment of Addictive Family Diseases	3			
CP 6617	Treatment Theories and Modalities of Addictive Diseases	3			
CP 6634	Drug Education, Prevention, and Intervention	3			
PSY 6610	Physiological Dynamics of alcohol and Other Drugs	3			

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature	Date		Approved: _____	Chair/Associate Dean or Dean	Date
Faculty Adviser	Date		Approved: _____	Associate Dean or Dean, Graduate School	Date

COLLEGE OF HEALTH & HUMAN SERVICES

The College of Health and Human Services provides quality education for professional practice in a variety of areas associated with health and human services. The college aspires to the highest standard of educational excellence blending a professional perspective with a liberal arts and science foundation.

The College is committed to the development of students who are knowledgeable, caring, responsive and self-directed. The college aspires to produce graduates who are self-directed individuals able to meet the health and human caring needs of diverse and complex society through change, advocacy and leadership within their communities.

The college's School of Nursing offers graduate programs at the Master's and Doctoral levels. Graduate programs within the School of Nursing include a Master's of Nursing (MSN) in one of three tracks: Informatics, Clinical Nurse Specialist and Family Nurse Practitioner and the Family Nurse Practitioner Certificate Program for the nurse who already holds a MSN degree. The School of Nursing also offers post baccalaureate and post master entry options into the Doctor of Nursing Practice (DNP). Within the DNP students may select the Clinical Nurse Specialist track or Family Nurse Practitioner track.

The College of Health and Human Service also offers through its Department of Kinesiology and Health Promotion a Master of Science in Sport and Fitness Management.

Degree Program	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	Global Campus*	eTROY
Master of Science in Nursing	X^	X^	X^	X^		X^
Doctor of Nursing Practice	X^	X^	X^	X^		X^
Master of Science in Sport & Fitness Management				X	X	X

* Please refer <http://admissions.troy.edu/graduate/academicPrograms> for specific program availability by location.

^ Core courses offered online only. All clinical courses are offered in a traditional format.

MASTER OF SCIENCE IN NURSING (M.S.N.)

The Master of Science in Nursing Program is designed to provide graduates of baccalaureate programs in nursing the opportunity to develop the advanced knowledge and clinical skills required for leadership positions in nursing. The program prepares clinical nurse specialists in Adult Health and Maternal-Infant Health, Nursing Informatics Specialists, and Family Nurse Practitioners. Students are accepted for admission to the MSN tracks every semester. Fall admission is recommended for students who wish to pursue full-time study.

MSN Student Learning Outcomes

Upon successful completion of the MSN program, the student will be able to:

1. Incorporate advanced knowledge and theories from nursing and related disciplines into evidenced-based practice as an advanced practice nurse;
2. Integrate evidence-based decisions into advanced practice in a specialized area of nursing;
3. Evaluate research and current evidence for the purpose of selectively integrating research findings in nursing practice;
4. Integrate leadership, management, and teaching strategies into advanced practice;
5. Evaluate the impact of health policy on healthcare for identification of areas needing improvement and development of

appropriate strategies; and

6. Assume responsibility for contributing to the advancement of nursing as a profession.

Accreditation

The School of Nursing MSN Program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA, 30326.

Prerequisite Requirements

Candidates for admission must hold the baccalaureate degree in nursing.

Admission Requirements for the Master of Science in Nursing

Application Deadlines:

- May 1 for Fall Semester
- October 1 for Spring Semester
- March 1 for Summer Semester

Unconditional Admission

1. Hold a baccalaureate degree in nursing (BSN) from a regionally accredited university and a nationally accredited nursing program (NLNAC or CCNE). Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

- Overall undergraduate grade-point average (GPA) of 3.0 on a 4.0 scale, or 3.0 on a 4.0 scale in the nursing major.
- Score of 396 or higher on the Miller's Analogy Test (MAT) or score of 286 on Graduate Record Exam (850 on the old exam) (verbal plus quantitative). GRE or MAT required.
- Current RN licensure.
- Undergraduate health assessment course or the equivalent.
- Two letters of professional reference.
- Minimum of one year experience as a registered nurse is required for the Family Nurse Practitioner track.

Conditional Admission

- Hold a baccalaureate degree in nursing (BSN) from a regionally accredited university and a nationally accredited nursing program (NLNAC or CCNE). Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
- Overall undergraduate GPA of 2.5 on a 4.0 scale or 2.5 on a 4.0 scale in the nursing major or score of 380 on the MAT or score of 277 on the GRE (650 on the old exam) (verbal plus quantitative). GRE or MAT required.
- One or more years of clinical experience as an RN; or graduate study without a graduate degree in nursing or another discipline, and a graduate GPA of 3.0 on a 4.0 scale.
- Current RN licensure.
- Undergraduate health assessment course or the equivalent.
- Two letters of professional reference.
- Minimum of one year experience as a registered nurse is required for the Family Nurse Practitioner track.

A student admitted conditionally to the graduate nursing program must clear conditional admission after nine semester hours. The student must attain an overall GPA of 3.0 on a 4.0 scale. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student may petition for readmission. *To facilitate success in the program, a student admitted under conditional status should pursue a part-time course of study.*

Admission Requirements for Post-Masters Certificate Option

- Graduate of nationally accredited MSN Program (NLNAC or CCNE).
- Current RN licensure in the state in which the student plans to have clinical experiences.
- Two letters of professional reference.
- Minimum of one year experience as a registered nurse.

Curriculum

CLINICAL NURSE SPECIALIST ADULT HEALTH TRACK

Minimum Total Hours: 39

Students may choose one of two role options (Functional minor):

- Educator
- Administrator

A minimum of 39 semester hours is required for completion of the program.

Required Core Courses (13 sh)

Nursing Core Courses

NSG 6604	2	Theories in Nursing
NSG 6605	2	Healthcare Economics
NSG 6660	2	Foundations of Advanced Practice

Research Courses

NSG 6691	3	Research Methodology
NSG 6692	2	Data Analysis Techniques in Research
NSG 6696	1	Scholarly Inquiry Practicum I
NSG 6697	1	Scholarly Inquiry Practicum II

Optional

NSG 6695	1-4	Thesis
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Nursing Specialty Courses (20 sh)

NSG 6612	3	Advanced Health Assessment
NSG 6618	1	CNS Advanced Health Assessment Practicum
NSG 6620	2	Advanced Acute Care Nursing of Adults
NSG 6621	3	Advanced Acute Care Nursing Preceptorship
NSG 6622	2	Advanced Long-Term Nursing Care of Adults
NSG 6623	3	Advanced Long-Term Nursing Care of Adults Preceptorship
NSG 6649	3	Advanced Pharmacology
NSG 6671	3	Advanced Pathophysiology

Nursing Role Courses (5 hrs)

(Select One of the Following Series)

Nurse Educator Series

NSG 6614	2	Role of the Nurse Educator
NSG 6615	3	Nursing Education Internship

OR

Nurse Administrator Series

NSG 6616	2	Role of the Nursing Administrator
NSG 6617	3	Nursing Administration Internship

Synthesis and Evaluation (1 hr)

NSG 6655	1	Synthesis and Evaluation of Advanced Nursing Practice
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FAMILY NURSE PRACTITIONER (FNP) TRACK

Minimum Total Hours: 47

Required Core Courses (13 sh)

Nursing Core Courses

NSG 6604	2	Theories in Nursing
NSG 6605	2	Healthcare Economics
NSG 6660	2	Foundations of Advanced Practice
NSG 6659*	1	Adaptation to FNP Role (FNP-PM certificate students only)

Research Courses

NSG 6691	3	Research Methodology
NSG 6692	2	Data Analysis Techniques in Research
NSG 6696	1	Scholarly Inquiry Practicum I
NSG 6697	1	Scholarly Inquiry Practicum II

Optional

NSG 6695 1-4 Thesis

Nursing Specialty Courses (27 hrs)*

NSG 6612 3 Advanced Health Assessment
 NSG 6613 3 Advanced Health Assessment Preceptorship
 NSG 6645 3 Family and Cultural Theories in Advanced Nursing Practice
 NSG 6649 3 Advanced Pharmacology
 NSG 6665 3 Primary Care I
 NSG 6666 3 Primary Care I Preceptorship
 NSG 6667 3 Primary Care II
 NSG 6668 3 Primary Care II Preceptorship
 NSG 6671 3 Advanced Pathophysiology

Role Courses (6 hrs)*

NSG 6670 1 Role Synthesis Seminar
 NSG 6680 5 Family Nurse Practitioner Internship

Synthesis and Evaluation (1hr)

NSG 6655 1 Synthesis and Evaluation of Advanced Nursing Practice

*The FNP Certificate for nurses holding the MSN requires 34 hours and includes all FNP nursing specialty and role courses.

NOTE: 1. Requirements for the MSN degree must be satisfied within five years of the initial enrollment for that degree.

NOTE 2. A grade of "D" is not acceptable for meeting requirements for a subsequent course.

NURSING INFORMATICS SPECIALIST TRACK**Minimum Total Hours: 34****Required Core Courses (13 sh)***Nursing Core Courses*

NSG 6604 2 Theories in Nursing
 NSG 6605 2 Healthcare Economics
 NSG 6660 2 Foundations of Advanced Practice

Research Courses

NSG 6691 3 Research Methodology
 NSG 6692 2 Data Analysis Techniques in Research
 NSG 6696 1 Scholarly Inquiry Practicum I
 NSG 6697 1 Scholarly Inquiry Practicum II

Optional

NSG 6695 1-4 Thesis

Nursing Specialty Courses (11 sh)

NSG 6631 3 Computer-Based Communication
 NSG 6632 2 Theoretical Foundations of Nursing Informatics
 NSG 6633 3 Systems Analysis and Design
 NSG 6635 3 Integration of Technology in Information Exchange

Nursing Role Courses (6 sh)

NSG 6634 2 Role of the Nursing Informatics Specialist
 NSG 6636 4 Nursing Informatics Internship

Elective (3 sh)

Any 5000/6000 Approved Elective

Synthesis and Evaluation (1 hr)

NSG 6655 1 Synthesis and Evaluation of Advanced Nursing Practice

Requirements for Students in Clinical Courses

All students must maintain RN licensure, current CPR certification, professional liability insurance, proof of annual physical examination and negative drug screen and a clear background check when enrolled in clinical nursing courses. Professional liability insurance is available through the School of Nursing. Students are responsible for their own medical care if needed in the clinical setting. Students are also responsible for personal transportation costs incurred during the program.

Students must meet Communicable Disease Center (CDC) and Occupational Safety and Health Administration (OSHA) guidelines.

Laboratory Fees for the MSN Program:

NSG 6618, 6696, 6697	\$ 37.50
NSG 6613, 6621, 6623, 6641, 6643, 6666, 6668	\$ 67.50
NSG 6615, 6617	\$105.00
NSG 6636, 6680	\$180.00

Note: Fees subject to change annually

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy after completing nine semester hours of requirements as outlined for the specific degree program. The Admission to Candidacy form must be completed within the first 18 semester hours of the program. If the Admission to Candidacy form is not completed by the conclusion of 18 semester hours, a hold will be placed on the student's registration until Admission to Candidacy process is completed.

Degree Requirements

A student completing the coursework with a 3.0 or better GPA, fulfilling candidacy requirements, and successfully completing the required comprehensive examination will be awarded the degree.

Transfer Credit

A maximum of six semester hours taken at another regionally accredited institution of higher education with a "B" grade or better may be applied toward the degree. These courses must be comparable to Troy University courses and must be reviewed by the graduate nursing faculty who will make a recommendation to the Dean of the College of Health and Human Services and the Graduate Dean. For students completing the Master of Science in Nursing, all transfer credits used to satisfy degree requirements may not exceed five years at the time of the degree completion.

DOCTOR OF NURSING PRACTICE (DNP)

The Doctor of Nursing Practice (DNP) is a terminal degree and prepares the graduate to provide the most advanced level of nursing care for individuals, families and communities. The objectives for the program are consistent with the American Association of Colleges of Nursing's (AACN) specifications for practice doctoral programs in nursing in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice. Fall admission is recommended for students who wish to pursue full-time study.

Upon successful completion of the Doctor of Nursing Practice the graduate will be able to:

1. Evaluate advanced knowledge and theories from nursing and related disciplines for advanced practice nursing at the highest level.
2. Design quality, cost effective and innovative nursing care models based on the knowledge of interrelationships among nursing, organizational, political, and economic sciences.
3. Incorporate systems engineering concepts to prevent and solve complex health care delivery problems.
4. Translate research to transform nursing practice and support evidence-based nursing practice for diverse patient populations and organizations.
5. Provide leadership in the integration of technology and information systems for quality improvements in patient care and healthcare systems.
6. Develop effective practice standards for managing ethical issues inherent in patient care, health care organizations and research.
7. Initiate changes in health care systems through the design and implementation of health policies that strengthen the health care delivery system.
8. Evaluate system responses to health and illness as a basis for clinical prevention and population health services in rural and urban settings within a global market.
9. Demonstrate role competencies in a specialized area of advanced practice nursing as a Doctor of Nursing Practice.

Accreditation

The School of Nursing DNP Program is accredited by the National League for Nursing Accrediting Commission, 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA, 30326.

Admission Requirements for the Doctor of Nursing Practice

Doctorate of Nursing Practice (DNP) students will be admitted only under unconditional admission status. Conditional admission is not available for DNP applicants.

Admission to the program will be limited to number of available spaces. To be considered for unconditional admission to the DNP program the applicant must:

1. Hold a BSN or MSN degree from a nationally-accredited program (NLNAC or CCNE)
2. Earned a minimum cumulative GPA of 3.0 (4.0 scale) on all nursing coursework if post-baccalaureate applicant or on all graduate coursework if post-masters applicant.
3. Submit official transcripts for all post-secondary academic study
4. Earn a minimum GRE score of 290 (150-verbal, 140-quantitative).
Note: This requirement is waived for post-MSN applicants.
5. Possess a current unencumbered license as a registered nurse in Alabama or in the state where clinical practice will occur
6. Submit two letters of professional reference that address

academic ability, professional competence, and leadership potential in nursing.

7. Complete a successful interview by the Nursing Graduate Admissions Committee
8. Submit a 800 to 1000 word essay describing professional goals and how completion of the DNP program will enhance future roles and practice.
9. Submit a Resume that includes education, work experience in nursing, research experiences, publications, presentations, community service, professional memberships and service.
10. Possess a valid certification in advanced practice nursing (CNS or FNP only) from a nationally recognized credentialing body or be eligible to take a nationally recognized certification exam.

Note: This requirement applies only to post-MSN applicants.

11. Submit documentation of academic clinical hours.

Note: This requirement applies only to post-MSN applicants.

Curriculum

DOCTOR OF NURSING PRACTICE (DNP)

Post Baccalaureate Program

Clinical Nurse Specialist

Minimum Total Hours: 65

Student enrolled in this program may choose from two role options:

1. Educator
2. Administrator

Advanced Nursing Core: (17 sh)

NSG 6604	2	Theories in Nursing
NSG 8801	3	Healthcare Informatics & Data Management
NSG 8804	3	Policy & Politics in Healthcare
NSG 8805	3	Principles of Epidemiology
NSG 8822	2	Leadership in Organizations & Systems
NSG 8824	2	Bioethical Issues in Healthcare
NSG 8826	2	Diversity & Social Issues in Healthcare

Advanced Nursing Specialty Courses: (20 sh)

NSG 6612	3	Advanced Health Assessment
NSG 6618	1	CNS Advanced Health Assessment Preceptorship
NSG 6649	3	Advanced Pharmacology
NSG 6671	3	Advanced Pathophysiology

Clinical Focus

Adult Health Nursing Focus

NSG 6620	2	Advanced Acute Care Nursing of Adults
NSG 6621	3	Preceptorship in Advanced Acute Care Nursing
NSG 6622	2	Advanced Long Term Nursing Care of Adults
NSG 6623	3	Preceptorship in Advanced Long Term Nursing Care

Scholarly Inquiry Methods for Evidence-based Practice (12 sh)

NSG 6691	3	Research Methodology
NSG 8802	3	Applied Biostatistics
NSG 8812	3	Foundations of Evidence-based Practice
NSG 8815	3	Evaluation Methods for Improvement of Clinical Outcomes

Select one Advanced Nursing Role Series (5 sh)*Educator Role*

NSG 6614	2	Role of the Nurse Educator
NSG 6615	3	Nursing Education Internship

OR*Administrator Role*

NSG 6616	2	Role of the Nursing Administrator
NSG 6617	3	Nursing Administrator Internship

Practice Residency (8-12 sh)

NSG 8810	1	DNP Residency I: Project Identification
NSG 8820	1	DNP Residency II: Project Development
NSG 8830	3-5	DNP Residency III: Project Implementation
NSG 8840	3-5	DNP Residency IV: Project Evaluation

Synthesis and Evaluation (3 sh)

NSG 8850	3	DNP Residency Project Dissemination
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Total Hours: 65-69**DOCTOR OF NURSING PRACTICE (DNP)****Post Baccalaureate Program****Family Nurse Practitioner****Minimum Total Hours: 70****Advanced Nursing Core (17 sh)**

NSG 6604	2	Theories in Nursing
NSG 8801	3	Healthcare Informatics & Data Mgmt.
NSG 8804	3	Policy & Politics in Healthcare
NSG 8805	3	Principles of Epidemiology
NSG 8822	2	Leadership in Organizations & Systems
NSG 8824	2	Bioethical Issues in Healthcare
NSG 8826	2	Diversity & Social Issues in Healthcare

Advanced Nursing Specialty (24 sh)

NSG 6612	3	Advanced Health Assessment
NSG 6613	3	Advanced Health Assessment Preceptorship for FNP
NSG 6649	3	Advanced Pharmacology
NSG 6671	3	Advanced Pathophysiology
NSG 6665	3	Primary Care I
NSG 6666	3	Primary Care I Preceptorship
NSG 6667	3	Primary Care II
NSG 6668	3	Primary Care II Preceptorship

Scholarly Inquiry Methods for Evidence-based Practice (12 sh)

NSG 6691	3	Research Methodology
NSG 8802	3	Applied Biostatistics
NSG 8812	3	Foundations of Evidence-based Practice
NSG 8815	3	Evaluation Methods for Improvement of Clinical Outcomes

Advanced Nursing Roles (6 sh)

NSG 6670	1	Role Synthesis Seminar
NSG 6680	5	Family Nurse Practitioner Internship

Practice Residency (8-12 sh)

NSG 8810	1	DNP Residency I: Project Identification
NSG 8820	1	DNP Residency II: Project Development
NSG 8830	3-5	DNP Residency III: Project Implementation
NSG 8840	3-5	DNP Residency IV: Project Evaluation

Synthesis and Evaluation (3 sh)

NSG 8850	3	DNP Residency Project Dissemination
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Total Hours: 70-74**DOCTOR OF NURSING PRACTICE (DNP)****Post Masters Program****Minimum Total Hours: 35****Advanced Nursing Core (15 sh)**

NSG 8801	3	Healthcare Informatics & Data Management
NSG 8804	3	Policy & Politics in Healthcare
NSG 8805	3	Principles of Epidemiology
NSG 8822	2	Leadership in Organizations & Systems
NSG 8824	2	Bioethical Issues in Healthcare
NSG 8826	2	Diversity & Social Issues in Healthcare

Scholarly Inquiry Methods for Evidence-based Practice (9 hrs)

NSG 8802	3	Applied Biostatistics
NSG 8812	3	Foundations of Evidence-based Practice
NSG 8815	3	Evaluation Methods for Improvement of Clinical Outcomes

Practice Residency (8-12 hrs)

NSG 8810	1	DNP Residency I: Project Identification
NSG 8820	1	DNP Residency II: Project Development
NSG 8830	3-5	DNP Residency III: Project Implementation
NSG 8840	3-5	DNP Residency IV: Project Evaluation

Synthesis and Evaluations (3 hrs)

NSG 8850	3	DNP Residency Project Dissemination
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Total Hours: 35-39**Requirements for Students in Clinical Courses**

All students must maintain RN licensure, current CPR certification, professional liability insurance, proof of annual physical examination, negative drug screen and clear a background check when enrolled in clinical nursing courses. Professional liability insurance is available through the School of Nursing. Students are responsible for their own medical care if needed in the clinical setting. Students are also responsible for personal transportation costs incurred during the program.

Students must meet Communicable Disease Center (CDC) and Occupational Safety and Health Administration (OSHA) guidelines.

Laboratory Fees for the DNP Program:

NSG 6618, 6696, 6697	\$ 37.50
NSG 6613, 6621, 6623, 6641, 6643, 6666, 6668	\$ 67.50
NSG 6615, 6617	\$105.00
NSG 6636, 6680	\$180.00
NSG 8810, 8820, 8830, 8840, 8850	\$225.00

DNP Degree Plan

Unconditionally admitted graduate students may submit a Degree Plan after completing nine semester hours of coursework as outlined for the specific degree program. A minimum GPA of 3.0 (on 4.0 scale) is required on all work attempted. The Degree Plan must be completed within the first 18 semester hours of the program or a hold will be placed on the student's registration until the Degree Plan process is completed.

Progression

Students must achieve a grade of "B" or higher, in each 8000 level DNP course, in order to pass the course and progress to the next course(s) according to the semester planner. Students who achieve a grade of less than a B, in any 8000 level course, may not progress in the program until they repeat the course and achieve a grade of "B" or higher. A student can only repeat an 8000 level DNP course once. A student can only repeat a maximum of two 8000 level DNP courses. A GPA of 3.0 or higher is necessary in order to progress in the DNP program, as well as to meet graduation requirements.

Competency Evaluations

Prior to completing NSG 8820: DNP Residency II, the student must complete the Initial Competency Evaluation by successfully defending the DNP Residency Project Proposal. Prior to completing NSG 8840: DNP Residency IV, the student must complete the Final Competency Evaluation by successfully defending the DNP Residency Project.

Admission to Doctoral Candidacy

DNP students submit a Degree Plan after completing at least nine semester hours of study and prior to completing sixteen hours to be admitted to doctoral candidacy.

Degree Requirements

Graduation from the DNP program requires completion of a prescribed plan of study. Consistent with recommendations from the AACN, the DNP program requires three academic years for post-baccalaureate and two years for post-master's options. Therefore, the number of credits required for graduation from the DNP program will depend upon prior degree. All credits used to satisfy the degree requirements for the DNP must not exceed eight years at the time of degree completion.

Graduation requirements include:

- Completion of all prescribed coursework with a 3.0 GPA or better
- Submission of an approved comprehensive e-Portfolio
- Completion of a minimum of 1000 hours of graduate level clinical practice as part of a supervised academic program
- Successful completion of the Residency Synthesis Project

Residency Synthesis Project

Doctor of Nursing Practice (DNP) students will identify, develop, implement, evaluate, and disseminate findings of a clinical project that has systems level impact for the improvement of healthcare outcomes for a population group within a specific nursing practice. Specific courses in the DNP curriculum guide the completion of this project.

Transfer Credit

A maximum of six semester hours taken at another regionally accredited institution of higher education with a "B" grade or bet-

ter may be applied toward the degree. These courses must be comparable to Troy University courses and must be reviewed by the graduate nursing faculty who will make a recommendation to the Dean of Health and Human Services. For students completing the Doctorate of Nursing Practice, all transfer credits used to satisfy degree requirements may not exceed eight years at the time of the degree completion.

MASTER OF SCIENCE IN SPORT AND FITNESS MANAGEMENT

The Sport and Fitness Management program is designed to provide the graduate with the knowledge, skills, and attitudes to engage in the practice of management in a variety of settings. The goals and objectives of the program are guided by, but are not limited to, the criteria and guidelines set forth in the Standards for an Accredited Educational Program by the North American Society for Sport Management.

Students are provided with classroom, laboratory and clinical experiences to accomplish these objectives. Students are evaluated on their progress in meeting the above objectives throughout the program. Opportunities and evaluations are provided for actual participation in professional clinical sites including athletic, sport and club fitness, coaching facilities, rehabilitation facilities and community settings in the practice of Sport and Fitness Management.

The program aims to provide a broad-based, comprehensive curriculum, with an emphasis on interdisciplinary collaboration that prepares a sport and fitness manager practitioner to

1. direct an individual's participation in selected clinical opportunities aimed at reinforcing and enhancing performance; facilitate learning of those skills and functions essential for productivity, thus the individual will be able to better communicate effectively with clients, subordinates and the public;
2. provide services to improve function to prevent deficits in activities of daily living, work, play/leisure, and in the underlying performance of managing to ensure quality of services and effectiveness of the program; and
3. function in a variety of roles including direct managing provider, consultant, case manager, educator, administrator, researcher and advocate in a variety of sport and fitness management delivery models and systems where sport and fitness management is traditionally practiced and in emerging areas of local community, state, regional, national and international arenas.

Upon successful completion of the SFM program, the student will be able to

1. plan, develop, implement and evaluate programs of service designed to meet local community, state, regional, national and international needs;
2. administer and manage a sport and fitness management service;
3. articulate and apply sport and fitness management principles, intervention approaches, rationales, and expected outcomes of service;
4. be innovators and leaders in the profession, applying sport and fitness management knowledge to the solution of complex sport and fitness managerial issues and health problems;
5. demonstrate an attitude of inquiry and nurture the capacity for creative thinking, critical analysis and problem solving; to interpret research studies and to apply research results to sport and fitness management practice; and to contribute to the advancement and dissemination of research and knowledge in the behavioral science.

Prerequisite Requirements

Candidates for admission must hold a baccalaureate degree in sport and fitness management or related field.

Admission Requirements for the Master of Science in Sport and Fitness Management

Unconditional Admission

1. Applicants must have a baccalaureate degree from a regionally accredited four-year institution. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
2. Applicants must achieve a score of 385 or higher on the Miller Analogies Test or a score of 286 or higher on the Graduate Record Examination (850 on the old exam) (verbal and quantitative) or 380 on the GMAT.
3. Applicants must have an overall grade point average of 2.5 on a four-point scale.

Conditional Admission

1. Students not satisfying the unconditional admission requirements may be conditionally admitted to the program pending satisfactory completion of the first 12 semester hours with a 3.0 grade point average. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
2. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student must petition for readmission.

Transfer Credit

A maximum of 12 semester hours taken at another regionally accredited institution of higher learning, with a grade of "B" or better, can be applied toward the degree. These courses must be comparable to Troy University's courses and must be approved by the SFM graduate faculty.

Requirements for Admission to Candidacy

To be admitted to candidacy, students must have a 3.0 GPA on all work attempted. Unconditionally admitted graduate students must apply for admission to candidacy after completing nine semester hours of requirements as outlined for the specific degree program. The Admission to Candidacy form must be completed within the first 18 semester hours of the program. If the Admission to Candidacy form is not completed by the conclusion of 18 semester hours, a hold will be placed on the student's registration until Admission to Candidacy process is completed. A student will be admitted to candidacy the term following completion of 12 semester hours.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 or better and successful completion of the required comprehensive examination is necessary to fulfill requirements for the degree. If a student makes a "D" or "F" in a core or concentration course, the course must be retaken. If the student earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. The student can satisfy the research component requirement by successfully completing SFM 6617 and SFM 6691 with a grade of "B" or better.

Curriculum

All courses offer three semester hours of credit except SFM 6625, 6626, 6627, 6680, 6681, and 6682.

SPORT AND FITNESS MANAGEMENT

Minimum Total Hours: 36

Students may choose one of two concentrations:

1. Athletic Administration
2. Coaching
3. Exercise Science

Required Core Courses: (18 sh)

SFM 6600	3	Foundations of Sport & Fitness Management
SFM 6604	3	Statistical Analysis and Interpretation
SFM 6615	3	Organizational Behavior & Leadership in Sport
SFM 6617	3	Research Methods I
SFM 6673	3	Ethics in Sport
SFM 6691	3	Research Methods II

Concentration Requirements (18 sh)

Select One of the Following Concentrations: Athletic Administration, Coaching, or Exercise Science

Athletic Administration Concentration

SFM 6610	3	Physical Education, Sport & the Law
SFM 6616	3	Sport Finance
SFM 6632	3	Current Issues in Sport & Fitness Management
SFM 6640	3	Sport Marketing
SFM 6674	3	Entrepreneurship in Sport

Select one of the following:

SFM 6672	3	Sport Psychology
SFM 6680	3	Practicum in Sport & Fitness Management
SFM 6642	3	Managing Sport & Physical Activity Organizations
SFM 6644	3	Human Resource Management in Sport and Physical Activity
SFM 6690	3	Internship in Sport & Fitness Management
SFM 6695	3	Thesis

Coaching Concentration

SFM 6602	3	Motor Skills & Human Performance
SFM 6610	3	Physical Education, Sport and the Law
SFM 6632	3	Current Issues in SFM
SFM 6650	3	Sport Nutrition & Exercise Metabolism
SFM 6670	3	Exercise Physiology
SFM 6672	3	Sport Psychology

Exercise Science Concentration

SFM 6620	3	Physical Fitness: A Critical Analysis
SFM 6623	3	Biomechanics of Sport Techniques
SFM 6650	3	Sport Nutrition and Exercise Metabolism
SFM 6670	3	Exercise Physiology
SFM 6671	3	Advanced Exercise Physiology

Select one of the following:

SFM 6690	3	Internship in Sport & Fitness Management
SFM 6695	3	Thesis

2012-2013

TROY UNIVERSITY
MSN: CLINICAL NURSE SPECIALIST
Adult Health Track

TROY Publications 384-192
 Updated 6/2012
 Page 1 of 2

Education Administration

Graduate Degree Plan and Progress Record
39 Semester-Hour Program

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|---|
| 1. GRE, or equivalent exam, test scores submitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 5 years of graduation |
| 4. 39 Semester hours of credit minimum | 10. Submit Degree Plan (after 9 sh but before 18 sh) |
| 5. Meet residency requirements | 11. Successful completion of Comprehensive Examination/Thesis |
| 6. No more than 6 semester hours below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (6 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 6605	Health Care Economics	2			
NSG 6660	Foundations of Advanced Practice	2			

RESEARCH: (7 Semester Hours)

NSG 6691	Research Methodology	3			
NSG 6692	Data Analysis Techniques in Research	2			
NSG 6696	Scholarly Inquiry Practicum I	1			
NSG 6697	Scholarly Inquiry Practicum II	1			
Optional: NSG 6695	Thesis	1-4			

NURSING SPECIALTY: (20 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6618	Advanced Health Assessment Practicum	1			
NSG 6620	Advanced Acute Care Nursing of Adults	2			
NSG 6621	Advanced Acute Care Nursing Preceptorship	3			
NSG 6622	Advanced Long-Term Nursing Care of Adults	2			
NSG 6623	Advanced Long-Term Nursing Care of Adults Preceptorship	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6671	Advanced Pathophysiology	3			

NURSING ROLE COURSES: (5 Semester Hours)

NSG 66--	Role of the Nurse Educator / Administrator	2			
NSG 66--	Nursing Education / Administration Internship	3			

SYNTHESIS AND EVALUATION: (1 Semester Hours)

NSG 6655	Synthesis and Evaluation of Advanced Nursing Practice	1			
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2012-2013

TROY UNIVERSITY
MSN: FAMILY NURSE PRACTITIONER
 Graduate Degree Plan and Progress Record
47 Semester-Hour MSN-FNP Program

TROY Publications 384-193
 Updated 6/2012
 Page 1 of 2

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted 2. Official transcript of all academic work 3. Unconditional Admission 4. 47 (MSN-FNP) Semester hours of credit minimum 5. Meet residency requirements 6. No more than 6 semester hours below "B" | <ol style="list-style-type: none"> 7. Overall GPA of 3.0 8. Completion of research requirement with a "B" or better 9. All credit earned within 5 years of graduation 10. Submit Degree Plan (after 9 sh but before 18 sh) 11. Successful completion of Comprehensive Examination / Thesis 12. Intent to Graduate filed |
|--|---|

REQUIRED CORE COURSES: (6 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 6605	Health Care Economics	2			
NSG 6660	Foundations of Advanced Practice	2			
**NSG 6659	Adaptation to FNP Role	1			

RESEARCH: (7 Semester Hours)

NSG 6691	Research Methodology	3			
NSG 6692	Data Analysis Techniques	2			
NSG 6696	Scholarly Inquiry Practicum I	1			
NSG 6697	Scholarly Inquiry Practicum II	1			
Optional NSG 6695	Thesis	4			

NURSING SPECIALTY: (27 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6613	Advanced Health Assessment Preceptorship	3			
NSG 6645	Family and Cultural Theories in Advanced Nursing Practice	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6665	Primary Care I	3			
NSG 6666	Primary Care I Preceptorship	3			
NSG 6667	Primary Care II	3			
NSG 6668	Primary Care II Preceptorship	3			
NSG 6671	Advanced Pathophysiology	3			

FNP ROLE COURSES: (6 Semester Hours)

NSG 6670	Role Synthesis Seminar	1			
NSG 6680	FNP Internship	5			

SYNTHESIS AND EVALUATION: (1 Semester Hours)

NSG 6655	Synthesis and Evaluation of Advanced Nursing Practice	1			
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2012-2013

TROY UNIVERSITY
FAMILY NURSE PRACTITIONER CERTIFICATE
 Certificate Plan and Progress Record
34 Semester-Hour FNP Post-Master's Certificate Program

TROY Publications 384-234
 Updated 6/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

CERTIFICATE REQUIREMENTS:

- | | |
|--|--|
| 1. Official transcript of all academic work | 6. Overall GPA of 3.0 |
| 2. Unconditional Admission | 7. All credit earned within 5 years of graduation |
| 3. 34 (FNP-Certificate) Semester hours of credit minimum | 8. Submit Certificate Plan (after 9 sh but before 18 sh) |
| 4. Meet residency requirements | 9. Intent to Graduate filed |
| 5. No more than 6 semester hours below "B" | |

REQUIRED CORE COURSES: (2 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6659	Adaptation of FNP Role (taken only if student has not had NSG 6660 at TROY)	1			

NURSING SPECIALTY: (27 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6613	Advanced Health Assessment Preceptorship	3			
NSG 6645	Family and Cultural Theories in Advanced Nursing Practice	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6665	Primary Care I	3			
NSG 6666	Primary Care I Preceptorship	3			
NSG 6667	Primary Care II	3			
NSG 6668	Primary Care II Preceptorship	3			
NSG 6671	Advanced Pathophysiology	3			

FNP ROLE COURSES: (6 Semester Hours)

NSG 6670	Role Synthesis Seminar	1			
NSG 6680	FNP Internship	5			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines & consequences
- 7. Petition for Incomplete grade
- 8. Student participation in course and program evaluation
- 9. Other

Admission Status:	Date	Initials
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above certificate. I have received academic advising from my Faculty Adviser, and I hereby submit my certificate plan.

Student's Signature _____ Date _____ Approved: _____ Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____ Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
MSN: NURSING INFORMATICS SPECIALIST
 Graduate Degree Plan and Progress Record
34 Semester-Hour Program

TROY Publications 384-194
 Updated 6/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|---|
| 1. GRE, or equivalent exam, test scores submitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 5 years of graduation |
| 4. 34 Semester hours of credit minimum | 10. Submit Degree Plan (after 9 sh but before 18 sh) |
| 5. Meet residency requirements | 11. Successful completion of Comprehensive Examination / Thesis |
| 6. No more than 6 semester hours below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (6 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 6605	Health Care Economics	2			
NSG 6660	Foundations of Advanced Practice	2			

RESEARCH: (7 Semester Hours)

NSG 6691	Research Methodology	3			
NSG 6692	Data Analysis Techniques	2			
NSG 6696	Scholarly Inquiry Practicum I	1			
NSG 6697	Scholarly Inquiry Practicum II	1			
Optional: NSG 6695	Thesis	4			

NURSING SPECIALTY: (11 Semester Hours)

NSG 6631	Computer-Based Communication	3			
NSG 6632	Theoretical Foundations of Nursing Informatics	2			
NSG 6633	Systems Analysis & Design	3			
NSG 6635	Integration of Tech. Info. Exchange	3			

NURSING ROLE COURSES: (6 Semester Hours)

NSG 6634	Role of the Nursing Informatics Specialist	2			
NSG 6636	Nursing Informatics Internship	4			

ELECTIVE: (3 Semester Hours)

		3			
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SYNTHESIS AND EVALUATION: (1 Semester Hours)

NSG 6655	Synthesis and Evaluation of Advanced Nursing Practice	1			
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ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines & consequences
- 7. Petition for Incomplete grade
- 8. Student participation in course and program evaluation

9. Other

Admission Status:	Date	Initials
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Baccalaureate Program
Clinical Nurse Specialist
Adult Health

TROY Publication 384-216
 Updated 6/2012
 Page 1 of 2

Educator Role Administrator Role

DNP Graduate Degree Plan and Progress Record

65 - 69 Semester-Hour Program

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted | 9. All credit earned within 8 years of graduation |
| 2. Official transcript of all academic work | 10. Admission to Candidacy |
| 3. Unconditional Admission | 11. Successful completion of Competency Evaluations |
| 4. 74 Semester hours of credit | 12. Intent to Graduate filed |
| 5. Meet residency requirements | 13. Completion of 1000 clinical hours at graduate level |
| 6. No more than two grades below "B" | 14. Committee Approval of Residency Synthesis Project Proposal |
| 7. Overall GPA of 3.0 | 15. Successful completion of e-Portfolio |
| 8. Completion of research requirement with a "B" or better | 16. Successful completion of Residency Synthesis Project |

ADVANCED NURSING CORE: (17 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 8801	Healthcare Informatics & Data Management	3			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	2			
NSG 8824	Bioethical Issues in Healthcare	2			
NSG 8826	Diversity & Social Issues in Healthcare	2			

ADVANCED NURSING SPECIALTY COURSES: (20 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6618	CNS Advanced Health Assessment Practicum	1			
NSG 6649	Advanced Pharmacology	3			
NSG 6671	Advanced Pathophysiology	3			

Adult Health Nursing Clinical Focus

NSG 6620	Advanced Acute Care Nursing of Adults	2			
NSG 6621	Advanced Acute Care Nursing Preceptorship	3			
NSG 6622	Advanced Long Term Nursing Care of Adults	2			
NSG 6623	Advanced Long Term Nursing Care of Adults Preceptorship	3			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE: (12 Semester Hours)

NSG 6691	Research Methodology	3			
NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

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DNP - CNS Post Baccalaureate Program

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ADVANCED NURSING ROLES (Select One Role Series) : (5 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
Educator Role					
NSG 6614	Role of the Nurse Educator	2			
NSG 6615	Nursing Education Internship	3			
Administrator Role					
NSG 6616	Role of the Nursing Administrator	2			
NSG 6617	Nursing Administrator Internship	3			

PRACTICE RESIDENCY: (8-12 Semester Hours)

NSG 8810	DNP Residency I: Project Identification	1			
NSG 8820	DNP Residency II: Project Development	1			
NSG 8830	DNP Residency III: Project Implementation	3-5			
NSG 8840	DNP Residency IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Residency Project Dissemination	3			
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ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Availability of faculty for academic advising
- 3. Petition for transfer credit once unconditionally admitted
- 4. Class attendance
- 5. Drop and Withdrawal procedures; deadline and consequences
- 6. Petition for an Incomplete grade
- 7. Student participation in course and program evaluation
- 8. Other

OFFICE USE ONLY:

TYPE	DATE	INITIALS
Unconditional Admission		
Residency Requirements Met		
Test Scores		
Residency Synthesis Proposal Approved		
Residency Synthesis Project Approved		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby apply for Admission to Candidacy.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Baccalaureate Program
Family Nurse Practitioner
DNP Graduate Degree Plan and Progress Record
70 - 74 Semester-Hour Program

TROY Publication 384-217
Updated 6/2012
Page 1 of 2

Name: Student ID#: Campus:
Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted 2. Official transcript of all academic work 3. Unconditional Admission 4. 82 Semester hours of credit 5. Meet residency requirements 6. No more than two grades below "B" 7. Overall GPA of 3.0 8. Completion of research requirement with a "B" or better | <ol style="list-style-type: none"> 9. All credit earned within 8 years of graduation 10. Admission to Candidacy 11. Successful completion of Competency Examination 12. Intent to Graduate filed 13. Completion of 1000 clinical hours at graduate level 14. Committee Approval of Residency Synthesis Project Proposal 15. Successful completion of e-Portfolio 16. Successful completion of Residency Synthesis Project |
|---|---|

ADVANCED NURSING CORE: (17 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 8801	Healthcare Informatics & Data Management	3			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	2			
NSG 8824	Bioethical Issues in Healthcare	2			
NSG 8826	Diversity & Social Issues in Healthcare	2			

ADVANCED NURSING SPECIALTY : (24 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6613	Advanced Health Assessment Practicum for FNP	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6671	Advanced Pathophysiology	3			
NSG 6665	Primary Care I	3			
NSG 6666	Primary Care I Preceptorship	3			
NSG 6667	Primary Care II	3			
NSG 6668	Primary Care II Preceptorship	3			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE : (12 Semester Hours)

NSG 6691	Research Methodology	3			
NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

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ADVANCED NURSING ROLES : (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6670	Role Synthesis Seminar	1			
NSG 6680	Family Nurse Practitioner Internship	5			

PRACTICE RESIDENCY: (8-12 Semester Hours)

NSG 8810	DNP Residency I: Project Identification	1			
NSG 8820	DNP Residency II: Project Development	1			
NSG 8830	DNP Residency III: Project Implementation	3-5			
NSG 8840	DNP Residency IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Residency Project Dissemination	3			
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ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Availability of faculty for academic advising
- 3. Petition for transfer credit once unconditionally admitted
- 4. Class attendance
- 5. Drop and Withdrawal procedures; deadline and consequences
- 6. Petition for an Incomplete grade
- 7. Student participation in course and program evaluation
- 8. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Residency Requirements Met		
Test Scores		
Residency Synthesis Proposal Approved		
Residency Synthesis Project Approved		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby apply for Admission to Candidacy.

 Student's Signature Date

Approved: _____
 Chair/Associate Dean or Dean Date

 Faculty Adviser Date

Approved: _____
 Associate Dean or Dean, Graduate School Date

2012-2013

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Master's Program
 DNP Graduate Degree Plan and Progress Record
35 - 39 Semester-Hour Program

TROY Publications 384-218
 Revised 6/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|---|---|
| 1. GRE, or equivalent exam, test scores submitted
2. Official transcript of all academic work
3. Unconditional Admission
4. 35 Semester hours of credit minimum
5. Meet residency requirements
6. No more than 6 semester hours below "B"
7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better | 9. All credit earned within 5 years of graduation
10. Admission to Candidacy
11. Successful completion of Competency Evaluations
12. Intent to Graduate filed
13. Completion of 1000 clinical hours at graduate level
14. Committee Approval of Residency Synthesis Project Proposal
15. Successful completion of e-Portfolio
16. Successful completion of Residency Synthesis Project |
|---|---|

ADVANCED NURSING CORE: (15 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 8801	Healthcare Informatics & Data Management	3			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	2			
NSG 8824	Bioethical Issues in Healthcare	2			
NSG 8826	Diversity & Social Issues in Healthcare	2			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE: (9 Semester Hours)

NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

PRACTICE RESIDENCY: (8-12 Semester Hours)

NSG 8810	DNP Residency I: Project Identification	1			
NSG 8820	DNP Residency II: Project Development	1			
NSG 8830	DNP Residency III: Project Implementation	3-5			
NSG 8840	DNP Residency IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Residency Project Dissemination	3			
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ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Availability of faculty for academic advising
- 3. Petition for transfer credit once unconditionally admitted
- 4. Class attendance
- 5. Drop and Withdrawal procedures;deadlines & consequences
- 6. Petition for Incomplete grade
- 7. Student participation in course and program evaluation
- 8. Other

OFFICE USE ONLY:

TYPE	DATE	INITIALS
Unconditional Admission		
Residency Requirements Met		
Test Scores		
Qualifying Exam Passed		
Residency Synthesis Proposal Approved		
Residency Synthesis Project Approved		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my Degree Plan.

Student's Signature _____	Date _____	Approved: _____	Chair/Associate Dean or Dean _____	Date _____
Faculty Adviser _____	Date _____	Approved: _____	Associate Dean or Dean, Graduate School _____	Date _____

2012-2013

TROY UNIVERSITY
SPORT AND FITNESS MANAGEMENT
Athletic Administration Concentration
 Graduate Degree Plan and Progress Record
36 Semester-Hour Program

TROY Publications 384-195
 Revised: 6/2012

Name: Student ID#: Campus:

Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Successfully completed Comprehensive Exam |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SFM 6600	Foundations of SFM	3			
SFM 6604	Statistical Analysis and Interpretation	3			
SFM 6615	Organizational Behavior & Leadership in Sport	3			
SFM 6617	Research Methods I ("B" or better required)	3			
SFM 6673	Ethics in Sport	3			
SFM 6691	Research Methods II ("B" or better required)	3			

ATHLETIC ADMINISTRATION CONCENTRATION: (18 Semester Hours) Management

SFM 6610	Physical Education, Sport, and the Law	3			
SFM 6616	Sport Finance	3			
SFM 6632	Current Issues in Sport & Fitness Management	3			
SFM 6640	Sport Marketing	3			
SFM 6674	Entrepreneurship in Sport	3			

Select **one** of the following:

SFM 6642	Managing Sport and Physical Activity Organizations	3			
SFM 6644	Human Resource Management in Sport and Physical Activity	3			
SFM 6672	Sport Psychology	3			
SFM 6680	Practicum in SFM	3			
SFM 6690	Internship in SFM	3			
SFM 6695	Thesis	3			

ITEMS TO BE DISCUSSED:

- | | |
|--|--|
| <input type="checkbox"/> 1. One term limit to have transcript(s) and test scores on file | <input type="checkbox"/> 8. Student participation in course and program evaluation |
| <input type="checkbox"/> 2. Temporary, Conditional, and Unconditional Admission | <input type="checkbox"/> 9. Other <input type="text"/> |
| <input type="checkbox"/> 3. Availability of faculty for academic advising | |
| <input type="checkbox"/> 4. Petition for transfer credit once unconditionally admitted | |
| <input type="checkbox"/> 5. Class attendance | |
| <input type="checkbox"/> 6. Drop and Withdrawal procedures; deadlines and consequences | |
| <input type="checkbox"/> 7. Petition for an incomplete grade | |

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit this Degree Plan.

Student's Signature _____ Date _____ Approved: _____ Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____ Associate Dean or Dean, Graduate School _____ Date _____

2012-2013

TROY UNIVERSITY
SPORT AND FITNESS MANAGEMENT
Coaching Concentration
 Graduate Degree Plan and Progress Record
36 Semester-Hour Program

TROY Publications 384-195
 Revised: 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Successfully completed Comprehensive Exam |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SFM 6600	Foundations of SFM	3			
SFM 6604	Statistical Analysis and Interpretation	3			
SFM 6615	Organizational Behavior & Leadership in Sport	3			
SFM 6617	Research Methods I ("B" or better required)	3			
SFM 6673	Ethics in Sport	3			
SFM 6691	Research Methods II ("B" or better required)	3			

COACHING CONCENTRATION: (18 Semester Hours)

SFM 6602	Motor Skills & Human Performance	3			
SFM 6610	Physical Education, Sport, and the Law	3			
SFM 6632	Current Issues in SFM	3			
SFM 6650	Sports Nutrition & Exercise Meabolism	3			
SFM 6670	Exercise Physiology	3			
SFM 6672	Sport Psychology	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit this Degree Plan.

_____ Student's Signature	_____ Date	Approved: _____ Chair/Associate Dean or Dean	_____ Date
_____ Faculty Adviser	_____ Date	Approved: _____ Associate Dean or Dean, Graduate School	_____ Date

2012-2013

TROY UNIVERSITY
SPORT AND FITNESS MANAGEMENT
Exercise Science Concentration
 Graduate Degree Plan and Progress Record
36 Semester-Hour Program

TROY Publications 384-195
 Revised: 3/2012

Name: Student ID#: Campus:
 Address: Email:

Copy of transcript must be attached. May not use "Student Academic Credits" or "Academic Evaluation" report.

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores admitted | 7. Overall GPA of 3.0 |
| 2. Official transcript of all academic work | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 Semester hours of credit | 10. Admission to Candidacy |
| 5. Meet residency requirements | 11. Successfully completed Comprehensive Exam |
| 6. No more than two grades below "B" | 12. Intent to Graduate filed |

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SFM 6600	Foundations of SFM	3			
SFM 6604	Statistical Analysis and Interpretation	3			
SFM 6615	Organizational Behavior & Leadership in Sport	3			
SFM 6617	Research Methods I ("B" or better required)	3			
SFM 6673	Ethics in Sport	3			
SFM 6691	Research Methods II ("B" or better required)	3			

EXERCISE SCIENCE CONCENTRATION: (18 Semester Hours)

SFM 6620	Physical Fitness: A Critical Analysis	3			
SFM 6623	Biomechanics of Sport Techniques	3			
SFM 6650	Sport Nutrition & Exercise Metabolism	3			
SFM 6670	Exercise Physiology	3			
SFM 6671	Advanced Exercise Physiology	3			

Select **One** of the following:

SFM 6690	Internship in SFM	3			
SFM 6695	Thesis	3			

ITEMS TO BE DISCUSSED:

- 1. One term limit to have transcript(s) and test scores on file
- 2. Temporary, Conditional, and Unconditional Admission
- 3. Availability of faculty for academic advising
- 4. Petition for transfer credit once unconditionally admitted
- 5. Class attendance
- 6. Drop and Withdrawal procedures; deadlines and consequences
- 7. Petition for an incomplete grade
- 8. Student participation in course and program evaluation
- 9. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit this Degree Plan.

Student's Signature _____ Date _____ Approved: _____ Chair/Associate Dean or Dean _____ Date _____

Faculty Adviser _____ Date _____ Approved: _____ Associate Dean or Dean, Graduate School _____ Date _____

COURSE DESCRIPTIONS

ACCOUNTING

- ACT 6625** **Specialized Study in the Area of Accounting**
6626 (1-3)
6627 Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in the General Regulations section. *Prerequisite: All business foundation courses or equivalent and MBA–Accounting Option prerequisites.*
- ACT 6650** **Forensic Accounting and Fraud Examination (3)**
Auditing theory and procedures as applied to fraud prevention, detection, and investigation.
- ACT 6651** **Accounting Systems and Controls (3)**
An advanced study of accounting information systems concepts, applications, and control issues. Case studies will provide the students an opportunity to relate systems concepts to the actual problems encountered in the analysis, design, implementation, and utilization of computer-based information systems.
- ACT 6652** **Financial Accounting Research (3)**
An individual study of specific accounting topics utilizing the accounting authoritative literature and written and oral communication of the results of the research. *A grade of "B" or better is required.*
- ACT 6653** **Advanced Financial Reporting & Analysis (3)**
A study of advanced financial accounting topics from a practical perspective with emphasis on relevant pronouncements by professional organizations and governmental agencies.
- ACT 6654** **Advanced Auditing and Assurance Services (3)**
A study of advanced auditing theory, standards, practices and problems encountered in the practice of public accounting.
- ACT 6655** **Advanced Management Accounting (3)**
A study of accounting as related to making decisions. Course will include readings, cases, and problems dealing with managerial accounting issues, accounting concepts, budgeting and cost control using accounting information in planning and control.
- ACT 6656** **Professional Certification (3)**
A certification review course. This course requires co-enrollment in an independent professional certification review course designated by the School of Accountancy. Verification of enrollment is required. *Prerequisite: Admission to the MBA–Accounting Option program, including completion*

of all prerequisite courses as described in the current academic catalog.

- ACT 6691** **Managerial Accounting (3)**
A study of sources and classifications of accounting data, classification and behavior of revenues and costs, use of accounting data for profit planning and cost control, and use of accounting data for special analysis. *Prerequisite: All business foundation courses or equivalent.*
- ACT 6692** **Advanced Accounting Problems (3)**
A consideration of problems relating to pension plans, long-term leasing arrangements, refunding of bonds payable, stock options, allocation of income taxes, changing price levels, cash flow statements, and other financial accounting topics with emphasis on relevant pronouncements by professional organizations and governmental agencies. *Prerequisite: All business foundation courses or equivalent and MBA–Accounting Option prerequisites.*
- ACT 6695** **Accounting Research & Communication (3)**
An individual study of specific accounting topics and written and oral communication of the results of the study. *Prerequisite: All business foundation courses or equivalent and MBA–Accounting Option prerequisites. A grade of "B" or better is required.*
- ACT 6696** **Accounting Information Systems (3)**
An advanced study of accounting information systems concepts and applications. Case studies will provide the students an opportunity to relate systems concepts to the actual problems encountered in the analysis, design, implementation, and utilization of computer-based information systems. *Prerequisite: All business foundation courses or equivalent and MBA–Accounting Option prerequisites.*
- ACT 6698** **Advanced Auditing (3)**
A study of advanced auditing theory, practice and problems encountered in the practice of public accounting. *Prerequisite: All business foundation courses or equivalent and MBA–Accounting Option prerequisites.*
- ACT 6699** **Contemporary Issues in Accounting (3)**
A study of contemporary accounting issues and an analysis of how accounting practice is influenced by regulatory agencies, economic conditions, and professional accounting organizations. *Prerequisite: Prerequisite: All business foundation courses or equivalent and MBA–Accounting Option prerequisites.*

ADULT EDUCATION

- ADE 5560** **Instructional Systems Development (3)**
This course emphasizes systematically developed course design. Special attention is given to learning and instructional systems theory.

- ADE 6600 Foundations of Adult Education (3)**
An overview of adult education to give an understanding of characteristics of adults as learners as well as the history, philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.
- ADE 6605 Computer Based Instructional Technologies (3)**
This graduate level advanced survey course is designed to prepare students to use classroom adaptable technologies. Emphasis is given to historical and social context, computer systems, software, hardware, and curriculum adaptation.
- ADE 6606 Current and Emerging Instructional Technologies (3)**
This course focuses on current and emerging instructional technologies. The emphasis of this class is on the instructional use of production software, desktop publishing, graphics, hypermedia, on-line services, optical technology, and telecommunications. *Prerequisite: ADE 6605 or permission of instructor.*
- ADE 6608 Curriculum Integration of Technology (3)**
The purpose of this course is to prepare students to apply knowledge and competency in instructional technologies in relation to curriculum design, diverse models, and teaching situations at all developmental levels. Included is evaluation of software, audio/visual production, and instructional design using technology as a basis for instruction.
- ADE 6617 Seminar in Personnel Planning and Leadership (3)**
This course focuses specifically on an understanding of how leadership is distributed among leaders (formal and informal) and followers within an organization. Special emphasis will be given to building leadership capacity with an organization.
- ADE 6620 Seminar in Communication and Human Relations (3)**
An investigation of literature and research related to verbal and nonverbal communication, listening, and human relations appropriate to adult education.
- ADE 6630 Programs for Adult Education (3)**
A study of current concepts and objectives of adult education programs, courses and activities. Includes study of adult education programs and agencies serving diverse adult learners.
- ADE 6640 Social Context of Adult Education (3)**
This course examines the social context of adult education in terms of the impact of social, political, economic, global, and technological changes. Special emphasis will be given to the analysis of trends and issues, synthesis of complex concepts, and development of reflective practice.
- ADE 6641 Organizational Behavior and Group Dynamics (3)**
An overview of paradigms, theories, models, and constructs of organizational cultures designed to provide students with an understanding of group dynamics within organizations.
- ADE 6653 Educational Evaluation (3)**
The course presents basic procedures used in evaluation. A major focus is on planning and constructing teacher-made tests and non-test evaluation techniques. Also includes study of a variety of standardized tests.
- ADE 6670 Adult Learning and Development (3)**
This course is a study of the distinctive characteristics of adult development and the implications for adult learning. Emphasis will be given to the understanding of philosophical orientations related to the nature of adult learners and their learning processes; principles of motivation and effective facilitation geared toward adult learners; and social and cultural influences on adult learning.
- ADE 6674 Methods and Strategies for Teaching Adults (3)**
A study of methods and formats used in organizing educational materials for adult learners. Emphasis is given to designing effective instruction which matches methods and strategies to educational demands. *Prerequisite: ADE 6670*
- ADE 6680 Curriculum Development for Adult Education (3)**
A study of concepts, learning theories, materials, and media related to curriculum and program development in adult education. *Prerequisites: ADE 6660, ADE 6670 or permission of the instructor.*
- ADE 6691 Research Methodology (3)**
The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. *A grade of "B" or better is required.*
- ADE 6694 Special Problems in Adult Education (1-3)**
A study of problem or problems using research techniques. Selection of problem to be approved by student's adviser and instructor under whom study is to be made. Study should contribute to student's program. Preparation of scholarly paper or project required and may involve oral defense.
- ADE 6695 Thesis (1-6)**
The thesis must be related to both the student's concentration area and adult education. Information

regarding thesis guidelines and requirements may be obtained from the Graduate School office. *Grading system is Pass/Fail.*

- ADE 6696 Practicum in Adult Education (1-3)**
6697
6698 Supervised experiences related to instruction in area of specialization. Emphasis on application of skills, concepts, and principles acquired in previous courses. Grading system is Pass/Fail. *Prerequisite: Completion of coursework and approval of adviser are required.*
- ADE 6699 Capstone (3)**
 This course is a culminating experience that helps students integrate and apply the knowledge they have gained in their program. Emphasis is placed on challenging students to view the adult educational process from many perspectives. Working independently students will create an educational portfolio to demonstrate mastery of program objectives and proof of readiness to receive a master's degree, which will be submitted in portions throughout the term/semester for feedback from the instructor and classmates. An oral presentation will be required. Grading system is Pass/Fail. *Prerequisites: Completion of all core (ADE 6600, ADE 6660, ADE 6670, ADE 6691) and at least four of the six required concentration classes. Students must obtain a 3.0 GPA before entering ADE 6699.*

ART

- ART 5581 Methods and Materials in Art (3)**
 Teaching methods, selection, organization, and use of art materials.
- ART 5599 Advanced Studio Projects (3)**
 Supervised study and projects in an area not included in the student's undergraduate studies.
- ART 6605 Seminar in Art History (3)**
 Historical inquiry into art with emphasis on sources and approaches to the visual arts as they interact with other facets of culture.
- ART 6625 Specialized Study in Area of Art (1-3)**
6626 An individualized study with studio art faculty.
6627 Total credit for any combination of enrollments in these courses may not exceed six semester hours. See semester hour limits listed under Course Restrictions in General Regulations section.
- ART 6662 Seminar in Art Education (3)**
 A review of issues and research in art education and the visual arts.
- ART 6664 Research in Art Education (3)**
 A review of contemporary research in art education and the presentation of a scholarly paper. *Prerequisite: ART 6662*

BIOLOGY

- BIO 5502 Spring Flora (4)**
 A survey of vascular plants from different habitats in southeast Alabama. Principles of plant taxonomy, including history and systems of classification and nomenclature, the use of dichotomous keys, and general herbarium techniques. Emphasis is placed on plant identification and habitat types. *Prerequisites: General Biology, General Ecology*
- BIO 5505 Entomology (3)**
 A study of the orders of insects with the emphasis on morphology, taxonomy, and life cycles. *Prerequisites: General Biology. Co-requisite: BIO L505*
- BIO L505 Entomology Lab (1)**
 A study of morphology, classification, and identification of insects. A collection is required. *Co-requisite: BIO 5505*
- BIO 5510 Animal Behavior (3)**
 A study of the classical and current concepts of animal behavior including individual and social behavioral patterns. *Prerequisite: genetics. Co-requisite: BIO L510*
- BIO L510 Animal Behavior Lab (1)**
 Experimental and observational techniques in behavior. *Co-requisite: BIO 5510*
- BIO 5513 Limnology (3)**
 A study of the physical, chemical, geological, and biological aspects of freshwater ecosystems as influenced by activities in surrounding watersheds. *Prerequisites: general biology, general ecology, general chemistry. Co-requisite: BIO L513*
- BIO L513 Limnology Lab (1)**
 Field and laboratory exercises in lake and stream science, including instrumentation, measurement, sampling, and analysis. *Co-requisite: BIO 5513*
- BIO 5516 Microbial Ecology (3)**
 A study of the taxonomy, diversity, and ecology of microbial populations in ecosystems, with the emphasis on the roles that they play in biogeochemical cycles, their contributions to metabolic diversity, their interactions with animals and plants, their niches and bioremediation. *Prerequisites: microbiology, organic chemistry. Co-requisite: BIO L516*
- BIO L516 Microbial Ecology Lab (1)**
 Microbial ecology laboratory techniques including isolation, identification, and enumeration of microorganisms from aquatic and terrestrial environments. *Co-requisite: BIO 5516*
- BIO 5520 Field Vertebrate Zoology (4)**
 A study of the basics of vertebrate identification, with emphasis on phylogeny, anatomy, morphology,

- life histories, habitats, distributions, and conservation. *Prerequisites: General Biology, General Chemistry*
- BIO 5521 Population Ecology (3)**
This course covers animal and plant populations, food supply, competition, disease, fecundity, distribution, and other environmental factors. Management of endangered species and protected ecosystems are included. *Prerequisites: General Ecology, Genetics, General Chemistry, Statistics. Co-requisite: BIO L521*
- BIO L521 Population Ecology Lab (1)**
Field exercises in identifying ecological problems, formulating and testing hypotheses, and evaluating data using standard statistical methods. *Co-requisite: BIO 5521*
- BIO 5525 Field Botany (4)**
A survey of vascular plants from different habitats in southeast Alabama. Principles of plant taxonomy, including history and systems of classification and nomenclature, the use of dichotomous keys, and general herbarium techniques. Emphasis is placed on plant identification and habitat types. *Prerequisites: General Biology, General Ecology. See semester hour limits listed under Course Restrictions in General Regulations section.*
- BIO 5530 Applied Genetics (3)**
Advanced studies in genetics with emphasis on cytogenetics and molecular genetics. *Prerequisites: genetics, organic chemistry. Co-requisite: BIO L530*
- BIO L530 Applied Genetics Lab (1)**
An introduction to procedures and equipment used in the study of cytogenetics and molecular genetics. *Co-requisite: BIO 5530*
- BIO 5532 Comparative Vertebrate Anatomy (3)**
A detailed study of vertebrate organ-systems with emphasis on structural and functional morphology and evolutionary relationships. *Prerequisites: Any 3000-level BIO lecture and lab. Co-requisite: BIO L532*
- BIO L532 Comparative Vertebrate Anatomy Lab(1)**
A detailed study of the shark, mudpuppy, and cat with emphasis on structural and functional morphology. *Prerequisites: Any 3000-level BIO lecture and lab. Co-requisite: BIO 5532*
- BIO 5533 Embryology (3)**
A study of embryonic development of vertebrates. This course links cellular and molecular mechanisms to morphogenesis. *Prerequisites: Genetics, Cell Biology, Organic Chemistry. Co-requisite: BIO L533*
- BIO L533 Embryology Lab (1)**
A study of embryonic development of vertebrates as illustrated by the frog, chick, and pig. Lab includes experimental investigations of developing systems. *Co-requisite: BIO 5533*
- BIO 5545 Ichthyology (3)**
This course covers the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of fishes. *Prerequisites: General Biology, General Ecology. Co-requisite: BIO L545*
- BIO L545 Ichthyology Lab (1)**
A study of the structural features, identification, and classification of freshwater and marine fishes. *Co-requisite: BIO 5545*
- BIO 5546 Herpetology (3)**
A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of amphibians and reptiles. *Prerequisites: General Biology, General Ecology. Co-requisite: BIO L546*
- BIO L546 Herpetology Lab (1)**
A study of the structural features, identification, and classification of amphibians and reptiles. *Co-requisite: BIO 5546*
- BIO 5547 Ornithology (3)**
A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of birds. *Prerequisites: General Biology, General Ecology. Co-requisite: BIO L547*
- BIO L547 Ornithology Lab (1)**
A study of the structural features, identification, and classification of birds. *Co-requisite: BIO 5547*
- BIO 5548 Mammalogy (3)**
A study of the morphology, anatomy, physiology, taxonomy, life histories, distribution, and adaptations of mammals. *Prerequisites: general biology, general ecology. Co-requisite: BIO L548*
- BIO L548 Mammalogy Lab (1)**
A study of the structural features, identification, and classification of mammals. *Co-requisite: BIO 5548*
- BIO 5551 Toxicology (3)**
A study of the principles related to the adverse effects of chemicals on living organisms. *Prerequisite: Organic Chemistry. Co-requisite: BIO L551*
- BIO L551 Toxicology Lab (1)**
An assessment of terrestrial and aquatic toxicity of chemical agents following standard protocols. *Co-requisite: BIO 5551*
- BIO 5552 Industrial Hygiene (3)**
Identification and correction of chemical, biological, and physical hazards in and around the workplace. *Prerequisite: Organic Chemistry. Co-requisite: BIO L552*
- BIO L552 Industrial Hygiene Lab (1)**
Methods and procedures for sampling, analyzing, and evaluating chemical, biological, and physical agents in the workplace. *Co-requisite: BIO 5552*

- BIO 5571 Parasitology (3)**
This course covers the taxonomy, structure, life histories, distribution, pathogenesis, and control of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. *Prerequisites: Any 3000-level BIO lecture and lab. Co-requisite: BIO L571*
- BIO L571 Parasitology Lab (1)**
A laboratory study of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. *Co-requisite: BIO 5571*
- BIO 5552 Industrial Hygiene (3)**
Identification and correction of chemical, biological, and physical hazards in and around the workplace. *Prerequisite: Organic Chemistry. Co-requisite: BIO L552*
- BIO L552 Industrial Hygiene Lab (1)**
Methods and procedures for sampling, analyzing, and evaluating chemical, biological, and physical agents in the workplace. *Co-requisite: BIO 5552*
- BIO 5576 Special Topics (1-4)**
Specialized topics not generally included in course offerings. *Prerequisite: Permission of instructor*
- BIO 5578 Cell Biology (3)**
This course covers cell structure and function with the emphasis on biochemical and molecular mechanisms. Topics include cell movement, differentiation, and recognition. *Prerequisites: Genetics, Microbiology, Organic chemistry. Co-requisite: BIO L578*
- BIO L578 Cell Biology Lab (1)**
Experimental approaches for studying cells at the biochemical and molecular levels. *Co-requisite: BIO 5578*
- BIO 5580 Histology (3)**
A study of the microscopic anatomy and function of cell types and tissues of mammalian organs. *Prerequisite: general biology. Co-requisite: BIO L580*
- BIO L580 Histology Lab (1)**
A study of the microscopic anatomy of cell types and tissues of mammalian organs. *Co-requisite: BIO 5580*
- BIO 5582 Molecular Biology (3)**
The study of the fundamental principles of chromosomal organization and gene expression, with emphasis on the structure and function of nucleic acids and proteins. *Prerequisites: Genetics, Microbiology, Organic Chemistry. Co-requisite: BIO L582*
- BIO L582 Molecular Biology Lab (1)**
Experimental approaches in molecular analyses of nucleic acids and proteins, with the emphasis placed on common techniques utilized in clinical and research settings. *Co-requisite: BIO 5582*
- BIO 5592 Guided Independent Research (1-4)**
Additional information is indexed under “Guided Independent Research and Study.”
- BIO 5594 Guided Independent Study (1-4)**
Additional information is indexed under “Guided Independent Research and Study.”
- BIO 6600 Aquatic Entomology (3)**
A study of the morphology, physiology, taxonomy, life histories, and ecology of aquatic insects. *Prerequisites: General Biology, General Ecology. Co-requisite: BIO L600*
- BIO L600 Aquatic Entomology Lab (1)**
Classification and identification of immature and adult aquatic insects. A collection is required. *Co-requisite: BIO 6600*
- BIO 6601 Environmental and Biological Ethics (3)**
Examination of major ethical theories as they apply to environmental, biological, and medical issues. The linkage of ethics to decision-making in social, public, and business policy. Course develops skills in understanding value systems and framing ethical positions.
- BIO 6603 Environmental Management (3)**
Concepts and practices underlying procedures for environmental resource management, including planning, organizing, and conducting programs.
- BIO 6602 Human Pathophysiology (3)**
This course covers the structural and functional changes in tissues and organs of the human body which cause or are caused by disease. *Prerequisites: Human Anatomy & Physiology, Histology, or permission of instructor. Co-requisite: BIO L602*
- BIO L602 Human Pathophysiology Lab (1)**
A study of the microscopic anatomy of normal and diseased tissues and organs. *Co-requisite: BIO 6602*
- BIO 6606 Economic Botany (3)**
This course covers plants of importance in natural ecosystems and human affairs, with the emphasis on food plants, trees, and medicinal plants. *Prerequisites: Any upper-level botany course. Co-requisite: BIO L606*
- BIO L606 Economic Botany Lab (1)**
A study of the basic plant anatomy and taxonomy of plants of significance. *Co-requisite: BIO 6606*
- BIO 6610 Principles and Methods for the Teaching Assistant (1-2)**
This course will provide each student with significant “hands-on” experiences in college level instruction and develop the knowledge and skills teachers need to implement inquiry-based instruction. Students will work under the direct mentorship and supervision of the course instructor and will be trained in techniques, current presentations, and teaching methods of laboratory-based biology. *(Students seeking one (1) semester hour credit will be required to assist in one laboratory course. Students seeking two (2) semester hours credit will be required to assist in two laboratory courses or laboratory courses with multiple sections.)*

- BIO 6617 Seminar in Environmental and Biological Sciences (1)**
6618 Presentations on interdisciplinary principles and concepts, current issues, and new studies and research from a variety of fields, with environmental science serving as a unifying theme. Faculty members and outside speakers will present guest lectures. Candidates for the master's degree in the thesis option will present their research findings and conclusions.
- BIO 6621 Environmental Toxicology (3)**
 This course is a foundation for scientific decision-making involving contaminants and their effects on biological systems. It covers the basic principles of environmental toxicology including bioaccumulation, the biological effects of toxicants from the molecular to global level of organization, and a basic understanding of the risk of environmental pollutants and the science of risk assessment. *Prerequisites: Eight semester hours or equivalent of chemistry*
- BIO 6624 Public Health (3)**
 The impact of the environment on humans as well as the human impact on the environment serve as the dual focus of this course. Environmental agents of physical, chemical, and biological nature with adverse effect on human health will be considered. The physiological, molecular, cellular, genetic, and biochemical mechanisms of action of environmental carcinogens, toxins, pollutant, and other disease-causing environmental agents and the interaction of various environmental agents with biological systems will be addressed.
- BIO 6625 Specialized Study in Biology (1-4)**
6626 The student has the opportunity to engage in intensive study of a particular subject or learn a pertinent skill, which fits his/her academic and/or professional needs but is not available in the regular curriculum. This study may include educational activities or training outside of the University. The student will follow the guidelines that the Department established for the supervision and the pursuance of this study. Requires approval of the student's adviser and chairs.
- BIO 6630 Pollution Science (3)**
 A study of pollution of atmosphere, surface water, and soil and groundwater from animate activities and inanimate processes. Adverse effects, fate, and transport of pollutants in air, soil, and water. *Prerequisite: general chemistry.*
- BIO L630 Pollution Science Lab (1)**
 Theory and analytical techniques used in both field and laboratory for the analysis of air, water, and soil contaminants. *Prerequisite: general chemistry*
- BIO 6643 Biological Chemistry (3)**
 Biological Chemistry emphasizes the classification, structure, function and metabolism of proteins, carbohydrates, lipids and nucleic acids; intermediary metabolism and bioenergetics; enzyme structure, function and kinetics; and storage and expression of genetic information. *Prerequisites: CHM 3343/L343*
- BIO 6645 Biotechnology Techniques (3)**
 Biotechnology Techniques laboratory emphasizes the fundamental theory and techniques used in the isolation, characterization, and study of biochemical molecules. *Prerequisites: CHM 3343/L343*
- BIO 6650 Spatial Analysis Using Geographical Information Systems (3)**
 A graduate level GIS course geared for beginners that presents the understanding behind the four functional and physical components of a GIS: data input; storage and retrieval; manipulation; and data output. Multiple GIS applications are also discussed. *Prerequisites: BIO 6630, BIO L630, or permission of chair. Co-requisite: BIO L650*
- BIO L650 Spatial Analysis Using Geographical Information Systems Lab (1)**
 This lab is intended for average computer users with little or no experience in ArcView GIS or any other GIS software. At the end of the labs, students will be able to use ArcView to view, query, analyze, chart, and map geographic data. *Co-requisite: BIO 6650.*
- BIO 6660 Issues in Aquatic Ecology (3)**
 Case studies on the overexploitation and degradation of aquatic ecosystems and their resources, with a primary focus on freshwater systems. *Prerequisite: An undergraduate ecology course is highly recommended.*
- BIO 6661 Conservation Biology (3)**
 Examination of the principles, practices, and philosophy of measuring, maintaining, and enhancing biological diversity. The course focuses on the applications of ecology, population biology, and genetics of the conservation of keystone and rare species and ecosystems. *Prerequisite: An undergraduate ecology course is highly recommended.*
- BIO 6662 Invasive Species Biology (3)**
 This course will familiarize students with the principles of ecological invasions and factors affecting the spread and impacts of invasive species. Students will also become familiar with major sources of exotic species introductions, and methods available for prevention and control.
- BIO 6665 Sustainable Development (3)**
 This course will increase student awareness of sustainability issues concerning the future survival of humans and other organisms on the planet. The course specifically covers the following: biological diversity trends, human population growth, agriculture and food consumption issues, water use and supplies, global warming and effects on biological diversity, sustainable fisheries, forest products and services, and other issues.
- BIO 6670 Special Topics (1-4)**
6671 Specialized topics not generally included in course

offerings. A maximum total of 4 semester hours is allowed for program credit.

BIO 6691 Research Methodology and Experimental Design (3)

This course will include hands-on statistical experience emphasizing hypothesis testing using a statistical software system. It will combine several elements of research methodology including developing a grant proposal that will include topic selection, literature search, question formulation, methods, statistics, and a budget. *Prerequisite: Three semester hours in probability and statistics or permission of instructor. A grade of "B" or better is required.*

BIO 6695 Thesis Research (1- 6)

Under the guidance of the student's adviser and the chair of the department, the student may pursue original research (independent acquisition and interpretation of data) in a particular area of environmental or biological science. The completion of a thesis is required. The results and conclusions must be successfully defended before the student's graduate committee. *Grading system is Pass / Fail. Prerequisites: 3.0 GPA and permission of the Chair of the Biological and Environmental Sciences department.*

BUS 5508 Fundamentals of Quantitative Methods (3)

A survey of key concepts in statistics that provides a foundation for further study in graduate quantitative methods and business courses. *Students must earn a grade of "B" or better in the course to meet the CPC requirement in quantitative methods.*

BUS 5509 Fundamentals of Economic Analysis (3)

A survey of key concepts in economics that provides a foundation for further study in graduate economics and business courses. *Students must earn a grade of "B" or better to satisfy the CPC requirements in economics.*

BUS 5517 Fundamentals of Information Systems (3)

A survey of key concepts in information systems that provides a foundation for further study in graduate information systems and business courses. *Students must earn a grade of "B" or better to satisfy the CPC requirement in information systems.*

BUS 5519 Fundamentals of Legal Environment (3)

A survey of the legal environment in which business operates that provide a foundation for further study in the MBA, MSM and MSHRM curriculum. *Students must earn a grade of B" or better in the course to satisfy the CPC requirement in legal environment.*

BUSINESS

BUS 5501 Survey of Business Concepts (3)

An overview course of the business management field including the functional areas of accounting, economics marketing, finance, human relations and human resource management. *Students must earn a grade of "B" or better in the course.*

BUS 6605 Business & Professional Communication (3)

Development of skills to assist managers to communicate to both internal and external audiences, to conduct meetings, to negotiate, and to resolve conflict. Emphasis is placed on oral and written presentation skills using state of the art technologies and presentation software. *Prerequisite: All business foundation courses or equivalent.*

BUS 5502 Fundamentals of Accounting and Finance (3)

A survey of fundamental theories, concepts, principles, and practices in finance, financial accounting, and managerial accounting that provides a foundation for further study in graduate accounting and business courses. *Students must earn a grade of "B" or better in the course.*

BUS 6610 Business Research Design (3)

Designed for the student to develop and demonstrate competency in business research methodology and techniques. This course teaches the business student proper research techniques and includes a research proposal. *A grade of "B" or better is required. Prerequisite: All business foundation courses or equivalent.*

BUS 5504 Fundamentals of Management and Marketing (3)

A survey of key concepts in marketing and management that provides a foundation for further study in graduate marketing and management courses. *Students must earn a grade of "B" or better in the course.*

BUS 6612 Applied Business Research (3)

The study of applied research of business problems to develop managerial skills in the preparation and evaluation of a research project. *A grade of "B" or better is required. Prerequisite: All business foundation courses or equivalent.*

BUS 5506 Fundamentals of Accounting (3)

A survey of fundamental theories, concepts, principles, and practices in finance, financial accounting, and managerial accounting that provides a foundation for further study in graduate accounting and business courses. *Student must earn a grade of "B" or better to satisfy the CPC requirement in Accounting.*

BUS 6613 Seminar in Business (3)

Study and analysis of current topics on the leading edge of business. A combination of core material, readings, and research reports on contemporary aspects of business. *Prerequisite: All business foundation courses or equivalent.*

BUS 5507 Fundamentals of Financial Analysis (3)

A survey of key concepts in finance that provides a foundation for further study in graduate finance and business courses. *Students must earn a grade of "B" or better to satisfy the CPC requirements in Finance.*

BUS 6625 Specialized Study in the Area of Business Administration (1-3)

6626
6627
Study of problem or problems using research techniques. Selection of the problems must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean.

The study should contribute to the student's program. Preparation of a scholarly paper is required and many involve oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course on once in student's program. *Prerequisite: All business foundation courses or equivalent.*

CHEMISTRY

CHM 5500 Special Topics in Chemistry (3)

A study of topics of special interest, such as advanced physical chemistry, advanced analytical chemistry, advanced organic, group theory, surface chemistry, and colloid chemistry. *Prerequisites: CHM 2242 and CHM 3343*

CHM 5503 Advanced Organic Chemistry (3)

A more in-depth study of many of the topics studied in Organic Chemistry I and II. Topics will include reaction mechanisms, synthetic methods, and structure determination using spectroscopic techniques. *Prerequisite: CHM 3357*

CHM 5544 Advanced Inorganic Chemistry (3)

This course covers the spectroscopy of inorganic molecules, detailed molecular orbital applications, descriptive chemistry of the transition elements, including organometallic and bioorganic compounds. *Prerequisites: CHM 2242, 5552 and L552*

CHM L544 Advanced Inorganic Laboratory (1)

A study of the preparation and characterization of inorganic compounds. Experience will be provided in techniques such as using a tube furnace and handling air-sensitive compounds with a glove bag and Schlenk line. *Co-requisite or prerequisite: CHM 5544*

CHM 5545 Instrumental Analysis (3)

A study of the operating principles of modern analytical instrumentation for determining composition and concentration. *Prerequisites: CHM 2242, CHM 3343; PHY 2253 and L253 or PHY 2263 and L263. Co-requisite: CHM L545*

CHM L545 Instrumental Analysis Laboratory (1)

The practical application of select modern analytical instruments to qualitative and quantitative examination of matter. Considerable attention is given to the instrument and elementary electronics involved in each. *Co-requisite: CHM 5545*

CHM 5552 Physical Chemistry I (3)

A study of the theory and applications of thermodynamics, reaction kinetics, and transport properties with an emphasis on the description of ideal/non ideal gasses and solutions. *Prerequisite: CHM 3343; PHY 2253 and L253 or PHY 2263 and L263; MTH 1126. Co-requisite: CHM L552*

CHM L552 Physical Chemistry I Laboratory (1)

An introduction to methods and techniques used in the physical chemistry laboratory, including experiments in calorimetry, phase equilibria, reaction kinetics, and transport properties. *Co-requisite: CHM 5552*

CHM 5553 Physical Chemistry II (3)

A continuation of CHM 5552 with an introduction to surface phenomena, quantum chemistry, and spectroscopy with an emphasis on properties of surfaces, atomic and molecular structure, molecular orbital theory, and photochemistry. *Prerequisite CHM 5552*

CHM L553 Physical Chemistry II Laboratory (1)

A continuation of CHM L552 with an introduction to methods and techniques in computational chemistry and spectroscopy. *Co-requisite or prerequisite: CHM 5553*

CHM 6625 Specialized Study in Area of Chemistry (1-4)

6626
6627 A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A Specialized Study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

CRIMINAL JUSTICE

CJ 5571 Probation, Pardons, and Parole (3)

This course focuses on the historical developments, philosophies and standards related to the process of probation, pardon, and parole. This course will investigate the use of parole and probation as methods of social control with emphasis on the implications of their social impact on field practice. This course will also investigate non-institutional methods of correctional practices relating to juveniles and adults.

CJ 6610 Principles of Administration (3)

A survey of the basic principles and functions of personnel administration with special attention paid to criminal justice applications.

CJ 6620 Current Trends in Criminal Law (3)

A critical review through case studies of recent trends and developments affecting the interpretation of major portions of the United States Constitution which safeguard personal liberties and those which safeguard the public; an examination of principal trends and changes in the judicial processes in the light of historical experience.

CJ 6621 Current Issues in Corrections (3)

An analysis of the contemporary problems surrounding corrections. Examples of topics include, but are not limited to, police unionization, court reforms,

- correctional problems, community-based correctional philosophy, comparative issues, and contemporary problems related to correctional officers' retention and employment practices.
- CJ 6622 Seminar in Administration of Justice (3)**
A critical examination of the administration of the criminal justice system in America, including the myths and misconceptions it generates, the controversial issues and trends it produces, and the current and future policies and administrative decision making it promotes.
- CJ 6624 Court Administration (3)**
A study of the judicial process from the standpoint of its situational and legal basis, organization and management, and the technical aspects of the judicial function at both trial and appellate levels.
- CJ 6625 Specialized Study (3)**
This course provides the student an opportunity to pursue in-depth study on a topic or issue of personal interest under the guidance and direction of a department faculty member. *May be repeated up to a total of six credit hours. See semester hour limits listed under Course Restrictions in General Regulations section.*
- CJ 6630 Juvenile Justice (3)**
An examination of the agencies, institutions, and personnel that work with juvenile offenders. Of special interest will be how the police, courts and correctional agencies interact and deal with juvenile offenders, as well as a review of the current issues and proposals being discussed at the national level.
- CJ 6635 Community-Based Corrections/Correctional Systems (3)**
This course will advance the concept of the development of programs for offenders which substitute treatment in the community for institutionalization or imprisonment. Collectively, these programs constitute what is termed "Community-Based Corrections."
- CJ 6636 Criminological Theory (3)**
An in-depth overview of major criminological perspectives as well as their nature and extent, especially those found in the United States, and an analysis of the etiology of criminal behavior, criminal law, and the societal reaction to criminals.
- CJ 6638 Seminar in Civil Liberties Related to Corrections (3)**
This course is concerned with prisoners' rights as they are guaranteed by the United States judicial system. Because of the ongoing nature of the process defining rights of prisoners currently, decisions of federal appellate and district courts as well as state courts are utilized. This course is a critical review of recent trends and developments affecting personal liberties of incarcerated individuals.
- CJ 6640 Seminar in Law Enforcement (3)**
An in-depth examination of the various issues and problems currently being experienced in American policing.
- CJ 6644 Administrative Law (3)**
A study of the legal environment in which the public administrator functions. The process and procedures of administrative agencies including administrative discretion, rule-making, investigating, prosecuting, negotiating, and settling; constitutional law, statutory law, common law, and agency-made law. Liability of governments and their officers. Selected cases and decisions.
- CJ 6649 Statistics for Criminal Justice Research (3)**
This course provides a review of advanced statistical techniques with emphasis upon their application in a criminal justice setting.
- CJ 6650 Survey of Research Methods in Criminal Justice (3)**
An analysis of research strategies employed to study the causes of crime and the societal response to it. *A grade of "B" or better is required.*
- CJ 6652 Seminar in Corrections (3)**
An in-depth examination of the various issues and problems in corrections with a special emphasis relating to administration and management.
- CJ 6655 Selected Topics in Criminal Justice (3)**
An examination of a particular subject which is not offered under the normal course offerings. May be repeated (with different topics) for credit. *See semester hour limits listed under Course Restrictions in General Regulations section.*
- CJ 6660 Advanced Readings in Criminal Justice (3)**
This course is designed to allow beginning graduate students the opportunity to acquire a basic background in criminal justice literature. The readings will be in specific areas in criminal justice. May be repeated (with different topics) for credit. *See semester hour limits listed under Course Restrictions in General Regulations section.*
- CJ 6671 Organization Theory (3)**
An examination of the theories of modern criminal justice organization, including current trends and development.
- CJ 6692 Agency Experience (3)**
A supervised practice in an approved criminal justice agency. Reserved for students with no prior experience in a criminal justice setting.
- CJ 6693 Master's Project (3)**
An applied professional research project involving the analysis of a management or public policy problem, designed for the student who does not wish to write a thesis but nonetheless desires to prepare a major written work in the field of criminal justice.
- CJ 6694 Thesis Practicum (3)**
This course is designed to offer the student who elects to write a thesis an opportunity to review research strategies, initiate a literature search, and prepare preliminary drafts of the thesis. *The student*

will receive a letter grade of "IP" until the completion of the thesis.

- CJ 6695 Thesis (3)**
The completion and oral defense of the thesis. Grading system is Pass / Fail.

COMMUNICATION STUDIES

- COM 5531 Interpersonal Communication (3)**
A study of theories of Communication behavior in relatively unstructured face-to-face situations, including small-group discussion.
- COM 5541 Oral Interpretation (3)**
A study and application of the principles and practices of oral interpretation (reading) of literature, including individual and ensemble performance.
- COM 5542 Rhetoric (3)**
A study of the historical development of rhetorical theory in Western thought from the Classical to the Contemporary periods and its relationship to practice and criticism. The course includes opportunities for advanced public speaking and small group discussion.
- COM 6600 Communication and Influence (3)**
This class is designed to increase the students' understanding of and ability to use social media in an advocacy role. Students will study argument, interaction and political communication in personal, print, and online environments. Emphasis is placed on persuasion theories and the role of messages as agents for change.
- COM 6605 Strategic Communication Theories (3)**
Students will explore communication theories from classical to current times along with their practical applications. Special attention is placed on crisis communication and the role of new technologies.
- COM 6610 Leadership and Media Strategies (3)**
Using leadership skills to approach communicate effectively with a variety of media tools. Topics include media relations, media characteristics, media decisions, the impact of emerging communication technologies on the communication process, mentoring communication skills, presentation skills and media budgets.
- COM 6620 Contemporary Issues in Strategic Communication (3)**
Students will examine the strategic use of emerging media in communication campaigns. Topics include Internet usage, audience analysis, media relations, public relations media plans, social media advertising, blogs, electronic publishing and web design.
- COM 6625 Specialized Study in Area of Speech
6626 Communication (1-3)
6627**
Under the supervision of the faculty course supervisor, the student may pursue an extensive study of a particular area which fits his/her academic needs but

is not available in the regular curriculum. Each proposal must be approved the preceding term by adviser, course supervisor, and department chair. *Total credit for any combination of enrollments in these courses may not exceed six hours. See semester hour limits listed under Course Restrictions in General Regulations section. Total specialized study hours may not exceed six semester hours.*

- COM 6630 Strategic Communication and Emerging Media (3)**
Students will examine the strategic use of emerging media in communication campaigns. Topics include Internet usage, audience analysis, media relations, public relations media plans, social media advertising, blogs, electronic publishing and web design.
- COM 6635 Strategic Organizational Communication (3)**
This course allows students to discuss the impact of mediated communications within organizations and how to use digital and conventional communication technologies to reach diverse publics.
- COM 6691 Strategic Communication Inquiry and Research (3)**
The examination and evaluation of research methods used with strategic communication data. Students will apply this knowledge in a study of communication problems. *A grade of "B" or better is required.*
- COM 6699 Strategic Communication Capstone (3)**
This course provides a culminating experience in which students will integrate the theoretical and practical strategic communication skills developed in prior courses. Students will apply these skills by developing an effective communication campaign. *A grade of "B" or better is required. This course is open only to students who have completed 18 hours of coursework in the program.*

COUNSELING

- CP 6600 Professional Orientation and Ethics (3)**
An introductory course to the world of professional counseling. Course content includes historical overview, concepts, approaches, philosophy and development of the counseling profession. Professional roles, organizations, credentialing, legal/ethical issues, and professional standards of care are covered. *Prerequisites: Recommended first course.*
- CP 6601 Legal, Ethical, and Professional Standards (3)**
This course assists counseling personnel in acquiring information and understanding necessary to effectively deal with legal, ethical and professional standards of the counseling profession.
- CP 6602 Seminar in the Prevention/Treatment of Chemical Dependency (3)**
An examination of specified issues which must be addressed to promote successful recovery in the treatment of chemical dependency.

- CP 6605 Foundations of Mental Health Counseling (3)**
A study of the historical, philosophical, societal, cultural, economic, and political dimensions within mental health practice. This course will address the professional identity, functions, and issues facing mental health practitioners: principles, theories, and practice of community intervention and the human services network; fiscal and administrative management of programs; and public policy and governmental relations impacting mental health services.
- CP 6610 Facilitation Skills and Counseling Techniques (3)**
A focus on the development and application of basic facilitation skills necessary for becoming an effective helping professional. Skills are developed through a combination of didactic, experiential, and demonstrated learning activities to train the beginning counselor in the establishment and maintenance of therapeutic relationships. *Prerequisites: CP 6600 or adviser's approval.*
- CP 6616 Treatment of Addictive Family Diseases (3)**
A study of typical characteristics of dysfunctional families. Provides the basis for suggested intervention techniques, appropriate areas of family education, and guidelines for effective therapy.
- CP 6617 Treatment Theories and Modalities of Addictive Disease (3)**
A study of historical perspectives and the most effective treatment and assessment approaches of addictive diseases.
- CP 6620 Readings in Counseling and Psychology (1-3)**
6621 An independent exploration of the literature related
6622 to verbal and nonverbal communication, listening, and human relations under the supervision of a faculty member. An examination will be required upon the conclusion of the course. *This course may be offered as a seminar. See semester hour limits listed under Course Restrictions in General Regulations section.*
- CP 6625 Specialized Study in Counseling (1-3)**
6626 A study of a problem or a topic using research
6627 techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. *Approval by the student's adviser, the course instructor, and department chair is required. See semester hour limits listed under Course Restrictions in General Regulations section.*
- CP 6634 Drug Education, Prevention, and Intervention (3)**
A study of commonly abused drugs, drug abuse prevention, and treatment techniques. Examines characteristics of people at high risk to become substance abusers/addicted.
- CP 6635 Crisis Response Management (3)**
This course provides community personnel, school personnel and other education and/or health professionals/paraprofessionals information about the nature of global and local disasters. Course content includes appropriate responses to a variety of crisis scenarios and information on major theories of crisis intervention.
- CP 6636 Foundations of Student Affairs (3)**
This course is designed to provide a comprehensive introduction to the field of student affairs in higher education through a review of its historical and philosophical influences; purpose, roles, and functions; and contemporary issues and trends.
- CP 6637 Administration of Student Affairs Programs (3)**
This course is designed to provide the knowledge and skills required for effective administration of student affairs in higher education. The course will focus on designing, managing, and evaluating student affairs programs.
- CP 6638 Internship: Student Affairs Counseling (3)**
This course provides supervised student affairs counseling experiences in the college environment. The experience is accompanied by scheduled on-campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student affairs service. *Prerequisite: CP 6650. Grading system is Pass/Fail.*
- CP 6639 Internship: Student Affairs Counseling (3)**
This course provides supervised student affairs counseling experiences in the college environment. The experience is accompanied by scheduled on-campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student affairs service. *Prerequisite: CP 6638. Grading system is Pass/Fail.*
- CP 6641 School Counseling and Program Management (3)**
In this course students will study planning, designing, implementing, and evaluating a comprehensive developmental school guidance program. The school counselor's role as an advocate and school leader will be emphasized. Historical perspective, new academic achievement, guidance curriculum and ethical and legal issues will be included.
- CP 6642 Group Dynamics and Counseling (3)**
The study of group dynamics and group counseling theories, including ethics, group leadership styles, types of groups, group counseling methods and skills, group developmental stages, and therapeutic factors of group work. Experiential activities included. *Prerequisite: CP 6610 or adviser's approval.*
- CP 6644 Community Counseling Services (3)**
A study of multifaceted, comprehensive, community counseling and school psychological services, needs assessment, resource identification, program development, and program evaluation. Alternative models of service delivery and alternative sources of funding and program regulation are explored.

- CP 6649 Theories of Counseling (3)**
A study of the major theoretical approaches in counseling including the affective, behavioral, and cognitive theories. Application of theories to basic types of problems in the counseling relationship is included. Includes case studies, class demonstrations and role-playing. *Prerequisites: CP 6600 and CP 6610 or adviser's approval.*
- CP 6650 Practicum (3)**
This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on-campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. Students enrolled in practicum must complete requirements in program major area. Students changing majors will be required to retake practicum in another program area. *Grading system is Pass / Fail. Prerequisites: Permission of instructor and department chair required. CP 6600, CP 6610, CP 6642, CP 6649, PSY 6669, PSY 6670 Students enrolled in rehabilitation counseling are required to take CP 6652 prior to practicum.*
- CP 6651 Counseling Diverse Populations (3)**
A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with culturally diverse populations. Special emphasis is placed on current practices utilized in counseling interventions with diverse populations as well as increasing counselor sensitivity to the unique needs and experiences of such populations.
- CP 6652 Rehabilitation Delivery and Process (3)**
A study of the rehabilitation process including historical developments, philosophical bases, and legal aspects, with an emphasis on the operational aspects of rehabilitation service delivery systems.
- CP 6655 Practicum: Social Services (3)**
This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed social service counselor would perform. Practicum provides for the development of social service counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on-campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. *Grading system is Pass / Fail. Prerequisites: Permission of instructor and department chair required. CP 6600, CP 6610, CP 6642, CP 6649. This practicum does NOT meet criteria for licensure.*
- CP 6656 Marriage, Family, and Sex Therapy Counseling (3)**
The course is designed to provide the student with a conceptual framework for dealing with marriage, family, and sex problems. Students will be equipped with the skills necessary for working with all members of the family.
- CP 6657 Internship: School Counseling (3)**
This course provides supervised school based experience at both the elementary and secondary levels. The school-based experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship, to include 120 hours of direct student service. *Grading system is Pass/Fail. Prerequisite: CP 6650.*
- CP 6658 Internship: School Counseling (3)**
This course provides supervised school-based experience at both the elementary and secondary levels. The school based experience will be accompanied by scheduled on campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student service. *Grading system is Pass/Fail. Prerequisite: CP 6657.*
- CP 6659 Internship: Mental Health (3)**
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6660 Internship: Mental Health (3)**
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*
- CP 6661 Internship: Mental Health (3)**
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120

hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

CP 6662 Internship: Community Counseling (3)

This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

CP 6663 Internship: Community Counseling (3)

This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

CP 6665 Internship: Addictions Counseling (3)

This course provides an opportunity for the student to perform a variety of activities that a regularly employed professional counselor in an Addictions Counseling Treatment setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail.*

CP 6666 Internship: Addictions Counseling (3)

This course provides an opportunity for the student to perform a variety of activities that a regularly employed professional counselor in an Addictions Counseling Treatment setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail.*

CP 6670 Internship: Rehabilitation Counseling (3)

This course provides supervised experiences in a rehabilitation setting. The experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system*

is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.

CP 6671 Internship: Rehabilitation Counseling (3)

This course provides supervised experience in a rehabilitation setting. The experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: CP 6650*

CP 6680 Seminar: Counseling Approaches to Working with Hearing Impairment (3)

This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/techniques to counseling with individuals who are hearing impaired. *Prerequisite: Permission of instructor.*

CP 6681 Seminar: Counseling Approaches to Working with Visual Impairment (3)

This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/techniques to counseling with individuals who are visually impaired. *Prerequisite: Permission of instructor.*

CP 6682 Leadership and Advocacy: Hearing Impairment (3)

The purpose of this course is to develop an appreciation for the organization, administration, and coordination of services for the hearing impaired. Strategies for consulting with various agencies, educating the general public, counseling with hearing impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, PSY 6653. Taken in conjunction with internship.*

CP 6683 Leadership and Advocacy: Visual Impairment (3)

The purpose of this course is to develop an appreciation for the organization, administration and coordination of services for the visually impaired. Strategies for consulting with various agencies, educating the general public, counseling with the visually impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, PSY 6653. Taken in conjunction with internship.*

CP 6685 Case Management (3)

A study of the case management process, including case findings, service coordination, referral and utilization of other disciplines, and client advocacy.

CP 6686 Job Development and Placement (3)

A study of the analysis of job development and placement in the rehabilitation process and related fields.

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| <p>CP 6687 Placement of Special Disability Groups (3)
A study of effective job development and placement techniques and strategies in the rehabilitation process for disability groups traditionally challenging to place: Blind, Deaf, Hard of Hearing, Mentally Ill, Traumatic Brain Injured, Spinal Cord Injured, Multi-disabled and Learning Disabled.</p> <p>CP 6691 Research Methodology (3)
The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. <i>Students enrolled in the Counseling and Psychology programs are required to take CP 6691 Research Methodology only at Troy University. This research course may not be substituted with another Troy University research course or one transferred from another university. A grade of "B" or better is required.</i></p> | <p>CP 7791 Research Seminar (1-3)
7792 This course provides in-depth assistance to prepare students for development of, research for, and preparation of theses or field project proposal.
7793</p> <p>CP 7794 Field Project (3)
An independent study of a problem of a practical nature which is encountered in a field setting. A proposal for the study and a written report of the findings must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings. <i>Grading system is Pass/Fail. Enrollment limited to Ed.S. students.</i></p> <p>CP 7795 Thesis (3-6)
7796 Research for and preparation of a scholarly paper related to a counseling and guidance problem or situation under the supervision of the student's advisory committee. <i>Grading system is Pass/Fail. Enrollment limited to Ed.S. students.</i></p> |
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- COMPUTER SCIENCE**
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| <p>CP 7700 Advanced Practicum in Group Leadership (3)
Supervised training in group leadership, including experiential and didactic activities, focusing on group facilitation. <i>Prerequisites: CP 6642 and CP 6650 or equivalents and permission of the instructor. Enrollment restricted to Ed.S. students..</i></p> <p>CP 7701 Seminar in Counseling and Student Personnel Work (3)
Individual readings and conferences, group discussions and reports focusing on the advanced student's special interest in counseling and human development. Emphasizes research findings.</p> <p>CP 7702 Advanced Theories and Techniques of Counseling (3)
An in-depth study of current viable theories of counseling utilizing techniques appropriate for each framework. Some areas to be covered include the cognitive, affective, and eclectic approaches. <i>Prerequisite: CP 6649 or equivalent</i></p> <p>CP 7725 Advanced Studies in Counseling (1-3)
7726 A study of a problem or topic using research techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. <i>Approval by the student's adviser, the course instructor, and department chair is required.</i>
7727</p> <p>CP 7753 Internship: Advanced Counseling (1-3)
7754 This course provides advanced graduate students with full-time, supervised, on-the-job experience in settings appropriate to their area of specialization. Experiences accompanied by weekly on-campus meetings designed to provide opportunity for analysis and evaluation of supervised activity. <i>Grading system is Pass/Fail.</i>
7755</p> | <p>CS 5543 Software Engineering (3)
This course aims at producing good practice in developing software and provides an overview of how to do software engineering using an object-oriented approach. The course assumes familiarity with object-oriented programming. It focuses on the appropriate processes, models and metrics in quality software development. <i>Prerequisite: CS 4447 or CS 5547</i></p> <p>CS 5545 Computer Architecture (3)
Functional descriptions of the major components of digital computer architectures are explored, explored, such as arithmetic and control units, memory hierarchies, channels and characterizations and interactions of individual major components of small and large computers. Also included are minicomputer architectures, specialized computer architectures, and distributed data processing architectures. <i>Prerequisite: CS 3310, CS 3365 or CS 4445</i></p> <p>CS 5547 Systems Analysis and Design (3)
Introduction to information systems development process. Systems analysis methods, covering activities, tools, and techniques for requirements gathering, modeling and specification. Systems design methods, including activities, tools and techniques for design, with an emphasis on architecture, rapid development and prototyping, and detailed design. Introduces classical approaches such as information engineering as well as object-oriented analysis and design. <i>(CS 4447 recommended)</i></p> <p>CS 5549 Analysis of Algorithms (3)
This course discusses various algorithms that solve searching, sorting, and cryptographic problems. There are many candidate algorithms to solve such problems. Tradeoffs involved when choosing an algorithm are discussed. Sorting algorithms such as merge, insertion, quick, and heap, search algorithms</p> |
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such as binary search tree, red-black tree, hashing, and B-Trees are discussed. *Prerequisite: CS 3323*

- CS 5550 Operating Systems Principles (3)**
This course discusses what operating systems are, what they do, how they are designed and organized. Topics discussed include: process management (scheduling, intercommunication, synchronization, and deadlock handling), storage management (memory management and virtual memory management). I/O systems (hardware, interfaces, request-handling, performance issues). Applications of these concepts in modern operating systems such as Windows and Unix are presented. *Prerequisite: CS 3323*
- CS 6625 Specialized Study in Computer Science (1-3)**
6626 This course involves the study of a problem or problems using research techniques. Selection of a problem is to be approved by the student's advisor, instructor, college dean, and Dean of the Graduate School. The study should contribute to a student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in the specialized study courses may not exceed three (3) semester hours. The course may not be substituted for a required course. See semester hour limits listed under Course Restrictions in General Regulations.*
- CS 6640 Data Base Management Concepts (3)**
This course discusses design and implementation issues associated with relational and object-oriented databases. Topics include E-R modeling, relational modeling, normal forms, data storage, and concepts of object-oriented data modeling. *Prerequisite: CS 3323*
- CS 6641 Society and Information Systems (3)**
A survey and analysis of individual and societal attitudes, interactions, and decision-making is provided concerning the design and application of computers in information storage, retrieval and processing.
- CS 6643 Theory and Design of Compilers (3)**
The formal properties of grammars, lexical and syntactic analysis, macro generators, and code selection are presented. Additional topics include hardware compilers, extensibility of languages, and implementation of simple compilers. *Prerequisite: CS 3372 or 3370*
- CS 6646 Information Systems for Operations and Management (3)**
Conceptual and practical foundations of information processing systems' support for management and decision-making functions are examined. Computer system project management, economic and legal considerations of management information systems, systems implementation and evaluation are additional topics covered in this course. *Prerequisite: CS 5547*
- CS 6647 Simulation and Modeling (3)**
The theory and design of modeling problems, validation and verification of simulation models for dynamic queuing and static Monte Carlo problems are reviewed. Discrete event and continuous simulation models are analyzed. Random number generation used in simulation languages and the implementation of models on computer hardware and software engineering using general purpose and simulation languages re presented in this course. *Prerequisite: CS 5547*
- CS 6648 Operations Research (3)**
A systems approach is explored as it relates to using various algorithms to solve different classes of managerial problems with a computer. *Prerequisite: CS 3325 or CS 5547*
- CS 6649 Special Topics in CS (3)**
A series of advanced topics in areas of computer science is offered. The course details a structured discussion of varied subjects to include technological updates, a more intense study of topics covered in other course offerings, and an introduction to advanced concepts such as artificial intelligence, the theory of computability, and formal languages. *Prerequisites: 12 semester hours of graduate credit*
- CS 6650 Distributed System Principles (3)**
The invention of high-speed computer networks make it possible to easily put together computing systems composed of large numbers of computers connected by a high-speed network called a Distributive System. This course presents the terminology, concepts, problems and implementations of such systems. Specific Object-Based Distributive Systems like Cobra, DCOM and Java Remote Method Invocation (RMI)
- CS 6651 Artificial Intelligence (3)**
Intelligent agents, problem-solving, search, knowledge representation and reasoning, planning, and reasoning with uncertain knowledge. Machine learning. Design and implementation of artificial intelligence systems including expert systems, planning, logic and constraint programming.
- CS 6652 XML Technology Principles (3)**
This course discusses Extended Markup Language (XML) technology. Topics discussed are XML document creation, document rule definitions such as document type definition (DTD and Schema), XML style languages (XSL and XSLT). Also XML applications and how programming language can process documents are presented. *Prerequisite: CS 3323*
- CS 6653 Topics in Software Security and Reliability (3)**
This course discusses Software Quality, Fundamentals of Reliability and Rates of Failure, Fundamentals of Data and Distributions, Reliability Testing, Software Growth Models, Software Security and Safety Fundamentals, Software Testing and Stopping Rules (Project Topic I), System Reliability and Redundancy, and Integrated and Internet Software System Reliability Security (Project Topic II). *Prerequisite: Permission of the instructor*

- CS 6654 Topics in Software Engineering (3)**
The course extends the topics of the Software Engineering course in which the principles of software development are covered.. This course covers advanced topics in software engineering, including software architecture, design patterns, multi-media software, embedded software engineering, and knowledge-based approaches to software engineering. The course also includes a number of case studies. Participants are to write a paper on a topic in Software Engineering. *Prerequisite: CS 5547*
- CS 6655 Digital Logic Design – Principles and Practices with Emphasis on Testable Semi-custom Circuits (3)**
Combinational circuit analysis including hazard detection; Number systems and codes; Switching algebra; Combinational circuit design including PLA and MSI techniques; IC logic families; Flip-flop properties; Switching algebra: special properties - symmetric functions, unate functions, threshold functions, Boolean difference, functional decomposition; Introduction to sequential circuits– sequential circuit analysis; Pulse mode sequential circuits - state reduction, incompletely specified machines, state assignment, series-parallel decomposition; Fundamental mode sequential circuits -race, hazards, state assignment; Testing aspects of digital systems - failure and fault models, deterministic test generation for combinational circuits, testing sequential Circuits, state identification, testing memories and complex LSI/VLSI circuits, design for testability techniques: scan techniques, built-in self-test (BST), easily testable net-work structures; Semicustom and MSI design; Special sequential circuits including sequential integrated circuits. *Prerequisite: CS 5545*
- CS 6656 Design and Testing of Reliable Digital Systems (3)**
Introduction to digital circuits testing . Fault model and test generation for combinational circuits—fault table, path sensitization, ENF, SPOOF and Boolean difference methods. Fault detection in sequential circuits—state identification sequences and designing checking experiments for sequential machines. Design for testability—readily diagnosable and counter-cycle (CC) type sequential machines. Random testing of digital combinational and sequential circuits—continuous-parameter Markow model and error latency mode. Built-in self-test (BIST) in VLSI. Data compression in VLSI BIST — concepts of space compression and time compression. Aliasing probability. Fault signature analysis. Fault simulation. Deterministic and pseudorandom test pattern generator. FAN and PODEM. Scan path design. Functional testing of LSI and VLSI circuits—testing microprocessors. Testing of memory devices. Recent trends— embedded systems and systems-on-chip (SOC) design and circuits. Fault tolerance and reliability in modern digital design. *Prerequisite: CS 6655*
- CS 6660 Algorithmic Graph Theory (3)**
Theory and algorithms for solving computational problems in graphs and hypergraphs. The topics may include minimum transversals, maximum matchings, trees and bipartite graphs, chordal graphs, planar graphs and graph coloring, hypertrees, chordal hypergraphs, planar hypergraphs and hypergraph coloring, colorability, perfection, and chromatic spectrum. *Prerequisites: CS 3323 and MTH 4420, or permission of the instructor.*
- CS 6662 Special Topics in Game Design (3)**
This course covers key areas of game design and implementation. Topics include game engines, 3D graphics, game Artificial Intelligence, and terrain modeling. *Prerequisite: CS 3323, CS 3332 or CS 5543*
- CS 6664 High-Performance Computing (3)**
This course teaches the methods and technology of high-performance computing and its usage in solving scientific problems. Topics focus on advanced computer architectures, parallel algorithms, parallel languages, performance-oriented computing, and grid and cluster computing. *Prerequisite : CS 3323*
- CS 6666 Computer Graphics (3)**
This course covers the theory, design, implementation and applications of computer graphics. Topics include common graphics hardware, 2D and 3D transformations and viewing, basic raster graphics, concepts image processing, modeling, rendering, illumination, shadows, textures, programmable shaders, and animation. *Prerequisite : CS 3323*
- CS 6668 Network Security (3)**
The course covers theory and practice of communication security in computer systems and networks. Topics include authentication and access control, virtual networks, shared key encryption, public key encryption, and digital signature. *Prerequisite : CS 4445*
- CS 6699 Research and Thesis (1-6)**
Guided research in Computer Science results in the preparation of a scholarly thesis. The thesis includes a discussion of the research design and methodology available to plan and conduct a systematic, thorough, critical, interpretive and analytical research in an area appropriate to the interest of the individual student and consistent with the degree program. The course requires students to prepare a thesis within guidelines provided by the faculty member and to defend it before a thesis committee.
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- DRAMA**
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- DRA 5543 Theatre History I (3)**
A history of the theatre from the origin of tragedy through English drama of the 17th century. A study of dramatic literature and elements of the theatre designed to enhance the student's appreciation of contemporary theatrical practices in the staging of the "classics".
- DRA 5551 Directing I (3)**
Script analysis and directing principles with studies in the direction of contemporary scenes one-act plays.

DRA 6625 Specialized Study in Area of Theatre (1-3)
Under the supervision of the faculty course supervisor, the student may pursue an extensive study of a particular area which fits his/her academic needs but is not available in the regular curriculum. Each proposal must be approved the preceding term by the student's advisor, the faculty course supervisor, and the department chair person. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. See semester hour limits listed under Course Restrictions in General Regulations section.*

EAL 6633 Leadership (3)
This course deals with the development of knowledge and skills needed for the responsibilities and major functions of educational leaders. The concept of leadership is discussed from both a theoretical and practical standpoint. Distinctions between management skills and leadership skills are emphasized. Key leadership challenges such as vision, motivation, staff development, inclusive decision making and strategic planning are stressed. Historical and contemporary accounts are successful leaders are utilized. The ethical and moral aspects of leadership are examined.

EDUCATIONAL ADMINISTRATION & LEADERSHIP

EAL 6603 School Business Procedures (3)
This is a comprehensive course designed to focus on the skills and knowledge needed to conduct school business procedures at two levels: school and district. The purpose is to concentrate on the principles and best practices necessary to manage those business transactions for effective school business administration.

EAL 6643 Administration of School Personnel (3)
This course develops capacities to effectively recruit, coordinate, and develop human resources within an educational environment. Administrative procedures such as facilities management, materials management, and technology management will also be discussed.

EAL 6609 Communication and Problem Solving (3)
This course is designed to develop communication and problem solving skills required for effective leadership of people, processes, and organizations. Emphasis will be placed on verbal, interpersonal, and written communication, group dynamics, conflict resolution and consensus building. Special attention will be given to working diverse populations.

EAL 6653 Evaluation and Organizational Improvement (3)
This course focuses on basic models and approaches used in evaluating programs and processes for effectiveness. Students will define and discuss evaluation concepts and explore conceptual issues and practical guidelines for conducting a program evaluation.

EAL 6610 Grant Writing and Fund Raising (3)
This course explores how to write a grant and discusses alternative ways of fundraising. Particular attention will be given to grant writing protocols and procedures, as well as the dynamics involved in responding to a Request for Proposal, and understanding the schools system's bureaucratic structures.

EAL 6663 Internship in Educational Administration I (3)
The purpose of this course is to provide students with school-based administrative experience in elementary, middle and secondary grades, as well as central office support functions. Full-time university educational administration faculty and local public school supervisors oversee the intern to ensure field experiences is acquired in the areas of curriculum, instruction, student services, leadership skills, staff development, school and community relations, management skills, and legal responsibilities. *Internship requires a minimum of 300 clock hours and must be completed at the home campus. There must be a minimum of six months from the beginning of this course to the completion of EAL 6664.*

EAL 6613 Legal Issues in Public Education (3)
This course provides an introduction to the legal basis for public education and patterns of education control. Some attention is given to the necessity of providing a variety of school services and programs. Additional attention is given to the instructional program requirements to meet legal standards.

EAL 6664 Internship in Educational Administration II (3)
The purpose of this course is to provide students with school-based administrative experience in elementary, middle and secondary grades, as well as central office support functions. Full-time university educational administration faculty and local public school supervisors oversee the intern to ensure field experiences is acquired in the areas of curriculum, instruction, student services, leadership skills, staff development, school and community relations, management skills, and legal responsibilities. *Internship requires a minimum of 300 clock hours and must be completed at the home campus. There must be a minimum of six months from the beginning of EAL 6663 to the completion of this course.*

EAL 6615 Social and Philosophic Foundations of Educational Leadership (3)
This course provides an overview of the societal structure and problems affecting education as well as the philosophical schools of thought in educational leadership.

EAL 6625 Specialized Topics in Educational Leadership (3)
A seminar concerned with an in-depth examination of one topic that is acutely important to educational leadership. Students are expected to use primary resources, journals, and the Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written response will also be used.

EAL 6684 Curriculum Development for Educational Leaders (3)
This course prepares school administrators to provide leadership necessary to ensure appropriate cur-

ricula for the schools and for effective teaching and learning. Students will examine the curriculum design, development, implementation, and evaluation cycle.

EAL 6691 Research Methods (3)

This course is a study and evaluation of a variety of research methods; including but not limited to quantitative, qualitative, and action research, and reporting formats used in education and the social sciences. *A grade of "B" or better is required.*

nomenclature, the use of dichotomous keys, and general herbarium techniques. Emphasis is placed on plant identification and habitat types. *Prerequisites: General Biology, General Ecology*

EBS 5530 Applied Genetics (3)

Advanced studies in genetics with emphasis on cytogenetics and molecular genetics. *Prerequisites: Genetics, Organic Chemistry. Co-requisite: EBS L530*

EBS L530 Applied Genetics Lab (1)

An introduction to procedures and equipment used in the study of cytogenetics and molecular genetics. *Co-requisite: EBS 5530*

ENVIRONMENTAL AND BIOLOGICAL SCIENCES

EBS 5513 Limnology (3)

The physical, chemical, geological, and biological aspects of freshwater ecosystems as influenced by activities in surrounding watersheds. *Prerequisite: General Biology. Co-requisite: EBS L513*

EBS 5550 Environmental History of the U.S. (3)

An introduction to environmental history of the United States from the 18th century to the late 20th century, emphasizing the post World War II period. The course will focus on the historical development of the science of ecology, the origins of environmental problems and solutions attempted by government and experts, as well as responses by grassroots activists over time.

EBS L513 Limnology Lab (1)

Field and laboratory exercises in lake and stream science, including instrumentation, measurement, sampling, and analysis. *Co-requisite: EBS 5513*

EBS 5516 Microbial Ecology (3)

The study of the diversity and ecology of microbial populations in ecosystems, with the emphasis on the roles that they play in biogeochemical cycles, their contributions to metabolic diversity, their interactions with animals and plants, their niches and bioremediation. *Prerequisites: Microbiology, Organic Chemistry. Co-requisite: EBS L516*

EBS 5551 Toxicology (3)

A study of the principles related to the adverse effects of chemicals on living organisms. *Prerequisite: organic chemistry. Co-requisite: EBS L551*

EBS L516 Microbial Ecology (1)

Microbial ecology laboratory techniques including isolation, identification, and enumeration of microorganisms from aquatic and terrestrial environments. *Co-requisite: EBS 5516*

EBS L551 Toxicology Lab (1)

Assessment of terrestrial and aquatic toxicity of chemical agents following standard protocols. *Co-requisite: EBS 5551*

EBS 5520 Field Vertebrate Zoology (4)

The basics of vertebrate identification, with emphasis on phylogeny, anatomy, morphology, life histories, habitats, distributions, and conservation. *Prerequisites: General Biology, General Chemistry*

EBS 5552 Industrial Hygiene (3)

Identification and correction of chemical, biological, and physical hazards in and around the workplace. *Prerequisite: organic chemistry. Co-requisite: EBS L552*

EBS 5521 Population Ecology (3)

A study of animal and plant populations, food supply, competition, disease, fecundity, distribution, and other environmental factors. Management of endangered species and protected ecosystems are included. *Prerequisites: General Ecology, Genetics, General Chemistry, Statistics. Co-requisite: EBS L521*

EBS L552 Industrial Hygiene Lab (1)

Methods and procedures for sampling, analyzing, and evaluating chemical, biological, and physical agents in the workplace. *Co-requisite: EBS 5552*

EBS L521 Population Ecology Lab (1)

Field exercises in identifying ecological problems, formulating and testing hypotheses, and evaluating data using standard statistical methods. *Co-requisite: EBS 5521*

EBS 5576 Special Topics (1 - 4)

Specialized topics not generally included in course offerings. *Prerequisite: Permission of instructor*

EBS 5578 Cell Biology (3)

This course covers cell structure and function with the emphasis on biochemical and molecular mechanisms. Topics include signal transduction, cytoskeleton, intracellular compartments, cell movement, differentiation, and recognition. *Prerequisites: genetics, microbiology, organic chemistry. Co-requisite: EBS L578*

EBS 5525 Field Botany (4)

A survey of vascular plants from different habitats in southeast Alabama. Principles of plant taxonomy, including history and systems of classification and

EBS L578 Cell Biology Lab (1)

Experimental approaches for studying cells at the biochemical and molecular levels. *Co-requisite: EBS 5578*

- EBS 5582 Molecular Biology (3)**
A study of the fundamental principles of chromosomal organization and gene expression, with emphasis on the structure and function of nucleic acids and proteins. *Prerequisites: genetics, microbiology, organic chemistry. Co-requisite: EBS L582*
- EBS L582 Molecular Biology Lab (1)**
Experimental approaches in molecular analyses of nucleic acids and proteins, with the emphasis placed on common techniques utilized in clinical and research settings. *Co-requisite: EBS 5582*
- EBS 6600 Aquatic Entomology (3)**
A study of the morphology, physiology, taxonomy, life histories, and ecology of aquatic insects. *Prerequisites: general biology, general ecology. Co-requisite: EBS L600*
- EBS L600 Aquatic Entomology Lab (1)**
Classification and identification of immature and adult aquatic insects. A collection is required. *Co-requisite: EBS 6600*
- EBS 6601 Environmental and Biological Ethics (3)**
Examination of major ethical theories as they apply to environmental, biological, and medical issues. The linkage of ethics to decision-making in social, public, and business policy. Course develops skills in understanding value systems and framing ethical positions.
- EBS 6603 Environmental Management (3)**
Concepts and practices underlying procedures for environmental resource management, including planning, organizing, and conducting programs.
- EBS 6611 Global Pollution and International Environmental Policy (3)**
An examination of global environmental issues, such as global climate change, ozone depletion, and acid precipitation. This course also deals with alternatives in developing global policies and treaties to address these problems.
- EBS 6612 Environmental Impact Studies/Risk Management (3)**
An examination of practices used in analysis of land, water, and air to determine the impact of human activities such as construction, mining, clearing, and industrial operation. Planning approaches and ecological constraints, economic evaluation, and quantitative approaches to predict impact.
- EBS 6615 Environmental Law, Permitting, and Regulatory Compliance (3)**
A study of the steps needed and programs required to insure that public and private sector organizations are in compliance with federal and state environmental regulations. *Prerequisites: An undergraduate ecology or environmental course, or approval of adviser.*
- EBS 6617 Seminars in Environmental and Biological Sciences (1)**
- EBS 6618 Seminars in Environmental and Biological Sciences (1)**
- EBS 6621 Environmental Toxicology (3)**
This course is a foundation for scientific decision-making involving contaminants and their effects on biological systems. It covers the basic principles of environmental toxicology including bioaccumulation, the biological effects of toxicants from the molecular to global level or organization, and a basic understanding of the risk of environmental pollutants and the science of risk assessment. *Prerequisites: Eight semester hours or equivalent of chemistry*
- EBS 6623 Environmental Negotiations and Conflict Resolution (3)**
An examination of the approaches to resolving environmental disputes through alternative dispute resolution techniques.
- EBS 6624 Public Health (3)**
The impact of the environment on humans as well as the human impact on the environment serve as the dual focus of this course. Environmental agents of physical, chemical, and biological nature with adverse effect on human health will be considered. The physiological, molecular, cellular, genetic, and biochemical mechanisms of action of environmental carcinogens, toxins, pollutant, and other disease-causing environmental agents and the interaction of various environmental agents with biological systems will be addressed. *Prerequisite: None*
- EBS 6625 Specialized Study in Environmental and Biological Sciences (1-3)**
The student has the opportunity to engage in intensive study of a particular subject or learn a pertinent skill, which fits his/her academic and/or professional needs, but is not available in the regular curriculum. This may include educational activities or training outside of the University. The student will follow the guidelines that the Department has established for the supervision and the pursuance of this study. *Requires approval of the student's adviser and the department chair. See semester hour limits listed under Course Restrictions in General Regulations section.*
- EBS 6630 Pollution Science (3)**
A study of pollution of atmosphere, surface water, and soil and groundwater from animate activities and inanimate processes. Adverse effects, fate, and transport of pollutants in air, soil, and water. *Prerequisite: general chemistry.*
- EBS L630 Pollution Science Lab (1)**
Theory and analytical techniques used in both field and laboratory for the analysis of air, water, and soil contaminants. *Prerequisite: general chemistry.*

- EBS 6635 Land Use Planning (3)**
An introduction to land use planning and land use tools, including zoning and comprehensive planning. The course also examines the interaction between land use and environments and explores strategies to reduce environmental impacts and protect natural resources.
- EBS 6637 Environmental Economics (3)**
Introduction to the micro and macro aspects of environmental economics. The course will explore the various economic and institutional means of controlling environmental problems for effectiveness, efficiency and equity.
- EBS 6643 Biological Chemistry (3)**
Biological Chemistry emphasizes the classification, structure, function and metabolism of proteins, carbohydrates, lipids and nucleic acids; intermediary metabolism and bioenergetics; enzyme structure, function and kinetics; and storage and expression of genetic information. *Prerequisites: CHM 3343/L343*
- EBS 6645 Biotechnology Techniques (3)**
Biotechnology Techniques laboratory emphasizes the fundamental theory and techniques used in the isolation, characterization, and study of biochemical molecules. *Prerequisites: CHM 3343/L343*
- EBS 6650 Spatial Analysis Using Geographical Information Systems (3)**
A graduate level GIS course geared for beginners that presents the understanding behind the four functional and physical components of a GIS: data input; storage and retrieval; manipulation; and data output. Multiple GIS applications are also discussed. *Prerequisites: EBS 6630, EBS L630, or permission of chair. Co-requisite: EBS L650*
- EBS L650 Spatial Analysis Using Geographical Information Systems (1)**
This lab is intended for average computer users with little or no experience in ArcView GIS or any other GIS software. At the end of the labs, students will be able to use ArcView to view, query, analyze, chart, and map geographic data. *Co-requisite: EBS 6650*
- EBS 6660 Issues in Aquatic Ecology (3)**
Case studies on the overexploitation and degradation of aquatic ecosystems and their resources, with a primary focus on freshwater systems. *Prerequisite: An undergraduate ecology course is highly recommended.*
- EBS 6661 Conservation Biology (3)**
Examination of the principles, practices, and philosophy of measuring, maintaining, and enhancing biological diversity. The course focuses on the applications of ecology, population biology, and genetics of the conservation of keystone and rare species and ecosystems. *Prerequisite: An undergraduate ecology course is highly recommended.*
- EBS 6662 Invasive Species Biology (3)**
This course will familiarize students with the principles of ecological invasions and factors affecting the spread and impacts of invasive species. Students will also become familiar with major sources of exotic species introductions, and methods available for prevention and control.
- EBS 6665 Sustainable Development (3)**
This course will increase student awareness of sustainability issues concerning the future survival of humans and other organisms on the planet. The course specifically covers the following: biological diversity trends, human population growth, agriculture and food consumption issues, water use and supplies, global warming and effects on biological diversity, sustainable fisheries, forest products and services, and other issues. *Prerequisites: None*
- EBS 6670 Special Topics (1-4)**
6671 Specialized topics not generally included in course offerings. *A maximum total of four semester hours is allowed for program credit.*
- EBS 6691 Research Methodology and Experimental Design (3)**
This course will include hands-on statistical experience emphasizing hypothesis testing using a statistical software system. It will combine several elements of research methodology including developing a grant proposal that will include topic selection, literature search, question formulation, methods, statistics, and a budget. *Prerequisite: Three semester hours in probability and statistics or permission of instructor. A grade of "B" or better is required.*
- EBS 6695 Thesis Research (1- 6)**
Under the guidance of the student's adviser and the chair of the department, the student may pursue original research (independent acquisition and interpretation of data) in a particular area of environmental or biological science. The completion of a thesis is required. The results and conclusions must be successfully defended before the student's graduate committee. *Grading system is Pass / Fail. Prerequisites: 3.0 GPA and permission of the Chair of the Biological and Environmental Sciences department.*
- Refer to specific departmental listings in the *Troy University Graduate Catalog* for full course descriptions of BIO (biology), BUS (business), CHM (chemistry), and GEO (geography). Information pertaining to MB (marine biology) is also provided.
- Note: Graduate students may not enroll in a 5000 numbered course if it duplicates the same course listed on an undergraduate transcript.*
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- ECONOMIC DEVELOPMENT**
-
- ECD 6625 Specialized Study in the Area of Economic**
6626 Development (1-3)
6627 Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study should contribute to the student's pro-

gram. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. *Prerequisite: All business foundation courses or equivalent.*

ECD 6660 Theories of International Economic Development (3)

This introductory course offers an interdisciplinary approach to economic development theory and bridges theory with "real world" economic development active ties through case examples. *Prerequisite: All business foundation courses or equivalent.*

ECD 6661 Economic Development Finance (3)

This course prepares students in the fundamental concepts and methods of economic development finance. *Prerequisite: All business foundation courses or equivalent.*

ECD 6662 Applied Spatial Analysis for International Economic Development (3)

This course prepares students to conduct economic development-related research through the application of computerized mapping software. *Prerequisite: ECD 6660*

ECD 6680 Field Experience in International Economic Development (3)

This course integrates academic knowledge with practical skills to develop professional abilities through economic development fieldwork. *Prerequisites: ECD 6660 and ECD 6661*

ECD 6699 Seminar in International Economic Development: U.S. Entrepreneurship Policy (3)

This course examines current issues in applied international economic development concepts. *Prerequisite: All business foundation courses or equivalent.*

EARLY CHILDHOOD

ECE 5544 Internship Seminar (3)

This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship. Grading system is Pass / Fail.

ECE 6618 Designing Prosocial Learning Environments (3)

An examination of early childhood education learning environments. Program models such as the English Infant School, the Open School, Montessori's Prepared Learning Environment and other selected models will be studied. In addition, techniques for

creating, maintaining, and assessing an environment that fosters knowledge construction, integration of technology resources, the development of autonomy, and independence will be examined. Students will investigate and implement these techniques with young children.

ECE 6620 Inquiries into Physical Knowledge (3)

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding about their own questions related to young children's construction of physical knowledge and the facilitation and evaluation of that knowledge construction in the early childhood classroom. In addition, the students will interact with young children through observation and participation in the application of appropriate physical knowledge experiences and the investigation and evaluation of children's construction of knowledge.

ECE 6622 Parents as Partners in Education (3)

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to strengthen the school-parent relationship while developing mutual supporters for the total development of the young child. Pertinent topics include: stress and children, parents and families in crisis, and helping children cope with the future.

ECE 6625 Specialized Study in Early Childhood Education (1-3)

6626
6627 A study of a problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

ECE 6628 Inquiries into Literacy Acquisition (3)

This course is designed to explore emergent literacy and the role of developmentally appropriate practices for young children, N-3. The course includes emphasis on: role of the teacher and teaching reading to young children, children and multiple learning styles, the reading process, and developing a developmentally appropriate reading program for young children, N-3.

ECE 6630 Inquiries into Representation (3)

This course is designed to assist graduate students as they investigate and construct knowledge of symbolic representation in all of its form. Topics include: children's talk, play, art, writing process, music, movement and construction.

- ECE 6631 Historical Perspectives in Early Childhood Education (3)**
The purpose of this course is to assist graduate students in constructing a sense of identity with the field of early childhood education through an understanding of the past as a prologue to contemporary thought and practice. The philosophy, history, and impact of education from the time of Plato to the present will be examined with special emphasis on the major influences in early childhood education.
- ECE 6632 Authentic Assessment in the Early Childhood Classroom (3)**
The purpose of this course is to explore the investigation and evaluation of teaching and learning in the early childhood education program through the use of human and material resources. Purposes, types, and designs for developmentally appropriate evaluation will be examined.
- ECE 6633 Integrated Thematic Curriculum (3)**
The purpose of this course is to assist graduate students as they construct an operational knowledge of integrated thematic curriculum. The course will focus on theory, planning, implementation, and evaluation of an integrated thematic curriculum. Additionally, issues surrounding the implementation of innovative teaching methodology in traditional settings will be examined.
- ECE 6634 Inquiries into Logico-Mathematical Knowledge (3)**
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding about their own questions related to young children's construction of logico-mathematical knowledge and the facilitation and evaluation of that knowledge construction in the early childhood classroom. In addition, the students will interact with young children through observation and participation in the application of appropriate logico-mathematical knowledge experiences and the investigation and evaluation of children's construction of knowledge.
- ECE 6635 Program Evaluation in Early Childhood (3)**
This course is designed for the education student to examine evaluation in early childhood and elementary education programs. Techniques and procedures concerning the design and implementation of evaluation in the total school program will be investigated.
- ECE 6640 Integrating Children's Literature (3)**
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to incorporate quality children's literature across the curriculum. Pertinent topics include award winning authors and titles found in children's literature among a variety of genre, along with developmentally appropriate techniques for focusing curriculum delivery through quality children's literature.
- ECE 6674 Early Childhood Internship Grades P-3 (6)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. *Grading system is Pass/Fail.*
- ECE 7725 Specialized Study in ECE (1-3)**
A study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*
- ECE 7760 Leading for Learning in the School Environment (3)**
This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.
- ECE 7761 Effective Schools and Teachers (3)**
This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.
- ECE 7762 School Accreditation Process (3)**
The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as: the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.
- ECE 7763 Legal Issues and Ethics in Education (3)**
The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and

judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

ECE 7790 Qualitative Research Methodology (3)
The purpose of this course is to provide graduate students with an introduction to qualitative research methodology. The historical development, rationale, and relationship to quantitative research will be examined. Qualitative research methods will include procedures for selection and sampling and for data collection and analysis. Students will read a variety of qualitative studies and conduct a brief qualitative research project. Prerequisite: Course in research or tests and measurement. *A grade of "B" or better is required.*

ECE 7793 Problem Analysis in ECE (3)
A study of processes involved in identifying, framing, evaluating analyzing, and seeking information about problems. Emphasis is given to information collection and processing. Students will select and analyze a problem related to early childhood education or elementary education. Restricted to students enrolled in an Education Specialist program.

ECONOMICS

ECO 6652 Macroeconomics and Forecasting (3)
An analysis of the courses of business cycles with the applications of macroeconomic theory and economic forecasting techniques available to the business manager. *Prerequisite: All business foundation courses or equivalent.*

ECO 6654 Labor Economics (3)
An overview of the forces of supply and demand as related to labor markets; wage determination and resource allocation in U.S. labor market operations; the interrelationship of labor and the national economy, wages, prices, and employment; and labor economics in the microenvironment. An introduction to wage determination policies and strategies in a competitive global marketplace. *Prerequisite: All business foundation courses or equivalent.*

ECO 6655 Managerial Economics (3)
A study of the decision-making process of business firms in the resource allocation process. Both the functioning of the markets and the decisions of firms in a variety of market structures are considered. Various theories of the firm are used to study the optimal decision-making rules for business firms under conditions of uncertainty. *Prerequisite: All business foundation courses or equivalent.*

ECO 6657 International Trade and Economics (3)
Principles and problems of international economics, trade theory, international payments, and monetary policies, economic integration, international economic institutions and policies, and contemporary developments in political economy. *Prerequisite: All business foundation courses or equivalent.*

GIFTED EDUCATION

EDG 6666 Nature and Needs of Gifted Individuals (3)
This foundation course in the study of gifted education and talent development focuses on understanding gifted individuals, assessment and identification issues in finding gifted students in the schools, models often used to provide education for gifted students and developing support systems for programs for gifted learners.

EDG 6667 Creativity (3)
This course in creative thinking in gifted education focuses on understanding creativity and creative students. This course emphasizes the importance of helping children and adolescents become more self-actualized, creative individuals to better enable them to make important contributions to society. Prerequisite: EDG 6666

EDG 6668 Integrating Thinking Skills into the Curriculum (3)
The focus of this course is the integration of critical and productive thinking skills into the curriculum for gifted learners. This course emphasizes an inquiry-based approach to differentiation of the curriculum content for gifted learners. Prerequisite: EDG 6666

EDG 6669 Teaching Methods in Gifted Education (3)
This methods course in curriculum development in gifted education focuses on planning, designing, and developing appropriate curriculum for gifted students. This course emphasizes the connection between the needs of gifted learners and the cognitive, affective, social, and aesthetic areas of curriculum experiences. Prerequisites: EDG 6666, EDG 6667, and EDG 6668

EDG 6670 Special Populations of Gifted Students (3)
This course examines ways in which teachers can identify and plan for gifted children from special and underrepresented populations with particular emphasis on underachieving students, minority students, and students with physical, emotional, and learning disabilities. Prerequisite: EDG 6666

EDG 6696 Practicum in Gifted Education (3)
Supervised experiences related to instruction in gifted education. The application of skills, concepts, and principles acquired in previous courses will be emphasized. Prerequisite: *At least six hours in teaching field component and a research course must be completed.*

 EDUCATION

- EDU 6600 Classroom Management and Behavior Intervention (3)**
 This course is a study of current theory, research, and practice in psychology, sociology, leadership, and human behavior as related to school age students, the nature of the educational organization, and the role of the teacher in that organization. Emphasis is placed upon the formation of a positive, developmental philosophy for effective management of classroom resources and student behavior as well as the identification of some appropriate methods and techniques to apply this philosophy.
- EDU 6603 Planning For the Classroom (3)**
 This course provides students with an overview of the K-12 classroom environment and the planning necessary to establish environments that are conducive for learning.
- EDU 6606 Current and Emerging Instructional Technologies (3)**
 This introductory course focuses on current and emerging instructional technologies. The emphasis of this class is on the instructional use of computers, Microsoft Office applications, software, desktop publishing, graphics, hypermedia, and the internet. Prerequisite: permission of instructor.
- EDU 6607 Curriculum Integration of Technology (3)**
 This course covers the evaluation, selection, and integration of various instructional software and web-based technologies into curricula, taking into consideration teaching and learning styles while relating technologies to instructional settings, diverse models, and developmental levels. Micro-lessons are produced using multimedia-authoring tools. Prerequisite: EDU 6606 or permission of instructor.
- EDU 6611 Educational Technology in the Curriculum (3)**
 The purpose of this course is to advance pre-service and in-service teachers beyond simple computer literacy and basic understanding of Computer-Based Instructional Technologies. It will focus on more advanced educational use of multimedia and Internet based technologies. The student will explore technologies and learning tools that foster a more learner centered constructivist environment within their specific teaching area. Critical issues arising from the integration of these technologies such as development of interactive environments and new modes of communication and subsequent effects on the definition of learning will also be investigated. Prerequisites: undergraduate or graduate technology course or placement exam
- EDU 6613 Principles of Instructional Design (3)**
 This course focuses on the development of instruction by using the Instructional Systems Design (ISD) approach based on the ADDIE Model. Students will develop the necessary pedagogical skills that will facilitate the analysis, design, development, implementation, and evaluation of instructional needs to synthesize appropriate teaching and learning curriculum.
- EDU 6614 Advanced Instructional Design (3)**
 This course further exposes students to the pedagogies, processes, tools, and techniques that facilitate proficiency in developing instructional strategies and materials. This includes case study analysis and in-depth discussion of the literature to foster theoretical application and evaluation of instructional design products. Prerequisite: EDU 6613
- EDU 6616 Distance Learning Strategies (3)**
 A study of various forms of distance learning with emphasis on computer based systems and on-line learning. The course integrates relevant technology including multimedia authoring, web design, and internet delivery systems. The course concentrates on the development of web-based instructional materials and the management of internet-based courses and programs. Students design an educational web site and develop a strategy to deliver web-based instruction. Prerequisite: EDU 6613
- EDU 6617 Graphic Design in Multimedia Instruction (3)**
 A study of graphic design principles as they apply to the development of multimedia instructional courseware. The course integrates advanced graphics, multimedia authoring and web design software to teach the student relevant technology as it applies to instructional design. Students apply graphic design principles in developing a variety of multimedia instructional products working individually and in teams. Prerequisite: EDU 6613
- EDU 6618 Advanced Multimedia Instruction (3)**
 An advanced course in computer based multimedia interactive course design. The course integrates course design software, multimedia authoring, web design and presentation graphics in the development of a multimedia lesson or course. The course concentrates on the total instructional process culminating complete multimedia class delivered either by disk or internet. Students develop their own video and audio elements learning the complete production process necessary for multimedia instructional products. Prerequisite: EDU 6617
- EDU 6625 Specialized Study in Area of Education (1-3)**
6626
6627 This course focuses on the study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, the appropriate college dean, and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed 4 semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

- EDU 6629 The Master Teacher (3)**
This course is designed to assist the beginning graduate student in determining the expectations and attributes of the master teacher. Major emphasis will focus on effective teacher characteristics, skills and practices of teaching, as well as a review of the requirements for National Board for Professional Teaching Standards (NBPTS). All traditional masters degree teacher education candidates must complete this course in the first nine semester hours attempted. Formal admission to Graduate Teacher Education Program (GTEP) will be completed as a part of the course. *A grade of "B" or better is required.*
- EDU 6630 Teachers and the Law (3)**
This course is designed to help teachers become legally literate by providing them with information about the law that affects them, how the legal system works, and how that system can work for them.
- EDU 6632 Seminar in Classroom Teaching (2)**
This course is an inter-disciplinary seminar course designed for classroom teachers who desire to investigate in depth the techniques, procedures and strategies related to improving learning through improved teaching.
- EDU 6645 The Nature of Intelligence (3)**
This course provides a description and analysis of the quantitative and qualitative aspects of intelligence. It includes classic and contemporary theories of learning and their relationship to the understanding of individual differences.
- EDU 6650 Global Education in the Elementary/Middle School (3)**
This course is designed to instruct teachers about the complexities of citizenship in a world community, current issues, and concerns in this field, and methods of globalizing the existing elementary curriculum.
- EDU 6653 Educational Evaluation (3)**
A study of the basic statistical processes and measures used in education. Analysis of a variety of standardized tests and measurements procedures including construction, use and interpretation. Construction of teacher made tests and measuring devices.
- EDU 6655 The Arts Curriculum (3)**
This course prepares the teacher to provide a broad-based arts education program that includes history, interpretation, production, and appreciation. Emphasis is placed on utilizing the arts to enrich students learning in all curricular areas.
- EDU 6656 Teaching the Bilingual Child (3)**
This course prepares teachers to make classroom and instructional **accommodations** to meet the needs of the bilingual child. It also addresses facilitating home-school partnerships with families of bilingual children.
- EDU 6658 Understanding Cultural Diversity (3)**
Understanding of culturally different studies, the psychological and sociological factors that influence the counseling, teaching or training, and the employment of the culturally different. Special emphasis is placed on current practices utilized in overcoming the deficiencies in school, home, and work settings.
- EDU 6665 Field Project (3)**
The content of this course is variable, depending on student interests. The determination of the course content for each student will be made through collaboration between the student, the student's adviser, and the Instructor. Students may focus on supervised teaching, action research, or a project with a P-12 school system. *This course is open only to students enrolled in teacher education programs. The field project does not replace the comprehensive exam. Students are required to take the comprehensive exam.*
- EDU 6672 The Wiregrass Writing Project (3)**
The Wiregrass Writing Project is the local affiliate of the Alabama Writing Project and the National Writing Project. The National Writing Project strives to improve student writing achievement by improving the teaching and learning of writing in the nation's schools. The 165 sites operate on a teachers teaching teachers model. Successful writing teachers who attend this invitational summer institute will examine their classroom practice, conduct research of sound theory supporting particular approaches to the teaching of writing, and develop their own writing skills.
- EDU 6680 The Alternative Experience Internship Grades K-6 (3)**
This field experience is designed only for students who are admitted to the Alternative Fifth-Year Experience Route Program in Elementary Education. The internship will consist of a minimum of 100 clock hours of instructional experiences in elementary classroom (K-6) settings. *Grading system is Pass/Fail.*
- EDU 6682 Internship in Area of Specialization (3)**
This field experience is designed for teacher education candidates who hold current graduate-level professional educator certification and desire additional certification in another field and/or level. Experiences include planning, teaching and supervised activities in an approved clinical setting. Grading system is Pass / Fail. *Prerequisite: Admission to the Teacher Education Program, completion of all required coursework, and approval from the Director of Teacher Education.*
- EDU 6691 Research Methodology (3)**
This course is a study and evaluation of a variety of research methods and types of reporting. *(May carry the prefix appropriate to the program of study i.e. SPE, SED, IED). A grade of "B" or better is required.*
- EDU 6693 Quantitative Methods of Evaluation of Teaching and Learning (3)**
This course is a study of descriptive and inferential statistics commonly used in the literature of psychol-

ogy and education. Emphasis is placed on the application of statistical method to research design. Instruction deals specifically with measures of central tendency and variability, probability theory, estimation and significance, correlation and regression, analysis of variance, and chi-square. A grade of "B" or better is required.

EDU 6695 Thesis (3)

The thesis must be related to an educational problem or situation. Information regarding the thesis program may be obtained from the Dean of the Graduate School. *This course may be repeated. Grading system is Pass/Fail.*

EDU 6696 Practicum in Area of Specialization (1-6)

The Practicum is supervised experiences related to instruction in area of specialization. The application of skills, concepts, and principles acquired in previous courses will be emphasized. *Prerequisite: All Teaching Field courses must be completed.*

EDU 6698 Introduction to Research (3)

This course is designed to assist graduate students as they become competent consumers and producers of educational research. Purposes, designs, and characteristics of quantitative and qualitative research will be examined as students read and analyze a variety of studies. *A grade of "B" or better is required.*

EDU 6699 Research in Practice (3)

The **purpose** of this course is to provide graduate students in teacher education programs with an opportunity to design, implement, and write about practical quantitative or qualitative research related to their own teaching. Joint research projects with P-12 school systems are encouraged. *Prerequisite: EDU 6698 or EDU 6653. A grade of "B" or better is required.*

EDU 7706 Environmental Education: Teaching Across the Curriculum (3)

This course is designed to provide an interdisciplinary experience in teaching using an approach designed around environmental education themes. The graduate students will be immersed in teaching across the curriculum using issues related to the environment. The focus will be interdisciplinary and utilize hands-on learning experiences which will help to make learning meaningful and authentic.

EDU 7709 Seminar in Decision-Making for Teachers and Educational Administrators (3)

The purpose of this course is to critically examine, analyze, and evaluate American public education in order to frame problems, identify possible causes, seek and collect information, delineate steps to solutions, and generate possible solutions to problems facing schools today. Particular focus will be given to curriculum and instruction, financial, political, cultural, economic ethical and legal policies, and the impact of cultural diversity in American schools.

Restricted to students enrolled in an Education Specialist program.

EDU 7725 Specialized Study in Education (1-3)

7726 Study of the problem using research techniques.

7727

Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

EDU 7730 The Teacher Leader (3)

The purpose of this course is to help teachers develop as teacher leaders in their schools. Major emphasis will focus on teacher leader characteristics, skills and effective practices in teacher leadership.

EDU 7750 Practicum in Area of Specialization (1-3)

7752

7757

The Practicum is a supervised application of the concepts, principles, and skills acquired by the students in previous course work. Students will explore and identify alternative solutions to the problems through group interaction.

EDU 7760 Leading for Learning in the School Environment (3)

This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.

EDU 7761 Effective Schools and Teachers (3)

This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.

EDU 7762 School Accreditation Process (3)

The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as: the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.

EDU 7763 Legal Issues and Ethics in Education (3)
 The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

EDU 7764 Models and Strategies for Instruction (3)
 The purpose of this course is to assist education specialist candidates as they explore a variety of instructional models throughout the educational and other learning environments. There will be an emphasis on current research of effective teaching and learning practices. Students will compare and contrast different educational instructional practices and develop set of strategies to enhance the instructional environment.

EDU 7792 Advanced Research in Education (3)
 This course is designed primarily for students planning to prepare a thesis. Particular attention is given to the research techniques related to the types of thesis study the student desires to undertake. (May carry the prefix appropriate to the program of study i.e. SPE, SED, IED). *A grade of "B" or better is required. Prerequisite: This course is restricted to Ed.S. candidates only.*

EDU 7795 Thesis (1-6)
 Research for and preparation of a scholarly paper related to a school administration, supervision, and/or curriculum problem. The project will be under the direction of the student's advisory committee. *Grading system is Pass/Fail.*

ELEMENTARY EDUCATION

ELE 5544 Internship Seminar (3)
 This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. *This course must be taken concurrently with internship. Grading system is Pass / Fail.*

ELE 6600 Diagnostic Approach to Teaching Mathematics (3)
 The diagnostic/prescriptive component of teaching mathematics will be studied with an emphasis on the interpretation of diagnostic materials

ELE 6601 The Art of Teaching Writing (3)

Course in which classroom teachers investigate and apply the art of teaching writing via whole language/natural approach. Focus on writing process.

ELE 6602 Seminar in Mathematics Education (3)
 This course will look at recent research and publications relative to the teaching of elementary school mathematics. Not only will specific areas selected by the instructor be examined, but the students in the class will have the opportunity to suggest areas of particular interest to them. This course provides opportunities for the student to extend knowledge and skills necessary for developing programs, selecting appropriate methods and employing materials, and evaluating in mathematics instruction, kindergarten through grade 6.

ELE 6603 Seminar in Science Education (3)
 This course will examine relevant research and a variety of instructional strategies appropriate in the field of natural science. Emphasis is placed on appropriate instruction and materials including technology for teaching science to students in grades K-6.

ELE 6604 Seminar in Language Arts Education (3)
 This course is a seminar for elementary educators desiring to design and implement developmental programs of language arts instruction in view of recent research. An examination of the research in the language arts and current practices in teaching techniques will be pursued.

ELE 6605 Seminar in Social Science Education (3)
 This course will examine relevant research and a variety of instructional strategies appropriate in the field of social science. Emphasis is placed on appropriate instruction and materials including technology for teaching social science to students in grades K-6.

ELE 6622 Parents as Partners in Education (3)
 The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to strengthen the school-parent relationship while developing mutual supporters for the total development of the young child. Pertinent topics include: stress and children, parents and families in crisis, and helping children cope with the future.

ELE 6625 Specialized Study in Elementary Education (1-3)
6626 A study of a problem using research techniques.
6627 Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

ELE 6633 Integrated Thematic Curriculum (3)

The purpose of this course is to assist graduate students as they construct an operational knowledge of integrated thematic curriculum. The course will focus on theory, planning, implementation, and evaluation of an integrated thematic curriculum. Additionally, issues surrounding the implementation of innovative teaching methodology in traditional settings will be examined.

ELE 6635 Program Evaluation in Elementary Education (3)
This course is designed for the education student to examine evaluation in early childhood and elementary education programs. Techniques and procedures concerning the design and implementation of evaluation in the total school program will be investigated.

ELE 6640 Integrating Children's Literature (3)
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to incorporate quality children's literature across the curriculum. Pertinent topics include: award winning authors and titles found in children's literature among a variety of genre, along with developmentally appropriate techniques for focusing curriculum delivery through quality children's literature.

ELE 6674 Elementary Internship Grades K-6 (6)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. Grading system is Pass/Fail.

ELE 7725 Specialized Study in Elementary Education (1-3)
7726 A study of a problem using research techniques.
7727 Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

ELE 7736 Mentoring and Supervision in ELE (3)
This course is designed for the advanced sixth year education student to examine the faculty leadership roles of mentor/supervisor in ELE settings. Techniques and procedures will be investigated.

ELE 7760 Leading for Learning in the School Environment (3)
This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading

in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.

ELE 7761 Effective Schools and Teachers (3)
This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.

ELE 7762 School Accreditation Process (3)
The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.

ELE 7763 Legal Issues and Ethics in Education (3)
The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

ELE 7790 Qualitative Research Methodology (3)
The purpose of this course is to provide graduate students with an introduction to qualitative research methodology. The historical development, rationale, and relationship to quantitative research will be examined. Qualitative research methods will include procedures for selection and sampling and for data collection and analysis. Students will read a variety of qualitative studies and conduct a brief qualitative research project. *Prerequisite: Course in research or tests and measurement.*

ELE 7793 Problem Analysis in ELE (3)
A study of processes involved in identifying, framing, evaluating analyzing, and seeking information about problems. Emphasis is given to information collection and processing. Students will select and analyze a problem related to early childhood education or elementary education. *Restricted to students enrolled in an Education Specialist program.*

**EXECUTIVE MASTER OF BUSINESS
ADMINISTRATION**

EMBA 5501 Survey of Business Concepts (3)

An overview course of the business management field including the functional areas of accounting, economics marketing, finance, human relations and human resource management. *Must be completed as a prerequisite by all students as a condition of entrance in the EMBA program. (Prerequisite course to EMBA program; not for credit in other degree programs) Student must earn a "B" grade or better.*

EMBA 6603 Human Resource Management (3)

An overview of recruitment, selection, training, retention, compensation, and termination of employees and the relationship of an HR strategy to the strategic and operational roles of general managers.

EMBA 6611 Business Strategy (3)

This course is the capstone course in the EMBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. Formulation and implementation of strategies are stressed. The course includes an end-of-course comprehensive examination. A grade of "B" or better is required to complete this course successfully. The course may not be transferred into the EMBA program. Students are required to complete the graduate Educational Testing Service Major Field Test and a Capstone Examination in this course. *Prerequisites: Completion of a minimum of 27 semester hours in the EMBA program, with a B" average or better, including the following courses: ACT 6691, EMBA 6651, EMBA 6631, EMBA 6661 and EMBA 6640 or 6641; or approval of the department chair. Students should be in the last term of their program when completing this course. A grade of "B" or better is required.*

EMBA 6625 Specialized Study in the Area of EMBA

6626 Concentration (1-3)

6627 A study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. Preparation of an applied research paper is required and may involve an oral defense. See semester hour limits listed under Course Restrictions in General Regulations section.

EMBA 6631 Managerial Finance (3)

A comprehensive and advanced study of financial analysis, planning, and control techniques for a business entity with emphasis on corporations.

EMBA 6640 Quantitative Analysis for Managers (3)

This course provides an in-depth study of the fundamental theories, concepts, and principles of statistics. Coursework will include extensive use and application of statistical tools to analyzing business data using statistics software. Topics covered include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, ANOVA and regression analysis.

EMBA 6641 Decision Theory (3)

An analysis of the probabilistic and deterministic quantitative techniques available to the business

manager involved in the decision making process of the market place. Included is an evaluation of the models and processes now available for problem-solving purposes.

EMBA 6651 Managerial Economics (3)

A study of the decision-making process of business firms in the resource allocation process. Both the functioning of markets and the decisions of firms in a variety of market structures are considered. Various theories of the firm are used to study the optimal decision-making rules for business firms under conditions of uncertainty.

EMBA 6661 Strategic Marketing Management (3)

An application of marketing concepts, principles and procedures for planning, development, implementation and control of marketing programs in profit and non-profit organizations. Emphasis is on the matching of organization resources and strengths with global marketing opportunities, and strategies to overcome environmental threats.

EMBA 6671 Organizational Behavior (3)

A study of contemporary concepts and theories of organization and the behavior of individuals and groups applied to organizations in the global business environment.

EMBA 6673 Operations Management (3)

An analysis of the conditions under which production and management of goods and services take place in business organizations with attention to the delineation of roles played by management and labor in carrying out production and application of selected quantitative techniques used in production.

EMBA 6674 Ethics in Business (3)

The course examines ethical problems and issues faced by managers in the American business and industry with attention to analyzing issues and developing recommended approaches to increase long-term organizational effectiveness.

ENGLISH

ENG 5501 Chaucer (3)

A study of Chaucer's major poetry.

ENG 5502 Studies in Medieval Literature (3)

A study of non-Chaucerian British literature from the Middle Ages, including *Beowulf*, *Piers Plowman*, *Sir Gawain and the Green Knight*, mystery plays, *Le Morte d'Arthur*, and other works.

ENG 5503 English Renaissance Literature (3)

This course covers English prose and poetry of the 16th and early 17th centuries, with emphasis on Sidney, Spenser, Donne, and Jonson.

ENG 5504 Milton (3)

A study of Milton's poetry and major prose.

ENG 5505 History of the English Language (3)

- A study of the development of English from the Anglo-Saxon period through the present, with reference to the Indo-European background of English.
- ENG 5513 Modern Short Story (3)**
An examination of 20th- and 21st-century short stories.
- ENG 5515 Modern Drama (3)**
A detailed study of selected British and/or American plays written between 1900 and present. Review of production history, subject matter, staging, and dramatic techniques. Several oral and written reports. List of plays may vary with each offering.
- ENG 5516 Nineteenth-Century American Novel (3)**
A study of representative American novels of the 19th century.
- ENG 5526 Modern Poetry (3)**
A study of 20th- and 21st- century poetry.
- ENG 5527 Contemporary American Literature (3)**
An examination of representative American literature from the postmodern period (1960-present), with special emphasis on the diversity of themes, styles, and cultural contexts influencing the literary marketplace. Course readings may vary with each offering.
- ENG 5528 The Age of Johnson (3)**
A study of the works of Samuel Johnson and his most important contemporaries, from about 1745 to 1798.
- ENG 5530 Shakespeare I: The Tragedies (3)**
A study of major and minor tragedies, with some attention to non-dramatic poetry. List of plays may vary with each offering.
- ENG 5531 Shakespeare II: The Comedies (3)**
A study of comedies and romances. List of plays may vary with each offering.
- ENG 5532 Shakespeare III: The Histories (3)**
A study of history plays, especially those concerning Wars of the Roses. List of plays may vary with each offering.
- ENG 5533 Literary Criticism (3)**
A study of the major literary critics and their works from classical times to the present.
- ENG 5534 Romantic Period in English Literature (3)**
A study of Romantic prose and poetry with emphasis on the writings of Blake, Coleridge, Wordsworth, Byron, Keats, and Shelley.
- ENG 5535 The Bible as Literature (3)**
This course studies select works for the Bible for their literary qualities, composition and preservation techniques, and the historical factors that determined inclusion or exclusion as a sacred text.
- ENG 5542 Advanced Writing (3)**
An intensive study of and practice in expository and argumentative prose. Requires writing several essays. Some evaluation of other students' writing.
- ENG 5543 Southern Writers (3)**
A study of works by writers from the American South from colonial times to the present.
- ENG 5552 Medieval and Renaissance English Drama (3)**
A survey of drama from the Middle Ages and Renaissance, excluding Shakespeare. Begins with brief study of folk and liturgical origins of drama, includes a few medieval mystery and morality plays, and features Renaissance plays by Heywood, Udall, Kyd, Marlowe, Beaumont, Fletcher, Jonson, and Webster.
- ENG 5557 Form and Theory of Nonfiction Literature (3)**
This course examines the theories behind various forms of nonfiction literature, whether autobiography, biography, the essay, diaries and/or travel writing, with special emphasis on the historical evolution of a particular form. List of readings will vary with each offering.
- ENG 5560 Victorian Poetry (3)**
A study of Victorian poetry, with emphasis upon the works of Tennyson, Browning, Arnold, and Hardy.
- ENG 5561 Victorian Prose (3)**
A survey of the works of major Victorian prose writers, with emphasis upon the works of Carlyle, Newman, Mill, Ruskin, Arnold, and Pater.
- ENG 5562 The Arthurian Legend Through the Ages (3)**
This course will examine the Arthurian legend not only in literary and historical works from its earliest traces in the Middle Ages to the present, but also in archaeology, the visual and decorative arts (especially painting and sculpture), manuscript decoration, film, music, and opera.
- ENG 5565 African American Literature (3)**
A study of selected works by significant African American writers from the eighteenth century to the present. Works include poetry, fiction, autobiography, and argumentative and expository prose.
- ENG 5568 Methods and Approaches in Second Language Teaching (3)**
This course traces the evolution of language teaching from the methods era (e.g., grammar translation method, audiolingual method) to post-methods approaches (e.g., task-based learning, content-based learning, communicative approaches). Students will develop a repertoire of teaching approaches and identify appropriate options for different language teaching scenarios.
- ENG 5569 Principles, Techniques, and Materials in Second Language Teaching (3)**
This course overviews the teaching principles, techniques, and materials relevant to an interactive approach to second language teaching. Students will

expand their teaching repertoire by studying curriculum design, assessment measures, learner variables, techniques for teaching grammar/vocabulary/four skills (listening, speaking, reading, writing), and sociopolitical contexts for teaching ESL/EFL.

- ENG 5570 Advanced Survey of Speech (3)**
This course provides a survey of speech. Explores the impact, purpose, occasion, and audience on written and spoken discourse, and effective listening techniques. Explains theory and techniques of group discussion, directive communication, storytelling, and argument.
- ENG 5571 Advanced Survey of Journalism (3)**
This course provides a survey of journalism techniques. Explains the style of writing used in different news media, the types of news stories and how they are written, the editing process, the production of print and non-print journalistic media, and the ethical responsibilities of newsgathering organization and reporters.
- ENG 5572 Advanced Survey of Drama (3)**
This course provides a survey of theater. Explains the history of the theater and the roles of the playwright, director, actors, and technicians.
- ENG 6601 Seminar in Chaucer (3)**
A close examination of two major works of Chaucer and critical responses to them. Special consideration given to Chaucer's language and versification and the medieval social background to his writing.
- ENG 6603 Seminar in Shakespeare (3)**
A study of selected tragedies or comedies. Examination of various critical approaches. Extensive reading in relevant criticism. List of plays, as well as genre, may vary with each offering.
- ENG 6605 Linguistic Approaches to Grammar (3)**
Study of American English from point of view of modern linguistic theories. Special consideration given to structural grammar and its possibilities in classrooms.
- ENG 6606 Theory and Practice of Analyzing Poetry (3)**
A critical study of representative types of poetry, employing several approaches in analytical process.
- ENG 6607 The Backgrounds of Victorian Literature (3)**
A study of Victorian literature (1837-1900) as it reflects social, economic, political, educational, aesthetic, and religious concerns.
- ENG 6608 Shakespeare's History Plays (3)**
A study of eight plays, from *Richard II* to *Richard III*, concerning the Wars of the Roses. Supplemental reading in Shakespeare's sources and in twentieth- and twenty-first-century histories.
- ENG 6609 The Backgrounds of Nineteenth-Century American Literature (3)**
A study of literature (fiction, nonfiction prose, and poetry) as it reflects key issues, ideas, concerns, problems, and trends of the period. May be taught in conjunction with a course in American history.
- ENG 6610 The Backgrounds of Twentieth-Century American Literature (3)**
A study of literature (fiction, nonfiction prose, poetry, and drama) as it reflects key issues, ideas, concerns, problems, and trends of the period. May be taught in conjunction with a course in American history.
- ENG 6613 Theory and Practice of Analyzing the Short Story (3)**
A critical study of representative types of short stories employing theoretical approaches in the analytical process.
- ENG 6617 Dramaturgy I (3)**
A study of selected classical, period, and contemporary plays (list may vary with each offering). Emphasis on dramatic form, historical perspectives, staging, and production.
- ENG 6618 Dramaturgy II (3)**
Study of additional classical, period, and contemporary plays (list may vary with each offering). Emphasis on dramatic techniques, character development, directing, staging, and production.
- ENG 6620 Seminar in Restoration and 18th Century Literature (3)**
A study of English prose and poetry in the Restoration and early 18th century, with emphasis on Dryden, Behn, Swift, and Pope.
- ENG 6625 Specialized Study in Area of English (1-4)**
6626 A study of problem or problems using research techniques. Selection of problem to be approved by student's adviser, instructor under whom study is to be done, and director of graduate studies. Study should contribute to student's program. Preparation of scholarly paper required and may involve oral defense. *Total credit for any combination of enrollments in these courses not to exceed four semester hours. A specialized study may be substituted for a required course only one time in student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*
- ENG 6627**
- ENG 6630 Survey of SLA for Second Language Teachers (3)**
SLA is the study of how language, social, and psychological factors influence language learning. A range of SLA topics are addressed from the perspective of language teaching: theories of human learning, theories of language acquisition, learning styles and strategies, communicative competence, cross-linguistic influences, and sociocultural factors.
- ENG 6631 Survey of Sociolinguistics for Second Language Teachers (3)**
Sociolinguistics is the study of how social, political, and educational factors affect language use. A range of Sociolinguistics topics are addressed from the perspective of language teaching: literacy, world

- Englishes, language standardization, language variation and change, multilingual education, language planning and policy, group identity/morality, and regional/social dialects.
- ENG 6632 American Realism and Naturalism (3)**
A seminar stressing critical approaches to the major works of such writers as James, Howells, Twain, Crane, and Dreiser.
- ENG 6635 The Victorian Novel (3)**
The study of the content and techniques of representative novels of the period with some consideration of these novels in relation to significant social, philosophical, and literary needs..
- ENG 6636 The American Renaissance (3)**
A seminar stressing critical approaches to the major works of Emerson, Thoreau, Hawthorne, Melville, Poe, and Whitman.
- ENG 6638 Major American Writers: WWI to Present (3)**
A study of major American writers who represent the various currents in American literature and thought from 1917 to present.
- ENG 6641 Theory and Practice of Grammar Studies (3)**
Advanced studies in descriptive grammar in conjunction with sentence structure and standards of usage. Special emphasis upon current procedures for presenting the various systems of grammar (particularly structural).
- ENG 6642 Theory and Practice of Written Composition (3)**
Advanced studies in expository and argumentative writing. Special emphasis upon procedures for presenting methods for organizing and developing various types of essays.
- ENG 6643 Trends in Children's and Young Adult Literature (3)**
A study of literature at the elementary, middle, and senior high levels. It includes reading the primary sources and studying the research and theory that support the use of children's and young adult literature in the classroom.
- ENG 6648 Studies in the American Renaissance (3)**
A study of the major works of the American Renaissance.
- ENG 6651 Studies in Modern Novel (3)**
A study of selected American, British, and/or European novels of the modern age.
- ENG 6656 Studies in Literacy and the English Language (3)**
Explores the rationale and practices for integrating the study of grammar and composition in the English language arts classroom.
- ENG 6660 Introduction to Applied Linguistics (3)**
This course introduces the main content areas and research practices of Linguistics and Applied Linguistics. Linguistics involves the systems of a language (phonology, morphology, syntax, semantics). Applied Linguistics requires familiarity with these systems for the purpose of researching and teaching the way language is used (e.g., Sociolinguistics, Second Language Acquisition).
- ENG 6665 Studies in African American Literature (3)**
A study of major works by African American writers.
- ENG 6670 Seminar in Selected Topics (3)**
6671 Maximum of two semesters. Study of topic of **6672** special interest and importance which is not covered in regularly offered courses for advanced graduate students. *See semester hour limits listed under Course Restrictions in General Regulations section.*
- ENG 6680 Thesis Option in Literature (3)**
An advanced study of a problem or issue in literary studies. Selection of topic must be approved by the student's thesis director, who will oversee the project. Final project must demonstrate knowledge of extant criticism on the topic and should contribute to the student's program. Oral defense of the thesis required before final approval. Recommended for students interested in pursuing doctoral work in literature.
- ENG 6691 Research in Education (3)**
Research strategies for English educators and procedures for evaluating the language arts. ENG 6691 is a prerequisite for ENG 6696 Practicum. *A grade of "B" or better is required.*
- ENG 6696 Practicum in Area of Specialization, English (3)**
Supervised experiences related to instruction in area of specialization. The application of skills, concepts, and principles acquired in previous courses will be emphasized. *Prerequisite: All courses in Teaching Field Component and ENG 6691 must be completed.*
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- FINANCE**
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- FIN 6625 Specialized study in the Area of Finance (1-3)**
6626 Study of problem or problems using research **6627** techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in the General Regulations section. *Prerequisite: All business foundation courses or equivalent.*
- FIN 6631 Managerial Finance (3)**
A comprehensive and advanced study of financial analysis, planning and control techniques for a business entity with emphasis on corporations. *Prerequisite: All business foundation courses or equivalent.*
- FIN 6632 Investments (3)**

- An introductory investments course which identifies and analyzes various forms of investments (such as corporate bonds, common stock, preferred stock) and government securities (such as bonds, notes and bills). The course also includes discussion of the securities market, brokerage functions, and stock exchanges. Particular emphasis is placed on the selection of securities based on the degree of risk and expected rate of return. *Prerequisite: FIN 6631*
- FIN 6633 International Finance (3)**
An examination of the foreign exchange market, exchange rate determination, international financial institutions, and the management of the risks associated with international business. *Prerequisite: FIN 6631*
- FIN 6634 Derivative Securities (3)**
A study of options and futures markets, with emphasis on the nature of speculative transactions, pricing, and method of trading. *Prerequisite: FIN 6631*
- FIN 6651 Financial Institutions (3)**
A comprehensive graduate study of financial markets and institutions. *Prerequisite: FIN 6631*
- FIN 6652 Problems in Financial Management (3)**
Case discussions used to examine a broad range corporate finance issues and decisions. Topics include forecasting financial statements, capital budgeting, risk and return, estimation of capital costs, working capital analysis and business valuation. *Prerequisite: FIN 6631*
- FIN 6653 Finance Research (3)**
A comprehensive graduate study of practical research in Finance. *Prerequisite: FIN 6631*
- FIN 6656 Analysis of Financial Data (3)**
This course provides a study of the basic methods and techniques of data analysis in finance. It covers tolls such as regression and time series, including non-stationary models, multivariate concepts such as co-integration, and models of conditional volatility. *Prerequisite: FIN 6631*
- FIN 6657 Corporate Risk Management (3)**
This course is a study of the analysis and treatment of the pure risks faced by corporations. The course includes development of the risk management process, analysis and uses of various techniques for managing identified exposures. *Prerequisite: FIN 6631*
- FIN 6658 Special Topics in Finance (3)**
A study in unique topics in Finance. *Prerequisite: FIN 6631*
- GEO 5504 Economic Geography (3)**
A study of the spatial patterns of economic activities including production, distribution, consumption and the environmental consequences of these activities.
- GEO 5506 Urbanism (3)**
A study of the historical, physical, economic, and social evolutions of urbanized areas. Emphasis on contemporary urban problems with implications for policy and planning.
- GEO 5508 Rural America: Past and Present (3)**
A study of rural society, its organizations, agencies, institutions, population trends and composition, patterns of settlement, social processes, and change in character.
- GEO 5511 Demography (3)**
An analysis of past and present population changes, population characteristics and the interrelationship of population and other social, economic, environmental, and political factors.
- GEO 5512 Geography of Latin America (3)**
This course covers Latin American countries and colonies and their strategic and economic importance to the U. S. *NOTE: Not open to education majors.*
- GEO 5526 Geography of the Russian Realm (3)**
An analysis of the physical and cultural elements of Russia and the other former republics of the Soviet Union.
- GEO 5535 Historical Geography of North America (3)**
An analysis of the physical and cultural factors in the development of North America from early European settlement to the present.
- GEO 5595 Selected Topics in Geography (3)**
This course focuses on a topic of a timely nature and/or special interest. Course may be taken twice for a maximum of six hours toward degree requirements. *See semester hour limits listed under Course Restrictions in General Regulations section.*
- GEO 6624 Geographic Characteristics of the Developing Realm (3)**
This course focuses on the identification and analysis of the social, economic, demographic, environmental, and political characteristics of the developing realm.
- GEO 6625 Specialized Study in Area of Geography (1-6)**
6627 A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substi-*

GEOGRAPHY

- GEO 5503 Conservation (3)**
A study of the conservation of natural and human resources with emphasis on population expansion as the major element in a changing ecology.

tuted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

GEO 6650 Geography of the Global Economy (3)
An examination of the global economy from colonialism to the present. Social, political, and environmental factors associated with the diffusion and intensification of world trade are examined.

HIGHER EDUCATION ADMINISTRATION

HEA 6611 Organization and Administration of Higher Education (3)
This course is designed to acquaint education leaders in higher education with the control, organization, financial and business aspects, academic and student personnel administration of the instructional program, and community and government relationship.

HEA 6612 Community Junior College (3)
This course covers the rise and development of the community or junior college in American education, its philosophy and functions with specific attention to the transfer, terminal, and community-service functions. Problems of organization, curriculum construction, staffing and instructional procedures are stressed.

HEA 6614 School Law (3)
A study of school law as set forth in the common law, state, and federal constitutions, statutes, judicial decisions, and in the rules and regulations of state. Major emphasis will be on state and federal law and its impact on education today.

HEA 6635 Seminar on the American College Student (3)
An examination of contemporary college students, focusing on the environment pressures, psychological needs, and values. Emphasis will be placed on student, faculty and administration relationships and interactions. Recent research and literature on the college student will be examined.

HEA 6660 Contemporary Issues in Higher Education (3)
This course is an intensive examination of the major issues currently confronting higher education with emphasis on issues of major concern to individual students.

HEA 6690 Financing of Higher Education (3)
An analysis of private, state, and federal revenue sources; student aid, program budgets, financial methods and practices through the combination of theory with problems and issues facing the financing of higher education.

HEA 6696 Practicum in Higher Education (1-3)
The Practicum is a supervised application of the concepts, principles, and skills acquired by the students in previous course work. Students will explore and identify alternative solutions to the problems through group interaction.

HISTORY

HIS 5501 French Revolution and Napoleon (3)
A study of the absolutist-aristocratic France challenged by democratic-egalitarian ideals and revolution. The role of Napoleon as conqueror of Europe and as propagator and destroyer of the French Revolution is also studied.

HIS 5502 Europe from 1815-1900 (3)
A study of Europe from the Congress of Vienna to 1900, including political, social, and economic developments in various countries, the rise of nationalism and unification movements, and imperialism.

HIS 5503 Contemporary Europe (3)
Traces European developments in the 20th century, including domestic developments, World War I, Great Depression, rise of totalitarianism, World War II, European integration, the Cold War, and the post-Cold War era.

HIS 5504 Military History of the United States (3)
A study of war in U.S. history from the Colonial era through the Vietnam war, with emphasis on the role of warfare in American history and the military-civilian relationship.

HIS 5505 Old South (3)
An examination of the cultural, political, religious, and economic trends that shaped the colonial and antebellum south and the Civil War which ended that era.

HIS 5506 New South (3)
An examination of the political, social, racial and religious trends and policies that defined the New South. Topics include reconstruction, redemption, agrarian unrest, Jim Crow, industrialization, Progressive Movement, World War I, the Great Depression, World War II, and the Civil Rights Movement.

HIS 5509 England To 1688 (3)
A survey of English history from the Anglo-Saxons to the Glorious Revolution, emphasizing the interaction of the geographical, political, economic, and cultural forces which shaped England as a monarchy.

HIS 5510 England Since 1688 (3)
The final evolution of the English political system from the reign of William and Mary to the contemporary era, including social and economic transformations, the British Empire, the two world wars, the welfare state, and current issues.

HIS 5511 Colonial America (3)
Study of the colonial period from European discovery to the end of the French and Indian War, with emphasis on the political, economic, and social developments that set the stage for the American Revolution.

- HIS 5512 The American Revolution and The New Nation, 1763-1815 (3)**
Ideas and institutions which led to American independence, the creation of the American union, and the development of a distinctive American culture in the early national period.
- HIS 5513 Antebellum, Civil War and Reconstruction (3)**
Nationalism, Jacksonian democracy, territorial expansion, slavery and sectional strife, and the resulting Civil War and Reconstruction are included.
- HIS 5514 Emergence of Modern America, 1877-1919 (3)**
Agricultural decline and crisis, industrialization and urbanization, Progressive reform era, World War I, and America as a world power are discussed.
- HIS 5515 Contemporary America, 1945 to present (3)**
Examines America in the Great Depression, World War II and the Cold War, Civil Rights Movement, Johnson's Great Society, and America as a super power.
- HIS 5516 History of Alabama (3)**
A study of the demographic, political, social, economic, and religious aspects of Alabama's history, emphasizing the role of the state within the nation.
- HIS 5520 The Vietnam War (3)**
A study of the period 1946 to 1975 in Indochina with emphasis on the American involvement during and after the French colonial period, the escalating involvement of the Kennedy and Johnson administrations, and Vietnamization and withdrawal under President Nixon. *Note: May be used for political science credit.*
- HIS 5523 U.S. Foreign Policy To 1920 (3)**
A study of the factors, forces, and functions in the making of American foreign policy from the 1760's to 1920. *Note: May be used for political science credit.*
- HIS 5530 Civil Rights Movement (3)**
Study of the origins of the Civil Rights Movement in the late nineteenth and twentieth centuries, beginnings of change in the 1930s and the World War II era, and the movement itself as defined by legal, political, and social conflict and change from the latter 1940s to the present.
- HIS 5532 Russia to 1861 (3)**
A study of the history of the Eastern Slavic people from the prehistoric period, through the Kievan, Appanage, Muscovite, and Imperial periods from Peter the Great to the emancipation of the serfs in 1861.
- HIS 5533 Russia since 1861 (3)**
The development of the revolutionary movements and tsarist reform attempts, World War I, revolutions of 1917 and Bolshevik victory, establishment of the Stalinist state, World War II, the Cold War, Soviet domestic problems, and the disintegration of the USSR.
- HIS 5534 Major Personalities in the Development of Civil Rights in America (3)**
Study of important civil rights personages and their writings from Fredrick Douglass and other pre-Civil War activists and thinkers to the present.
- HIS 5535 Historical Geography of North America (3)**
An analysis of the physical and cultural factors in the development of North America from early European settlement to the present. *Note: May be used as geography credit.*
- HIS 5536 Civil Rights in Alabama (3)**
Study of the history of civil rights in Alabama beginning with the Reconstruction period and progressing through significant events and developments to the present. Course emphasis also will include legal developments and important personalities.
- HIS 5541 American Constitutional Development (3)**
American constitutional system with emphasis upon its origin and evolution via amendments and Supreme Court decisions. *Note: May be used for political science credit.*
- HIS 5542 Renaissance and Reformation (3)**
Historical review of the transitional centuries bridging the medieval and the modern eras, including the rebirth of art and literature, the Protestant and Catholic reform movements, and the role of kings and states.
- HIS 5543 Age of Absolutism (3)**
Survey of political and religious controversies that shaped affairs in Europe during the 16th and 17th centuries, emphasizing the flowering of monarchy and aristocracy.
- HIS 5544 Age of Reason (3)**
Survey of European history in the 18th century, emphasizing the cataclysmic developments in scientific, political, humanitarian, and economic thought that prepared the way for the rise of democracy in both the old and the new world.
- HIS 5545 Modern Germany (3)**
Survey of Germanic peoples from the Revolutions of 1848 to the present, emphasizing unification, two world wars, postwar division, and reunification.
- HIS 5548 Westward Movement (3)**
Study of the history of American expansionism and westward movement and its impact on political, economic, and social institutions.
- HIS 5550 Environmental History (3)**
An introduction to environmental history of the United States from the 18th century to the late 20th century, emphasizing the post World War II period. The course will focus on the historical development of the science of ecology, the origins of environmental problems and solutions attempted by government and experts, and responses by grassroots activists over time.

- HIS 5551 Modern East Asia (3)**
Study of the development and interaction of Chinese, Japanese, and Korean civilizations; the impact of Western cultures, twentieth century conflicts, resolutions and accommodations.
- HIS 5552 History of Africa (3)**
Study of 19th and 20th century political, social and cultural history of the region, including the partition of Africa by European powers and decolonization. *Note: May be used for political science credit.*
- HIS 5554 Western Thought since the 17TH Century (3)**
Principal ideas and political thinking from the Age of the Enlightenment to the present.
- HIS 5556 History of the Middle East (3)**
Examines the region during the rise of Islam, the Ottoman Empire, and in the modern era. The course also addressed political, social, cultural and economic developments since World War II. *Note: May be used for political science credit.*
- HIS 5560 Historiography (3)**
Study of methods and techniques of historical research. Use of bibliographies, journals, interpretive works, and critical evaluation of sources. *Offered at Montgomery, on demand.*
- HIS 5582 Hispanic American Beginnings (3)**
Colonial systems of Spain and Portugal in the Americas from the 16th to 19th centuries, with emphasis on revolt and the establishment of the Latin American republics and religious and economic institutions.
- HIS 5583 Latin American States (3)**
Cultural, social, political, and economic development in 19th and 20th centuries and international and U.S. relations.
- HIS 5595 Selected Topics in History (3)**
Historical examination of a designed topic of special and/or current interest and importance, which is generally not covered in regularly offered courses by the department. *See semester hour limits listed under Course Restrictions in General Regulations section.*
- HIS 6600 Problems in 19TH Century American Thought (3)**
Concentrated study of the history of ideas in the United States from 1800 to 1900.
- HIS 6602 Problems in 20TH Century American Thought (3)**
Concentrated study of the history of ideas in the United States, 1900 to present.
- HIS 6603 Seminar in 18TH Century American Thought (3)**
An exploration of major historical works and historiographical controversies in 18th century United States.
- HIS 6604 Seminar in Modern France (3)**
- The evolution of France from the formation of the Third Republic to the present.
- HIS 6607 Issues in International Affairs (3)**
With directed reading and periodic discussion sessions, this course serves to expand the student's knowledge of current issues in the global setting. Formerly called *Colloquium in World History*, the course will emphasize recent scholarship and interpretations.
- HIS 6608 Colloquium in American History (3)**
A course for advanced graduate students that surveys recent trends in the interpretation, writing, and teaching of American history. Emphasis on reading and discussion of selected recent works in the field with the aim of updating professional competence.
- HIS 6609 Seminar in Early Modern Europe (3)**
An analysis of the historical developments and controversies of early modern Europe.
- HIS 6610 Seminar in Comparative Revolutions (3)**
An examination of background, outbreak, development, and conclusion of the American, French, Russia, and other revolutions.
- HIS 6611 Seminar in Modern Europe (3)**
An analysis of the major historical developments and controversies in 19th century Europe.
- HIS 6612 Seminar in Contemporary Europe (3)**
An analysis of major historical developments and controversies in 20th century Europe.
- HIS 6613 Seminar in Modern Britain (3)**
A topical analysis of political and social issues in modern British history.
- HIS 6614 Contemporary Japan (3)**
Study and analysis of Japan from the Meiji reforms to the present; Japan's impact on Asia and the rest of the globe; two world wars, the occupation and U.S. administration; internal changes and resurgence as a world power; the impact of Japan's domestic and foreign policies on other countries; Japan in international activities and as a regional model.
- HIS 6615 Seminar in Latin American History (3)**
Concentrated study in specialized areas with emphasis on 20th century history. *Prerequisite: HIS 5583 or permission of instructor.*
- HIS 6619 History of Victorian Britain (3)**
Examination of constitutional, political, economic, and intellectual foundations of 19th century Britain.
- HIS 6620 Research in International Studies (3)**
A course designed for the preparation of an original research paper using primary and secondary sources. *Required in Dothan's International Studies Program.*
- HIS 6621 History of England in Later Middle Ages (3)**

Study of England during the 14th and 15th centuries, with emphasis on cultural and political growth. .

HIS 6625 Specialized Study in Area of History (1-4)

6626 Study of problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

HIS 6651 Readings in History (3)

6652 This course of readings in history is designed to immerse a graduate student deeply into historical readings through a combination of classroom lectures, directed individual readings, and oral reports in class. The student will be guided in the use of historical criticism, and will review and discuss changing viewpoints with class and in office meetings with the professor. Qualified library personnel will present the class with the latest electronic technology dealing with history. *See semester hour limits listed under Course Restrictions in General Regulations section.*

HIS 6696 Selected Topics in History (3)

6697 Investigation into current trends in the discipline of history that are not generally offered in regular graduate courses in the Department of History. *A student may take either HIS 6696 or HIS 6697 only once in his/her graduate program.*

HUMAN RESOURCE MANAGEMENT

HRM 6601 Legal Environment of Employment Decisions (3)

This course is designed to help the student understand the law as it applies to the management of human resources. Its coverage is aimed at preparing the managers of human resources to recognize legal problems, to know the legal impact of decisions on personnel matters and to be knowledgeable of the law as it might impact individuals in organizations. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6603 Human Resource Management (3)

The study of the management of people at work with emphasis on recruiting, selecting, training and evaluating personnel. The study of the use of technology to streamline HR activities. *Prerequisite: All business foundation courses or equivalent.*

HRM 6604 Labor Law (3)

A broad overview of relevant laws, court decisions and administrative agency rulings relating to union/management relations. An introduction to the techniques, strategies and objectives of contract negotiation and collective bargaining in union/management

relations. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6619 Seminar in Human Resource Administration (3)

Analysis and discussion of current problems and issues in HRM. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6622 Workforce Planning and Staffing (3)

A study of theory, principles, and legal requirements for effective workplace planning, recruitment selection, and employment in organizational settings. The course provides an in-depth analysis of tools, techniques and statistical concepts applied to the fundamental HR function of workforce planning and staffing. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6623 Training and Development of Human Resources (3)

A study of concepts and practices critical to identifying human resources training and developmental needs critical to ensuring organizational effectiveness. *This course fulfills the research component requirement of the MSHRM program. A grade of "B" or better is required. All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6625 Specialized Study in the Area of Human Resource

6626 Management (1-6)

6627 Study of a problem or problems using research techniques. The study topic requires approval of the student's adviser, the instructor under whom study is to be made, the college dean and the graduate dean. The course requires preparation of a scholarly paper or project and may involve an oral defense. *Total credit for any combination of enrollments in these courses is not to exceed six semester hours. A specialized study, with prior approval, may be substituted for only one required course in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section. Prerequisite: All business foundation courses or equivalent.*

HRM 6632 Compensation and Benefits (3)

This course is designed to provide the student with both the theoretical and practical knowledge to design, administer, and evaluate compensation systems. It will address the application of both tangible and intangible forms of compensation to attract, motivate and retain employees. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6635 Employee Relations and Safety (3)

This course is designed to introduce the student to major law requirements, sound employee/labor relations practices, knowledge of safety legislation and design of effective safety programs. *Prerequisite: All business foundation courses or equivalent.*

- HRM 6645 International Human Resource Management (3)**
A survey of theory and practice of human resource management in global firms and issues of cross cultural communication and behavior affecting organizational effectiveness in culturally diverse organizations. *Prerequisite: All business foundation courses or equivalent.*
- HRM 6689 Human Resource Management Internship (3)**
Must be unconditionally admitted to the Master of Science in Human Resources Management program, must have less than one year's work experience in the Human Resources Management field, must not be currently employed in any capacity by a firm or organization sponsoring the internship, must have completed at least four required courses by the start of the semester in which the internship begins (i.e., courses should include HRM 6603 and at least one of the following courses: HRM 6622, HRM 6623, or HRM 6632, as approved by the student's academic adviser). At least one semester prior to registration for the internship, students must submit a written request to the faculty adviser who will supervise the internship. The request should include the student's reasons for wanting to participate in the internship program as well as the goals the student hopes to achieve. The internship request must be approved prior to registration for credit.
- HRM 6698 Strategic Human Resource Management (3)**
This course focuses on an integration of theories and concepts related to the formulation and implementation of human resource strategies to support business strategies. Students analyze case studies, identify problems and their causes, and propose solutions both orally and in writing. The course is also designed to broaden the student's exposure to the classical and contemporary literature of human resource management. *A grade of B or better is required. Prerequisites: Successful completion of all required HRM core courses. Entrance into HRM 6698 may be permitted with Department head approval as long as only one core course has not been completed and it is being taken concurrently with HRM 6698.*
- HSA 6681 Legal and Social Issues in Health Administration (3)**
This course includes an examination of legal and ethical aspects of contemporary issues associated with the health services administration process. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*
- HSA 6682 Healthcare Planning and Management (3)**
This course stresses application of traditional management concepts to a variety of health service operational issues, analyzes similarities and differences in management of health service organization (HSO) and other organizational models, formulates new organizational designs and management practices appropriate to current HSO environments, and evaluates adequacy of new models. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*
- HSA 6683 Healthcare Economics (3)**
This course stresses economic analysis applied to the health services sector. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*
- HSA 6684 Managed Care: Origins, Organizations, and Operations (3)**
Covers managed care programs, structures, practice models, role of physicians and other clinicians, capitation, cost-accounting and forms of reimbursement. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

INTERDISCIPLINARY EDUCATION

- HEALTH SERVICES ADMINISTRATION**
- HSA 6625 Specialized Study in the Area of Healthcare Management (1-3)**
6627 Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. *Prerequisite: All business foundation courses or equivalent.*
- HSA 6680 Health Services Administration and Policy (3)**
The course focuses on the unique characteristics of the U.S. healthcare delivery system; acquaints students with increased understanding of the context of health services administration and healthcare policy; and examines key factors and forces impacting total health system performance in the United States. *Prerequisite: All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*
- IED 5544 Internship Seminar (3)**
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. *This course must be taken concurrently with internship. Grading system is Pass/Fail.*
- IED 6655 Interdisciplinary Internship in Grades P-12 (6)**
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. *Grading system is Pass/*

Fail.

INTERNATIONAL HOSPITALITY MANAGEMENT

IHM 6625 6626 6627 Specialized Study in the Area of International Hospitality Management (1-3)

Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. *Prerequisite: All business foundation courses or equivalent.*

IHM 6680 Global Marketing Strategy for Hospitality Executives (3)

Application of marketing concepts, principles and procedures for planning, developing, implementing and controlling marketing programs in multinational hospitality organizations. Emphasis is on the matching of organization resources and strengths with global marketing opportunities, and strategies to overcome environmental threats. Examination of marketing and service industries within the context of the hospitality of marketing mix and the implementation of service strategies within hospitality. Strategy applied to planning, analysis and control within the international and multinational hospitality setting; emphasis on situation analysis of customer needs, market position, and competition. *Prerequisite: All business foundation courses or equivalent.*

IHM 6681 Managing Financial Systems in the Hospitality Industry (3)

The examination of international of financial theories that will assist management policies relative to the objective of maximizing shareholder wealth and to familiarize the student with analytical tools that assist in financial decision making. It includes elements of the foreign exchange market, exchange rate determination, international financial institutions, and the management of the risks associated with international business. *Prerequisite: FIN 6631*

IHM 6682 International Hospitality Legal Issues (3)

The examination of international and domestic legal theories and issues relevant to managers in the hospitality industry. It includes the legal issues that will encourage students to think critically about legal concepts related to hospitality. It includes areas of the general legal environment, hospitality contracts, operating structures, managing property, regulatory and administrative concerns in the hospitality industry, managing insurance, legally hiring and managing employees, legal responsibilities to guests, legal responsibilities in food services, safety and security issues. *Prerequisite: All business foundation courses or equivalent.*

IHM 6683 International Hospitality Operations (3)

The course examines the foundational concepts of leadership and management, reviews theories of quality and continuous improvement within organizations, and investigates critical issues in leadership, communication, coaching, teams, diversity, change, and goal-setting as they apply in the contemporary hospitality workplace. Applications develop critical thinking skills about the concepts. The purpose of the course is to present concepts of leadership and to develop an understanding of diversity, high-performance teams, employee empowerment and motivation, and cultural change for the enrichment of theoretical background to support effective participation in positions of senior management in the hospitality industry. *Prerequisite: All business foundation courses or equivalent.*

IHM 6689 International Hospitality Management Internship (3)

For the International Hospitality Management concentration only, a consulting-type internship of at least 120 hours will be completed in place of the core MGT 6627 requirement, and will be accomplished with a hospitality industry firm (hotel, lodging, or restaurant chain or tourism board) after completing no fewer than 21 semester hours in the program, including nine semester hours in the IHM concentration. *(Required in the IHM concentration.)*

INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION

ILA 6603 Tools for Managing Educational Resources (3)

This course teaches instructional leadership candidates the skills and knowledge needed to conduct school business. Candidates will learn to manage a school's educational resources. This course will focus on the following areas: organizational skills, financial planning, facilities management, technology usage, and principles and best practices needed to manage a school. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*

ILA 6607 Readings in Leadership (3)

This course explores current literature and thinking in the field of organizational and administrative theory and practice pertaining to instructional leadership. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*

ILA 6609 Communication and Problem Solving (3)

This course is designed to improve the instructional leadership candidates' skills in communication and problem solving. Emphasis will be placed on listening skills, group dynamics, conflict resolution and consensus building. Special attention will be given to these topics while working with ethnically diverse populations. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*

- ILA 6610 Grant Writing (3)**
This course explores how to write a grant and discusses alternative ways of fundraising. Particular attention will be given to grant writing protocols and procedures, as well as dynamics involved in responding to a Request for a Proposal, and understanding the school system's bureaucratic structures. *Prerequisite: Admission into an NCATE approved instructional leadership program.*
- ILA 6611 Community Relationships**
The instructional leader realizes that there is great power in the community that can assist in increasing student achievement. This course will provide strategies that will enable the instructional leader to involve the community in meaningful ways and will result in significant student achievement. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6613 Legal Dimensions of Education (3)**
Public schools are among the most regulated industries in the United States. Constitutional, Legislative, and Judicial mandates control everything from the length of the school day/year to who is qualified to teach. This course will examine the legal precedents that impact instructional leaders. Distinct attention will be given to special education law, Constitutional freedoms, personnel law, civil law and to federal and state mandates related to student accountability. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6625 Specialized Topics in Instructional Leadership (3)**
A seminar concerned with an in-depth examination of one topic that is acutely important to instructional leadership. Candidates are expected to use primary resources, journals, and the Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written responses will also be used. *Pre-requisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6633 Instructional Leadership (3)**
This course examines the essence of instructional leadership. It considers the importance of being able to develop and articulate a vision. The focus of the course centers on those leadership abilities and traits that promote student achievement for all students. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6640 Building and Maintaining Collaborative Learning Environments (3)**
With the changes mandated by the 2007 reauthorization of the Individuals with Disabilities Act (IDEA), it is vital for instructional leaders to be aware of their responsibilities in the development and maintenance of collaborative learning environments. This course will present the most up-to-date research related to collaborative learning environments as well as how to establish and promote them. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6643 Human Resource Administration (3)**
This course is designed to deal with the selection, staffing, and development of all school personnel. Salary schedules, personnel policies, and fringe benefits will be studied. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6658 Working with Diverse Populations (3)**
According to recent demographic predictions, the American classroom will continue to increase in diversity. According to some estimates, within the next 20 years ethnic minorities will become the majority. To succeed in this changing world, instructional leaders must be prepared to lead a diverse learning environment. This course will provide instructional leadership candidates with the skills, abilities, dispositions, and strategies to foster learning environments where all children including those with special needs, can experience success. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6662 Orientation in Instructional Leadership & Administration (2)**
This course is designed to orient the instructional leadership candidate to the expectations and requirements of the instructional leadership administration program. Course content includes assessments of learning approaches as well as leadership aptitudes and skills. The residency and mentoring components of the programs, as well as other program requirements are covered. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6663 Practicum I (2)**
The purpose of this course is to provide instructional leadership candidates with school-based experiences at the elementary, middle, secondary grade levels as well as the central office level supervised by full-time university faculty members and approved local mentors. The intern will gain school-based experiences in planning, for continuous improvement, teaching and learning, human resource development, diversity, community and stakeholder relationships, and technology. *Pre-requisites: ILA 6662. Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*
- ILA 6664 Practicum II (2)**
The purpose of this course is to provide instructional leadership candidates with school-based experiences at the elementary, middle, secondary grade levels as

well as the central office level supervised by full-time university faculty members and approved local mentors. The intern will gain school-based experiences in leading, teaching, and learning. *Prerequisites: ILA 6663. Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*

ILA 6684 Curriculum and Instructional Strategies (3)

Which instructional practices support the highest gains in student achievement? If one reads the publicity enclosed with new programs, they all do! How is the busy instructional leader to know how to separate the genuine instructional practice from the fad? This course examines the current research that supports student learning and engagement. In order for instructional leaders to promote effective learning environments, they must be able to understand, identify, and apply effective learning theories and methodologies. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*

ILA 6691 Research Methods (3)

This course is a study and evaluation of a variety of research methods; including but not limited to quantitative, qualitative, and action research, and reporting formats used in education and the social sciences. *Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program. A grade of "B" or better is required.*

ILA 6692 Using Data to Make Decisions (3)

This course focuses on basic statistical processes and measures used in education. It provides an opportunity for the student to analyze a variety of standardized prognostic, diagnostic, and achievement tests. Candidates will also learn to collect data from teacher and student observations to obtain knowledge concerning teacher evaluation. *Prerequisites: ILA 6691. Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.*

ILA 7700 Adult Learning Theories and Managing Change (3)

This course will focus on the examination of how adults learn in instructional settings and managing change. The adult learners' characteristics will be examined. Adult learning theory and current trends on advancement in adult learning and managing change will be examined. The focus will be on preparing the student to make better instructional decisions and use of resources in the education and training of adults.

ILA 7702 Involving Parents and Community Stakeholders (3)

The focus of this course is on the successful school and what it must do to garner parental involvement and community support that it needs. This course is a combination of theory of community relations (why must communities support local schools to achieve their goals?) and a primer on how to develop the family and community partnership which will

help the school to achieve its goals.

ILA 7703 Law, Ethics, and Policy Development (3)

This course considers the relationship between policy and school operations. The candidate will have the opportunity to explore firsthand the creation, development and evaluation of policy, specifically educational policy. A review of ethics and the law will help to understand the role that policy plays in the daily affairs of education.

ILA 7717 Mentoring (3)

The purpose of this course is to prepare educational leaders to serve as role models and mentors for individuals. The educational leaders will develop methods, techniques and organize mentorship programs. Leaders will develop a knowledge base upon which to make informed reflective decisions about mentorship programs in diverse educational settings.

ILA 7740 Creating Effective Learning Environments (3)

Instructional leaders must work within the framework of the Individual with Disabilities Education Act (IDEA) in order to effectively create, develop and maintain a highly efficient learning environment. This course will present best practices and the most up to date research related to the creation of effective learning environments within the public schools. The focus of the course will be both theoretical and practical in nature. As a result of the course, instructional leaders will be able to establish, develop, maintain and evaluate instruction in order to build an effective learning environment.

ILA 7746 Organization and Human Resource Development (3)

The greatest asset any organization possesses is its employees. Current research indicates that organizations routinely report 80% of the expenses go to employee compensation. This figure underscores the need for skills to increase the performance of this very important asset. This course examines the leadership of human resources and what it takes to create an environment where employees can thrive.

ILA 7791 Current Trends and Issues in Instructional Leadership (3)

Examines the trends and issues that arise impacting educational policy. Emphasizes group and individualized integration of theory and application of professional knowledge toward a given trend and /or issue affecting public education from a national, state, or school-based level.

ILA 7792 Advanced Comprehensive Research Strategies (3)

This course is intended to explore the concepts of quantitative and qualitative research methods application for research in education. Participants apply their skills in research design by completing a proposal for a substantive study related to the improvement of instructional services. *A grade of "B" or better is required.*

ILA 7793 Program Evaluation (3)

This course focuses on a variety of concepts and strategies associated with effective planning in Educational and Human Services organizations.

ILA 7794 Research in Action (3)

The purpose of this course is to provide instructional leaders with a study of the processes involved in identifying, framing, evaluating, analyzing and seeking information about problems faced by schools. The goal for the student is to propose a research and implement a study that examines a problem currently impacting the K-12 school setting.

An investigation of the research methodologies employed in the study of International Relations including research design, variables and hypotheses, citations and reference, qualitative analysis and quantitative techniques. *Note: MSIR candidates must achieve a grade of "B" or better in IR 6601 to complete degree program requirements.*

IR 6602 Geostrategic Studies (3)

An examination of the political, military, economic and cultural effects of geography in historical and contemporary terms: specific emphasis is placed on the role of geography in the formulation of military-political policy in land power, sea power, airpower, and outer space. Comprehensive geopolitical theories will be employed as analytical tools in the course.

INTERNATIONAL RELATIONS

IR 5502 International Political Geography (3)

An analysis of the reciprocal effects of geography and political organization on the behavior of states including boundaries and frontiers, national resources, spatial strategy and maritime power.

IR 6610 International Organizations (3)

An examination of the evolution and functions of international organizations; political structures and international systems for the collective use of power and cooperative action among states; and the impact of international Non-Governmental Organizations (NGO) and other types of transnational relations and organizations on global affairs.

IR 5524 Contemporary American Foreign Policy (3)

An examination of the foreign policies processes of the United States including historical traditions, political institutions, economic and military capabilities, the Congress, the Presidency, interest groups, the media, and public opinion.

IR 6612 Comparative Public Policy (3)

This course examines the process of policy making in a cross-comparative framework that illustrates how different nation states, both in the developed and the developing worlds, formulate and implement public policy.

IR 5533 Comparative Government (3)

A comparative analysis of state governments in the world with an emphasis on political cultures, governmental institutions and political processes that lead to differences and international tensions.

IR 6620 International Political Economy (3)

An examination of the interrelationships between international politics and economics covering theories of International Political Economy, states and markets, trade, foreign investment, international monetary affairs, foreign aid, state development strategies, and globalization.

IR 5551 Survey of International Relations (3)

A survey of the discipline of International Relations (IR) introducing IR theory, power, national interests, instruments of foreign policy, international law and organizations, international political economy, comparative government, and research methodology.

IR 6625 Specialized Study in International Relations (3)

A study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the department chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *A specialized study may be substituted for a required course only once in a student's program. It may, however, be substituted for one or two electives. Prerequisite: IR 6601. See semester hour limits listed under Course Restrictions in General Regulations section.*

IR 5552 International Law (3)

An examination of the sources and development of international law from historical, political, legal, and philosophical standpoints, with emphasis on substantive areas of law.

6626

6627

IR 5570 Politics of Southeast Asia (3)

A study of politics in the Philippines, Indonesia, Vietnam, Laos, Cambodia, Malaysia, Singapore, Brunei, Myanmar, and Thailand, investigating the historical and cultural factors affecting relationships within and outside the region.

IR 6629 Seminar in International Relations (3)

An analysis of specified topics at the international level. (For example: "Armaments, Disarmament, and Proliferation," "Nationalism and World Order," "Peacekeeping," or "Organized Use of Force") *All selected topics courses must be approved by the department chair. The course can be used to substitute for a required course only once in a student's degree program and must be approved by the department chair.*

IR 6600 Selected Topics in International Relations (3)

An examination of a specifically defined topic of special and/or current interest and importance, which is not covered in regular course offerings in the International Relations program. *A selected topic in International Relations course can only be used as an elective in the program. See semester hour limits listed under Course Restrictions in General Regulations section.*

6630

IR 6601 Research Methods in International Relations (3)

IR 6631 Intercultural Relations (3)

An analysis of the influence of culture on interstate relations including theories, concepts, and applications.

IR 6633 Developed and Developing Nations (3)

An analysis of the systemic linkages between advanced, emerging and weak states with a focus on the political, economic, and cultural issues relevant to the regional and global relations of the states involved.

IR 6634 Tradition, Revolution, and Change (3)

An interdisciplinary, cross cultural approach to the study of comparative cultural change and its impact on the international system; it examines the origins, processes, and outcomes of sociopolitical change within various nations and states.

IR 6635 National Security Policy (3)

An examination of the structures, motivations, and major objectives of national security policymaking from a comparative perspective with particular emphasis on the politics of national defense in the United States.

IR 6640 Government and Politics of Developing Countries (3)

An analysis of the government and politics of developing states including economic, social, and cultural perspectives and strategies pursued for growth and development.

IR 6641 Latin America in World Affairs (3)

An examination of Latin American politics, legal systems, economics, culture, military power, geography, and their impact on Latin American regional relations and linkages to the world system.

IR 6642 Russia and Eastern Europe in World Affairs (3)

An examination of Russia and Eastern Europe's politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR 6644 Middle East in World Affairs (3)

An examination of Middle East politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR 6645 Asia in World Affairs (3)

An examination of Asia politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR 6647 Western Europe in World Affairs (3)

An examination of Western Europe and the European Union, including state and EU politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR 6648 Sub-Saharan Africa in World Affairs (3)

An examination of Sub-Saharan politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR 6650 Environmental Security, Conflict and

Development (3)

An analysis of how environmental issues such as resource scarcity, desertification, loss of biodiversity, global warming, etc., may influence development and/or affect the national security of nation-states, communities and individuals. The course also examines the evolution and function of global environmental governance institutions including international organizations (IGOs), transnational non-governmental organizations (NGOs), and legal/regulatory structures.

IR 6652 Theory and Ideology in International Relations (3)

An examination of historical and contemporary theories in international relations; the role of political, economic, ethnic, religious and other belief systems or philosophical approaches within the global system.

IR 6653 Political Psychology (3)

An examination of the impact of individual and collective human behavior on the political process including an introduction to the methods of inquiry into a society's belief system, social cognition, socialization, and political behavior. Special attention is placed on the behavioral sources of political violence, the relationship between culture and political behavior, and collective alienation.

IR 6654 Media, Technology, and International Politics (3)

An examination of the role of media in international politics with particular emphasis on the impact of technological change. The course explores issues related to cultural change through media communication, elite empowerment and ownership of media assets, the changing nature of foreign and domestic influences in politics and the role of media technology in affecting approaches to public policy issues.

IR 6655 International Conflict Management (3)

An analysis of responses to international conflict and approaches to establishing peace and peacekeeping at the local, national, and global levels to include theoretical constructs about conflict management techniques such as mediation, negotiation, escalation, de-escalation, termination, and outcomes.

IR 6656 International Power and Influence (3)

A theoretical and empirical examination of how nations use political, military, and economic resources to influence the behavior of other nations including the effectiveness of political communications, public relations, foreign aid, economic sanctions, threats of force, and limited uses of force.

IR 6660 Military Strategy and International Relations (3)

An examination of the core ideas of classical and contemporary military strategists, the international context that inspired their strategic concepts, and a review of the interaction and influence of armed forces and their leadership and strategies on national security policies and interstate relationships.

IR 6665 Readings in International Relations (3)

A guided program of readings and study in international relations related to the needs of the student. *Enrollment must be approved by the department chair. See semester hour limits listed under Course*

- Restrictions in General Regulations section.*
- IR 6668 Thesis (3)**
6669 A directed research in selected areas of international relations, based on a student's proposal, related to the student's needs, and with the advice and approval of a faculty thesis adviser, and culminating in a research paper of appropriate depth and scholarship. The final, bound product must be approved by a faculty committee composed of the thesis adviser and a faculty reader. The first course will cover the paper design and supporting research; the second course will be undertaken to support the actual writing of the thesis. *Prerequisites: IR 6601 and the satisfactory completion of 30 semester hours in the MSIR program. Grading system is Pass/Fail.*
- IR 6670 United Kingdom in World Affairs (3)**
 An examination of the United Kingdom and its relations with the global community; the course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6672 Germany in World Affairs (3)**
 An examination of Germany and its relations with the global community; the course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6675 Central America in World Affairs (3)**
 An examination of the Central American region and its relations with the global community; the course will involve the student in the political, cultural, and social aspects of regional states and their relations with other states.
- IR 6676 Japan in World Affairs (3)**
 An examination of Japan and its relations with the global community; the course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6677 China in World Affairs (3)**
 An examination of China and its relations with the global community. The course will involve the student in the political, cultural, and social aspects of the state and its relations with other states.
- IR 6681 Tribalism and Colonialism in Africa (3)**
 An investigation of the politics that govern tribalism and colonialism, the sociological influences it has induced, and how the two concepts impact the people of Africa today.
- IR 6685 Terrorism and Political Violence (3)**
 An examination of the origins and significance of contemporary political violence with an emphasis on the phenomenon of terrorism. The course employs an interdisciplinary, case-study approach.
- IR 6686 Drug Politics in the Americas (3)**
 An investigation of the issues surrounding the trafficking of illicit narcotics in the Western Hemisphere, with special attention to the Andean region and those states which act as conduits to the vast market in the United States; the course examines
- both the political and security problems arising from the drug trade, as well as the basic debate concerning the formulation and implementation of U.S. drug policy.
- IR 6687 Free Trade and Economic Integration in the Western Hemisphere (3)**
 A critical analysis of the origins, development, consolidation and limitations of free trade and economic integration in the Western Hemisphere; special attention will be given to the complex political, economic and social forces that support, hinder and otherwise shape such international economic agreements.
- IR 6688 Islamic Fundamentalism (3)**
 An advanced seminar dealing with the theology and practice of Islam and its impact on international, legal, political, security, and social issues.
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- INFORMATION SYSTEMS**
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- IS 6625 Specialized Study in the Area of Information Systems (1-3)**
6626
6627 Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. *Prerequisite: All business foundation courses or equivalent.*
- IS 6672 Information Systems and Business Strategy (3)**
 Considers the role of operations and information systems in defining competitive business strategies. Structural decisions (product design, marketing, and finance) as well as issues that cross corporate boundaries (strategies for distribution, supply management and global operations) are addressed. Examines emerging issues such as global manufacturing, e-commerce, sourcing strategies, manufacturing automation and environmental issues. *Prerequisite: All business foundation courses or equivalent.*
- IS 6674 Information Systems Management (3)**
 Theoretical and practical applications for managing computerized information systems; planning and control functions of the firm; emphasis on case studies of design projects; the application of human and organizational issues of Management Information Systems (MIS); current academic research into the analysis, design, and implementation of computer information systems. *Prerequisite: All business foundation courses or equivalent. A grade of "B" or better is required.*
- IS 6676 E-Commerce for Global Business (3)**
 Introduces state-of-the-art concepts and applications which are emerging in the field of electronic commerce. *Prerequisite: All business foundation courses or equivalent.*

IS 6679 Management Information Systems (3)
 Conceptual and practical foundations of information systems to include support of management and decision-making functions, computer system project management, economic and legal considerations of management information systems, and system implementation/evaluation. *Prerequisite: All business foundation courses or equivalent.*

JOURNALISM

JRN 6615 Public Relations and Strategic Communication
 Students will examine how the changing media environment affects outreach methods and explores practical solutions to achieve communication goals. Emphasis is placed on crisis public relations problems. Topics include the importance of research, designing a strategic communication program, advertising and the pervasive effect of public relations.

JRN 6640 Communication Law and Ethics (3)
 This course provides students with an in-depth understanding of existing communication ethics, regulations and policies along with their application to media. Students will study how these legal doctrines and ethical considerations have evolved and will continue to evolve.

KINESIOLOGY AND HEALTH PROMOTIONS

KHP 6601 Philosophy and Principles of Health and Physical Education (3)
 This course will introduce the sociological- psychological, educational-motor learning, mechanical-kinesiological, and physiological aspects of health and physical education.

KHP 6602 Motor Skills and Human Performance (3)
 In an interdisciplinary approach, students will be exposed to a systematic analysis of motor skills and human performance. Students will learn how to observe, evaluate and diagnose, and apply interventions to improve motor skill performance.

KHP 6604 Statistical Analysis and Interpretation (3)
 This course requires graduate students to utilize statistical fundamentals, analyses, and interpretation of statistics. Statistical information includes, but is not limited to, sampling, hypothesis testing, regression, frequency distributions, t-tests, parametric and nonparametric statistical techniques, multivariate data analysis (MANOVA), and others using SPSS and other statistical software.

KHP 6610 Physical Education, Sport and the Law (3)
 The course is designed to provide students with an in-depth awareness and understanding of legal responsibilities of sport managers, coaches, and administrators. Emphasis will be placed upon critically analyzing the legal theories, structures, statutes, case law, and standards that apply to the sport industry and that impact sport organizations. Substantive legal areas include tort, constitutional, antitrust, intellectual property, agency, contract, and business law.

KHP 6615 Organizational Behavior & Leadership in Sport

(3)
 In this course students will study the basic concepts, theories and organization of administration including financial management as applied to sport, physical education, and recreation.

KHP 6616 Sport Finance (3)
 This course is designed to provide students with information concerning advanced theory in finance, accounting, and managerial control of budgets.

KHP 6617 Research Methods I (3)
 An independent exploration of the literature and current research in the fields of Health Education and Physical Education. *A grade of "B" or better is required.*

KHP 6620 Physical Fitness: A Critical Analysis (3)
 This course is designed to prepare the student for the American College of sports Medicine (ACSM) Health Fitness Specialists (HFS) certification. The course will examine the process of pre-participation health screening and risk stratification, administration of physical fitness assessments, and interpretation of results and the development of appropriate exercise prescriptions used in the evaluation and improvement of human fitness. *Prerequisite: KHP 6650*

KHP 6621 Supervision of Instruction in Health and Physical Education (3)
 Consideration is given to the broader viewpoint of supervision as it relates to the improvement of health and physical education through in-service training of personnel, association with the teaching and administrative-supervisory staff, and general school and community relationships. Techniques of supervision and their application in improving the teacher-pupil learning situations will be examined.

KHP 6623 Biomechanics of Sport Techniques (3)
 This course is designed to prepare the student for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification. The course explores basic biomechanical concepts and their application in the analysis of sport technique. Students will apply scientific knowledge to examine sport-specific testing assessments and interpretation of results, and practice the implementation of safe and effective training techniques for the goal of improving athletic performance. *Prerequisite: KHP 6650*

KHP 6625 Specialized Study in KHP (1-3)
6626
6627
 A study of the problem or problems using research techniques. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate Director of Graduate Studies. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

KHP 6630 Programs in Health and Physical Education (3)

The course is designed for prospective classroom teachers and health and physical educators who assume the responsibility of providing meaningful learning experiences for children in the area of health and physical education.

KHP 6631 Programs in Health and Physical Education (3)

The course reviews appropriate curriculum for children of various age levels. Particular attention is devoted to a study of the capacities, attitudes, and needs of pupils as they are related to health and physical education. The principles, problems and procedures in the development of a health and physical education curriculum are thoroughly examined.

KHP 6632 Critical Issues in Sport and Fitness Management and Health and Physical Education (3)

Recognition, discussion, and systematic analysis of controversial issues and problems encountered in the conduct of professional activities in health and physical education.

KHP 6640 Sport Marketing: Physical Education, Athletics, Recreation and Intramurals (3)

The purpose of this course is to teach educators how to create a marketing plan. The emphasis is on following a ten-step procedure designed primarily for the non-profit sector and learning the theoretical base required to complete the process accurately and proficiently.

KHP 6650 Sport Nutrition and Exercise Metabolism (3)

This course examines established dietary requirements of athletes relative to performance, training, and recovery. Emphasis will be placed on the use of peer reviewed literature to understand the importance of pre- and post-event nutrition, nutritional issues faced by athletes, and possible ergogenic strategies, foods, and dietary supplements. Examination of metabolic pathways and will allow advanced interpretation of the metabolism and macronutrients during conditions of exercise and disordered metabolism. *Prerequisite: KHP 6670*

KHP 6662 Diagnostic and Prescriptive Physical Education for Exceptional Children (3)

The course is designed to present assessment procedures, exercise prescription techniques, physical education program development, and IEP programming for the child with special needs.

KHP 6670 Exercise Physiology (3)

This course examines acute and chronic physiological responses to the respiratory, cardiovascular, and musculoskeletal systems to the demands of exercise. Contributions made by aerobic and anaerobic metabolism to energy production will be examined. The contribution of various physiological variables will be investigated to facilitate an understanding of the physiological basis of human performance.

KHP 6671 Advanced Exercise Physiology (3)

This course will allow students to experience and explore advanced concepts, topics, and laboratory techniques related to exercise physiology. Material covered in this course will prepare students to interpret, conduct, and share advanced material with their peers. Students will have the opportunity to imple-

ment an advanced research project or commence thesis-related research. *Prerequisite: KHP 6650*

KHP 6672 Sport Psychology (3)

The course is designed for the student with a vocational interest in athletic coaching within the educational environment. Psychological theories will be applied to the teaching of sports skills and the development of individuals into efficient team units.

KHP 6673 Ethics in Sport (3)

The course examines ethical matters and issues relating to sport and physical activity.

KHP 6674 Entrepreneurship in Sport (3)

The course provides the student with an awareness and understanding of basic concepts and problems in starting a business.

KHP 6680 Practicum in Physical Education (3)

A supervised application of concepts, principles, instructional, curriculum, and delivery skills acquired by students in previous coursework. Students will identify issues regarding classroom management, testing, and evaluation in physical education. Students will explore innovative ideas for the classroom and research peer reviewed journals for information for application in the classroom setting.

KHP 6691 Research Methods II (3)

This course examines the variety of research methods and reporting methods used in health & physical education research. A grade of "B" or better is required. *Prerequisite: KHP 6604 and KHP 6617 with a "B" or better.*

LAW

LAW 6600 Business Law for Accountants (3)

This course focuses on the legal implications of business transactions, particularly as they relate to accounting and auditing. It includes, but is not limited to, such topics as contracts, commercial paper, secured transactions, business organizations, and real and personal property. This course is designed to give a review of basic legal principles and to enable a student to recognize and understand their legal significance in business transactions. *Prerequisite: LAW 2221 or equivalent and all business foundation courses or equivalent.*

LAW 6610 Legal Issues for Accountants (3)

This course focuses on the legal implications of business transactions, particularly as they relate to accounting and auditing. It includes, but is not limited to, such topics as ethics, professional and legal responsibilities, agency, contracts, Uniform Commercial Code, debtor-creditor relationships, government regulation of business, and business structure. This course is designed to give a review of basic legal principles and to enable a student to recognize and understand their legal significance in business transactions. *Prerequisite: All business and accounting prerequisites.*

MARINE BIOLOGY (MB)

Offered at Dauphin Island Sea Lab (DISL) only

Courses are offered during the summer semester only. Since

course offerings change, check the current DISL summer bulletin for specific course offerings and descriptions and contact the Marine Biology Adviser at Troy or Dothan.

The courses listed below are taught at Dauphin Island Sea Lab in the summer only. The faculty members are recruited from many colleges and universities within and outside Alabama. The courses are identified by an MB prefix.

- MB 5502 Marine Invertebrate Zoology (4)**
A study of the natural history, systematics, and morphology of marine invertebrates from a variety of habitats in the Gulf of Mexico. Participation in extended field trips is part of the course. *Prerequisites:* BIO 1101, L101, 2229, L229, CHM 1143, L143
- MB 5503 Marine Vertebrate Zoology (4)**
A study of the biology of marine vertebrates emphasizing systematics, behavior, physiology, and ecology of local forms. *Prerequisites:* BIO 1101, L101, 2229, L229, CHM 1143, CHM L143
- MB 5504 Marine Botany (4)**
A general survey of algae and vascular plants associated with the marine and estuarine environment. *Prerequisites:* BIO 1101, L101, 2229, L229, CHM 1143, L143
- MB 5506 Marsh Ecology (4)**
A study of the floral and faunal elements of various marine marsh communities. *Prerequisites:* BIO 1101, L101, 2229, L229, CHM 1143, L143
- MB 5521 Marine Technical Methods (2)**
An introduction to the hardware of marine science, sampling procedures, processing, station location, and field equipment maintenance/operation.
- MB 5523 Marine Ecology (4)**
Lecture and laboratory studies of bioenergetics, community structure, population dynamics, predation, competition, and speciation in marine ecosystems. *Prerequisites:* BIO 2229, L229, CHM 1143, L143
- MB 5526 Coastal Zone Management (2)**
An examination of specific laws and regulations which govern the coastal zone and how coastal processes affect management issues. *Prerequisites:* BIO 1101, L101, 2229, CHM 1143, L143

MASTER OF BUSINESS ADMINISTRATION

- MBA 6611 Business Strategy (3)**
This course is the capstone course in the MBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. Formulation and implementation of strategies are stressed. The course includes an end-of-course comprehensive examination. A grade of "B" or better is required to complete this course successfully. The course may not be transferred into the MBA program. Students are required to complete the graduate

Educational Testing Service Major Field Test and a Capstone Examination in this course. *Prerequisites:* Completion of a minimum of 24 semester hours in the MBA program, with a B"average or better, including the following courses: ACT 6691, ECO 6655, FIN 6631, MKT 6661 and QM 6640; or approval of the department chair. Students should be in the last term of their program when completing this course.

MANAGEMENT

- MGT 6625 Specialized Study in Management (1-6)**
6626 Study of a problem or problems using research **6627** techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. No more than three semester hours credit of this course may be transferred in from another institution. See semester hour limits listed under Course Restrictions in General Regulations section. Prerequisites:* All business foundation courses or equivalent.
- MGT 6645 Quantitative Methods in Management (3)**
An introduction to statistics as applied to business problems. The course is designed to develop students' ability to apply inferential statistical methods to decision making in business. *Prerequisites:* All business foundation courses or equivalent.
- MGT 6670 Seminar in International Management (3)**
A survey of theories and issues related to managing the internationalization of business firms and multinational management. *Prerequisites:* All business foundation courses or equivalent.
- MGT 6671 Organizational Behavior (3)**
The study of theories and concepts of individual and group behavior within organizations. The course examines important behavioral processes, including learning, perception, attitudinal structuring, values, motivation, communication, conflict, and social reinforcement. Emphasis is placed on the relationship of these processes to individual and group performance and their implications for managerial decision-making. *Prerequisites:* All business foundation courses or equivalent.
- MGT 6673 Operations Management (3)**
An analysis of the conditions under which production and management of goods and services take place in business organizations with attention to the delineation of roles played by management and labor in carrying out both production and service delivery, and application of selected quantitative techniques to support those processes. *Prerequisites:* All business foundation courses or equivalent.
- MGT 6674 Ethics in Business (3)**
Examination of ethical problems and conflicts encountered by managers attempting to fit their organizations to the larger social environment. Addresses

ethics, codes of ethics, social responsibility of organizations in domestic and global environments. *Prerequisites: All business foundation courses or equivalent.*

MGT 6675 Theory of Organizations (3)

The study of general business management from a structural standpoint: planning, organizing, staffing, directing, and controlling. *Prerequisites: All business foundation courses or equivalent.*

MGT 6677 Systems Management (3)

The study, design, implementation and operation of a system within the organization. *Prerequisites: All business foundation courses or equivalent.*

MGT 6681 Organization Development and Change (3)

A study of management concepts and practices useful in improving organizational performance. Theories and concepts applicable to making organizations more hospitable to people and more productive in accomplishing their goals and objectives are identified and discussed. Special attention is paid to strategic interventions and change in both private and public sector organizations and in the global arena. *Prerequisite: MGT 6671*

MGT 6682 Leadership and Motivation (3)

The course examines the foundational concepts of leadership, reviews traditional theories of leadership, and investigates critical issues in leadership and motivation as they apply in the contemporary workplace. Applications develop critical thinking skills about the concepts. *Prerequisites: All business foundation courses or equivalent.*

MGT 6685 Management Strategy (3)

Study of the integrative functions of senior management in long-range strategic planning and decision making to support implementation. This is a capstone course which utilizes all the skills and knowledge developed earlier in the program. It focuses on policy problems and planning beyond the boundaries of the firm. It emphasizes advanced case analysis and computer simulation. *The course may not be transferred into the MSM program. Students are required to complete the graduate Educational Testing Service Major Field Test and a Capstone Examination in this course. A grade of "B" or better is required. Prerequisites: Must have completed 18 semester hours to include BUS 6610 (with a grade of "B" or higher), and MGT 6600, MGT6627, MGT 6671, and FIN 6631 (all with a grade of "C" or higher) and one other 3 SH course in either the concentration or an elective with a grade of "C" or higher.*

MGT 6689 Management Internship (3)

Independent study of a practical problem or project, pertinent to a management concentration, taken in a field setting. A formal written paper or report on the problem or project will be submitted according to the guidelines set forth by the instructor. A verbal presentation and/or oral examination covering problem or project research and findings/results is required. *No more than one internship may be used as the MSM select one elective. The course may not be substituted for a required course. Prerequisites: All business foundation courses or equivalent.*

MARKETING

MKT 6661 Strategic Marketing Management (3)

Application of marketing concepts, principles and procedures for planning, development, implementation and control of marketing programs in profit and non-profit organizations. Emphasis is on the matching of organization resource and strength with global marketing opportunities, and strategies to overcome environmental threats. *Prerequisites: All business foundation courses or equivalent.*

MATHEMATICS

Note: Multivariable calculus and a course in proof techniques or its equivalent or permission of the mathematics adviser are required prerequisites for all graduate mathematics courses.

MTH 5512 Discrete Mathematics (3)

This course covers sets, relations, functions, counting, algorithms, Boolean algebra, and graphs.

MTH 5520 Introduction to Graph Theory (3)

The elements of the theory and algorithms of graphs and hypergraphs with motivating examples from computer science, networking, scheduling, biology etc.: algorithms, complexity, data structures, shortest paths, spanning trees, depth-first search, planar graphs, colorings of graphs and hypergraphs. *Prerequisites: Linear Algebra, computer programming course, or permission of instructor.*

MTH 5522 Numerical Analysis (3)

This course covers topics including finite differences, interpolation, numerical integration and differentiation, solutions of equations of one variable, linear systems, and numerical solutions of ordinary differential equations.

MTH 5524 Real Analysis I (3)

A study of the real number system, completeness, limits, continuity, sequences, differentiation, and the Riemann integral.

MTH 5525 Real Analysis II (3)

A study of sequences and series of functions, series, and a continuation of the integral to include the Fundamental Theorem of Calculus. *Prerequisite: MTH 4424 or MTH 5524.*

MTH 5526 Complex Analysis (3)

A study of complex numbers, elementary functions and their mappings, complex limits and power series, analytic functions, integrals, contour integral, and Cauchy integral formula.

MTH 5536 Number Theory (3)

This course covers divisibility, congruences, prime numbers, Fermat's theorem, Diophantine equations, number theoretic functions, quadratic reciprocity.

MTH 5541 Abstract Algebra I (3)

A study of properties of the integers, modular arithmetic. Elementary theory of groups, finite groups, subgroups, cyclic groups, permutation groups. Group isomorphisms and homomorphisms.

- MTH 5542 Abstract Algebra II (3)**
This course covers the elementary theory of rings, polynomial rings, divisibility, unique factorization domains. Integral domains, ideals, factor rings, divisibility in integral domains. Elementary theory of fields. Extension fields. *Prerequisite: MTH 4441 or MTH 5541.*
- MTH 5551 Mathematical Statistics I (3)**
A study of probability theory, sample spaces, random variables, mutual exclusion, independence, conditional probability, permutations and combinations, common discrete and continuous distributions, expected value, mean, variance, multivariate distributions, covariance, Central Limit Theorem.
- MTH 5552 Mathematical Statistics II (3)**
A study of the fundamentals of the theory of statistics, the Central Limit Theorem, point estimation, sufficiency, consistency, hypothesis testing, sampling distributions, confidence intervals, linear regression models, interpretation of experimental results, Bayesian Estimation. *Prerequisite: MTH 4451 or MTH 5551.*
- MTH 5560 Topology (3)**
An introduction to metric and topological spaces and associated topics, separation axioms, compactness, and connectedness.
- MTH 6600 Modern Topics in Mathematics (3)**
An investigation of current topics in mathematics that are generally not covered in regularly offered graduate courses in the mathematics graduate curriculum. *Prerequisites will be determined by the topic under investigation.*
- MTH 6601 Metric Education for Elementary Teachers (3)**
A study of the materials and methods program of instruction with workshops in selected school systems. *Prerequisite: Admission by permission of instructor.*
- MTH 6610 History of Mathematics (3)**
The course is designed to acquaint the secondary mathematics teacher with the historical development of mathematics with particular attention given to the techniques of the period studied.
- MTH 6612 Advanced Discrete Mathematics (3)**
This course covers trees, network models and Petri nets, Boolean algebra and combinatorial circuits, automata, grammars, and languages. *Prerequisite: MTH 4412, MTH 5512 or permission of instructor.*
- MTH 6615 Advanced Topology (3)**
Generalization of such topics as functions, continuous functions, open, closed, compact and connected sets, arbitrary topological spaces. *Prerequisites: MTH 4424 or 5524, MTH 4426 or 5526 or permission of instructor*
- MTH 6616 Mathematical Models (3)**
An introduction to the modeling process. Students will practice creative and empirical model constructions, analyze models and do independent model research. Application using paired data will be included.
- MTH 6620 Advanced Concepts of Algebra (3)**
This course covers topics including rings and fields, polynomial rings and factorization, and Galois theory. *Prerequisite: MTH 4442 or 5542 or permission of instructor*
- MTH 6621 Foundations of Mathematics (3)**
A study of the axiomatic nature of mathematics, theory of sets, cardinal and ordinal numbers, continuum hypothesis and axiom of choice.
- MTH 6624 Applied Combinatorics (3)**
A study of generating functions, Inclusion-Exclusion, Burnside's Theorem and Polya's Enumeration Formula.
- MTH 6625 Specialized Study in Area of Mathematics (3)**
6626
6627
A study of a problem or problems using research techniques. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate director of the Graduate School or Dean of Arts and Sciences. *Note: Total credit for any combination of enrollments in these courses may not exceed six semester hours. See semester hour limits listed under Course Restrictions in General Regulations section.*
- MTH 6632 Non-Euclidean Geometry (3)**
A study of non-Euclidean geometries with emphasis given to their logical development.
- MTH 6633 Advanced Linear Algebra (3)**
A study of linear and orthogonal transformations, orthogonal and unitary matrices, numerical linear algebra, and applications. Spectral theory and duality. *Prerequisite: MTH 3331 or permission of instructor*
- MTH 6640 Advanced Concepts of Analysis (3)**
A study from the classical theory of point sets in Euclidean space and the theory of functions of one or more real variables to topology, continuous functions, and Lebesgue integral and the Henstock integral. *Prerequisites: MTH 4425 or MTH 5525*
- MTH 6650 Trends in Technology and Problem Solving in Secondary Mathematics Instruction (3)**
A comprehensive study of contemporary teaching strategies that incorporate current technologies and effective problem solving approaches for use by the mathematics educator in the modern secondary school mathematics program. Emphasis will be placed upon the effective use of calculators, writing, and computer software in the mathematics curriculum.
- MTH 6691 Research in Education (3)**
A study of a variety of research and evaluations methods in the teaching of mathematics. *A grade of "B" or better is required.*
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- MUSIC INDUSTRY**
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- MUI 6610 Marketing of Recorded Music (3)**

Examination of the process of studio production, manufacturing, promotion and distribution of contemporary recordings. Record release programs for independent and major label-controlled products are analyzed. In addition, students will serve in the administration and marketing/ merchandising of a record label. An individual creative marketing project will be assigned and submitted for successful completion of the course. In addition, the project will be added to the student's *Professional Performance Skills Portfolio* as part of a comprehensive assessment prior to graduation.

MUI 6612 Composition and Arranging for the Music Industry (3)
Students will explore the art, craft and business of composition and arranging for the music industry through a variety of experiences. A final project including the composition, arranging and production of a musical work is included. A final creative composition/arranging project will be assigned and submitted for successful completion of the course. In addition, the project will be added to the student's *Professional Performance Skills Portfolio* as part of a comprehensive assessment prior to graduation.

MUI 6614 Music Publishing (3)
An in-depth examination and application of current production, marketing, merchandising and distribution of music products with an emphasis in publishing. In addition, the student will develop a new music-publishing product incorporating multiple media technologies including print, audio, video and web-based marketing tools. The final creative project will be submitted for successful completion of the course. In addition, the project will be added to the student's *Professional Performance Skills Portfolio* as part of a comprehensive assessment prior to graduation.

MUI 6616 Advanced Songwriting (3)
Students will explore the art, craft and business of songwriting through a variety of exploratory and creative experiences. In addition, the student will produce a demonstration recording using various music technologies suitable for the song marketing in the music industry. A final project including the composition, arranging and production of a musical work is included. The final creative project will be added to the student's *Professional Performance Skills Portfolio* as part of a comprehensive assessment prior to graduation.

MUI 6618 Advanced Music Technologies (3)
This course of study will include a conceptual and skill-based overview of advanced music technologies. Students will experience various applications through production projects including sequencing, audio editing, and music notation, among others. Students will complete a series of projects incorporating these technologies using current music industry practices and standards. Creative projects will be submitted for successful completion of the course. In addition, each project will be added to the student's *Professional Performance Skills Portfolio* as part of a comprehensive assessment prior to graduation.

MUI 6620 Studio Production Techniques (3)
This course is an in-depth examination of audio recording. The curriculum will cover remote and studio recording techniques. The related areas of sound reinforcement and post-production will be covered at length. Students will apply advanced microphone techniques, utilize digital editing and plug-ins, and prepare a recording project portfolio. Creative projects will be assigned and submitted for successful completion of the course. In addition, the project will be added to the student's *Professional Performance Skills Portfolio* as part of a comprehensive assessment prior to graduation.

MUI 6622 Concert Production and Promotion
The examination and application of current practices in musical artist career/business management including live concert production. Legal aspects of the music industry including contractual agreements will be examined. A concert production will be completed during the term including marketing, ticketing, venue management and artist coordination. A written report of all concert production activities will be submitted for successful completion of the course. In addition, the report will be added to the student's portfolio as part of a comprehensive skills assessment prior to graduation.

MUSIC

NOTE: Graduate students may not enroll in a 5500-numbered course if it duplicates the same course listed on an undergraduate transcript.

MUS 5500 Selected Topics (1-3)
5501 A detailed investigation of a specialized topic of interest and importance. The area of investigation should be a topic not covered in regularly offered courses in the School of Music or an advanced section for intensive study. See semester hour limits listed under Course Restrictions in General Regulations section.

MUS Private Instruction in Performance (1)
Individual studies in performance are a vital part of any music curriculum. The graduate student in music education or conducting should, upon consultation with his/her adviser, elect to study in the areas most consistent with his/her personal needs and career goals. For the secondary school teacher, this may involve deeper exploration of instruments he/she does not play well. For the prospective junior college or college teacher, it will involve further study of his/her principal performing area. Graduate study in performance is through private instruction only.

- 5510 Violin**
- 5511 Viola**
- 5512 Cello**
- 5513 String Bass**
- 5514 Piano**
- 5515 Organ**
- 5516 Voice**
- 5517 Clarinet**
- 5518 Oboe**
- 5519 Flute**
- 5520 Bassoon**

- 5521 **Saxophone**
 5522 **Trumpet**
 5523 **Horn**
 5524 **Trombone**
 5525 **Euphonium**
 5526 **Tuba**
 5527 **Percussion**
 5528 **Guitar**
- MUS 5543 **History of the Band in the United States (3)**
 The history of the band in this country from the early military bands through town, industrial, church, professional, circus, fraternal, school, and college bands.
- MUS 5553 **Techniques and Literature of Brass Instruments (3)**
 A study of the techniques of all the brass instruments, the use of extant methods and literature for developing these techniques, and their applicability in individual and group public school teaching situations.
- MUS 5554 **Literature and Techniques of Sacred Music (3)**
 A comprehensive survey of materials and methods for use in sacred choral music programs.
- MUS 5562 **Arranging for Band and Chorus (3)**
 This course covers arranging for football shows, concert work, special vocal and instrumental groups. Study of ranges, voicing, and balance. Short-cuts and techniques in reproducing parts.
- MUS 5571 **Music for ECE and Elementary School (3)**
 A study of the materials and planning techniques for music in grades P-6. Singing, listening, movement, instrument playing, and creative activities will be explored. Multicultural elements, observation, teaching experiences, and practical application of ideas will be included.
- MUS 5582 **Choral Techniques (3)**
 This course focuses on organizational and rehearsal procedures, choral tone, diction, and choral literature.
- MUS 5584 **Band Techniques (3)**
 A study of rehearsal techniques, band pageantry, jazz band, instrument repair and music literature for band.
- MUS 6600 **Instrumental Seminar (1)**
 This course covers rehearsal, evaluation and performance of band literature. Two semesters required of all instrumental music majors.
- MUS 6601 **Choral Performance Seminar (1)**
 A study of the rehearsal, evaluation and performance of choral literature. Two semesters required of all choral music majors.
- MUS 6605 **Advanced Music Technologies (3)**
 An advanced study of the applications of microcomputers for the music educator in the modern school music program.
- MUS 6606 **The Repertoire of the Band (3)**
 An intensive study of music for the band, including
- an historical overview and intensive score study of representative works.
- MUS 6607 **Literature and Techniques for the Beginning Band (3)**
 A selective survey of materials for beginning instrumental music programs. Techniques will be presented for recruiting and retaining students. Performance, listening, and analysis will be included.
- MUS 6608 **Literature and Techniques for Volunteer School and Community Choruses (3)**
 A study of music and methods for working with school, church, and community choral groups. Emphasis on materials suitable for performers with little previous training or experience.
- MUS 6609 **Choral Literature (3)**
 A comprehensive survey of music for the choral medium.
- MUS 6610 **Woodwind Instruments and Their Literature (3)**
 A study of teaching techniques and materials for the bassoon, clarinet, flute, oboe, and saxophone.
- MUS 6611 **Materials and Techniques for the Intermediate Band (3)**
 A comprehensive survey of the literature for the intermediate band program. Criteria for selecting and evaluating methods will be developed and new approaches to instruction presented.
- MUS 6612 **Techniques for Modern School Band (3)**
 An intensive study of the administration, materials, organization, and teaching techniques of school instrumental music programs.
- MUS 6613 **Strategies for Performance Preparation (3)**
 The investigation and diagnosis of the five elements that constitute an outstanding musical performance: tone, intonation, rhythm, technique, and interpretation. Emphasis will be placed upon teaching and achieving the style, phrasing, balance, dynamics, nuance,agogics, note leading, and interpretative articulation.
- MUS **Private Instruction in Performance (1)**
 Private instruction in performance. Students in the conducting program will be required to take two hours of performance instruction.
- 6614 **Piano**
 6615 **Organ**
 6616 **Voice**
 6617 **Clarinet**
 6618 **Oboe**
 6619 **Flute**
 6620 **Bassoon**
 6621 **Saxophone**
 6622 **Trumpet**
 6623 **Horn**
 6624 **Trombone**
 6645 **Euphonium**
 6646 **Tuba**
 6647 **Percussion**
- MUS 6625 **Specialized Study in Area of Music (1- 3)**

- 6626** A study of a problem or problems using research techniques. Selection of problems must be approved by the student's adviser, instructor under whom the study is to be made, and the appropriate Director of the Graduate School. Study should contribute to student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*
- 6627** A study of a problem or problems using research techniques. Selection of problems must be approved by the student's adviser, instructor under whom the study is to be made, and the appropriate Director of the Graduate School. Study should contribute to student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*
- MUS 6630 Collaboration for Inclusion (3)**
This course is designed to provide advanced students with an in-depth study of current literature and research on collaboration and consultation as a service delivery model to meet the challenge of educating students with disabilities in the regular classroom. Specifically, this course focuses on collaborative-related issues for teachers who work with students with disabilities. The course is premised on the federal mandate that requires educators to employ the interactive framework established by PL 94-142 (now IDEA) to assure that all students are educated in the least restrictive environment. *Prerequisite: MUS 4460, SPE 3340 or SPE 6640*
- MUS 6631 Advanced Conducting I (3)**
A study and conducting of a sequence of music which provides opportunities for appropriate skill development. Students will be evaluated and assigned materials suitable for their area of specialization. Choral students will work individually with the Director of Choral Activities, and instrumental students will work individually with the Director of Bands in addition to regular class lectures.
- MUS 6632 Advanced Conducting II (3)**
Selection, study, and conducting of specific repertoire in preparation for an individual conducting recital (MUS 6633). Individualized study and research of a coherent group of compositions appropriate for a performance. Choral students will work individually with the Director of Choral Activities, and instrumental students will work individually with the Director of Bands in addition to regular class lectures.
- MUS 6633 Conducting Recital (1)**
Graduate students in conducting, upon completing MUS 6631 and 6632, with the approval of their adviser and conducting mentor, will present and conduct a 30-minute recital with an appropriate vocal or instrumental ensemble. The performance will be videotaped for post-recital evaluation and final approval by the graduate conducting faculty.
- MUS 6635 Pedagogy of Music History, Theory and Musicianship (3)**
A study relating musical historical and theoretical concepts to the secondary school performance and general music class. Consideration of separate music theory and appreciation classes as secondary level
- subjects. Study of the concept of comprehensive musicianship as a point of departure for the modern music education curriculum.
- MUS 6636 Conducting and Score Analysis Techniques (3)**
A concentrated study of conducting patterns, gestures, and techniques. Score study through the coordinated application of music theory and history. Special emphasis will be placed on interpretation and the development of aural analysis skills.
- MUS 6637 The Heritage of the March (3)**
A historical and analytical survey of marches for the concert band. Marches for groups of all ability levels will be presented and discussed. Performance, listening and historical background will be included.
- MUS 6650 Band Adjudication (3)**
An intensive study of concert, marching, jazz band, and solo-ensemble adjudication and the requirements leading to certification.
- MUS 6653 Measurement and Evaluation of Musical Experiences (3)**
This course is designed to provide graduate students with tools and techniques to accurately evaluate and measure music students' musical experiences, performances, and understandings. Additionally, a survey of recent research literature on assessment, musical and otherwise, will take place which will enhance various evaluation applications.
- MUS 6662 Advanced Instrumental Arranging (3)**
A study of advanced arranging and scoring concepts for instrumental ensembles. Study of contemporary harmony, voicing, scoring methods, and their applications to various ensemble groupings.
- MUS 6670 Practical Band Instrument Repair (3)**
This course covers the maintenance, repair and supervision of equipment used by modern music educators. Exploration of industry guidelines and evaluation of financial restraints on music programs. System and rationale for evaluating equipment will be developed.
- MUS 6691 Research and Evaluation in Music Education (3)**
A study and evaluation of a variety of research methods, types of reporting, analysis of standardized tests and construction of teacher-made tests. Required of all graduate music majors. *A grade of "B" or better is required.*
- MUS 6695 Thesis (3)**
Three hours may be applied toward fulfilling degree requirements when approved by the student's adviser and the Dean of Graduate Studies and Research. *Grading system is Pass/Fail.*
- MUS 6696 Practicum (1-3 credit hours)**
Supervised experiences related to instruction in music education. Application of skills, concepts and principles acquired in previous courses will be emphasized.

[Course credit hours/contact hours (if different) per week are noted in parentheses]

- NSG 6604 Theories in Nursing (2)**
Explores the evolution and importance of knowledge and theory in nursing, mechanisms for developing and critiquing theory, and the analysis and application of theories in nursing practice.
- NSG 6605 Healthcare Economics (2)**
An introductory course in health economics, designed to provide the student with the elements of economic analysis as applied to the area of healthcare.
- NSG 6606 Curriculum Development in Nursing Education (3)**
Provides content and learning experiences that enable students to understand all phases of the curriculum development process. Explores principles of curriculum development and major historical influences on nursing curricula. Includes in-depth analysis of the basic components and determinants of curriculum development as well as the concepts of balance, continuity, and sequence.
- NSG 6610 Power, Politics, and Policy Formulation in Nursing (3)**
Analysis of the relationship of power, politics, and policy formulation to nursing and healthcare.
- NSG 6612 Advanced Health Assessment (3)**
Designed to prepare an expert clinician in health assessment of patients across the lifespan. Advanced content in history and interviewing processes, physical examination, and documentation of assessment findings are included. The clinical diagnostic process is emphasized. *Co-requisite: NSG 6613 (FNP) or NSG 6618 (CNS).*
- NSG 6613 Advanced Health Assessment Preceptorship (3/9)**
Preceptorship course designed for clinical application of skills in advanced health assessment, clinical diagnosis and management, and health promotion, maintenance/disease prevention role of the primary care family nurse practitioner. *Prerequisites: NSG 6671 and 6649 Co-requisite: NSG 6612.*
- NSG 6614 Role of the Nurse Educator (2)**
Provides a forum for the analysis and synthesis of role behaviors specific to the nurse educator. Emphasis is on the role of the nurse educator, patterns of nursing education, nursing curricula, instructional design, and professional, social, and political issues influencing nursing education. *Prerequisite for MSN students: NSG 6604, 6660, 6691, 6692 and clinical specialty courses. Prerequisite for DNP students: NSG 6604, 6691, and clinical specialty courses. Co-requisite: NSG 6615.*
- NSG 6615 Nursing Education Internship (3/12)**
The course provides the student opportunities to apply the theory of curriculum and learning theory basic to instructional design in nursing education. Involves supervised experience in the role of the nurse educator. *Prerequisite for MSN students: NSG 6604, 6660, 6691, 6692 and clinical specialty courses.*
- NSG 6616 Role of the Nursing Administrator (2)**
Assists students to evaluate the role of the nurse administrator, analyze issues and trends in nursing administration, and design strategies for resolution of issues and conflicts within the functional role. *Prerequisite for MSN students: NSG 6604, 6660, 6691, 6692 and clinical specialty courses. Prerequisite for DNP students: NSG 6604, 6691, and clinical specialty courses. Co-requisite: NSG 6617.*
- NSG 6617 Nursing Administration Internship (3/12)**
Provides opportunities to apply management theories basic to nursing, administration. Involves supervised experiences in role of nurse administrator. *Prerequisite for MSN students: NSG 6604, 6660, 6691, 6692 and clinical specialty courses. Prerequisite for DNP students: NSG 6604, 6691, and clinical specialty courses. Co-requisite: NSG 6616.*
- NSG 6618 CNS Advanced Health Assessment Practicum (1/2)**
Clinical laboratory course designed to review and expand skills and expertise in health assessment. Successful completion requires validation of knowledge and skills needed to perform complete health assessment of individuals. *Co-requisite: NSG 6612.*
- NSG 6620 Advanced Acute Care Nursing of Adults (2)**
Focuses on the adult health nursing specialist's role in the acute care setting. Emphasizes theories, concepts, issues, and trends relative to nursing care of the adult in acute care settings. *Prerequisites: 6612, 6618, 6671. Co-requisite: NSG 6621.*
- NSG 6621 Advanced Acute Care Nursing Preceptorship (3/9)**
Clinical preceptorship in adult health nursing in acute care. *Co-requisite: NSG 6620.*
- NSG 6622 Advanced Long-Term Nursing Care of Adults (2)**
Focuses on the nursing specialist's role in long-term care. Emphasizes theories, concepts, issues, and trends relative to nursing care of the adult with long-term healthcare needs. *Prerequisites: NSG 6620, 6621. Co-requisite: NSG 6623, 6649.*
- NSG 6623 Advanced Long-term Nursing Care of Adults Preceptorship (3/9)**
Clinical preceptorship in adult health nursing in long-term care. *Prerequisites: NSG 6620, 6621. Co-requisites: NSG 6622 and 6649.*
- NSG 6625 Specialized Study in Advanced Nursing (1/4)**
6626
6627
Under supervision of a faculty member, student may pursue study in selected area applicable to the practice of nursing which fits his/her academic needs but is not available in the regular curriculum. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. F, Sp, Su See semester hour limits listed under Course Restrictions in General Regulations section.*

- NSG 6631 Computer Based Communication (3)**
An examination of communication technologies in the context of the healthcare delivery environment. Issues and applications addressed include hardware and software basics, file management, the Internet and the World Wide Web, electronic communication, and security.
- NSG 6632 Theoretical Foundations of Nursing Informatics (2)**
Explores the foundations of nursing informatics, related theories and sciences. Identifies nursing and healthcare data sets, classification systems, and nomenclatures utilized in practice. *Co-requisite or Prerequisite: NSG 6604.*
- NSG 6633 Systems Analysis and Design (3)**
Explores the planning, analysis, design, implementation, and evaluation of clinical information systems. Includes strategies for developing a strategic plan and issues in project management along with major design and implementation issues. Various methods for the evaluation of outcomes of clinical information systems are critiqued. *Prerequisites: NSG 6631, 6632.*
- NSG 6634 Role of the Nursing Informatics Specialist(2)**
Focuses on the nursing informatics specialist's role in the healthcare environment. Emphasizes concepts, research, issues, and trends relative to the practice of the nursing informatics specialist. *Prerequisites: Completion of nursing specialty courses for Nursing Informatics Specialist. Co-requisite: NSG 6636.*
- NSG 6635 Integration of Technology in Information Exchange (3)**
Prepares students with knowledge and skills to generate and distribute information through computer-based applications. Proficiencies with electronic presentations, Web-based documents, and multiple file formats for information exchange are incorporated in learning activities. *Prerequisite: NSG 6633.*
- NSG 6636 Nursing Informatics Internship (4/16)**
Facilitates the application of nursing and information systems theory to practice environments. Students participate in relevant clinical practice with a health or nursing information technology expert. *Prerequisites: Completion of nursing specialty courses for Nursing Informatics Specialist. Co-requisite: NSG 6634.*
- NSG 6645 Family and Cultural Theories in Advanced Nursing Practice (3)**
Provides the student with in-depth knowledge of family and cultural assessment. Further analysis of diverse cultures and multi family structures enhance the student's application of advanced nursing interventions.
- NSG 6649 Advanced Pharmacology (3)**
Presents knowledge and theory critical to management of the pharmacological needs of a variety of populations. Discusses major classification of drugs and protocols for administration. F
- NSG 6655 Synthesis and Evaluation of Advanced Nursing Practice (1)**
Presents students with information concerning structure and format of the comprehensive examination.
- NSG 6659 Adaptation to FNP Role (1)**
Presents the conceptual and theoretical base of the advanced practice role of the family nurse practitioners. *For the post-master's FNP certificate student.*
- NSG 6660 Foundations of Advanced Practice (2)**
Focuses on the advance practice nurse's role in healthcare. Emphasizes the theoretical bases critical to leadership in the advanced practice role.
- NSG 6665 Primary Care I (3)**
Focuses on advanced knowledge and theory base in the assessment and care of children and women of child-bearing age. Health promotion is emphasized, but the practitioner is also prepared to deliver complex multifaceted care to clients in home, acute, and rehabilitative settings. *Prerequisites: NSG 6612 and 6613. Co-requisite: NSG 6666.*
- NSG 6666 Primary Care I Preceptorship (3/9)**
Clinical course in the advanced practice role of the family nurse practitioner with pediatric clients and women of childbearing age in primary care settings. *Prerequisites: NSG 6612, 6613. Co-requisite: NSG 6665.*
- NSG 6667 Primary Care II (3)**
Focuses on advanced knowledge and theory base in the assessment and management of care of adult and gerontologic clients in primary care settings. *Prerequisites for MSN students: NSG 6604, 6660, 6665, 6691, 6692. Co-requisites: NSG 6668. Prerequisites for DNP students: NSG 6604, 6665, 6666, 6691. Co-requisites: NSG 6668.*
- NSG 6668 Primary Care II Preceptorship (3/9)**
Clinical preceptorship course in the advanced practice role of the family nurse practitioner with adult and gerontological clients in the primary care settings. *Prerequisites: NSG 6665, 6666. Co-requisite: NSG 6667.*
- NSG 6670 Role Synthesis Seminar (1)**
Provides a forum for the analysis and synthesis of role behaviors specific to the family nurse practitioner. Emphasis is on the role, patterns of health promotion, primary care, and professional, social, and political issues related to the role. *Prerequisites: All core nursing specialty courses. MSN students only: Co-requisite: NSG 6680.*
- NSG 6671 Advanced Pathophysiology (3)**
Provides an in-depth study of pathophysiologic processes to correlate changes that occur at the cellular and system level with the development, clinical manifestations, and management of various disease states.
- NSG 6680 Family Nurse Practitioner Internship (5/20)**
Internship course designed to provide extensive clinical experience with a broad spectrum of clients to allow students opportunities to strengthen clinical skills in specific areas. *Prerequisites: All core and FNP nursing specialty courses. Co-requisite: MSN*

students only: NSG 6670.

NSG 6691 Research Methodology (3)

Evaluates the principles of the research process for both quantitative and qualitative research. Emphasis is on the utilization and generation of research and evidence-based practice relevant to advanced nursing. A grade of "B" or better is required.

NSG 6692 Data Analysis Techniques in Research (2)

Examines basic statistical methods for analyzing, interpreting, and evaluating data. The focus is on developing knowledge necessary to critically evaluate research reports and selected data.

NSG 6695 Thesis (4 minimum)

Prerequisites: NSG 6691, 6692. Pass/Fail.

NSG 6696 Scholarly Inquiry Practicum I (1/2)

Faculty-guided experience to further develop the student's knowledge of a special area of interest utilizing research-based inquiry. *Grading system is Pass/fail. Prerequisites: NSG 6604, 6660, 6691, 6692.*

NSG 6697 Scholarly Inquiry Practicum II (1/2)

Faculty-guided experience for implementation and evaluation of student's scholarly inquiry. *Grading system is Pass / Fail. Prerequisite: NSG 6696.*

Thesis Option

Students who plan to progress to doctoral education will be encouraged to pursue the thesis option in preparation for the doctoral dissertation. Students should discuss with their adviser the option prior to filing their degree plan.

DOCTOR OF NURSING PRACTICE

NSG 8801 Healthcare Informatics and Data Management (3)

Provides an overview of the planning, implementation, and evaluation of clinical information systems. Assists student in recognizing the applications of nursing informatics in healthcare systems. Includes a historical review of the evolution of nursing informatics and current trends. Prepares student with knowledge and skills necessary to retrieve, manage, and generate data relevant to evidence-based practice. *Prerequisite: NSG 6655 or admission as post-MSN.*

NSG 8802 Applied Biostatistics (3)

Builds on prior knowledge of basic statistical concepts, including descriptive statistics and the components of statistical inference (p-values and hypothesis testing). Requires analysis of a dataset created by the student using measurement techniques. Emphasizes results and applications rather than clinical theory. Focuses on linear and multiple regression, logistic regression, repeated measures analysis, and multivariate analysis of variance (MANOVA). *Prerequisite: NSG 6655 or admission as post-MSN, NSG 6692 or equivalent course.*

NSG 8804 Policy and Politics in Healthcare (3)

Addresses healthcare policies and political forces that

shape them. Analyzes the adequacy and impact of current legislation; federal, state and workplace policies; and the positions statements applicable to the healthcare system and the advance practice roles. Emphasizes the leadership role of the DNP in areas of analyzing, formulating and implementing healthcare policies. Explores the interrelationships between policies and the economics of healthcare. *Prerequisites: NSG 8815, NSG 8820*

NSG 8805 Principles of Epidemiology (3)

Presents concepts, principles, and methods of the epidemiological approach to disease and intervention, identification of cause of disease, response to disease outbreak, disease surveillance, evaluation of screening and prevention measures, and ethical issues in epidemiological research. Applies biostatistical concepts necessary to interpret findings of epidemiological studies and to critically evaluate application to evidence-based practice. Examines distribution and determinants of disease risk in human populations across the lifespan with an emphasis on disease prevention and early detection. *Prerequisites: NSG 8802.*

NSG 8810 DNP Residency I: Project Identification (1)

Orients the student to the Residency Synthesis Project. Provides an in-depth exploration of how to identify and develop a project for improvement of nursing practice or patient outcomes within a selected area of advanced practice. Requires identification of project, synthesis and summary of evidence-based rationale for the identified project, and selection of residency committee members. *Co-requisite: NSG 8812. Pre- or Co- requisite: NSG 8802.*

NSG 8812 Foundations of Evidence-Based Practice (3)

Explores issues related to evidence-based practice. Emphasizes the process of evaluating evidence for best practices within healthcare delivery systems. Equips the advanced practice nurse with the skills needed to identify, critically appraise, and utilize best evidence to recognize and comprehend concurrent needs and demands of patients, communities, and organizations and direct appropriate interventions for the improvement of outcomes. *Co-requisite: NSG 8810. Pre- or Co- requisite: NSG 8802.*

NSG 8815 Evaluation Methods for Improvement of Clinical Outcomes (3)

Provides an in-depth exploration of how methods of evaluation of clinical and program outcomes guide safe and effective patient and aggregate health care. Focuses on in-depth analysis of the literature; research design and sampling; measurement of study variables related to outcomes research; data collection; outcome and evidence-based models and theories; nurse-sensitive outcomes; and interdisciplinary research. Explores quantitative and qualitative approaches as well as survey research in the examination of the various types of outcomes measured: clinical, patient, or economic. *Prerequisites: NSG 8801, NSG 8802, NSG 8812. Co-requisites: NSG 8820.*

NSG 8820 DNP Residency II: Project Development (1)

Allows students to continue development of an evidence-based project proposal with a systems-level impact for the improvement of nursing practice or patient outcomes within a selected area of advanced practice. Provides an in-depth exploration of how methods of evaluation of clinical and program outcomes guide safe and effective patient and aggregate health care. Explicates clinical trends, expert clinical judgment, and individual and population-focused interventions from clinical experiences. Culminates in the formal presentation and defense of the Residency Synthesis Project. *Pre-requisites: NSG 8802, NSG 8812, and NSG 8810. Co-requisite: NSG 8815*

NSG 8822 Leadership in Organizations and Systems (2)

Prepares students to lead and manage the challenges of a global, dynamic, and changing healthcare environment. Analyzes and evaluates nursing leadership and evidence-based management theories critical to leading in today's healthcare systems. Focuses on integration and application of concepts of leadership, management, business planning, and evaluation of population-based efforts to provide affordable quality care. Prepares the student to utilize these concepts in articulating a vision encompassing evidence-based care. *Prerequisites: NSG 8802*

NSG 8824 Bioethical Issues In Healthcare (2)

Focuses on the consistent themes in both bioethics and the laws related to bioethics. Includes: issues in morality, types of ethical theory, individual rights (freedoms), informed consent, patient-professional relations, right to privacy, professional ideals, and the four ethical principles of autonomy, non-maleficence, beneficence, and justice. Analyzes the leadership role of the DNP in the areas of preventative ethics and utilization of decision models for resolving ethical conflicts are analyzed. *Prerequisites: NSG 8805, NSG 8815, and NSG 8820.*

NSG 8826 Diversity and Social Issues in Health Care Systems (2)

Explores health disparity and diversity as a result of economics, class structures, cultural background and social stigmas. Critically analyzes the impact of local, national, and international social issues on health care delivery. Examines prominent social issues for the development of appropriate clinical guidelines and policy for patients, groups, and organizations. Analyzes healthcare models for accuracy and appropriateness based on evidence of cultural health seeking behaviors of groups. *Prerequisites: NSG 8815, and NSG 8820.*

NSG 8830 DNP Residency III: Project Implementation (3-5)

Integrates knowledge of nursing theory, evidence based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and healthcare systems in an intense practice immersion within an area of advanced practice specialty nursing. Requires implementation of approved Residency Synthesis Project. *Prerequisites: NSG 8815, NSG 8820.*

NSG 8840 DNP Residency IV: Project Evaluation (3-5)

Integrates knowledge of nursing theory, evidence-based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and healthcare systems in an intense practice immersion within an area of advanced practice specialty nursing. Analyzes the evaluation process for the measurement of clinical outcomes at the population, systems, and organizational levels. Requires evaluation of the Residency Synthesis Project. *Prerequisites: NSG 8815 and NSG 8830. Co-requisite: NSG 8850.*

NSG 8850 DNP Residency Project Dissemination (3)

Emphasizes the synthesis, critique and application of evidence to support quality clinical or organizational practices. Requires completion of a final report to the Residency Project Committee and presentation to faculty and peers. Concludes with submission of the final residency synthesis project paper that documents practice synthesis, DNP competencies, and scholarship. *Prerequisites: NSG 8815, 8830. Co-requisite: NSG 8840.*

PUBLIC ADMINISTRATION

PA 6601 Research Methods in Public Administration (3)

An introduction to basic, applied, and evaluative research methodologies and data analysis techniques. Students apply these methodologies to issues, programs, and research problems in the field of public administration. *A grade of "B" or better is required.*

PA 6602 Quantitative Methods in Public Management (3)

An introduction to the fundamental concepts of descriptive and inferential statistics including bivariate analyses and parametric and nonparametric statistical techniques.

PA 6603 Economics for Public Management (3)

An introduction to economic theory emphasizing the application of selected microeconomic and macroeconomic theories to issues in public administration.

PA 6610 Foundations of Public Administration (3)

An overview of the history and intellectual foundation of public administration including the major ideas, developments, theories, concepts, and contributors to the growth of public administration and its practice in the United States. The student is introduced to the case analysis method.

PA 6620 Theory of Organizations (3)

An introduction to the major theoretical approaches and debates in organization theory including core concepts and key issues arising from the classical and contemporary influences. Emphasis is on the evolution of organization theory in the United States and the elements that distinguish public from private organizations.

PA 6622 Public Policy (3)

A study of the theoretical orientations underlying the public policy process and the conceptual framework for differentiating types of public policies. Students examine current issues and policies from various

theoretical and practical perspectives.

- PA 6624 Public Human Resource Management (3)**
A survey of the basic principles, functions, and constitutional issues involved with managing public employees. Specific functions addressed include planning, job analysis, position classification, recruitment and selection, staffing, performance management and appraisal, labor-management relations, training, and other personnel functions.
- PA 6625 Specialized Study in Public Administration (3)**
A study of problem(s) in a public or nonprofit organization using research design and methodologies and producing a scholarly paper that contributes directly to the student's curriculum. The Director of the MPA Program must approve the topic. PA 6625 may substitute for a required concentration course only once in a student's program and only if taken for three credit hours.
- PA 6630 Strategic Planning (3)**
A study and application of decision making models with emphasis on understanding the role and importance of strategic planning in public and nonprofit organizations.
- PA 6631 Program Evaluation (3)**
An overview of the theoretical foundations and techniques of program evaluation including need assessments, outcome evaluations, surveys, and program outcome(s) and impact evaluation(s). *Prerequisite: PA 6601.*
- PA 6640 Intergovernmental Relations (3)**
An examination of the administrative, fiscal, and legal issues that govern relations among the various governmental entities in the United States.
- PA 6644 Administrative Law (3)**
An overview of the legal environment of public administration. The focus is on the powers and procedures of administrative agencies including administrative discretion, rule-making, investigations, prosecuting, negotiating and settlement based on Constitutional law, statutory law, common law, and agency-made law and the liability of governments and their officers.
- PA 6645 Managing Government Contracts (3)**
An overview of the principles, legal aspects, processes, and strategies of contract management in public and nonprofit organizations.
- PA 6646 Organizational Behavior (3)**
A study of the various theoretical perspectives that help to explain complex organizational behavior in public and nonprofit organizations in the global environment including motivation, diversity, group dynamics, communications, power, conflict, culture, and change.
- PA 6647 Advanced Contract Administration (3)**
An examination of the current processes, procedures, standards, issues and problems in planning, managing, auditing, and evaluating contract performance. *Prerequisite: PA 6645.*
- PA 6648 Contract Negotiation (3)**
This course focuses on management of the overall contract negotiation process and examines the basics of negotiation, including the procedures, processes, psychology, and skills. These contract negotiation processes are applied to the defense contracting framework. Perspectives of both government and commercial interests are explored.
- PA 6649 Government Contract Law (3)**
This course focuses on legal aspects of government contracting. Procurement laws and federal acquisition regulations are examined to serve as a basis for development of case methods. The case methods are used in this course to emphasize legal procedures and logic. The course highlights the significance of the legal process for practicing public administrators.
- PA 6650 Governmental Budgeting and Financial Management (3)**
A survey of concepts, principles, processes, and practices in governmental budgeting at national, state, and local levels and the interrelationships of planning, programming, and budgeting strategies.
- PA 6660 Readings in Public Administration (1-3)**
A study of problem(s) in a public or non-profit organization using analytical methods with a public policy focus and producing a scholarly paper that contributes directly to the student's curriculum. *The Director of the MPA Program must approve the topic. PA 6660 may substitute for a concentration course only one in a student's program and only if taken for three credit hours.*
- PA 6665 Leadership in Public Administration (3)**
A survey of leadership theories, styles, and strategies in the contemporary public and nonprofit workplace.
- PA 6666 Foundations of Nonprofit Organizations (3)**
A survey of the history, theory, and political, organizational, legal, financial, personnel, and service contexts unique to nonprofit management.
- PA 6667 Executive Leadership in Nonprofit Organizations (3)**
An examination of the managerial tools and professional practices for developing the internal and external capacity of nonprofits. Topics include working with boards, volunteers, and communities; developing partnerships with public, private and other nonprofit organizations; marketing the program; planning special events; and influencing policy directions through lobbying.
- PA 6668 Grant Management for Public and Nonprofit Organizations (3)**
An overview of strategies and techniques integral to identifying potential funding resources and planning, developing, and writing grant proposals. Topics

include program development and grant opportunities, the funding acquisition processes, stewardship of funds, and project management strategies including evaluation, dissemination, and continuation plans.

PA 6669 Nonprofit Financial Management (3)
A study of cash management and investment strategies for nonprofit managers. Topics include traditional banking and cash flow functions and financial strategies managing excess cash, endowment, long-term gifts, borrowing, risk management, benchmarking, and long term planning.

PA 6674 Ethics in Public Administration (3)
A study of the philosophical and practical issues related to ethical decision making in the public sector. Emphasis is on the analysis of ethical problems and the development of analytical skills and values framework to act ethically in public service roles.

PA 6679 Computers and Government Management Information Systems (3)
An examination of the conceptual and practical foundations of information processing systems, support for management, and decision-making functions in government. Topics include computer systems, project management, the economic and legal consideration of managing, implementing, and evaluating information systems.

PA 6694 Internship (3)
A practical learning experience in a public or nonprofit organization that includes a written paper analyzing a problem pertinent to the student's concentration. The Internship cannot be used to satisfy an elective or core course requirement. *Grade is Pass/Fail.*

PA 6699 Capstone in Public Administration (3)
The required outcome assessment course using case analyses, papers, and/or computer simulations that emphasize the application of analytical skills and knowledge gained from curriculum courses to administrative, organizational, and policy problems. *To enroll in PA 6699, students must have a 3.0 grade point average or better and take PA 6699 as the final core course or, with the approval of the instructor, in conjunction with the final core course in the MPA program. To successfully complete this course, the student must achieve a grade of "B" or better. Students should retain core course textbooks for use in PA 6699.*

NOTE: Courses from disciplines other than Public Administration (CJ, HRM, MAN, IR, PSY, EBSEBS, and EDU) used as PA concentration selections are described in the Catalog sections pertaining to those programs.

PHYSICS

PHY 5500 Topics in Physics (3)
This course focuses on selected topics in the field of physics. These may include geophysics, biophysics, nuclear power and waste, relativity, health physics, astrophysics, mathematical methods in physics,

particle physics.

PHY 5511 Advanced Modern Physics (3)
Foundations of statistical physics, solid state physics, nuclear physics, elementary particles, astrophysics, and cosmology. *Prerequisite: PHY 5510*

PHY 5520 Mechanics (3)
A study of the kinematics and dynamics of particles and systems of particles.

PHY 5530 Electromagnetic Fields (3)
A study of vector fields, dielectric and magnetic media, fields in conductors, electric and magnetic circuit elements. Maxwell's equations and boundary condition problems in one, two and three dimensions.

PHY 5591 Guided Independent Research (1)
A laboratory based physics research project under the direction of a faculty member. The project must culminate in a written report with the results presented at a department seminar.

PHY 5593 Guided Independent Study (3)
An independent study for advanced students under the direction of a faculty member.

PHY 6600 Advanced General Physics (3)
This course explores the scientific view of the world as it has developed from the earliest theories of Aristotle, Euclid and Newton to modern theories such as Einstein's relativity and quantum mechanics. *Prerequisite: Eleven hours of college physics or permission of instructor.*

PHY 6625 Specialized Study in Area of Physics (1-3)
6626
6627
A study of a problem or problems using research techniques. Selection of a problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

POLITICAL SCIENCE

POL 5520 The Vietnam War (3)
Study of the period 1946 to 1975 in Indochina with emphasis on American involvement during and after the French colonial period, escalating involvement of the Kennedy and Johnson administration, and Vietnamization and withdrawal under President Nixon.

POL 5523 U.S. Diplomatic History (3)
Study of factors, forces, and functions in making of American foreign policy. Includes description and analysis of principal developments in U.S. and interactions with other countries from 1760s to 1941.

POL 5524 Contemporary American Foreign Policy (3)
Analysis of American role in the world since Pearl Harbor, nature and significance of current American

foreign policy, rationales and suggested alternatives, and policy-making process.

POL 5533 Comparative Government (3)
Comparative analysis of major world power governments with emphasis upon comprehension of differences which lead to international tensions.

POL 5551 International Relations (3)
Analysis of contemporary world politics, including structures and processes through which states interact, power politics, geopolitics, regional alliances, and psychological warfare.

POL 6625 Specialized Study in Area of Political Science (1-4)
6626 Study of problem or problems using research techniques. Selection of problem must be approved by student's adviser, professor under whom study is to be made, and Dean of the Graduate School. Study should contribute to student's program. Preparation of scholarly paper required and may involve oral defense. *Total credit for any combination of enrollments in these courses is not to exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

POL 6665 Reading in International Relations (3)
Guided program of reading and study of international relations. Should be related to student's needs and have approval of adviser. *See semester hour limits listed under Course Restrictions in General Regulations section.*

POST SECONDARY EDUCATION

PSE 6606 Current and Emerging Instructional Technologies (3)
This course focuses on current and emerging instructional technologies. The emphasis of this class is on the instructional use of production software, desktop publishing, graphics, hypermedia, on-line services, optical technology, and telecommunications. *Prerequisite: EDU 6605 or permission of instructor.*

PSE 6608 Curriculum Integration of Technology (3)
The purpose of this course is to prepare students to apply knowledge and competency in instructional technologies in relation to curriculum design, diverse models, and teaching situations at all developmental levels. Included is evaluation of software, audio/visual production, and instructional design using technology as a basis for instruction.

PSE 6612 Community Junior College (3)
This course covers the rise and development of the community or junior college in American education, its philosophy and functions with specific attention to the transfer, terminal, and community service functions. Problems of organization, curriculum construction, staffing and instructional procedures are stressed.

PSE 6615 Social and Philosophical Foundations of Education (3)
This course provides an exploration of societal structures and problems and their interrelationship with education. It also provides an overview of philoso-

phies and educational theories.

PSE 6642 History of Education (3)
A consideration of the development of educational ideas and institutions from ancient times to the present. Emphasis placed on Western Europe and the United States.

PSE 6651 Comparative Education (3)
This course is a comparative in-depth study of representative school systems in the world. Particular attention is given to comparison of merits and issues of the systems in terms of governance and structure of education as well as an exploration of the best educational practice that can be learned from each.

PSE 6653 Educational Evaluation (3)
The course presents basic procedures used in evaluation. A major focus is on planning and constructing teacher-made tests and non-test evaluation techniques. Also includes study of a variety of standardized tests.

PSE 6658 Understanding Cultural Diversity (3)
The focus of this course is on understanding culturally different students, the psychological and sociological factors that influence the teaching or training.

PSE 6660 Trends and Issues in Adult Education (3)
This course focuses on current trends in adult education. It includes a comprehensive investigation of current issues in adult education and an examination of how historical events and ideas have influenced those issues and trends. Special emphasis will be given to the analysis of trends and issues and formation of judgments based on supportable information.

PSE 6665 Field Project in Post Secondary Education (3)
This course helps students make connections between theoretical knowledge and practical situations. The content of this course is variable, depending on the individual student's interests, present situation, and future plans. The determination of the content for each student will be made through collaboration between the student, the student's adviser, and the instructor of the course. Students may focus on supervised teaching, action research, or a project with a major field agency. *Prerequisites: This course is open only to students enrolled in the Masters of Science in Post Secondary Education program who have completed 18 hours of coursework including the research class.*

PSE 6670 Psychological Foundations of the Adult Learner(3)
An in-depth study of research findings and psychological concepts related to the nature of adult learners and learning processes; principles of motivation, effective instructional design geared toward adult learners; and social and cultural influences on adult learning. Emphasis will be given to the understanding of critical and variable attributes of adult learners.

PSE 6680 Curriculum Development for Adult Education (3)
A study of concepts, learning theories, materials, and media related to curriculum and program development in adult education.

- PSE 6691 Research Methodology (3)**
The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. A grade of "B" or better is required.
- PSE 6694 Special Problems in Adult Education (1-3)**
The study of problem or problems using research techniques. Selection of problem to be approved by student's adviser and instructor under whom study is to be made. Study should contribute to student's program. Preparation of scholarly paper or project required and may involve oral defense.
- PSE 6695 Thesis (3-6)**
The thesis must be related to both the students' concentration area and post secondary education. Information regarding thesis guidelines and requirements may be obtained from the Graduate School office. *Grading system is Pass/Fail.*
- PSE 6696 Practicum in Area Post Secondary Education (1-3)**
6697 (1-3)
6698 Supervised experiences related to instruction in post secondary education. Emphasis on application of skills, concepts, and principles acquired in previous courses. *Prerequisite: Completion of coursework and approval of adviser is required.*
- PSE 6699 Capstone in Post Secondary Education (3)**
This course is a culminating experience that helps students integrate and apply the knowledge they have gained through their previous coursework. Emphasis is placed on challenging students to view the post secondary educational process from many perspectives. Students complete field experiences appropriate to their concentration areas and analyze case studies drawn from real-life situations. Students also create a personal philosophy of post secondary instruction. *Prerequisites: This course is open only to students enrolled in the Master of Science in Post Secondary Education program. Students may take this class only during their last two semesters of coursework.*
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- PSYCHOLOGY**
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- PSY 5501 Psychological Tests and Measurements (3)**
The selection, evaluation, administration, scoring, interpretation and use of tests of intelligence, proficiency, interests, personality, aptitude and social adjustment.
- PSY 5556 Gerontology (3)**
The study of aging. Emphasis on biomedical, psychological, and social aspects of middle and late adulthood.
- PSY 5559 Applied Behavior Analysis (3)**
Training and experience in design, execution, and evaluation of behavior modification programs for professionals in fields of counseling, education, rehabilitation and psychology. Provides study of key concepts of classical and operant conditioning, as well as discussion and application of specific strategies building on conditioning principles.
- PSY 6606 Interventions for Children and Adolescents (3)**
This course examines the behavioral characteristics of children and adolescents including their emotional, social, and cognitive behaviors. Emphasizes intervention, assessment, diagnoses, teaching, and prevention.
- PSY 6610 Physiological Dynamics of Alcohol and Other Drugs (3)**
A study of physiological and psychological dynamics and resultant behavioral implications in use of alcohol and other drugs. Based on assessment of dynamics and behavior and application of diagnostic procedures using appropriate manuals and materials.
- PSY 6613 Objective Personality Assessment (3)**
An introduction to objective personality assessment. The student will learn basic administration, scoring procedures, and utilization of assessment results in clinical practice for various objective personality and temperament measures. Application of objective personality instruments and computer scoring will be explored. *Prerequisites: PSY 6645 or similar graduate course and PSY 6669 or similar graduate course.*
- PSY 6620 Introduction to Play Therapy (3)**
This course is designed to promote the development of a historical, theoretical and ethical basis for the practice of play therapy. This course must be taught by a registered play therapist.
- PSY 6625 Specialized Study in Psychology (1-3)**
6626
6627 A study of a problem or topic using research techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. Approval by the student's adviser, the course instructor, and department chair is required. *See semester hour limits listed under Course Restrictions in General Regulations section.*
- PSY 6631 Psychological Foundations of Education (3)**
An overview of educational psychology, including research findings and philosophical concepts related to nature of learner and learning process; principles of motivation and educational evaluation; and educational concepts representing different schools of psychological theory. *(Must make a "B" to apply toward any teacher certification program).*
- PSY 6633 Advanced Psychology of Learning (3)**
A study of the historical roots and contemporary principles and theories of human learning and their applications to educational practices. Emphasis of this course is on contemporary perspectives and developments; field and cultural influences on learning; and the relation of individual and group adjustment to school learning.
- PSY 6635 Vocational Psychology and Career Development (3)**

This course covers the procedures used in obtaining, organizing, integrating, and utilizing educational and occupational information including electronic media. Career development theories, scope of the world of work, decision making strategies and counseling for career development including information on the relationship between career choice and life style. Attention is given to the appraisal of interest, aptitude and personality measurements.

PSY 6636 Wechsler Scales (3)

An exploration of the theory, nature, and measurement of human intelligence. Techniques of administering the Wechsler scales are taught include but are not limited to the following: WAIS-III, WISC-III, WPPSI-R, WIAT, and WMS. The student administers, scores, and interprets test batteries and writes satisfactory reports. *Prerequisites: PSY 6645 and adviser approval.*

PSY 6637 Stanford Binet and Others (3)

This course requires the administration, scoring, interpretation and reporting of psycho-educational batteries, including Binet IV, Woodcock Johnson, PIAT, and Kaufman. This course will include measures of intelligence, academic achievement, adaptive behavior, behavior rating, and perceptual-motor skills. The primary focus will be upon those instruments commonly used in schools excluding the Wechsler scales. *Prerequisites: PSY 6645, PSY 6636, and adviser approval.*

PSY 6638 Philosophy of Cognitive Development (3)

An investigation of educational philosophies and human development as they relate to cognitive development and teaching of thinking skills.

PSY 6644 Bio-Psychology (3)

A study of the physiological correlates of behavior focusing on the cells of the nervous system, the structure and functions of the nervous system, psychopharmacology, drug abuse, and research techniques.

PSY 6645 Evaluation and Assessment of the Individual (3)

The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves integration and use of data from interviews, standardized tests, scales, inventories, other procedures, including individual and group methods of assessment. *Prerequisite: CP/EDU 6691 (with a grade of B or better), or permission of instructor*

PSY 6648 Theories of Personality (3)

A critical analysis of major theories and systems of personality.

PSY 6650 Practicum: Psychometry (3)

This course provides field supervised experiences preparatory to the Internship in School Psychometry/School Psychology. At least 100 hours of prescribed experiences in school psychometry/psychology must be completed at approved schools (K-12) and must be supervised by an approved school psychometrist or school psychologist. *Prerequisites: PSY 6636 and PSY 6637*

PSY 6653 Measurement and Evaluation (3)

A study of basic statistical processes and measures used in education, counseling, and psychology. Analysis of a variety of standardized tests and measurement procedures including construction, use, and interpretation. Construction of teacher/counselor-made tests and measuring devices.

PSY 6655 Internship: Psychology Assessment (6)

This course will provide a clinical internship appropriate to the specialty and practice of psychological technician. Training will be six months in duration and consist of at least 500 hours, 250 of which hours must be in direct contact with patients/clients. The student will be supervised for at least one hour per each five hours of client contact. At least 60% of supervision will be provided by a licensed psychologist. *Grading system is Pass/Fail.*

PSY 6659 Cognitive and Behavioral Interventions (3)

This is a study of the basic principles and techniques of cognitive and behavioral systems of intervention. Applications of these techniques are applied to the problems of children and adults in school, home, and clinic settings are presented.

PSY 6662 Internship: Psychometry (3)

This course includes at least 300 hours of prescribed experiences in school psychometry, completed at approved schools (K-12), and supervised by an approved school psychometrist or school psychologist. *Grading system is Pass/Fail. Prerequisites: PSY 6650 and approval of instructor*

PSY 6664 Assessment of Disabling Conditions (3)

This course covers client assessment in the rehabilitation process and knowledge and skills required by the counselor in order to provide quality services to the individual. *Prerequisite: PSY 6653 or permission of instructor*

PSY 6668 Human Lifespan and Development (3)

A study of the nature and needs of individuals at all developmental levels. Problems of human adjustment faced at all stages of development from conception through retirement, including adjustment issues in the home, school, work place, social groups, and retirement. An understanding of developmental crises in human behavior is also a goal of this course.

PSY 6669 Behavior Pathology (3)

A study of psychopathological disorders with emphasis on the psychological, social, and biological origins. The current classification system used by the American Psychiatric Association is used as a foundation. Diagnosis and treatment planning are emphasized.

PSY 6670 Diagnosis and Treatment Planning (3)

A course designed to assist mental health professionals in the understanding and application of a multi-axial system (current edition of the Diagnostic and Statistical Manual). Also included is a comprehensive treatment planning strategy for development statements of behavioral symptoms, short-term objective, long term goals and therapeutic interventions. Psychopharmacology treatment interventions are covered. *Prerequisite: PSY 6669*

PSY 6688 Medical/Psychosocial Aspects of Disability (3)
A study of medical and psychological information related to the disabled persons and to their families. Aspects of personal and social adjustment will be emphasized.

PSY 6693 Psychological and Educational Statistics (3)
A study of variety of descriptive and inferential statistics commonly used in psychology and education. Emphasizes application of statistical methods to research design. *A grade of "B" or better is required. Prerequisite: ADE/CP/EDU 6691*

PSY 7700 Professional School Psychology (3)
This course provides a knowledge base specific to the professional practice of school psychology and includes legal and ethical issues, professional standards, models of service delivery, roles of the school psychologist, modern technology, and assessment. *Enrollment limited to Ed.S. students.*

PSY 7725 Specialized Study in Psychology (1-6)
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7727
Under supervision of faculty member selected by student and approved by adviser and faculty supervisor, student may pursue extensive study of particular area which fits his/her academic needs but is not available in regular curriculum. Department will establish guidelines for supervision and pursuance of study. *See semester hour limits listed under Course Restrictions in General Regulations section.*

PSY 7753 Internship: School Psychology (3-6)
At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor*

PSY 7754 Internship: School Psychology (3)
At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor*

PSY 7755 Internship: School Psychology (3)
At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor.*

PSY 7794 Field Project (3)
An independent study of a problem of a practical nature that is encountered in a field setting. A proposal for the study and a written report of findings must be approved by the student's advisory committee. The advisory committee may administer an oral examination covering the research findings.

PSY 7795 Thesis (3)
*7796*Independent research for and preparation of a scholarly paper related to a school psychology problem under the supervision of the student's advisory committee. A

research proposal and the written paper must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings. *Grading system is Pass/Fail.*

QUANTITATIVE METHODS

QM 6640 Statistical Analysis for Managers (3)
This course provides an in-depth study of the fundamental theories, concepts, and principles of statistics. Coursework will include extensive use and application of statistical tools to analyzing business data using statistics software. Topics covered include descriptive statistics, probability distributions, sampling, estimation, hypothesis testing, ANOVA, and regression analysis. *Prerequisite: All business foundation courses or equivalent.*

QM 6641 Management Science
An analysis of the probabilistic and deterministic quantitative techniques available to business managers involved in the decision-making process of the marketplace. Included is an evaluation of the models and processes now available for problem-solving purposes. *Prerequisite: QM 6640*

READING

RED 5583 Language and Literacy III (3)
A study of the principles of assessment and evaluation for improving language and literacy learning for all learners at all levels (P-6). This course requires substantial field experiences in a P-6 setting.

RED 6603 Special Topics in Literacy (3)
An in-depth investigation of an approved topic designated by the instructor and the student for further research and exploration of a particular topic in literacy education.

RED 6625 Specialized Study in Area of Literacy (1-3)
A study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, the appropriate college dean, and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

RED 6630 Directed Reading Practicum (3)
This course is designed to provide the future teacher with directed practice in providing reading interventions to individual students or small groups of students in school settings. Experiences in the planning and preparation of lessons, modification of lesson procedures, and materials to fit student needs and the ongoing evaluation of student progress are included.

RED 6643 Trends in Children's and Young Adult Literature (3)
A study of literature at the elementary, middle, and senior high levels. It includes reading the primary sources and studying the research and theory that

support the use of children’s and young adult literature in the classroom.

RED 6660 Assessment for Teaching and Learning (3)
A comprehensive study of the assessment process used in the P-12 classroom. Selection, administration, and analysis of norm-referenced, criterion-referenced, curriculum-based assessments instruments, and teacher- developed assessments used to determine the instructional needs of students and to plan intervention programs. Field experiences required.

RED 6664 Literacy in the Content Area Grades K-6 (3)
The examination of research-based methods and materials for teaching reading and writing in grades K-6. Field experiences required.

RED 6670 Advanced Study of Literacy (3)
This course prepares the student to examine the variables related to difficulties in learning to read printed material. Emphasis is placed on designing appropriate programs of improvement.

RED 6671 Internship: Applying Research-Based Literacy Assessment and Instruction (2)
Directed practice in administering assessments to guide instruction in the essential components of reading and writing. A minimum of 100 clock hours of clinical experiences. *Prerequisite: RED 6686 and formal admission to the Reading Specialist Program.*

RED 6673 Literacy II (3)
This course is designed as a survey in teaching reading applicable to nontraditional majors in Elementary/K-6 Collaborative program. Emphasis is placed on phonemic awareness, phonetic word attack, vocabulary, and reading comprehension. Field experience is required. Methods and materials are analyzed for potential use in the classroom. (*Alternative Fifth-year only.*)

RED 6674 Literacy in the Content Areas Grades 6- 12 (3)
The examination of research-based methods and materials for teaching reading and writing in grades 6-12. Field experiences required.

RED 6675 Literacy Instruction for Diverse Populations (3)
A study of English language learners and culturally and academically diverse learners and an examination of appropriate instructional strategies for those learners. Field experiences required.

RED 6678 Literacy and Multicultural Diversity (3)
A course designed to help teachers explore the cultural values, language structures, and belief systems of the major racial, ethnic, and national groups found in today’s classrooms. Specifically, methods, materials, and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced. Children’s literature and instructional activities that would increase self esteem and understanding of cultural diverse groups and their contributions to society will be explored.

RED 6680 Organization of School Literacy Programs (3)
This course covers the program, organization, and development of basic and supplementary materials for guiding teachers, faculties, and school systems in the continuous evaluation and improvement of cur-

riculum and teaching practices. An in-depth examination of the varied roles of the reading specialist in literacy programs. *Prerequisite: Formal admission to the Reading Specialist Program.*

RED 6682 Internship: Developing Literacy Programs and Coaching Teachers (2)
Supervised practice in modeling and managing effective literacy instruction and coaching teachers. Evaluating and designing school-wide needs assessments, literacy programs and environments, and professional development. A minimum of 100 clock hours of clinical experiences. *Prerequisite: Formal admission to the Reading Specialist Program. Corequisite: RED 6680*

RED 6683 Internship: Literacy Intervention (2)
Supervised administration and interpretation of instructional assessments to include screening, diagnosis, and progress monitoring with purposes of prevention, identification, and remediation of reading and writing difficulties. A minimum of 100 clock hours of clinical experiences. *Prerequisite: Formal admission to the Reading Specialist Program. Corequisite: RED 6660*

RED 6684 Curriculum Trends in Teaching Reading (3)
This course provides a study of theories and practices contributing to the knowledge base needed to improve reading achievement in grades K-12. The course examines how the writing process, writing across the curriculum and the use of media can be instrumental to student learning. *This course is restricted to students enrolled in the Master’s Degree in Reading Specialist.*

RED 6686 Research-Based Literacy Assessment and Instruction (3)
An examination of research related to the essential components of the reading and writing processes and literacy assessment. Instructional practices, approaches, methods, and curriculum materials that support reading and writing. Field experiences required.

RED 7778 Teaching Reading to Culturally Diverse Groups Through Literature (3)
A course designed to help teachers explore the cultural values, language structure and belief systems of the major racial, ethnic, and national groups found in today’s classrooms. Specifically methods, materials and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced.

GENERAL SCIENCE

SCI 5503 Conservation (3)
The conservation of natural and human resources with emphasis on population expansion as the major element in a changing ecology.

SCI 5560 Science and Society (3)
A study of the social, political and economic implications of scientific discovery, innovation, and implementation. *Prerequisites: Twelve hours of coursework in science or permission of instructor*

SCI 5595 Selected Topics in Science (3)

Specialized topics not generally included in course offerings. *Course may be taken twice for a maximum of six hours toward degree requirements. Prerequisite: Eight hours of coursework in science or permission of instructor. See semester hour limits listed under Course Restrictions in General Regulations section.*

- SCI 6625 Specialized Study in Area of Science (1-4)**
6626 A study of a problem or problems using research
6627 techniques. Selection of a problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

SECONDARY EDUCATION

- SED 5544 Internship Seminar (3)**
 This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship.
- SED 6695 Secondary Internship Grades 6-12 (6)**
 The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.

SOCIOLOGY

- SOC 5517 Minorities in the U. S. Social Structure (3)**
 An analysis of the role of racial and cultural minorities in American society. Contributions of anthropology, sociology, and psychology to theories of minority/majority group relations.
- SOC 5520 Sociological Theory (3)**
 An introduction to the area of sociological theory with emphasis on theorists, their works and contributions to modern sociological theory.
- SOC 5530 Social Problems in Contemporary Society (3)**
 A study of the changing social structure, urban and rural problems, self-help and citizen participation, indigenous leadership and urban-rural fringe problems.
- SOC 6625 Specialized Study in Area of Sociology (3)**
6626 A study of a problem or problems using research
6627 techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted*

for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

- SOC 6630 Advanced Gerontology (3)**
 A graduate seminar on practical and methodological aspects of modern gerontology. Special emphasis is placed upon interdisciplinary, agency, and social intervention techniques for administrative and service workers with aged populations. The practical orientation of the seminar is designed to promote the development of professional skills in applied gerontology. *Prerequisite: SOC 3350.*
- SOC 6631 Social Deviation (3)**
 A graduate seminar which focuses upon the social and cultural factors as they apply to deviance. The work of other disciplines in the study of deviation is reviewed and evaluated. Special emphasis is given to the different sociological approaches in the area of deviance; selected types of social deviation are examined and analyzed through these different sociological perspectives. The course is structured as a service course that has a pragmatic and interdisciplinary appeal to people in education, business, counseling, criminal justice and agency work, as well as to those who wish to further their training in sociology.
- SOC 6650 Educational Sociology (3)**
 The school is one of the chief agencies of socialization and a requisite of social order in complex societies. Special consideration is given to the works of anthropologists.

SPORT AND FITNESS MANAGEMENT

- SFM 6600 Foundations of Sport & Fitness Management (3)**
 This course is designed to introduce graduate students to the field of sport management. Various topics related to sport management and related fields will be discussed. *Students must enroll in this course during their first semester of graduate school.*
- SFM 6602 Motor Skills and Human Performance (3)**
 In an interdisciplinary approach, students will be exposed to a systematic analysis of motor skills and human performance. Students will learn how to observe, evaluate and diagnose, and apply interventions to improve motor skill performance.
- SFM 6604 Statistical Analysis and Interpretation (3)**
 This course requires students to utilize statistical fundamentals, analyses, and interpretation of statistics. Statistical information includes, but is not limited to, sampling, hypothesis testing, regression, frequency distributions, t-tests, parametric and non-parametric statistical techniques, multivariate data analysis (MANOVA), and others using SPSS and other statistical software.
- SFM 6610 Physical Education, Sport and the Law (3)**
 The course is designed to provide students with an in-depth awareness and understanding of legal responsibilities of sport managers, coaches, and administrators. Emphasis will be placed upon critically analyzing the legal theories, structures, statutes, case law, and standards that apply to the sport industry and that impact sport organizations. Substantive legal areas include tort, constitutional, antitrust, intellectual property, agency, contract, and business law.

- SFM 6615 Organizational Behavior & Leadership in Sport(3)**
In this course students will study the basic concepts, theories and organization of administration including financial management as applied to sport, physical education, and recreation.
- SFM 6616 Sport Finance (3)**
This course is designed to provide students with information concerning advanced theory in finance, accounting, and managerial control of budgets.
- SFM 6617 Research Methods I (3)**
This course allows students to explore literature and current research in sport and fitness management. A grade of "B" or better is required. *Prerequisites: SFM 6600 and SFM 6604*
- SFM 6620 Physical Fitness: A Critical Analysis (3)**
This course is designed to prepare the student for the American college of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification. The course will examine the process of pre-participation health screening and risk stratification, administration, of physical fitness assessments and interpretation of results and the development of appropriate exercise prescriptions used in the evaluation and improvement of human fitness. *Prerequisite: SFM 6650*
- SFM 6623 Biomechanics of Sport Techniques (3)**
This course is designed to prepare the student for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification. The course explores basic biomechanical concepts and their application in the analysis of sport technique for goal of improving athletic performance. *Prerequisite: SFM 6650*
- SFM 6625 Specialized Study in SFM (1-3)**
6626 Study of problem or problems using research
6627 technique. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate Director of Graduate Studies. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*
- SFM 6632 Critical Issues in Sport and Fitness Management (3)**
This course focuses on the recognition, discussion, and systematic analysis of controversial issues and problems encountered in the conduct of professional activities in sport, fitness, health and physical education.
- SFM 6640 Sport Marketing (3)**
The purpose of this course is to teach the sports manager how to create a marketing plan. The emphasis is on following a ten-step procedure designed primarily for the non-profit sector and learning the theoretical base required to complete the process accurately and proficiently.
- SFM 6642 Managing Sport and Physical Activity Organizations (3)**
This course focuses on the conceptual analysis of management in sport. The field of sport management is described in terms of the services within the field, and management itself is viewed as the coordination of the processes of production and marketing of those services. Students will discuss and demonstrate knowledge in managerial functions of planning, organizing, leading and evaluating problems associated with the production and marketing of services within the field of sport management. *Prerequisite: SFM 6600*
- SFM 6644 Human Resource Management in Sport and Physical Activity (3)**
This course focuses on management of human resources within sport and physical activity organizations. The course will explore the organizational processes of job design, staffing, leadership, performance appraisal, and reward systems. Desired outcomes of job satisfaction are examined along with organizational commitment. *Prerequisite: SFM 6600*
- SFM 6650 Sport Nutrition and Exercise Metabolism (3)**
This course examines established dietary requirements of athletes relative to performance, training, and recovery. Emphasis will be placed on the use of peer reviewed literature to understand the importance of pre- and post-event nutrition, nutritional issues faced by athletes, and possible ergogenic strategies, foods, and dietary supplements. Examination of metabolic pathways will allow advanced interpretation of the metabolism of macronutrients during conditions of exercise and disordered metabolism. *Prerequisite: SFM 6670*
- SFM 6670 Exercise Physiology (3)**
This course examines acute and chronic physiological responses of the respiratory, cardiovascular, and musculoskeletal systems to the demands of exercise. Contributions made by aerobic and anaerobic metabolism to energy production will be examined. The contribution of various physiological variables will be investigated to facilitate an understanding of the physiological basis of human performance.
- SFM 6671 Advanced Exercise Physiology (3)**
This course will allow students to experience and explore advanced concepts, topics, and laboratory techniques related to exercise physiology. Material covered in this course will prepare students to interpret, conduct, and share advanced material with their peers. Students will have the opportunity to implement an advanced research project or commence thesis-related research. *Prerequisite: SFM 6650*
- SFM 6672 Sport Psychology (3)**
The course is designed for the student with a vocational interest in athletic coaching within the educational environment. Psychological theories will be applied to the teaching of sports skills and the development of individuals into efficient team units.

- SFM 6673 Ethics in Sport (3)**
The course examines ethical matters and issues relating to sport and physical activity.
- SFM 6674 Entrepreneurship in Sport (3)**
The course provides students with an awareness and understanding of basic concepts and problems in starting a business.
- SFM 6680 Practicum in Sport and Fitness Mgt. (1-9)**
6681 A supervised application of the concepts, principles,
6682 and skills acquired by the students in previous course work. Problems in the area of financial management, personnel supervision, fitness management, sport management, and curriculum development will be identified. Students will explore and identify alternative solutions to problems through group interactions.
- SFM 6690 Internship (3)**
A 400-hour supervised experience in planning, staging and evaluating a formal practicum in related field.
- SFM 6691 Research Methods II (3)**
This course examines the variety of research methods and reporting methods used in sport & fitness management research. A grade of "B" or better is required. *Prerequisite: SFM 6600, SFM 6604, and SFM 6617 with a "B" or better*
- SFM 6695 Thesis (3)**
The thesis must be related to an educational problem or situation within sport and fitness management. Information regarding the thesis program may be obtained from the Dean of the Graduate School.
- SPE 6614 Adaptive Teaching Strategies for Students with Mild Disabilities K-6 (3)**
This course focuses on the characteristics of students with learning disabilities and attention deficit/hyperactivity as well as classroom-tested and research-based instructional strategies. Specifically this course provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic-skills and content area instruction. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent).*
- SPE 6615 Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities K-6 (3)**
A comprehensive study of research, theoretical issues, diagnosis, and educational planning for those students with moderate/severe disabilities. Curriculum adjustment and differentiated instruction will be emphasized. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent)*
- SPE 6616 Teaching Students with Emotional and Social Needs (3)**
This course will emphasize the behavioral, psychological, and social needs of the learner who demonstrates emotional and behavioral disabilities that significantly impact their progress in the general education curriculum and in building and maintaining appropriate social relations with peers and adults. Appropriate intervention strategies used to increase appropriate social behavior and decrease inappropriate social behavior will be studied. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent)*

SPECIAL EDUCATION

- SPE 5544 Internship Seminar (3)**
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship. *Co-requisite: SPE 6654 or SPE 6655*
- SPE 6609 Content Enhancement (3)**
This methods course emphasizes inclusive teaching practices that combine an interactive instructional sequence with a teaching device for teachers of secondary level students (6-12) with mild disabilities. This course focuses on content enhancement routines that help teachers carefully organize and deliver content area information.
- SPE 6610 Research Trends and Issues in Special Education (3)**
This course is designed to provide advanced students with an in-depth study of significant research in special education. Specifically, this course focuses on (a) methodological issues that relate to descriptive research, intervention, research, case study, qualitative and longitudinal research, (b) issues in assessment and instrumentation and (c) ethical issues related to research in special education. The course is premised on the trend of recent changes in the discipline from a service orientation to one that is becoming more scientific. *A grade of "B" or better is required.*
- SPE 6617 Adaptive Teaching Strategies for Students with Mild Disabilities –Grades 6-12 (3)**
This course focuses on instructional approaches that emphasize teaching students effectively, regardless of disability or special need. Specifically this course provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic-skills and content area instruction. *Prerequisite: SPE 3340 or SPE 6640 or equivalent.*
- SPE 6618 Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities—Grades 6-12 (3)**
A comprehensive study of research, theoretical issues, diagnosis, and educational planning for those students with moderate/severe disabilities. Curriculum adjustment and the development of differential instruction will be emphasized. *Prerequisite: SPE 3340 or SPE 6640 or equivalent.*
- SPE 6620 Service Delivery Models for Multiple Disabilities (3)**
The purpose of this course is to explore the many issues surrounding the education of secondary students with multiple disabilities. Special emphasis is

placed on assessment, instructional models, transition programming, and data-based instructional decision making. *Prerequisite: SPE 6640 or equivalent.*

SPE 6630 Collaboration for Inclusion (3)

This course is designed to provide advanced students with an in-depth study of current literature and research on collaboration and consultation as a service delivery model to meet the challenge of educating students with disabilities in the regular classroom. Specifically, this course focuses on collaborative-related issues for teachers who work with students with disabilities. The course is premised on the federal mandate that requires educators to employ the interactive framework established by PL 94-142 (now IDEA) to assure that all students are educated in the least restrictive environment. *Prerequisite: SPE 3340 or SPE 6640*

SPE 6631 Legal Issues in Special Education (3)

This course provides the special educator with relevant back-ground on the legal issues impacting students with disabilities. Advocacy issues and collaborative roles of administrators, parents, teachers, and significant others in implementing federal legislation will be addressed. The text will be supplemented by more recent case law and policy developments in special education. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent)*

SPE 6632 Assessment and Individual Programming (3)

A comprehensive study of the assessment process used in the field of Special Education will be examined to include both standardized assessment measures and curriculum based measures. Emphasis will be on the selection, administration, and analysis of standardized assessment instruments along with the development, administration, and analysis of curriculum based instruments in determining eligibility for placement and instructional planning. *Prerequisite: Undergraduate special education assessment course*

SPE 6635 Meeting Instructional Needs Through Technology (3)

This is an advanced survey course in the classroom-adaptable and assistive technologies that are associated with the personal computer and other technologies that assist the learner with disabilities in accessing the teaching and learning environments. This course includes information on the assessment of assistive technology needs as a means of considering assistive technology and matching adaptations with individual needs in various settings. The student will explore ways to make instruction more meaningful for learning. Study will also focus on familiarity with keyboarding, disk operating systems, and tool software. Proficiency with word processing, database and spreadsheet use in an integrated program is developed. *Prerequisite: an undergraduate course in the integration of technology into the curriculum*

SPE 6640 Teaching Diverse Learners (3)

The purpose of this course is oriented toward identifying exceptional students and providing appropriate learning experiences in the classroom setting. This

course is a survey of the nature and needs of exceptional children and an introduction to their educational programs.

SPE 6654 Collaborative Internship Grades 6-12 (6)

The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision maker throughout the internship experience. *Co-requisite: SPE 5544*

SPE 6655 Collaborative Internship Grades K-6 (6)

The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision maker throughout the internship experience. *Co-requisite: SPE 5544*

SPE 6694 Collaborative Teacher K-6 Practicum (3)

The practicum is designed to provide a supervised experience related to instruction in the area(s) of specialization (K-6). The application of skills, concepts, and principles acquired in previous coursework as well as current research will be emphasized.

SPE 6695 Collaborative Teacher 6-12 Practicum (3)

This course is designed to provide a supervised experience related to instruction in the area(s) of specialization 6-12. The application of skills, concepts, and principles acquired in previous coursework, as well as in current research, will be emphasized.

SPE 6697 Field Based Research Project (3)

The purpose of this course is to provide graduate students with an opportunity to design, implement, and write about quantitative or qualitative research related to their own teaching. This course will be taken at the end of the graduate program of study. *Prerequisite: SPE 6610*

SPE 6698 Collaborative Teacher 6-12 Initial Practicum (3)

This course is for those candidates who do not currently hold an undergraduate teaching certificate for Collaborative Teacher, 6-12. This is a supervised experience in the 6-12 classroom with both the inclusion of disabled students into the general education classroom and with disabled students in a resource or self-contained setting. The prospective Collaborative Teacher will spend 100 clock hours in designing instructional and teaching methods that will allow the student with a disability to access the general education curriculum as outlined by the Alabama Course of Study. The prospective Collaborative

rative Teacher will work collaboratively with the general education teacher, special education teacher, IEP committee, and other professionals to design and deliver an appropriate education for students with disabilities. *Prerequisites: Completion of all core and teaching field areas for persons who do not currently hold an undergraduate teaching certificate in Collaborative Teacher, 6-12.*

SPE 6697 Field Based Research Project (3)

The purpose of this course is to provide graduate students with an opportunity to design, implement, and write about quantitative or qualitative research related to their own teaching. This course will be taken at the end of the graduate program of study. *Prerequisites: SPE 6610*

SPE 6699 Collaborative Teacher K-6 Initial Practicum (3)

The practicum is for those candidates that do not currently hold an undergraduate teaching certificate for Collaborative Teacher, K-6. This is a supervised experience in the inclusive K-6 classroom and for students with disabilities in a resource and/or self-contained setting. The prospective Collaborative Teacher will spend 100 clock hours in designing instructional programs that emphasize the adaptation and/or modification of the curriculum content and teaching methods that will allow the student with a disability to access the general education curriculum as outlined by the Alabama Course of Study. The prospective Collaborative Teacher will work collaboratively with the general education teacher, special education teacher, IEP committee, and other professionals to design and deliver an appropriate education for students with disabilities. *Prerequisites: Completion of all course work in the core and teaching field areas for persons who do not currently hold an undergraduate teaching certificate in Collaborative Teacher, K-6*

TAXATION

TAX 6684 Federal Tax Research (3)

A study of how to identify federal tax issues, locate the applicable tax authorities, evaluate the weight of the authorities, reach conclusions, and communicate the results of the research. *Prerequisite: ACT 4494, ACT 4495 AND Admission into the Accounting option of the MBA program of the MTx program. A grade of "B" or better is required.*

TAX 6685 Taxation of Individuals (3)

This course in an in-depth study of the federal taxation of individuals with heavy emphasis on property transactions. This course covers the major tax doctrines applicable to the taxation of individuals. This course addresses includible and excludible items of income and deductions allowed in calculating taxable income. The course requires the writing of a tax research paper, which would be suitable for submission to a high quality professional tax journal. *Prerequisite or co-requisite: TAX 6684*

TAX 6686 Estate and Gift Taxation (3)

This course covers the federal taxation of estates and gifts and provides an introduction to the federal income taxation of estates and trusts. This course will have a tax planning focus. *Prerequisite or Co-requisite: TAX 6684*

TAX 6687 Tax Practice and Procedure (3)

This course is a study of the Internal Revenue Service (IRS) tax assessment and collection process, including the examination of tax returns and the appeals process. The course covers the statutes of limitation on assessment, collection and refund claims. The course explains the legal and ethical requirements for practice before the IRS and the civil and criminal penalties that may be assessed. The course requires the preparation of a sample protest letter for a conference with the IRS Appeals Division. *Prerequisite or co-requisite: TAX 6684*

TAX 6688 Taxation of Corporations and Shareholders (3)

The course is a study of the federal taxation of corporations and shareholders. The course covers the tax aspects of forming a corporation, operating a corporation, distributions in respect of stock, redemptions of stock, and corporate liquidations. The course requires the writing of a tax research paper, which would be suitable for submission to a high quality professional tax journal. *Prerequisite or co-requisite: TAX 6684*

TAX 6689 Taxation of Partnerships and Partners (3)

The course is a study of the taxation of partnerships and partners. The course covers the tax aspects of acquiring a partnership interest, the partner's share of partnership income or loss, distributions of partnership assets and calculation of a partner's basis in the partnership. The course requires the writing of a tax research paper, which would be suitable for submission to a high quality professional tax journal. *Prerequisite or co-requisite: TAX 6684*

TAX 6690 State and Local Taxation (3)

The course is a study of state and local taxation. The course covers the tax aspects of state income tax, state and local sales and use tax, state franchise tax, and state gift and inheritance tax. *Prerequisite or co-requisite: TAX 6684*

TEACHER LEADER

TL 7700 Adult Learning Theories and Managing Change(3)

This course will focus on the examination of how adults learn in instructional settings and managing change. The adult learners' characteristics will be examined. Adult learning theory and current trends and advancements in adult learning and managing change will be examined. The focus will be on preparing the student to make better instructional decisions and use of resources in the education and training of adults.

TL 7702 Involving Parents and Community Stakeholders (3)

The focus of this course is on the successful school and what it must do to garner parental involvement and the community support that it needs. This course is a combination of the theory of community relations (why must communities support local schools to achieve their goals?) and a primer on how to develop the family and community partnerships which will help the school to achieve its goals.

TL 7717 Mentoring (3)

The purpose of this course is to prepare educational leaders to serve as role models and mentors for individuals. The educational leaders will develop methods, techniques and organize mentorship programs. Leaders will develop a knowledge base upon which to make informed reflective decisions about mentorship programs in diverse educational settings.

TL 7737 Curriculum (3)

This course examines the tenets of curriculum. This course peruses the current research that supports student learning and engagement. In order for instructional leaders to promote effective learning environments, they must be able to understand, identify and apply effective learning theories and methodologies.

TL 7740 Creating Effective Learning Environments (3)

Instructional leaders must work within the framework of the Individuals with Disabilities Education Act (IDEA) in order to effectively create, develop and maintain a highly efficient learning environment. This course will present best practices and the most up to date research related to the creation of effective learning environments within the public schools. The focus of the course will be both theoretical and practical in nature. As a result of the course, instructional leaders will be able to establish,

develop, and maintain and evaluate instruction in order to build an effective learning environment.

TL 7747 Instructional Coaching (3)

This course focuses on (a) common forms of instructional coaching including literacy coaching, cognitive coaching, and content coaching and (b) the components/stages of instructional coaching.

TL 7757 Staff Development

Candidates consider and evaluate methods for promoting professional growth focusing on the improvement of teaching and learning. Various approaches to staff development and in-service education are examined in terms of their purposes and components.

TL 7767 Communication and Consultation Methods Practicum (3)

This course explores communication models and consultation methods as well as the implementation of those models to improve educational practices in the teacher leader. The course provides an opportunity for the teacher leader candidate to perform a variety of activities that a teacher leader must perform, under the supervision of a practicing teacher/instructional leader. Focus is placed on strategies that will result in enhanced communication among all stakeholders, and increased student achievement.

TL 7792 Advanced Comprehensive Research Strategies (3)

This course is intended to explore the concepts of quantitative and qualitative research methods application for research in education. Participants apply their skills in research design by completing a pro-

posal for a substantive study related to the improvement of instructional services. *A grade of "B" or better is required.*

TL 7794 Research in Action (3)

The purpose of this course is to provide instructional leaders with a study of the processes involved in identifying, framing, evaluating, analyzing, and seeking information about problems faced by schools. The goal for the student is to propose a research and implement a study that examines a problem currently impacting the K-12 environment.

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 Coordinator, Special Events & Special Projects Tara Morelock, M.B.A.
 Regional Director, Development Gayla White, B.S.
 Regional Director, Development..... Kathy Ninas, M.Ed.
 Regional Director, Development..... Melody Denson, B.A.
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Complete faculty information is available from the Office of the Senior Vice Chancellor for Academic Affairs.

GRADUATE FACULTY

- Abbey, Robert F., 2002.** *Associate Professor*, Global Campus. B.S., University of Oregon, 1969. M.S., Colorado State University, 1973. M.P.A., University of Southern California, 1982. D.P.A., University of Southern California, 1985.
- Ai, Chunyu, 2010.** *Assistant Professor*, Troy. B.S., Heilongjiang University - Harbin, China, 2001. M.S., Heilongjiang University - Harbin, China, 2004. M.S., Georgia State University, 2009. Ph.D., Georgia State University, 2010.
- Aisami, Riad S., 2003.** *Associate Professor*, Global Campus. B.A., Baghdad University, 1980. M.Ed., Tuskegee University, 1983. Ph.D., Wayne State University, 1988.
- Allard, Catherine L., 1989.** *Professor*, Troy. B.M., SUNY College at Potsdam, 1972. M.S., SUNY College at Potsdam, 1974. D.M.A., Peabody Conservatory of John Hopkins, 1990.
- Allen, Annette M., 2006.** *Associate Professor*, Montgomery. B.A., Indiana University, 1983. M.A., University of North Texas, 1986. Ph.D., University of Houston, 1994.
- Allen, Pamela S., 1990.** *Associate Professor*, Troy. B.A.E., University of Florida, 1977. B.F.A., Ringling School of Art and Design, 1987. M.F.A., University of Mississippi, 1989.
- Allen, Tina Kathalyn D., 1987.** *Associate Professor*, Montgomery. B.S.N., Tuskegee University, 1976. M.S.N., University of Alabama at Birmingham, 1979. Ed.D., Auburn University, 2004.
- Ames, Orrin K., 2011.** *Associate Dean, Sorrell College of Business; Associate Professor*, Dothan. B.S., University of Alabama, 1966. J.D., Samford University, 1969. L.L.M., Harvard Law School, 1976.
- Amponsah, David K., 2000.** *Associate Professor*, Troy. B.S., Andrews University, 1972. M.B.A., Andrews University, 1973. Ph.D., Michigan State University, 1987.
- Anderson, Terry, 1998.** *Associate Professor*, Global Campus. B.A., Stetson University, 1969. B.A., University of Central Florida, 1973. M.S., Saint Thomas University, 1989. Ph.D., Florida Atlantic University, 1997.
- Andrew, Damon, 2008.** *Dean, College of Health and Human Services; Professor*, Troy. B.S., University of South Alabama, 1998. M.S., University of South Alabama, 1999. M.S., University of Florida, 2002. Ph.D., Florida State University, 2004.
- Arrington, David L., 2005.** *Assistant Professor*, Dothan. B.S., University of Southern Mississippi, 1997. Ph.D., University of Alabama, 2008.
- Arrington, Pamela, 2009.** *Associate Dean, Professor*, Montgomery. B.A., Spelman College, 1974. M.A., The University of Michigan, 1975. Ph.D., George Mason University, 1995.
- Astone, Mary K., 1994.** *Assistant Professor*, Troy. B.A., Southern Illinois University Carbondale, 1973. B.S., Louisiana State University at Alexandria, 1978. M.S., Troy State University, 1981. Ph.D., Auburn University, 1995.
- Avery, Glenda Pauline Rustin, 2003.** *Associate Professor*, Phenix City. B.S.N., Mississippi University For Women, 1989. M.S.N., Mississippi University For Women, 1990. Ph.D., Georgia State University, 2000.
- Baek, Chung, 2006.** *Associate Professor*, Dothan. B.S., Yonsei University, 1997. M.S., University of Nebraska-Lincoln, 2001. Ph.D., University of Nebraska-Lincoln, 2006.
- Bailey, S. Scott, 2004.** *Associate Dean, Sorrell College of Business; Associate Professor*, Troy. B.S., United States Military Academy, 1970. M.P.A., University of Colorado at Boulder, 1977. M.S., University of Colorado at Boulder, 1981. Ph.D., Colorado School of Mines, 1989.
- Bailey, Wendy C., 2005.** *Associate Professor*, Troy. B.S., Pennsylvania State University, 1982. Ph.D., Colorado School of Mines, 1989.
- Bandow, Diane F., 2002.** *Professor*, Global Campus. B.S., Iowa State University, 1973. M.S., National Louis University, 1992. M.A., The Fielding Institute, 1996. Ph.D., The Fielding Institute, 1998.
- Barron, Dianne L., 1991.** *Associate Provost and Dean of the Graduate School; Professor*, Troy. B.S., University of Texas, 1974. M.Ed., University of Hawaii, 1977. Ed.D., George Washington University, 1999.
- Bateman, Benjamin J., 1970.** *Professor*, Troy. B.S., Florida State University, 1965. M.S., Texas A&M University, 1967. Ph.D., Texas A&M, 1970.
- Beatty, Frederick McKee, 1992.** *Associate Dean, College of Arts and Sciences; Associate Professor*, Montgomery. B.A., West Virginia University, 1964. M.S., Troy State University at Montgomery, 1976. M.A., University of Alabama, 1990. Ph.D., Auburn University, 1998.
- Beaulier, Scott A., 2010.** *Director of Manuel H. Johnson Center for Political Economy; Associate Professor*, Troy. B.S., Northern Michigan University, 2000. M.A., George Mason University, 2003. Ph.D., George Mason University, 2004.
- Beaver, Rodney W., 1994.** *Professor*, Dothan. B.S., North Carolina State University, 1978. Ph.D., North Carolina State University, 1982.
- Belsches, Alan T., 1985.** *Professor*, Dothan. B.A., College of William & Mary, 1974. M.A., University of North Carolina, 1979. Ph.D., University of North Carolina, 1983.
- Belyi, Sergey V., 1996.** *Professor*, Troy. B.S., Donetsk State University, 1990. M.S., Donetsk State University, 1992. Ph.D., University of South Florida, 1996.
- Benson, Amanda K., 2003.** *Associate Professor*, Troy. B.S., University at Buffalo, 2000. M.S., Eastern Kentucky University, 2001. Ph.D., University of Southern Mississippi, 2003.
- Bibbins, Wilfred Jerome, 1990.** *Professor*, Troy. B.S., Auburn University at Montgomery, 1974. M.A., Southern Illinois University Edwardsville, 1975. Ph.D., University of Arkansas, 1981.
- Billington, Neil, 2000.** *Professor*, Troy. B.S., Loughborough University, 1978. Ph.D., Loughborough University, 1985.
- Blackstock, Timothy A., 2008.** *Assistant Professor*, Troy. B.A., Newberry College, 2002. M.A., Tennessee Technological University, 2005. D.M.A., University of Kansas, 2008.
- Blackwell, Rodney Dean, 2005.** *Assistant Professor*, Global Campus. B.B.A., University of Houston-Clear Lake, 1979.

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- Blake, Arthur, 2010.** *Lecturer*, Global Campus. B.S., Georgia Southern University, 1968. MPA, Georgia State University, 1975. Ph.D., Georgia State University, 1996.
- Blocher, Larry, 2005.** *Professor*, Troy. B.M.E., Morehead State University, 1975. M.M., Morehead State University, 1977. Ph.D., Florida State University, 1986.
- Blum, Elizabeth Dian, 2000.** *Professor*, Troy. B.A., University of Texas at Austin, 1991. M.A., University of Houston, 1997. Ph.D., University of Houston, 2000.
- Bohler, Jeffery A., 2010.** *Lecturer*, Montgomery. B.S., Georgia Institute of Technology, 1985. M.S., Auburn University, 2000. Ph.D., Auburn University, 2009.
- Boncek, John James, 2003.** *Associate Professor*, Montgomery. B.A., University at Buffalo, 1978. J.D., Temple University, 1981. M.S., Louisiana State University, 1990. Ph.D., University of Central Florida, 2003.
- Borders, William S., 1989.** *Professor*, Dothan. B.A., Florida State University, 1968. M.A., Pacific Lutheran University, 1974. M.H.A., Baylor University, 1978. Ph.D., University of Washington, 1983.
- Bowron, Rhonda K., 1999.** *Associate Professor*, Troy. B.S., Troy State University, 1974. M.S., Troy State University, 1976. Ed.S., Troy State University, 1997. Ph.D., Auburn University, 2001.
- Boyd, Lynn, 2007.** *Assistant Professor*, Montgomery. B.A., Auburn University at Montgomery, 1994. M.E., Auburn University at Montgomery, 1997. Ph.D., University of Alabama, 2007.
- Brown, Angela, 2012.** *Assistant Professor*, Montgomery. B.S.N., Saint Joseph's College, 1996. M.S., Purdue University, 2002.
- Browning, Frank, 2002.** *Associate Professor*, Global Campus. B.A., Wake Forest University, 1972. M.Ed., Boston University, 1977. M.H.A., Georgia State University, 1981. Ph.D., University of North Carolina at Greensboro, 1996.
- Buckner, Timothy R., 2005.** *Associate Professor*, Troy. B.A., Georgia State University, 1996. M.A., Florida State University, 1998. Ph.D., University of Texas at Austin, 2005.
- Bullock, Robert, 2010.** *Lecturer*, Troy. Musical Industry Professional in Residence
- Burgan, William Michael, 2005.** *Assistant Professor*, Phenix City. B.S., University of Montevallo, 1971. M.A., University of Alabama, 1973. Ph.D., University of Alabama, 1984.
- Burgess, Kimberly R., 2009.** *Assistant Professor*, Global Campus. B.S., Florida State University, 1994. M.S., Florida State University, 1999. Ph.D., Florida State University, 2003.
- Burks, Eddy J., 2006.** *Associate Professor*, Troy. B.S., University of Alabama, 1977. M.B.A., Louisiana Tech University, 1982. D.B.A., Louisiana Tech University, 1988.
- Busby, Ruth S., 2009.** *Assistant Professor*, Troy. B.S., Auburn University at Montgomery, 1988. M. Ed., University of West Alabama, 1990. Ed.D., University of West Alabama, 2008.
- Bush, Gayle L., 2002.** *Associate Professor*, Troy. B.S., Baylor University, 1985. M.S.E., Baylor University, 1986. D.A., Middle Tennessee University, 2002.
- Bynum, Robin Strain, 2003.** *Associate Dean, College of Education; Professor*, Dothan. B.S., Tuskegee Institute, 1978. M.Ed., Tuskegee University, 1982. Ed.D., Argosy University, 1999.
- Byrd, William L., 2010.** *Lecturer*, Troy. B.S., Francis Marion University, 2006. M.S., Auburn University, 2008. Ph.D., Auburn University, 2010.
- Caldarola, Richard A., 2003.** *Associate Professor*, Global Campus. B.A., La Salle University, 1972. M.B.A., Friends University, 1992. D.B.A., Nova Southeastern University, 1998.
- Campbell, Alan D., 2007.** *Associate Professor*, Montgomery. B.S., Arkansas State University, 1978. M.B.A., Arkansas State University, 1982. Ph.D., University of North Texas, 1988.
- Campbell, Joel R., 2010.** *Associate Professor*, Global Campus. B.A., The University of Texas at El Paso, 1977. M.P.A., The University of Texas at Austin, 1974. Ph.D., Miami University, 1994.
- Campbell, Vernus, 2008.** *Lecturer*, Phenix City. B.S., University of Maryland, 1984. M.S., Troy State University, 1988. Ed.S., Columbus State University, 2001. Ed.D., Argosy University, 2003.
- Cargal, James M., 1990.** *Professor*, Montgomery. B.A., San Diego State University, 1973. M.S., Purdue University, 1975. Ph.D., Texas A&M University, 1987.
- Carlson, David R., 2009.** *Assistant Professor*, Troy. B.F.A., Valdosta State University, 1987. M.A., Valdosta State University, 1999. Ph.D., Emory University, 2009.
- Carlson, Robert F., 2005.** *Assistant Professor*, Phenix City. B.A., Georgia Southwestern College, 1971. M.A., Georgia Southern University, 1973. M.S., Columbus State University, 1998. Ph.D., Emory University, 1992.
- Carns, Michael, 2010.** *Lecturer*, Global Campus. B.S., Kansas State University, 1970. M.A., Southwest Texas State University, 1972. Ph.D., University of North Texas State University, 1979.
- Carter, Min Z., 2011.** *Assistant Professor*, Troy. B.S., Zhejiang University, 1989. M.B.A., Troy State University, 2002. Ph.D., Auburn University, 2009.
- Carter, Robert N., 2009.** *Lecturer*, Phenix City. B.B.A., University of Georgia, 1960. M.B.A., University of Georgia, 1962. Ph.D., University of Florida, 1965.
- Casile, Maureen, 2011.** *Assistant Professor*, Global Campus. B.S.B.A., University of Florida, 1979. M.B.A., University of Pennsylvania, 1984. Ph.D., The University of Texas at Austin, 2001.
- Chekwa, Charles, 2002.** *Professor*, Global Campus. B.S., Mississippi State University, 1978. M.B.A., Jackson State University, 1979. D.B.A., Nova Southeastern University, 1983.
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- Clark, Eddie, Jr., 2004.** *Associate Professor*, Montgomery. B.A., Faulkner University, 1984. M.S., Troy State University, 1994. Ph.D., Auburn University, 2004.
- Cleveland, Kelli Kerwin, 2006.** *Assistant Professor*, Troy. B.S.N., Troy State University, 1996. M.S.N., Troy University, 2006. D.N.P., Troy University, 2011.
- Cochran, Maryjo Adams, 2005.** *Dean, College of Communication and Fine Arts; Professor*, Troy. B.F.A., Southern Methodist University, 1974. M.A., University of Michigan, 1976. Ph.D., University of Michigan, 1980.
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- Colaco, Bridgette P., 2007.** *Assistant Professor*, Troy. B.A., St. Xavier's College-Calcutta, India, 1995. M.A., University of Calcutta, India, 1998. Ph.D., Southern Illinois University, 2007.
- Colley, Mary Catherine, 2006.** *Associate Professor*, Phenix City. B.A., Auburn University, 1994. M.B.A., Auburn University, 1998. Ph.D., University of Southern Mississippi, 2006.
- Conner, Tonya, 2011.** *Assistant Professor*, Dothan. B.S.E., Troy State University, 2001. M.S. E., Troy State University, 2005. Ed.S., The University of West Florida, 2009. Ed. D., The University of West Florida, 2011.
- Cooper, Stephen, 1985.** *Professor*, Troy. B.A., University of Delaware, 1977. M.A., University of North Carolina at Chapel Hill, 1979. Ph.D., University of North Carolina at Chapel Hill, 1985.
- Cox, Andrew Anthony, 1979.** *Professor*, Phenix City. B.A., LaGrange College, 1970. M.Ed., West Georgia College, 1972. Ed.D., Mississippi State University, 1979. M.S.W., University of Alabama, 1994.
- Craig, Kern William, 2004.** *Associate Professor*, Global Campus. B.S., California State University, 1987. M.B.A., Fairleigh Dickinson University, 1989. Ph.D., University of Mississippi, 1995.
- Creamer, David Andrew, 2001.** *Associate Professor*, Troy. B.A., University of Central Florida, 1972. M.Ed., Wayne State University, 1975. M.A., University of Central Florida, 1980. Ed.D., University of Florida, 1982.
- Crews, E. Mickey, 1986.** *Professor*, Global Campus. B.A., Lee College, 1980. M.A., Auburn University, 1983. Ph.D., Auburn University, 1988.
- Crowley, George R., 2011.** *Assistant Professor*, Troy. B.B.A., Mercer University, 2007. Ph.D., West Virginia University, 2011.
- Curnutt, Kirk L., 1993.** *Professor*, Montgomery. B.A., University of Missouri-Columbia, 1987. M.A., University of Missouri-Columbia, 1989. Ph.D., Louisiana State University, 1993.
- D'Andrea, Nicholas, 1969.** *Professor*, Troy. B.S., Troy State University, 1964. M.A., University of Southern Mississippi, 1968. Ph.D., University of Southern Mississippi, 1970.
- Danley, Cindy, 2011.** *Assistant Professor*, Montgomery. B.S.N., Troy State University, 2003. M.S.N., Troy State University, 2004. D.N.P., University of South Alabama, 2009.
- Dapper, John W., 1989.** *Professor*, Dothan. B.A., Wartburg College, 1966. M.S., Tennessee Technological University, 1968. Ph.D., University of Southern Mississippi, 1978.
- Das, Sunil R., 2003.** *Professor*, Montgomery. B.Sc., University of Calcutta, India, 1956. M.S., University of Calcutta, India, 1960. Ph.D., University of Calcutta, India, 1965.
- Davis, G. Doug, 2008.** *Assistant Professor*, Troy. B.A., Eckerd College, 1992. M.T.S., The Catholic University of America, 1996. M.A., University of Arizona, 2005. Ph.D., University of Arizona, 2008.
- Davis, James G., 1985.** *Assistant Professor*, Troy. B.A., University of Alabama, 1978. M.F.A., University of Alabama, 1984.
- Davis, Kirk L., 1998.** *Associate Professor*, Dothan. B.A., Mississippi State University, 1990. M.S., Mississippi State University, 1992. M.A., The University of Mississippi, 1996. Ph.D., The University of Mississippi, 1997.
- Davis, Rodney P., 2002.** *Associate Professor*, Dothan. B.A., Southern Illinois University Edwardsville, 1985. Dr.Rel.Ed., Emmanuel Baptist University, 1996. Ed.D., George Fox University, 2003.
- Dawson, Gregory Alan, 2005.** *Associate Professor*, Global Campus. B.A., Bowling Green State University, 1973. M.A., Wright State University, 1977. Ph.D., The Ohio University, 1982.
- Day, James F., 1987.** *Professor*, Troy. A.A., St. Johns River Community College, 1970. B.A., Stetson University, 1972. B.A., Oxford University, 1977. M.A., University of Florida, 1974. M.A., Oxford University, 1982. Ph.D., Duke University, 1985.
- Deloach, James, 2012.** *Lecturer*, Montgomery. B.S., Troy State University, 1975. M.A., Webster College, 1983.
- Diamond, Alvin Roosevelt, 1988.** *Assistant Professor*, Troy. A.A., Jefferson Davis Community College, 1982. B.S., Troy State University, 1984. M.S., Auburn University, 1987. Ph.D., Auburn University, 2006.
- Diggs, Amanda M., 2001.** *Associate Professor*, Troy. B.S., Troy State University, 1992. M.A., Auburn University, 1994. Ph.D., Auburn University, 2000.
- Dixon, Anthony W., 2010.** *Assistant Professor*, Troy. B.A., The University of North Carolina at Wilmington, 1999. M.B.A., East Carolina University, 2002. Ph.D., Clemson University, 2009.
- Dodd-Walker, Eva, 2006.** *Associate Professor*, Troy. B.B.A., University of Texas at Austin, 1984. M.B.A., University of Texas at Arlington, 1991. Ph.D., University of Texas at Arlington, 2006.
- Dretsch, Elizabeth C., 2009.** *Assistant Professor*, Dothan. B.A., University of Southern Mississippi, 2002. M.S., University of Southern Mississippi, 2003. Ph.D., University of Southern Mississippi, 2006.
- Duan, C. J., 2009.** *Assistant Professor*, Global Campus. Bachelor of Engineering, Tsinghua University, 1991. M.B.A., Morgan State University, 2000. Ph.D., Clemson University, 2007.
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- Dukes, Thomas A., 2006.** *Professor*, Montgomery. B.S., Northeast Louisiana University, 1970. M.B.A., Northeast Louisiana University, 1975. D.B.A., Louisiana Tech University, 1983.
- Dunning, Pamela T., 2009.** *Assistant Professor*, Global Campus. B.S.O.E., Wayland Baptist University, 1987. M.P.A., Old Dominion University, 1995. Masters of Urban Studies, Old Dominion University, 1999. Ph.D., Old Dominion University, 2006.
- Eckis, Melanie, 2005.** *Assistant Professor*, Dothan. B.S., University of Tennessee at Martin, 1996. M.B.A., University of Tennessee at Martin, 1997. M.S., Auburn University, 2001. Ph.D., Auburn University, 2003.
- Edwards, Judson Carter, 2006.** *Dean, Sorrell College of Business; Associate Professor*, Troy. B.S., Troy State University, 1996. M.S., University of Southern Mississippi, 1998. Ph.D., University of Southern Mississippi, 2002.
- Elbeck, Matthew A., 1999.** *Professor*, Dothan. B.S., City University London, 1978. M.S., University of Wales, 1980. Ph.D., University of Wales, 1982.
- Epler, Dianne B., 1998.** *Assistant Professor*, Global Campus. B.S., College of William & Mary, 1971. M.B.A., Old Dominion University, 1988. D.B.A., Old Dominion University, 1995.
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- Everett, Russell, 2006.** *Lecturer*, Troy. B.F.A., Auburn University, 1974. M.F.A., University of Cincinnati, 1977.
- Farrell, Robin, 2011.** *Assistant Professor*, Montgomery. B.S.N., Auburn University at Montgomery, 1984. M.S.N., The University of Alabama at Birmingham, 1987. D.N.P., The University of Alabama at Birmingham, 2010.
- Farver, Rita S., 1999.** *Lecturer*, Dothan. B.S.E., Athens State College, 1974. M.Ed., Alabama A&M University, 1979.
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- Fiedler, Michael, 2009.** *Assistant Professor*, Global Campus. B.A., Louisiana Tech University, 1981. M.S., Troy State University, 1986. Ph.D., University of Idaho, 2000.
- Fielding, Joseph M., 1998.** *Associate Professor*, Dothan. B.B.A., Pace University, 1951. M.B.A., Baruch College/CUNY, 1963. Ph.D., The American University, London, 1997.
- Findley, Henry M., 1992.** *Professor*, Troy. B.A., Auburn University, 1976. M.B.A., Auburn University, 1980. Ph.D., Auburn University, 1995.
- Fitch, Tregon, 2010.** *Associate Professor*, Global Campus. B.S., Troy State University, 1992. M.Ed., Auburn University, 1995. Ed.D., Texas A&M University, 1998.
- Fogelberg, Lawrence M., 1999.** *Assistant Professor*, Troy. B.B.A., Cleveland State University, 1974. Ph.D., University of Alabama, 1996.
- Forsyth, Vikki, L., 2010.** *Lecturer*, Montgomery. M.A., University of St. Andrews, Scotland, 2000. M.A., The University of York, England, 2002. Ph.D., University of St. Andrews, Scotland, 2006.
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