

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								
Master of Science in Education (M.S. Ed.)	Semester Hours		Alabama Campuses				Global Campus*	eTROY
	Trad	Alt A	Dothan	Montgomery	Phenix City	Troy		
Early Childhood Education (P-3)	36^	45	X		X			X^
Elementary Education (K-6)	36^	45	X	X	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.

NON– CERTIFICATION PROGRAMS*							
		Alabama Campuses					
Master of Science (M.S.)	Hours	Dothan	Montgomery	Phenix City	Troy	Global Campus*	eTROY
Adult Education							
Curriculum and Instructional Design	33/36	X	X				X
Instructional Technology	33/36	X			X		X
Leadership Studies	33/36	X			X		X
Post Secondary Education							
TESOL	30/36				X		
Education Specialist (Ed.S)							
Community Counseling	30		X				
COUNSELING AND PSYCHOLOGY PROGRAMS*							
		Alabama Campuses					
Program Specialty	Hours	Dothan	Montgomery	Phenix City	Troy	Global Campus*	
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	X	X			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 in Counseling and Psychology degree programs in Community Counseling and Clinical Mental Health Counseling offered at the Phenix City campus are accredited by CACREP. The Master of Science in Counseling and Psychology degree program in Community Counseling offered at the Dothan and Montgomery campuses are accredited by CACREP. The Master of Science in Counseling and Psychology degree program in Clinical Mental Health Counseling offered at the Troy campus is accredited by CACREP. The Master of Science in Counseling and Psychology degree programs in Clinical Mental Health Counseling offered at Pensacola, Panama City, Orlando, Tampa, and Ft. Walton, FL are accredited by CACREP. The Master of Science in Education degree programs in School Counseling offered at the Dothan, Montgomery, Phenix City, and Troy campuses 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.

- Council for the Accreditation of Educator Preparation (CAEP)**

The Teacher Education Unit at the Troy, Dothan, Montgomery, and Phenix City campuses is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This accreditation covers initial teacher preparation and advanced education preparation programs. CAEP 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.

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 comparable in catalog description to Troy University courses in the specific degree program and must be approved by the appropriate department chair and dean. If the Troy program holds specialized accreditation, all courses taken at other sites/institutions will be reviewed to ensure that they are eligible for credit under specialized accreditation requirements.

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	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.

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, eTROY, 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: Brunswick, Dothan, eTROY, 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	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 Through 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 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	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
SPE	6631	3	Legal Issues in Special Education

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 Through 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:

1. 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.
2. Verify a minimum of three years of successful teaching experience.
3. 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
4. Pass an interview conducted by the Program Admission Committee.
5. 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 undergraduate 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 (APTPP): 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**45 sh****(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**45 sh****(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****45 sh****(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

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****45 sh****(Grades 6-12)****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**45 sh****(Grades P-12)****Location: Troy**

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

Required Core Courses: (30 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 regarding any specific course requirements in the teaching field.

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.)

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

36-39 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:

Non-Thesis Option (6 sh):

EDU 7757 3 Practicum in Area of Specialization
EDU 7760 3 Leading for Learning in the School Environment
OR

Thesis Option (3-6 sh):

EDU 7795 3-6 Thesis (may be repeated)

Teaching Field Courses: (12 sh)

Select twelve hours of ECE courses. At least six hours must be at the 7000 level.

Adviser-Approved Electives: (6 sh)

Select six additional hours of adviser-approved 7000 level ECE courses or other adviser-approved 7000 level courses related to the profession (e.g., EDU, ELE, SPE, RED).

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

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 psychology, 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 certification 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 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..

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, eTROY, 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.)**Location:** Dothan, Montgomery, Phenix City**36 sh****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 <i>Adviser-Approved Course in Instructional Leadership</i>
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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, eTROY, 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
Instructional Technology	33/36	X			X		X
Leadership Studies	33/36	X			X		X
Post Secondary Education							
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.

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, 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.

Concentration Courses:

ADE 6653	3	Educational Evaluation
ADE 6674	3	Methods and Strategies for Teaching Adults
ADE 6680	3	Curriculum Development for Adult Education
EDU 6613	3	Principles of Instructional Design
EDU 6614	3	Advanced Instructional Design

Advisor Approved Elective (3 sh)**Instructional Technology****18 Semester Hours**

Location: Dothan, eTROY, 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, eTROY, 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:

- 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	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.) 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.

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

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	
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	X	X		X

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

MASTER OF SCIENCE IN COUNSELING AND PSYCHOLOGY (M. S. C. P.)

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 Council for the Accreditation of Educator Preparation (CAEP). The School Psychometry program offered at the Dothan and Phenix City campuses is also accredited by CAEP. 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 professional goals, professional affiliations, awards, articles, and references.

3. Individual and/or group interviews conducted by members of the program faculty to assess the following topics: appropriateness of academic history, work history, relationships in individual and group contexts, vocational goals and objectives and their relevance to the program, each applicant's openness to self-examination, personal and professional self-development, and other factors deemed relevant by the program faculty regarding successful performance as a graduate student and as a counselor.
 4. Evidence of academic skills deemed essential by the program faculty to include, but not limited to, written and oral communication, comprehension and critical analysis of professional literature, basic use of the library, Internet, and other information systems, and competence in statistics and relevant mathematics.
 5. Approval of the Graduate Counseling Admissions Committee for the department within the parameters established by the College of Education and the Graduate Council.
4. **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.
 5. **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

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

1. **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.
2. **Internships/Practicum.** Students are required to complete supervised internship and practicum courses at the same campus.
3. **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*.

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**

The Rehabilitation Counseling program at Troy University is fully accredited by the Council on Rehabilitation Education (CORE) through 2015 (www.core-rehab.org). Students are admitted each semester. Those interested in applying should complete an application at www.troy.edu. The rehabilitation counseling program was awarded the RSA Long Term Training Grant in 2005 and again in 2010. This grant makes scholarships available to rehabilitation counseling students who intend to work in a nonprofit rehabilitation setting. Any student interested in applying for the scholarship should contact his or her advisor for an application and further details on the scholarship.

Student outcomes are evaluated using common assignments in all required courses. In addition, students must complete a program midpoint evaluation and a final dispositions evaluation during their last internship. All student outcome evaluations are based on CORE standards and data is collected using LiveText. Students must also successfully pass a comprehensive exam prior to graduation. Students enrolled in the rehabilitation counseling program can opt to take the CPCE or CRC exam for their comprehensive exam.

The rehabilitation counseling program is offered on the Dothan, Montgomery, Phenix City and Troy campuses. There are six faculty members who are Certified Rehabilitation Counselors (CRC). As of Spring 2013, Troy University has 87 students (full and part time students combined) on the four campuses. Approximately 84% of the students are from underrepresented groups, including those with disabilities. In 2012, a total of 16 students graduated from the program. These graduates work in a variety of settings including state rehabilitation agencies (Alabama, Florida, and Georgia), the VA, and community rehabilitation programs.

Further information regarding enrollment, retention, graduation rate, and employment of students can be obtained from the program coordinator. In addition, Troy University publishes the Fact Book annually which gives enrollment and graduation rates for all programs at the university.

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 Counseling 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 Impairments
CP	6681	3	Seminar: Counseling Approaches to Working with Visual Impairments

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 coun-

seling 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 preparation 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 Counseling 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

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

Additional School Psychometry Requirements:

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

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 Beach, Montgomery, 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

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
CP	6634	3	Drug Education, Prevention, and Intervention
PSY	6610	3	Physiological Dynamics of Alcohol and other Drugs

GRADUATE CERTIFICATE IN ADDICTIONS COUNSELING

Locations: Augusta District, Dothan Campus, eTROY, Ft. Walton Beach District, Montgomery Campus, Orlando District, and Phenix City Campus

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**Option 1: Admission for Current Students**

Students must be admitted to the Graduate School and the Master of Science in Counseling and Psychology program at Troy University. See Graduate Admissions and the Master of Science in Counseling and Psychology program requirements.

Option 2: Admission for Post-Master's Students — Completed Master's in Counseling (48 sh minimum)

Students who have graduated from a master's degree counseling program (minimum 48 semester hours) at Troy University or another university may be admitted to the certificate program. See *Post Master's Admission and Certificate Program Admission Requirements* in the graduate catalog. Admission is unconditional.

Additional requirements for Option 2:

- completion of a master's in counseling degree program that required 48 semester hours or equivalent.
- degree is from a regionally accredited university

- degree in counseling must have included a counseling clinical practicum and internship
- two letters of professional reference

Course Requirements

Students admitted to the Addictions Counseling Certificate Program may qualify for the Certificate by completing five (5) specified courses or 15 semester hours 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) Copy of student transcript

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination |
| 5. Meet residency requirement | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. 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. 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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2013-2014

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 Graduate Teacher Education Program (GTEP)
- 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		

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

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
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete Comprehensive Examination
11. Intent to Graduate filed
12. 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			
		3			
		3			
		3			
		3			
		3			

ADDITIONAL REQUIRED COURSES ONLY IF NOT PREVIOUSLY COMPLETED: (3 Semester Hours)

	Special Education Survey Course	3			
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2013-2014

M.S. in Elementary Education - Grades K-6

TROY Publication 384-223

Revised 3/2013

Page 2 of 2

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 Graduate Teacher Education Program (GTEP)
- 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		

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination |
| 5. Meet residency requirement | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. 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 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			

2013-2014

SELECT ONE : (3 Semester Hours)

RED 6670**	Advanced Study of Literacy ** Required if not ECE, ELE or Reading Specialist certified	3			
	Adviser Approved Elective	3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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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 to the Graduate Teacher Education Program (GTEP)
- 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		

2013-2014

TROY UNIVERSITY
M.S. : Collaborative Teacher Education - Grades 6-12
Certification / Traditional Program
 Graduate Degree Plan / Progress Report
36 Semester-Hour Program

TROY Publication 384-220
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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 Teaching (Grades 6-12) **MUST** hold valid professional educator certification at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>

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 |
|---|---|

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 adviser approved Technology course in discipline)	3			

TEACHING FIELD: (12 Semester Hours)

SPE 6609	Content Enhancement	3			
SPE 6620	Service Delivery Models for Multiple Disabilities	3			
SPE 6616	Teaching Students with Emotional and Social Needs	3			
SPE 6631	Legal Issues in Special Education	3			

SELECT ONE: (3 Semester Hours)

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

SELECT ONE: (3 Semester Hours)

SPE 6695	Collaborative Teacher (6-12) Practicum	3			
SPE 6698	Collaborative Teacher (6-12) Initial Practicum (for Initial Certification)	3			
SPE 6697	Field Based Research Project	3			

SELECT ONE: (3 Semester Hours) Select the Reading Course **OR** a 3 SH adviser approved elective.

RED 6670*	Advanced Study of Literacy	3			
	Advisor Approved Elective	3			

* Required if not ECE, ELE, or Reading Specialist certified

ADDITIONAL REQUIRED COURSES ONLY IF NOT PREVIOUSLY COMPLETED: (3-6 Semester Hours)

	Special Education Survey Course	3			
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2013-2014

M.S. : Collaborative Teacher Education - 6-12

TROY Publication 384-220

Revised 3/2013

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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 Graduate Teacher Education Program (GTEP)
- 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		

2013-2014

TROY UNIVERSITY
M.S.Ed. in 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 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination |
| 5. Meet residency requirement | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. 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.

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ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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2013-2014

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 3/2013
 Page 1 of 2

Comprehensive Teaching Field Options - Social Science, English/Language Arts, or General Science

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination |
| 5. Meet residency requirement | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. 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.

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		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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2013-2014

M.S.Ed: Secondary Education - Grades 6-12

TROY Publication 384-136

Revised 3/2013

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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 Graduate Teacher Education Program (GTEP)
- 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		

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination |
| 5. Meet residency requirement | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. Grade of "B" or better in EDU 6629 and PSY 6631 |

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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2013-2014

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 Graduate Teacher Education Program (GTEP)
- 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		

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus: Dothan

Address Email

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. Successfully complete Comprehensive Examination 12. Intent to Graduate filed 13. Grade of "B" or better in EDU 6629 and PSY 6631 14. For certification, must successfully complete Praxis II in Gifted Education |
|---|--|

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6600	Classroom Management and Behavior Intervention	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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2013-2014

M.S. in Gifted Education - Grades P-12

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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 Graduate Teacher Education Program (GTEP)
- 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		

2013-2014

TROY UNIVERSITY
M.S.Ed : Instructional Leadership and Administration
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-228
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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.
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
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete Comprehensive Examination
11. 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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2013-2014

ITEMS TO BE DISCUSSED:

- Admission to Graduate Teacher Education Program (GTEP)
- Unconditional Admission
- Available faculty for academic advisement
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Mid-term evaluation
- Prerequisites
- Required examinations for certification (i.e. PRAXIS for Alabama)
- Application for certification
- Degree Requirements
- Other

ADMISSION STATUS:	DATE	INITIALS
Unconditional		
Residency		
Test Scores		
Comps		
	TEST CODE	SCORE
Praxis II		

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus

Address Email

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. Successfully complete Comprehensive Examination
11. Intent to Graduate filed
12. 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			

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		

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination 11. Intent to Graduate filed 12. 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 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			
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INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

ELE 6674	Elementary Internship Grades K-6	6			
ELE 5544	Internship Seminar	3			

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Alt. A - M.S.Ed.: Elementary Education - K-6

TROY Publication 384-206

Revised 3/2013

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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		

2013-2014

TROY UNIVERSITY
M.S.Ed.: Secondary Education - Grades 6-12
Certification / Alternative Fifth-Year Program
 Graduate Degree Plan

TROY Publication 384-207
 Revised 3/2013
 Page 1 of 2

45 Semester-Hour Program
Teaching Field Options - Biology, History, or Mathematics

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination |
| 5. Meet residency requirement | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. 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.

		3			
		3			
		3			
		3			
		3			

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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		

2013-2014

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 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination
11. Intent to Graduate filed
12. 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 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.

2013-2014

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

IED 6655	Interdisciplinary Internship Grades P-12	6			
IED 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		

2013-2014

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 3/2013

Page 1 of 2

Name	<input style="width: 95%;" type="text"/>	Student ID#	<input style="width: 95%;" type="text"/>	Campus	<input style="width: 95%;" type="text"/>
Address	<input style="width: 100%;" type="text"/>		Email	<input style="width: 100%;" type="text"/>	

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. Successfully complete Comprehensive Examination |
| 5. Meet residency requirement | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 12. 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			

2013-2014

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		

2013-2014

TROY UNIVERSITY
M.S.Ed.: Collaborative Teacher Education - Grades 6-12
Certification / Alternative Fifth Year Program
 Graduate Degree Plan
45 Semester-Hour Program

TROY Publication 384-221
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus

Address Email

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. Successfully complete Comprehensive Examination
11. Intent to Graduate filed
12. 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 Grades 6-12	3			

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

SPE 6654	Collaborative Internship (Grades 6-12)	6			
SPE 5544	Internship Seminar	3			

2013-2014

Alt. A -M.S. : Collaborative Teacher Education - 6-12

TROY Publication 384-221

Revised 3/2013

Page 2 of 2

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
- Prerequisistes
- 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		

TROY UNIVERSITY
Education Specialist: Early Childhood Education - Grades P-3
 Graduate Degree Plan / Progress Report
36-39 Semester-Hour Program

TROY Publication 384-209
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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	

- | | |
|--|---|
| <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. 36-39 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 3.25 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Thesis/Comprehensive Examination 11. Intent to Graduate filed |
|--|---|

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			

<i>THESIS OPTION (3 - 6 Semester Hours)</i>					
EDU 7795	Thesis (may be repeated)				
<i>NON-THESIS OPTION (6 Semester Hours)</i>					
EDU 7757	Practicum in Area of Specialization	3			
EDU 7760	Leading for Learning in the School Environment	3			

TEACHING FIELD: (12 Semester Hours) Select twelve hours of ECE courses. At least six hours must be at the 7000 level.

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT

ADVISER-APPROVED ELECTIVES: (6 Semester Hours) Select 6 SH of adviser approved 7000-level ECE, EDU, ELE, SPE, or RED courses.

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
	Survey Course in Special Education	3			
EDU 6611	Educational Technology in the Curriculum	3			

2013-2014

Education Specialist: Early Childhood Education

TROY Publication 384-209

Revised 3/2013

Page 2 of 2

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		
	TEST CODE	SCORE
Praxis II		

2013-2014

TROY UNIVERSITY
Education Specialist: Elementary Education - Grades K-6
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-210
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/> to <input type="text"/>	<input type="text"/>

DEGREE REQUIREMENTS:

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 3.25 or better
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Thesis/Comprehensive Examination
11. 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)

<i>THESIS OPTION</i>					
EDU 7795	Thesis	1-6			
<i>NON-THESIS OPTION</i>					
EDU 7757	Practicum in Area of Specialization	3			
EDU 7760	Leading for Learning in the School Environment	3			

TEACHING FIELD: (12 Semester Hours)

ELE 7736	Mentoring and Supervision in ELE	3			
ELE 7761	Effective Schools	3			
ELE 7762	School Accreditation Process	3			
ELE 7763	Legal Issues and Ethics in Education	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.*

<input type="text"/>	<input type="text"/>	3			
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ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed.*

<input type="text"/>	Survey Course in Special Education	3			
EDU 6611	Educational Technology in the Curriculum	3			

2013-2014

Education Specialist: Elementary Education

TROY Publication 384-210

Revised 3/2013

Page 2 of 2

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
- Student participation in course and program evaluation
- Petition for an incomplete grade
- 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		

2013-2014

TROY UNIVERSITY
Education Specialist - Instructional Leadership & Administration
 Graduate Degree Plan
30 Semester-Hour Program

TROY Publication 384-237
 Modified 3/2013

Name Student ID# Campus
 Address Email

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 Instructional Leadership & Administration **MUST** hold valid Class A certification in Educational Administration or Instructional Leadership & Administration.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period to	Issuing Date

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. Thesis/Comprehensive Examination 11. Intent to Graduate filed 12. Hold an Alabama Class A Professional Educator Certificate in Education Administration or Instructional Leadership 13. Successful completion of PRAXIS II in Instructional Leadership & Adm. |
|---|---|

REQUIRED COURSES: (30 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ILA 7700	Adult Learning Theories and Managing Change	3			
ILA 7702	Involving Parents and Community Stakeholders	3			
ILA 7703	Law, Ethics, and Policy Development	3			
ILA 7717	Mentoring	3			
ILA 7740	Creating Effective Learning Environments	3			
ILA 7746	Organization and Human Resource Development	3			
ILA 7791	Current Trends & Issues in Instructional Leadership	3			
ILA 7792	Advanced Comprehensive Research Strategies	3			
ILA 7793	Program Evaluation	3			
ILA 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 Instructional Leadership & Administration
- Application for teacher certification

Degree Requirements

Other

ADMISSION STATUS:	DATE	INITIALS
Unconditional		
Residency		
Test Scores		
Comps		
	TEST CODE	SCORE
Praxis II		

2013-2014

TROY UNIVERSITY
Education Specialist - Teacher Leader
 Graduate Degree Plan
30 Semester-Hour Program

TROY Publication 384-238
 Created 3/2013

Name Student ID# Campus
 Address Email

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 to	Issuing Date

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. Thesis/Comprehensive Examination 11. Intent to Graduate filed 12. Hold an Alabama Class A Professional Educator Certificate in any teaching field or area of instructional support. 13. 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		

2013-2014

TROY UNIVERSITY
Education Specialist : School Counseling
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-212
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>

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. Thesis/Comprehensive Examination |
| 5. Meet residency requirement | 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
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 7791/7792/7793	Research Seminar	1-3			
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.

<input type="text"/>	<input type="text"/>	3			
<input type="text"/>	<input type="text"/>	3			
<input type="text"/>	<input type="text"/>	3			
<input type="text"/>	<input type="text"/>	3			
<input type="text"/>	<input type="text"/>	3			

SURVEY COURSE IN SPECIAL EDUCATION: Required Unless Previously Completed

<input type="text"/>	Survey Course in Special Education	3			
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2013-2014

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		
	TEST CODE	SCORE
Praxis II		

2013-2014

TROY UNIVERSITY
Education Specialist : School Psychology (Dothan Only)
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-213
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	to <input type="text"/>	<input type="text"/>

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 3.25 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Thesis/Comprehensive Examination 11. 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 Instructional 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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2013-2014

Education Specialist : School Psychology (Dothan Only)

TROY Publication 384-213

Revised 3/2013

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		

2013-2014

TROY UNIVERSITY
 Master of Science
ADULT EDUCATION - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
33/36 Semester Hour Program

TROY Publication 384-233
 Revised 3/2013

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

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" or better |
| 4. 30 - 36 Semester hours of credit | 9. All credit earned within 8 years of graduation |
| 5. Meet residency requirements | 10. Intent to Graduate filed |

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		

2013-2014

TROY UNIVERSITY
 Master of Science
Post-Secondary Education - NON-CERTIFICATION PROGRAM
 Graduate Degree Plan
Option I - 36 Semester-Hour Program
Teaching English to Students of Other Languages (TESOL) Concentration

TROY Publications 384-215
 Revised 3/2013

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

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. 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- 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		

2013-2014

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 3/2013

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

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript of all academic work
3. Unconditional Admission
4. 30 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"
9. All credit earned within 8 years of graduation
10. Intent to Graduate filed
11. 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		

2013-2014

TROY UNIVERSITY
Education Specialist: Community Counseling NON-CERIFICATION PROGRAM
 Graduate Degree Plan and Progress Record
30 Semester-Hour Program

TROY Publication 384-191
 Revised: 3/2013

Name Student ID# Campus
 Address Email

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" | <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. Thesis/Comprehensive Examination 11. Intent to Graduate filed |
|---|--|

REQUIRED CORE COURSES: (15-18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 7702	Advanced Theories and 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 (1-3 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		

2013-2014

TROY UNIVERSITY
MASTER OF SCIENCE - CLINICAL MENTAL HEALTH COUNSELING
 Graduate Degree Plan
60 Semester-Hour Program

TROY Publication 384-147
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

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
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. 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 Development	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			

2013-2014

Master of Science: Clinical Mental Health Counseling

TROY Publication 384-147

Revised 3/2013

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
- Complete interview and other counseling requirements
- Degree Requirements
- Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2013-2014

TROY UNIVERSITY
MASTER OF SCIENCE - REHABILITATION COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-150
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

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
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. 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			

2013-2014

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		

2013-2014

TROY UNIVERSITY
M.S.Ed.: SCHOOL COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-151
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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. Successfully complete the Comprehensive Examination 11. Intent to Graduate filed 12. Complete all counseling program requirements 13. 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 Counseling 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	Interventions 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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2013-2014

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
- 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		

2013-2014

TROY UNIVERSITY
MASTER OF SCIENCE - SCHOOL PSYCHOMETRY
 Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-152
 Revised 3/2013
 Page 1 of 2

Name Student ID# Campus
 Address Email

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 _____	_____ 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. Successfully complete the Comprehensive Examination 11. Intent to Graduate filed 12. Complete all counseling program requirements 13. 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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2013-2014

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		

2013-2014

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 3/2013

Name Student ID# Campus
 Address Email

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. Successfully complete the Comprehensive Examination 11. Intent to Graduate filed 12. 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: Social Services (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

2013-2014

TROY UNIVERSITY
MASTER OF SCIENCE - STUDENT AFFAIRS COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-197
 Revised 3/2013

Name Student ID# Campus
 Address Email

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. Successfully complete the Comprehensive Examination 11. Intent to Graduate filed 12. Complete all counseling program requirements |
|---|---|

REQUIRED CORE COURSES: (48 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 6636	Foundations of Student Affairs	3			
CP 6637	Administration of Student Affairs Programs	3			
CP 6638	Internship: Student Affairs Counseling (300 hours)	3			
CP 6639	Internship: Student Affairs Counseling (300 hours)	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 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
- Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2013-2014

TROY UNIVERSITY
MASTER OF SCIENCE - SUBSTANCE ABUSE COUNSELING
 Graduate Degree Plan
48 Semester-Hour Program

TROY Publication 384-154
 Revised 3/2013

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

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
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. 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		

2013-2014

TROY UNIVERSITY
GRADUATE CERTIFICATE IN ADDICTIONS COUNSELING
Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

TROY Publication 384-154
 Revised 3/2013

Name Student ID# Campus
 Address Email

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. Successfully complete Comprehensive Examination 11. Intent to Graduate filed 12. 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:

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