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, CAEP, 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, global, and effective decision makers

TEACHER CERTIFICATION PROGRAMS
Approved by the Alabama State Department of Education

	Semester Hours		Alabama Campuses					
Master of Science in Education (M.S. Ed.)	**Trad**	**Alt A**	**Dothan**	**Montgomery**	**Phenix City**	**Troy**	**Support Sites**	**Troy Online**
Elementary Education (K-6)	36 ^	45	X^^	X ^^	X ^^	X ^^		X ^
Early Childhood Education (P-3)	36	45	X		X ^^			X
Collaborative/Special Education Teacher (K-6)	36 ^^	45	X^^			X ^^		
Collaborative/Special Education Teacher (6-12)	36 ^^	45	X ^^			X ^^		
Secondary Education (6-12)	36							
Biology	36	45	X ^^			X ^^		
History	36	45	X ^^			X ^^		X ^
English/Language Arts	36	45	X ^^			X ^^		
General Science	36	45				X ^^		
Mathematics	36	45	X ^^			X ^^		X ^
Social Science	36	45	X ^^			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 ^^		
Physicial Education	36	45				X ^^		
Instructional Support Programs (P-12)								
Instructional Leadership & Administration	36	---	X ^^		X ^^			X
Instructional Leadership & Administration Reduced Hour Option for Certification	19	---	X ^^		X ^^			X
School Counseling	48	---	X	X	X	X		
Education Specialist (ED.S.)	**Trad**	**Alt A**	**Dothan**	**Montgomery**	**Phenix City**	**Troy**	**Support Sites**	**Troy Online**
Elementary Education (K-6)	36	---	X ^^		X ^^			X
Early Childhood Education (P-3)	36		X^^		X ^^			X
Teacher Leader (P-12)	30 ^^		X ^^		X ^^			X
Instructional Support Programs (P-12)								
Instructional Leadership & Administration	30		X ^^					X
School Counseling	36	---	X	X	X			

* Please refer to http://admissions.troy.edu/ 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.

ADULT EDUCATION

		Alabama Campuses					
Master of Science (M.S.)	**Hours**	**Dothan**	**Montgomery**	**Phenix City**	**Troy**	**Support Sites***	**Troy Online**
Adult Education							
Curriculum and Instructional Design	**33/36**		**X^^**				**X**
Instructional Technology	**33/36**						**X**
Leadership in Workforce Development	**33/36**						**X**
Adult Education Certificates	**12**						**X**
Curriculum and Instructional Design	**12**		**X ^^**				**X**
Instructional Technology	**12**						**X**
Leadership Studies	**12**						**X**
Workforce Development	**12**						**X**
Second Language Instruction	**31/33**		**X**		**X**		**X**

COUNSELING PROGRAMS*

Program Specialty	**Hours**	**Dothan**	**Montgomery**	**Phenix City**	**Troy**	**Support Sites***
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**	
General 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**
Post-Master's Certificate in Clinical Mental Health Counseling	**15**	**X**	**X**	**X**	**X**	**X**
Post Master's Certificate in Counseling Military Populations	**15**	**X**	**X**	**X**	**X**	**X**
Certificate in Rehabilitation and Deaf/Hard of Hearing Studies	**15**				**X**	
Educaton Specialist (Ed.S.)						
Community Counseling	**30**		**X**			

* Please refer to http://admissions.troy.edu/ 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 programs in Clinical Mental Health Counseling offered at Pensacola, Panama City, Orlando, Tampa, Ft. Walton, FL, and Troy 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 Educator Preparation Provider (EPP) 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 Educa-

tion 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 (CAEP, 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:

- For Class A program completion, a minimum GPA of 3.25 overall is required for candidates unconditionally admitted to a program.
- For Class AA program completion, a minimum GPA of 3.5 overall is required for candidates unconditionally admitted.
- 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.
- Successful completion of internship in all areas of initial certification
- All teacher candidates seeking initial certification in the state of Alabama must achieve a passing score, set by the Alabama State Department of Education, on the Teacher Performance Assessment edTPA.

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

Any candidate applying for admission to a State-approved program is 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. Teaching or have employment in-field and at level of the awarded certificate;
2. Not meeting minimum criteria using the State evaluation system or state approved system evaluation;
3. Remediation is requested within two years of the valid date of the Professional Educator certificate, 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.

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

TRADITIONAL FIFTH-YEAR CERTIFICATION PROGRAMS FOR TEACHERS

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

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 and School Counseling.

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 A valid bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional EducatorCertificate is sought, except for special education, including Gifted. Temporary, provisional, and other nonrenewable certifications are not ac-ceptable. See specific program descriptions for any additional admission requirements.

Admission to the Graduate Teacher Education Program (GTEP)

The following documents will be submitted at the time the candidate applies for admission to the University. Teacher Education staff will approve the admission and remove the candidate's hold for taking graduate courses.

1. A valid bachelor's-level professional educator certificate in the same teaching field(s) in which the Class A Professional Educator Certificate is sought.
2. Successful completion and submission of an essay on the Candidate's teaching philosophy.
3. Successful completion of a criminal background check/fingerprinting.

Candidates must clear university requirements for admission and the College of Education admission requirements listed above prior to enrolling in any graduate work. There is no Conditional Admission for this program.

Troy Global Campus students must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (CACREP).

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.

Note: *In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate and graduate level. After July 1, 2017, a special education course must be at the graduate level.*

EARLY CHILDHOOD EDUCATION (ECE) 36 sh
Grades P-3
Required Core Courses: (18 sh)
Teaching Field Courses: (15 sh)
Required Capstone Course: (ELE 6633, 3 sh)

Select 12 semester hours of adviser-approved ECE courses, one of which must be the advisor approved capstone course (ECE 6633). ECE 6633 must be taken as one of a student's final four courses and a grade of "B" or better is required.

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)
Required Core Courses: (18 sh)
Teaching Field Courses: (15 sh)
Required Capstone Courses: (ELE 6633 3 sh)

Select 12 semester hours of adviser-approved ELE courses, one of which must be the advisor approved capstone course (ELE 6633). ELE 6633 must be taken as one of the student's final four courses and a grade of "B" or better is required.

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/SPECIAL EDUCATION TEACHER
36 sh (Grades K-6)
Additional Admission Information for Collaborative Teacher:

Candidates holding professional baccalaureate-level certification in any teaching field may be admitted to the Collaborative/Special Education Teacher Traditional Master's Program 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
EDU	6691	3	Research Methodology
SPE	6630	3	Collaboration for Inclusion
EDU	6653	3	Educational Evaluation
EDU	6611	3	Educational Technology in the Curriculum

Note: *In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate or graduate level. After July 1, 2017, a special education course must be at the graduate level.*

Select ONE: (3 sh)

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

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

Required Capstone Course: (3 sh)

SPE	6697	3	Field Base Research Project

Select ONE: (3 sh)

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

** Required if not ELE or Reading Specialist certified*

*Successful completion of a practicum is required for initial certification in all special education teaching fields by taking one of the following courses.

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

COLLABORATIVE/SPECIAL EDUCATION TEACHER
36 sh (Grades 6-12)

Additional Admission Information for Collaborative Teacher:

Candidates holding professional baccalaureate-level certification in any teaching field may be admitted to the Collaborative/Special Education Teacher Traditional Master's Program 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
EDU	6691	3	Research Methods*
SPE	6630	3	Collaboration for Inclusion
EDU	6653	3	Educational Evaluation
EDU	6611	3	Educational Technology in the Curriculum

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

After July 1, 2017, a special education course must be at the graduate level.

Select ONE of the following: (3 sh)

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

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

Required Captsone Course: (3 sh)

SPE	6697	3	Field Base Research Project

Select ONE of the following: (3 sh)

RED	6670	3	Advanced Study of Literacy*
XXX	XXXX	3	Adviser Approved Elective

*Required if not ELE or Reading Specialists certified.

*Successful completion of a practicum is required for initial certification in all special education teaching fields by taking one of the following courses.

SPE	6695	3	Collaborative Teacher (6-12) Practicum
SPE	6698	3	Collaborative Teacher (6-12) Initial Practicum

SECONDARY EDUCATION **36 sh**
(Grades 6-12)
Dothan: English/Language Arts, Mathematics, Social Science
Troy: Biology, History, English/Language Arts, Mathematics, Social Science, General Science
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)
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. For music education, students should select 13 hours of advisor-approved courses in music, MUS 6696 Practicum (2), and MUS 6638 Literature Analysis (3) to meet the Teaching Field course requirements. 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.

GIFTED EDUCATION **30 sh**
(Grades P-12)
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
EDU	6653	3	Educational Evaluation
EDU	6691	3	Research Methodology*

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

Note: *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

Application Requirements for Gifted Education Additional Certification

1. Application
2. Application fee made payable to Troy University
3. Satisfactory completion of a State-approved program with a minimum GPA of 3.25 on all courses in the Alabama State Board of Education approved educator preparation program.
4. An official transcript from a regionally accredited institution documenting an earned master's degree.
5. Hold a valid Class A Professional Educator's Certificate in any field
6. One letter of recommendation from a current school supervisor
7. Successful completion of a criminal background check

Required 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

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

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 and School Counseling.

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 (CAEP, CACREP).

INSTRUCTIONAL LEADERSHIP & ADMINISTRATION (Grades P-12) **36 sh**

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.

The ILA program admits two cohorts per academic year (Fall; Spring). The admissions deadline for Fall/T1 is July 15. The admissions deadline for Spring/T3 is October 31st.

Applicants Must:

1. Hold a valid Class B baccalaureate-level Alabama 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 paid, full-time 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 letterhead stationary. (These letters should address the leadership abilities of the candidate and any previous leadership experiences.)
   - Copies of the most recent performance appraisal including professional development component, if available
   - Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership and/or 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 Experience Form (Form 125.14)
   - Curriculum Vitae/resume.
   - All admission items must be submitted prior to the application deadlines.
4. Pass an interview conducted by the Program Admission Committee.
5. Pass a written assessment.
6. A minimum cumulative/overall graduating grade point average of 2.75on the baccalaureate transcript or a minimum of a 3.25 GPA on a master's or higher degree transcript.
7. A minimum of 2.75 grade point average on (post baccalaureate) prerequisite coursework.
8. Have an acceptable score on the appropriate entrance exam, official test score required. Required scores are as follows: GRE 850 combined (old) OR 290 combined (new), MAT 385, GMAT 380.
9. Successful completion of a criminal background check/fingerprinting.

There is no Conditional Admission for this program.

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

Note: *In addition to the required core, a survey course in special educa-*

tion is required unless previously completed at the undergraduate and graduate level.

INSTRUCTIONAL LEADERSHIP & ADMINISTRATION FOR ADDITIONAL CERTIFICATION 19 sh

Admission Requirements

1. Hold a valid Class A Alabama Professional Educator Certificate
2. Verify a minimum of three years of successful teaching experience
3. Submit an admissions portfolio prior to interview containing:
   - Three (3) signed letters of recommendation including one from the applicant's principal or supervisor on school letterhead stationary. (Letters should address the leadership abilities of the candidate and any previous leadership experiences)
   - Copies of the most recent performance appraisal including professional development, if available
   - Evidence of leadership and management potential, including evidence of most recent accomplishments in the area of educational leadership and/or student achievement
   - Summary of candidate's reasons for pursuing certification in Instructional Leadership and Administration
   - Summary of candidate's expectations from the preparation program
   - Supplemental Experience Form (Form 125.14)
   - Curriculum vitae/resume
4. Pass an interview conducted by the Program Admission Committee
5. Pass a written assessment
6. Successful completion of a criminal background check/fingerprinting.

Required Courses: (19 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 Resources Administration
ILA 6663	2	Practicum I
ILA 6664	2	Practicum II

*****Students seeking an Ed.S. in ILA will need to complete the RHO route prior to program admission if not currently holding a Class A in Instructional Leadership or Educattional Administration.***

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.

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

ALTERNATIVE FIFTH-YEAR CERTIFICATION PROGRAM FOR TEACHERS

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

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 2013. 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 (CAEP, 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 from a regionally accredited institution with a posted minimum cumulative/overall graduating grade point average of 2.75 on the official baccalaureate transcript from the degree granting institution. (*Note: A student who does not meet the 2.75 GPA requirement but has at least a 2.5 can be unconditionally admitted provided they pass the appropriate content knowledge praxis with an alternate score.)* A 3.0 GPA is required on a master's or higher degree 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.) Effective July 1, 2017 and thereafter, a candidate must earn credit for an ALSDE approved diversity course at the Class A level, if they earned credit for a survey of special education course prior to Unconditional Admission (GTEP).

All education courses require clinical field experiences beyond class time. Candidates are required to attend an orientation prior to beginning clinical field experiences. Within the first week of class requiring a clinical field experience, students must provide evidence of background and finger print clearance application and evidence of current professional liability coverage, or the student will be dropped from the class.

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 to the Graduate School will be determined by the transcript(s) evaluation. Individuals 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 Graduate Teacher Education Program.

Admission Requirements to the Teacher Education Program (GTEP)

Admission to the Graduate School does not automatically qualify a student for admission to the Graduate Teacher Education Program. Written application to the Graduate 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 2.75 on the baccalaureate transcript. ***Note: A student who does not meet the 2.75 GPA requirement but has at least a 2.5 can be unconditionally admitted provided they pass the appropriate content knowledge praxis with an alternate score.***
4. Evidence of current professional liability coverage of established amount.

There is no Conditional Admission for this program.

Students working to complete pre-admission requirements for the Graduate 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 Graduate Teacher Education Program can also be obtained through the Teacher Education Office on the respective campus.

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 Graduate Teacher Education Program
2. A grade point average (GPA) of 3.25 overall on all graduate work attempted.
3. Internship Advisor Approval Form (A)
4. Completion of all coursework except for Internship Seminar, which is taken in conjunction with internship
5. Evidence of current First Aid and CPR certifications
6. Passing Praxis II score in each teaching field area of initial certification
7. Successful completion of comprehensive exam in the teaching field(s)
8. Evidence of current professional liability coverage of $1,000,000 minimum.
9. Completion of any additional requirements mandated by the Alabama State Department of Education.
10. Passing score on Teacher Performance Assessment (edTPA)-for initial certification only.

Courses for the Alternative Fifth-Year Program

Required Core Courses: (21 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	Assessment and Individual Planning
EDU	6611	3	Educational Technology in the Curriculum
	OR		
EDU	XXX	3	Adviser Approved technology course in the discpline
RED	6670	3	Advanced Study of Literacy

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

**Secondary/P12 Interdisciplinary students are required to take the appropriate XXX 4481 Methods and Materials course in the appropriate content area.

Select the Appropriate Internship: (6 sh)

ECE	6674	6	Early Childhood Internship Grades P-3
ELE	6674	6	Elementary Internship Grades K-6
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 Grades 6-12
SPE	6655	6	Collaborative Internship Grades K-6

Select the Appropriate Internship Seminar: (3 sh)

(Co-requisite for internship. Prefix should be consistent with internship.):

___	5544	3	Internship Seminar

EARLY CHILDHOOD EDUCATION (P-3) 45 sh

Required Core Courses: (30 sh)

Teaching Field: (15 sh)

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

Select one course from the following:

ECE 6620, ECE 6622, ECE 6630, ECE 6631, ECE 6640, SPE 6631

ELEMENTARY EDUCATION 45 sh

(Grades K-6)

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/SPECIAL EDUCATION TEACHER

45 sh (Grade K-6)

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
EDU	6653	3	Educational Evaluation
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 Grades K-6

Survey of Special Education Coursework (Required if not previously completed)

Note: *In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate and graduate level. After July 1, 2017, a special education course must be at the graduate level.*

COLLABORATIVE/SPECIAL EDUCATION TEACHER
45 sh (Grade 6-12)

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
EDU	6653	3	Educational Evaluation
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
OR			
SPE	6640	3	Teaching Diverse Learners
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 Grades 6-12

Note: *In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate and graduate level. After July 1, 2017, a special education course must be at the graduate level.*

SECONDARY EDUCATION **45 sh**
(Grades 6-12)
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)

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. For music education, students should select 10 hours of advisor-approved courses in music, MUS 6696 Practicum (2), and MUS 6638 Literature Analysis (3) to meet the Teaching Field course requirements.

Students 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

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

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 (CAEP). 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. Elementary Education offers 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. 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. Be unconditionally admitted and complete all additional admission requirements identified in the specific program.
4. Submit three (3) College of Education Reference forms. One must be from an immediate supervisor.
5. Successful completion of a criminal background check/fingerprintin

There is no Conditional Admission for this program.

Program Completion Requirements

1. Have a GPA greater than 3.5
2. Pass comprehensive exam (both non-thesis and thesis options)
3. Complete thesis (thesis option)
4. No more than two grades below "B"
5. Grade of "B" or better in ECE/ELE 7790—Qualitative Research Methodology
6. No more than 12 semester hours of transfer credit
7. 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 3.5 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

**Additional requirements for certification include the following unless previously completed: 1) a survey course in special education , 2) EDU 6611 Educational Technology in the Curriculum, and 3) Effective July 1, 2017 and thereafter, a course focused primarily on one of the following categories: methods of accommodating instruction to meet the needs of students with exceptionalities in inclusive settings, multicultural education, teaching English Language Learners, rural education, or urban education. A course used to meet this requirement for one level may not be used to meet the requirement for a higher level of 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 Education Specialist program.

Some states may have additional requirements. Candidates seeking certification in other states should contact the appropriate State Department of Education.

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

EARLY CHILDHOOD EDUCATION 36 sh

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 (documented by the submission of the EXP form.)
ELE	7790	3	Qualitative Research Methodology
ELE	7793	3	Problem Analysis in Elementary Education

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)

ECE	7760	3	Leading for Learning in the School Environment
ECE	7761	3	Effective Schools and Teachers
ECE	7762	3	School Accreditation Process
ECE	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, ELE, SPE, RED). A candidate may not enroll in a 6000-level course if it duplicates the same course listed on the master's transcript.

Required Capstone Research Project in EDU 7757 Practicum in Area of Specialization

The student must conduct and Adviser approved Capstone Research project in EDU 7757 Practicum in Area of Specialization. This course must be taken within the last two terms of the program completion. All requirements for the Capstone Research Project are to be completed in EDU 7757. Students must receive a grade of "B' or better in EDU 7757.

ELEMENTARY EDUCATION 36 sh

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 (documented by the submission of the EXP form.)
ELE	7790	3	Qualitative Research Methodology
ELE	7793	3	Problem Analysis in Elementary Education

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.
Required Capstone Research Project in EDU 7757 Practicum in Area of Specialization

The student must conduct and Adviser approved Capstone Research project in EDU 7757 Practicum in Area of Specialization. This course must be taken within the last two terms of the program completion. All requirements for the Capstone Research Project are to be completed in EDU 7757. Students must receive a grade of "B' or better in EDU 7757.

TEACHER LEADER (ED.S.) 30 sh

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 a masters degree from a regionally accredited college or university
2. Hold an Alabama Class A master's Professional Educator Certificate in any teaching field or area of instructional support; *
3. Have a minimum of three full years of full-time teaching experience in a P-12 setting; demonstrated by providing a supplemental EXP form from each district of employment;
4. Provide a portfolio containing the following items:
   - Three professional letters of recommendation signed and on letterhead, (One must be from principal and/or immediate supervisor.)
   - A current resume or vita
   - Evidence of ability to positively affect student achievement, and evidence of collaborative leadership, potential by addressing the following areas in narrative form.
     - Personal Philosophy and/or theory of teaching and learning
     - Self Evaluation of your strengths and weaknesses and a plan to address your weaknesses
     - Personal professional goals
     - Statements of purpose for pursuing the Ed.S.
     - Evidence of leadership ability/list any honors, awards, committee or team service
5. Successful completion of a criminal background check/fingerprinting.

***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 3.5* 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 Educator Certification Testing Program (AECTP).
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	Diverse Populations and Involving Parents/ Community Stakeholders in the School Setting
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.

EDUCATION SPECIALIST(Ed.S.) CERTIFICATION PROGRAM

SIXTH-YEAR CERTIFICATION PROGRAM FOR INSTRUCTIONAL SUPPORT AREAS

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Purpose

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

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

Admission Requirements for Education Specialist Programs in Instructional Support Areas

Admission to the Graduate School does not automatically constitute admission to the Education Specialist Program. 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, (Not required for Community Counseling.)
3. be unconditionally admitted and complete all additional admission requirements identified in the specific program, hold a 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). Students seeking an Ed.S. in ILA will need to complete the RHO route prior to program admission if not currently holding a Class A in Instructional Leadership or Educational Administration.
4. Have an acceptable score on the appropriate entrance exam, official test score required. Required scores are as follows: GRE 850 combined (old) OR 290 combined (new), MAT 385, GMAT 380. **(Not required for Instructional Leadership and Administration.)**
5. Successful completion of a criminal background check/ fingerprinting.

There is no Conditional Admission for this program.

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:

- a grade point average of 3.5* 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 Educator Certification Testing Program (AECTP).* *

***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 Educator Certification Testing Program (AECTP). 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

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 or Instructional Leadership. In addition the candidate must meet one of the following criteria:

1. Hold a Class A Alabama Instructional Leadership & Administration certificate earned after completing a redesigned program at an Alabama university;
2. Be currently serving as a superintendent, assistant superinten-

dent 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.
4. Successful completion of a criminal background check/fingerprinting.

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
8. Successful completion of a criminal background check/fingerprinting

Required Courses*: (30 sh)

Note: Courses taken as Professional Learning Unit's (PLU) prior to admission to the Ed.S. ILA program are not eligible for use towards this certification program.

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 Leader ship
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. After July 1, 2017, a special education course must be at the graduate level.*

Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

SCHOOL COUNSELING (ED.S.) 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; and
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. Two full years of full-time acceptable experience verified on a Supplemental Experience Form
3. Successful completion of a criminal background check/fingerprinting.

There is no Conditional Admission for this program.

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.

ADULT EDUCATION							
		Alabama Campuses					
Master of Science (M.X.)	**Hours**	**Dothan**	**Montgomery**	**Phenix City**	**Troy**	**Support Sites**	**Troy Online**
Adult Education			X ^^				X
Curriculum and Instructional Design	33/36						X
Instructional Technology	33/36						X
Leadership in Workforce Development	33/36						X
Certificates in Adult Education							X
Curriculum and Instructional Design	12		X ^^				X
Instructional Technology	12						X
Leadership Studies	12						X
Workforce Development	12						X
Second Language Instruction	31/33		X		X		X
Education Specialist (Ed.S)							
Community Counseling	30		X				

MASTER OF SCIENCE (M.S.) ADULT EDUCATION

Students holding this degree will not be recommended for any teacher/counselor/administrator certificate or license.

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

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. 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.

Accelerated BS/ADE Admission

Certain qualified honors students who successfully complete the Troy BS/MS in Adult Education Accelerated Honors Option will be allowed to transfer up to 9 hours of Master of Science in Adult Education graduate credit earned during their last year of undergraduate studies to the Graduate MS in Adult Education Program. Refer to the most recently published Undergraduate Catalog for more information about admission to the BS/MSADE Accelerated Honors Option.

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 (A grade of "B" or better is required)
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 Troy Online 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 (A grade of "B" or better is required)
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

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.

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	Evaluation and Assessment
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	Instructional Performance Design Systems

Advisor Approved Elective (3 sh)

Instructional Technology
18 Semester Hours

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.

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	Instructional Performance Design Systems
EDU	6616	3	E-Learning Design
EDU	6619	3	Instructional Media
ADE	6653	3	Evaluation and Assessment

Leadership in Workforce Development
18 Semester Hours

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.

Objectives:

Upon successful completion of the M.S. in Adult Education with a con-

centration 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.

Leadership Theory and Practice (3SH)

EAL 6633 3 Leadership: Theory and Practice

Planning, Decision Making, and Data Analysis (6SH)

ADE 6653 3 Evaluation and Assessment (or advisor approved substitute)

ADE 6612 3 Workforce Management and Organizational Development

Working with Personnel: Select one (3SH)

ADE 6610 3 Training and Workforce Development

ADE 6617 3 Seminar in Personnel Planning and Leadership

Communication, Group Processes, and Relationships (6SH)

ADE 6641 3 Organizational Behavior and Group Dynamics

ADE 6645 3 Power, Politics and Organizational Change

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

GRADUATE CERTIFICATES IN ADULT EDUCATION

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Students holding a graduate certificate in Adult Education (ADE) will not be recommended for any teacher/counselor/administrator certificate or license.

Four (4) graduate certificates in Adult Education are available:

Certificate in Curriculum and Instructional Design (CID)
Certificate in Instructional Technology (IT)
Certificate in Leadership Studies (LS)
Certificate in Workforce Development (WD)

Admissions Requirements

Applicants pursing the Graduate Certificate in 1) Curriculum and Instructional Design, 2) Instructional Technology, 3) Leadership Studies, and 4) Workforce Development must be admitted to the Graduate School and MSADE program. See Graduate Admissions and MSADE Admission requirements.

Option 1: Special Admission Non-Degree Matriculates

See Special Admission: Non-Degree matriculates requirements in the graduate catalog.

Option 2: Admission for Current Students

Student must be admitted to the Graduate School and the Master of Science in Adult Education program at Troy University. See Graduate Admission and the Master of Science in Adult Education program requirements.

Option 3: Admission for Post-Master's Students

Students who have graduated from a master's degree program at Troy University or another university may be admitted to the certificate program. See Post Master's Admission and Certificate Admission requirements in the graduate catalog. Admission is unconditional.

Course Requirements (12sh)

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

****For students pursuing a MSADE concentration along with a certificate, a single course can be applied only one time to satisfy the concentration or certificate requirements.** Due to overlapping courses, students may not earn a certificate that is comparable to their concentration. Faculty approval is required.

Advisement

Faculty advisement for the certificate program is required.

Certificate Assessment –Exit Survey

All students will complete an exit survey.

Financial Aid

Follow Graduate School guidelines.

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Guidelines/Procedures for Obtaining Certificate

Students who wish to be issued a certificate must submit the following to the Chair of the Department of Leadership Development and Professional Studies or designee:

1. Complete Certificate Intent
2. Copy of transcript

Internal processing for certificate:

1. Department of Leadership Development and Professional Studies Chair/designee collects certification intent form and student transcripts
2. Department of Leadership Development and Professional Studies Chair/designee sends documents to registrar for processing of certificate

Locations

Troy Online

Certificate in Curriculum and Instructional Design

Performance Objectives:

Upon completion of the ADE/CID certificate, students should be able to demonstrate the following competencies:

1. Describe unique aspects of adult learning and how these traits impact curriculum and instructional design for adult learners.
2. Explain prominent activities in the development of curricula and instructional materials associated with instructional systems design, instructional strategies, and learner characteristics.
3. Identify methods for evaluating adult education programs.

Requirements (12sh)

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

ADE 6670 3 Adult Learning and Development

ADE 6680 3 Curriculum Development for Adult Education

EDU 6613 3 Principles of Instructional Design

Select ONE of the following courses:

ADE 6674 3 Methods and Strategies for Teaching Adults

EDU 6616 3 E-Learning Design

***Complete Certificate Assessment Exit Survey**

Certificate in Instructional Technology

Performance Objectives:

Upon completion of the ADE/IT certificate, students should be able to demonstrate the following competencies:

1. Describe some of the unique aspects of adult education in terms of development, learning theory, and/or historical foundations.
2. Develop curricula in systematic and practical ways to create effective, efficient, and appealing instruction in any content area and with any medium, including live instruction.
3. Incorporate state-of-the art technologies and innovative strategies in adult education curricula.

Requirements (12sh)
Admitted ADE students may qualify for the certificate by completing the four required courses and maintaining an overall 3.0 GPA or better in order to meet the certification requirement.

ADE	6670	3	Adult Learning and Development
EDU	6606	3	Current and Emerging Instructional Technologies
EDU	6613	3	Principles of Instructional Design
EDU	6616	3	E-Learning Design

***Complete Certificate Assessment Exit Survey**

Certificate in Leadership Studies
Performance Objectives:
Upon completion of the ADE/LS certificate, students should be able to demonstrate the following competencies:

1. Develop and implement an organizational vision.
2. Demonstrate the skills necessary for the development and implementation of short, long, emergency, and strategic plans.
3. Understand how organizations function and demonstrate an ability to utilize this knowledge with a wide variety of organizational stakeholders.
4. Understand personal development and personnel processes in order to build support for organizational change and progress.

Requirements (12sh)
Admitted ADE students may qualify for the certificate by completing the four required courses and maintaining an overall 3.0 GPA or better in order to meet the certification requirement.

EAL	6633	3	Leadership: Theory and Practice
ADE	6641	3	Organizational Behavior and Group Dynamics
COM	6600	3	Communication and Influence

Select ONE of the following courses or advisor's approval for an alternative course:

ADE	6617	3	Seminar in Personnel Planning and Leadership
COM	6610	3	Leadership and Media Strategies
ADE	6653	3	Evaluation and Assessment

***Complete Certificate Assessment Exit Survey**

Certificate in Workforce Development
Performance Objectives:
Upon completion of the ADE/WD certificate, students should be able to demonstrate the following competencies:

1. Develop an understanding of workforce development policies and systems in the United States.
2. Develop skills in the collection, analysis, and interpretation of labor market data and trends.
3. Understand the needs, characteristics, and learning styles of the labor force.
4. Develop skills in the development, management, and evaluation of programs.
5. Develop an understanding of business models and concepts.

Requirements (12sh)
Admitted ADE students may qualify for the certificate by completing the four required courses and maintaining an overall 3.0 GPA or better in order to meet the certification requirement.

ADE	6610	3	Training and Workforce Development
ADE	6612	3	Workforce Management & Organizational Development
ADE	6670	3	Adult Learning and Development

Select ONE of the following courses:

PSY	6635	3	Vocational Psychology/Career Development
ADE	6680	3	Curriculum Development for Adult Education

***Complete Certificate Assessment Exit Survey**

MASTER OF SCIENCE (M.S.) SECOND LANGUAGE INSTRUCTION

Additional education courses are required to teach in the United States K-12 setting. See Master's of Science in Education section of the Graduate Catalog. Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Purpose

The purpose of the Master of Science in Second Language Instruction (SLI) is to offer students an opportunity to acquire proficiency, knowledge and skills in the pedagogical process of teaching language to non-native speakers.

Program Objectives

Upon successful completion of the Master of Science in Second Language instruction, our students will demonstrate:

1. The professional skills and academic competencies required for second language instruction;
2. Knowledge of recent theories of how languages are structured and acquired;
3. Knowledge of and understanding of principles necessary to create and deliver appropriate lesson plans;
4. Knowledge of and ability to create appropriate assessments;
5. Knowledge of a wide range of research methodologies and how they rate to increased achievement for language learning students;
6. Knowledge of a wide range of cultural values and beliefs represented by different cultures and how they relate to increased achievement for all students.

Admission Requirements

To apply for admission to the Master of Science in Second Language Instruction program, applicants must submit:

1. A completed Application for Admission to the Graduate School.
2. Must hold a baccalaureate degree in English or another language, sociology, education, psychology, journalism, linguistics or any language related discipline.
3. Official transcript(s) from all universities attended.
4. Two (2) letters of recommendation submitted in English from former or current professors. The letters are expected to provide insights into the applicant's ability and aptitude for graduate study. If working, letters from colleagues will be accepted. See web request form at: www.troy.edu/graduateschool/forms.html.

Unconditional Admission

Students should meet the unconditional admission requirements for the Graduate School with the following exceptions:

1. Applicants must have achieved at least a 3.0 GPA on all undergraduate work.
2. Students must demonstrate a strong evidence of excellence in language skills by providing an essay on a topic in literature, writing, language, linguistics, education or any related field.

Conditional Admission

Students entering the English as a Second Language Track must successfully satisfy one of the following in addition to the Conditional Admission requirements of the Graduate School:

1. Make a satisfactory score on the Test of English as a Foreign Language (TOEFL): TOEFL: IBT (internet based test) 80/ 213/ CBT (computer based test) 213/ PBT (paper based test) 550.
2. Make a satisfactory score on the International English Language Testing System (IELTS): score of 6.5
3. Make a satisfactory score on the ACT COMPASS ESL exam. To pass the ACT Compass ELS, a student must attain a total of 270 on the Listening, Reading and Grammar sections, with no individual score below 85, and a minimum score of 8 out of 12 on the writing test. ***Note:*** The ACT Compass ESL may be taken only once.

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 MSSLI degree. These courses must be comparable in catalog description to courses in the MSSLI program and must be approved by the Dean of the College of Education.

Academic Advisement

Faculty advisement for the program is required.

Degree Requirements

1. Credit hours required in major courses: 27 semester hours
2. Credit hours required in support courses: 4 to 6 semester hours(Capstone Option)
3. Credit hours in required or free electives: None
4. Credit hours for thesis: 4 to 6 semester hours (Thesis Option). Additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, practicum or internship, some of which may carry credit hours included in the list above.

Curriculum

The MSSLI degree curriculum consists of 9 core required courses and 2 courses that consist of a choice of either the Thesis Option or the Capstone Option. All courses offer three semester hours (SH) of credit except the Practicum Course which offers 1 – 3 hours of credit.

SL 6610	3	Survey of SLA for SL Teachers
SL 6615	3	Introduction to Linguistics
SL 6620	3	Survey of Sociolinguistics for Second Language Teachers
SL 6630	3	Principles, Techniques & Materials in SL Teaching
SL 6635	3	Methods & Approaches in SL Teaching
SL 6640	3	Teaching Language Skills
SL 6645	3	Grammar
SL 6653	3	Assessment & Evaluation
SL 6691	3	Research Methodology

Select Either the *Capstone Option or the Thesis Option:*

Capstone Option

9 Core Courses		27 SH
SL 6696	1-3	Practicum AND
SL 6699	3	Capstone
TOTAL		**31 – 33 SH**

Thesis Option

9 Core Courses		
SL 6696	1-3	Practicum
SL 6695	3	Thesis
TOTAL		**31 – 33 SH**

COUNSELING PROGRAMS*						
		Alabama Campuses				
Program Speciality	**Hours**	**Dothan**	**Montgomery**	**Phenix City**	**Troy**	**Support Sites**
Clinical Mental Health	**60**	**X**	**X**	**X**	**X**	**X**
Rehabilitation Counseling	**48**	**X**	**X**	**X**	**X**	
School Counseling (M.S. Ed.)	**48**	**X**	**X**	**X**	**X**	
General Counseling (non-licensure; non-certificaiton program)	**36**		**X**			**X**
Student Affairs Counseling	**48**				**X**	
Substance Abuse Counseling	**48**		**X**			
Addictions Counseling Certificate	**15**	**X**	**X**	**X**		**X**
Post Masters Certificate in Clinical Mental Health Counseling	**15**	**X**	**X**	**X**	**X**	**X**
Post Master's Certificate in Counseling Military Populations	**15**	**X**	**X**	**X**	**X**	**X**
Certificate in Rehabilitation and Deaf/Hard of Hearing Studies	**15**				**X**	
Education Specialist (Ed.S)						
Community Counseling	**30**		**X**			

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

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Accreditations

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

The Master of Science in Counseling and Psychology degree is CACREP accredited and is offered at the Altamonte Springs, Augusta, Dothan, Ft. Walton Beach, Montgomery, Panama City, Pensacola, Phenix City, Tampa, and Troy Campuses. 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.

Counseling and Psychology Mission Statement

The mission of the Division of Counseling, Rehabilitation, and Interpreter Training 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 treatment 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 Programs 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 commu-

nication, 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.
6. Have an acceptable score on the appropriate entrance exam, official test score required. Required scores are as follows: GRE 850 combined (old) OR 290 combined (new), MAT 385, GMAT 380.
7. There is no Conditional Admission for School Counseling.

For conditionally admitted students, 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 GPA of 3.0 or better on courses taken 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 must complete 60% of their program's required total courses and the required pre-requisite courses, before they can register for internship. (Required hours to be completed 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 according to the requirements outlined in the CRIT CE Programs Practicum and Internship Handbook. Students may take Practicum and Internships at any of the CRIT program campuses with the approval of their CRIT program advisor and the instructor at the campus site of the Practicum/Internship.
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.
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 Programs

CLINICAL MENTAL HEALTH COUNSELING 60 sh
Locations: Augusta, Dothan, Ft. Walton Beach, Montgomery, Altamonte Springs, Panama City, 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: (51 sh)

CP	6600	3	Professional Orientation & Ethics
CP	6601	3	Legal, Ethical, and Professional Standards
CP	6605	3	Foundations of Mental Health Counseling
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6642	3	Group Dynamics and Counseling
CP	6649	3	Theories of Counseling
CP	6691	3	Research Methodology
PSY	6635	3	Vocational Psychology and Career Development
PSY	6645	3	Evaluation and Assessment of the Individual
PSY	6668	3	Human Lifespan and Development
PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning
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: (9 sh)*

● ***Option I** *(Required for licensure in Florida)*

*CP	6634	3	Drug Education, Prevention, and Intervention

6 Hours of adviser approved electives

OR

Option II

9 sh of Adviser-approved electives

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 2017 (www.core-rehab.org). Students are admitted each semester. Those interested in applying should complete an application at www.troy.edu/admissions. The Rehabilitation Counseling program was awarded the RSA Long Term Training Grant in 2005, 2010, and again in 2015. 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	6682	3	Leadership and Advocacy: Deaf and Hard-of-Hearng Services
CP	6685	3	Case Management
CP	6687	3	Job Development, Placement, and Workforce Acommodations for Individuals with Severe Disabilities
CP	6680	3	Seminar: Counseling Approaches to Working with Individuals who are Deaf/Hard-of-Hearing
CP	6681	3	Seminar: Counseling Approaches to Working with Visual Impairments

Or Adviser-Approved Elective in Rehabilitation Counseling

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:

1. 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.
2. To develop skills in technology as applied to school counseling.

3. 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.
4. To develop skills in comprehensive guidance program development (e.g. ASCA National Model) to include needs assessments, program development and program evaluation.
5. To develop skills related to academic and behavioral assessment of students and interpretation of assessment results to administrators, parents and students.
6. To develop knowledge of understanding the influence of multiple factors (family dynamics, violence, abuse, disorders, substance abuse, anxiety, depression) that impact school age students.
7. To develop knowledge and skills in counseling to include individual, group, crisis management and classroom guidance
8. To develop knowledge and skills in collaboration and consultation to effectively work with community agencies, parents, teachers and other school personnel.
9. To develop knowledge and skills in conducting programs designed to enhance students' academic, personal/social, career and other developmental needs of students.
10. To understand the effects of health/wellness, atypical growth and development and resiliency on school age children.
11. To develop school emergency management plans and understand the role of the school counselor during crises, disasters and other trauma-causing events.
12. 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.
13. 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.
14. To develop knowledge of the relationship of the school counseling program to the academic mission of the school and skills for teaching counseling and guidance-related curricula.
15. 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.
16. 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:

1. 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).
2. To complete certification requirements, students also must have two years of professional experience. Traditional School Counseling-Effective July 1, 2017 and thereafter, two full years of full-time, acceptable professional educational work experience for admission to the program.
3. A minimum cumulative/overall graduating grade point average of 2.5 (Effective July 1, 2017, a GPA of 2.75 is required) on the baccalaureate transcript.
4. Successful completion of a criminal background check/fingerprinting.

There is no Conditional Admission for the School Counseling program.

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):

1. 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.
2. Students applying to the program must meet all University and Counseling & Psychology program admission requirements as outlined in this catalog.
3. Successful completion of a criminal background check/ fingerprinting.

Coursework for School Counseling
48 Semester Hours

Required Courses: (45sh)

CP	6600	3	Professional Orientation and Ethics
CP	6610	3	Facilitation Skills and Counseling Techniques
CP	6642	3	Group Dynamics and Counseling
CP	6645	3	Current Trends in School 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
			Electives

Students must take one advisor approved elective (3sh)

**Students who have not taken the survey of special education course are required to take that course. After July 1, 2017, a special education course must be at the graduate level.*

GENERAL COUNSELING* 36 sh

Locations: Ft. Walton Beach, Montgomery, Altamonte Springs, Panama City, Pensacola, and Tampa

****This is a non-licensure / non-certification degree.***

Mission Statement:

The General 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 general counseling.

Coursework for General 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: General Counseling (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	6635	3	Vocational Psychology and Career Development
PSY	6669	3	Behavior Pathology
CP	6655	3	Practicum: General Counseling (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

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Locations: Augusta, Dothan Campus, Troy Online, Ft. Walton Beach, Altamonte Springs, Tampa, Pensacola, Panama City, Montgomery Campus, Orlando, 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

POST-MASTER'S CERTIFICATE IN CLINICAL MENTAL HEALTH COUNSELING

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Locations: Augusta, Dothan Campus, Troy Online, Ft. Walton Beach, Altamonte Springs, Tampa, Pensacola, Panama City, Montgomery Campus, Orlando, and Phenix City Campus

Mission Statement

The Post-Master's Certificate in Clinical Mental Health Counseling is designed to provide post-master's counseling students with advanced concentration of theory and application skills specifically related to clinical mental health counseling with a conceptual framework of both normal and pathological development and behavior, as well as, expertise in diagnosis and treatment planning for mental health disorders.

Rationale

The Post-Masters Certificate in Clinical Mental Health Counseling provides an opportunity for current Masters level counselor to enhance their clinical skill set and expand their professional expertise.

NOTE: This is not a CACREP accredited certificate program.

Admission Requirements

Option 1: Admission for Post-Masters Students with a Master's Degree in Counseling (minimum of 48 sh) from Troy University.

Students who have graduated with a 48 semester hours Masters Degree in Counseling and Psychology from Troy University may be admitted for the Post-Masters certificate. The 48 hours Masters Degree in Counseling must have included a minimum of at least one Clinical Practicum or Internship. Admission is unconditional. Additional requirements for Option I:

- Two letters of professional reference
- Letter of intent
- Resume
- Admission Interview

Option 2: Admission for Post-Masters Students with a Master's Degree in Counseling (minimum of 48 sh) from another regionally accredited university

Students who have graduated with a 48 semester hours Masters Degree in Counseling and Psychology from another regionally accredited university may be admitted to the Post-Masters certificate program. The 48 semester hours Masters Degree in Counseling must have included at least one Clinical Practicum and/or Internship. Admission is unconditional. Additional requirements for Option II:

- Two letters of professional reference
- Letter of intent
- Resume
- Admission Interview

Option 3: Admission for Post-Masters Students with less than a 48 sh Master's Degree in Counseling from Troy University or another regionally accredited university

Students who have graduated with less than a 48 hours Masters Degree in Counseling and Psychology from Troy University or another regionally accredited university may be admitted to the Post-Masters certificate upon completion of prerequisites that are equivalent to a 48 hour program. Admission is unconditional. Additional requirements for Option III:

1. Students MUST meet with a faculty advisor prior to pursuing this certificate program.
2. Prerequisite courses, as approved by faculty advisor, MUST be completed as a Post Master's student prior to being admitted to the Cer-

tificate Program and must be documented on a transcript showing completion of those academic courses.
3. Additional coursework to meet Certificate entry requirements (the equivalent of a 48 sh program) cannot include coursework that is part of the Certificate that the student is applying for.
4. Transfer credit outside educational institutions may not be applied to Division Certificates program requirements.
5. The following are required for admissions into the certificate program:

- Two letters of professional reference
- Letter of intent
- Resume
- Admission Interview

Option 4: Admission for Current Students
Students must be admitted to the Graduate School and 48 hour counseling program in the Division of Counseling, Rehabilitation, and Interpreter Training. See Graduate Admission and the program requirements.

Coursework
Required Courses: (6sh)

CP 6650	(3) Practicum: Clinical Mental Health Counseling (100 hours)* or if previously taken, an advisor approved elective
CP 6661	(3) Internship: Clinical Mental Health Counseling *or
CP 6625-27	(3) Specialized Study in Counseling

***Must complete 60 percent of certificate academic courses prior to enrolling in CP 6650 or CP 6661**

Elective: (9sh)

CP 6601	(3) Legal, Ethical, and Professional Standards
CP 6605	(3) Foundations of Mental Health Counseling
PSY 6644	(3) Bio-Psychology
PSY 6670	(3) Diagnosis and Treatment Planning*
CP 7740	(3) Theories of Counseling Supervision

***Must have successfully completed a graduate level counseling course in Behavior Pathology or Psychopathology or it must be taken in addition to the Certificate coursework.**

Other Requirements
Students who wish to be issued a certificate must submit the following to their home campus:
1. Certification Intent
2. Certificate Plan and Progress Report
3. Copy of transcript
4. Recent passing score on the CPCE or NCE

POST-MASTER'S CERTIFICATE IN COUNSELING MILITARY POPULATIONS

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

Locations: Altamonte Springs, Augusta, Dothan, Ft. Walton Beach, Montgomery, Panama City, Pensacola, Phenix City, Tampa, and Troy Campuses

Mission Statement

The Post-Masters Certificate in Counseling Military Populations is designed to provide post-masters counseling professionals with advanced concentration of theory and application skills specifically related to working with military members and their respective families with a conceptual framework of both normal and pathological development and behavior as well as expertise in diagnosis and treatment planning for mental health disorders.

Rationale
The Post-Masters Counseling the Military Certificate provides an opportunity for current Masters level counselors to enhance their clinical skill set and expand their professional expertise in working with military personnel and their families.

NOTE: This is not a CACREP accredited certificate program.
This certificate program may not qualify for financial aid. Check with your financial aid provider to determine eligibility.

Objectives for Post-Master's Certificate in Counseling Military Populations
1. An in-depth knowledge of professional ethics, including an understanding of ethical issues and applications with a focus on military populations and their families
2. Culturally sensitive skills to ensure the ability to work with diverse military populations and their families
3. An understanding of human development including biopsychological, normal and pathological development and behavior in specialized cultural and environmental perspectives
4. Expertise in mental health assessment, evaluation and diagnosis of issues that are significant to military personnel and their families
5. Expertise in comprehensive treatment planning and implementation that encompasses the military personnel, their family and community

Admission Requirements

All certificate students must be admitted to the Graduate School and to the Division of Counseling, Rehabilitation and Interpreter Training (CRIT) in order to qualify for the certificate. See Graduate Admissions and the Division of CRIT admission requirements for further information.

Option 1 – Admission for Current Students:
Students must be admitted to the Graduate School and the MS in Counseling program at Troy University. See Graduate Admissions and the MS in Counseling program requirements.

Option 2 – Admission for Post-Masters Students with a Master's Degree in Counseling (minimum 48 sh) from Troy University
Students who have graduated with a Master's Degree in Counseling (minimum 48 semester-hours) from another regionally accredited university may be admitted to the Post-Masters Certificate in Counseling Military Populations. Their Master's Degree in Counseling must have included at least one Clinical-level Practicum and/or Internship (consisting of at least 300 on-site hours with supervision) and a Graduate level Counseling or Psychology Course in Behavior Pathology or Psychopathology. Additional requirements for Option 2:

Two letters of professional reference
Letter of intent
Resume/CV
Admission interview

Option 3 – Admissions for Post-Masters Students with a Master's Degree in Counseling (minimum 48 sh) from another regionally accredited university

Students who have graduated with less than a 48 semester-hour Master's Degree in Counseling from Troy University or another regionally accredited university may be admitted to the Post-Masters Certificate in Counseling Military Populations upon the completion of prerequisites that result in the equivalent of a 48 hour program. This may also require that the student complete a Clinical-level Internship (consisting of at least 300 on-site hours with supervision) and a Graduate level Counseling or Psychology Course in Behavior Pathology or Psychopathology. Additional requirements for Option 3:

Two letters of professional reference
Letter of intent
Resume/CV
Admission interview

Option 4: Admission for Post-Masters Students with less than a 48 sh Master's Degree in Counseling from Troy University or another regionally accredited university

Students who have graduated with less than a 48 hours Masters Degree in Counseling and Psychology from Troy University or another regionally accredited university may be admitted to the Post-Masters certificate Their master's degree in Counseling must have included at least one clinical-level Practicum and/or Internship (consisting of at least 300 on-site hours with supervision) and a graduate-level Counseling or Psychology course in Behavior Pathology of Psychopathology. Students may be admitted to the Certificate Program upon completion of prerequisites that are equivalent to a 48 hour program. Admission is unconditional. Additional requirements for Option 4:

1. Students MUST meet with a faculty advisor prior to pursuing this certificate program.
2. Prerequisite courses, as approved by faculty advisor, MUST be completed as a Post Master's student prior to being admitted to the Certificate Program and must be documented on a transcript showing completion of those academic courses.
3. Additional coursework to meet Certificate entry requirements (the equivalent of a 48 sh program) cannot include coursework that is part of the Certificate that the student is applying for.
4. Transfer credit outside educational institutions may not be applied to Division Certificates program requirements.
5. The following are required for admissions into the certificate program:

- Two letters of professional reference
- Letter of intent
- Resume
- Admission Interview

Coursework

Candidates admitted to the Post-Masters Counseling the Military Certificate may qualify for the Certificate by completing five (5) specified courses or 15 semester hours with a minimum grade point average (GPA) of 3.0.

CP	6618	3	Counseling Military Service Personnel and Their Families
CP	6619	3	Assessment, Diagnosis, Treatment Planning and Community Reintegration for Military Populations
PSY	6610	3	Physiological Dynamics of Alcohol and Other Drugs
PSY	6644	3	Bio-Psychology
CP	6661	3	Internship: Clinical Mental Health Counseling (300 hours) OR CP 6625-27 (3) specialized Study in Counseling

****Must complete 60 percent of certificate academic courses prior to enrolling in CP 6661**

*** Must have successfully completed a Graduate-level Counseling or Psychology Course in Behavior Pathology or Psychopathology or it must be taken in the Certificate**

Other Requirements

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

a. Certification Intent
b. Certificate Plan and Progress Report
c. Copy of student transcript

CERTIFICATE IN REHABILITATIONAND DEAF/HARD-OF-HEARING STUDIES

Mission Statement

The ***Certificate in Rehabilitation and Deaf/Hard-of-Hearing Studies*** is designed to provide rehabilitation counseling students with knowledge about the principles of deaf culture and the skills needed to apply medical and psychosocial techniques to counseling with individuals who are deaf or hard-of-hearing.

Admission Requirements

Option 1: Admission for Current Students

Students must be admitted to the Graduate School and the Master of Science in Counseling Program (Division of Counseling, Rehabilitation, and Interpreter Training) at Troy University. (See Graduate Admissions and program requirements.)

Option 1 (a): Rehabilitation counseling students in good standing who have successfully completed CP 6652 and have a Sign Language Proficiency Index (SLPI) of Intermediate or a reasoned plan to achieve that level prior to completion of coursework

Option 1 (b): Clinical mental health or school counseling students in good standing with a recommendation from their current program advisor and successful completion of CP 6652, and who have a Sign Language Proficiency Index (SLPI) of Intermediate or a reasoned plan to achieve that level prior to completion of coursework

Option 1 (c): Rehabilitation counseling students in good standing at other CORE//CACREP accredited universities with permission from their university and the successful completion of CP 6652 or an approved comparable course, and who have a Sign Language Proficiency Index (SLPI) of Intermediate or a reasoned plan to achieve that level prior to completion of coursework

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.)

Option 2 (a): Rehabilitation counseling graduates of a CORE/CACREP program with a Sign Language Proficiency Index (SLPI) of Intermediate or a reasoned plan to achieve that level prior to com-

pletion of coursework

Option 2 (b): Rehabilitation counseling graduates of non-accredited programs or other counseling graduates with the successful completion of CP 6652 or an approved comparable course, and who have a Sign Language Proficiency Index (SLPI) of Intermediate or a reasoned plan to achieve that level prior to completion of coursework

Additional Requirements for Option 2:

- **completion of a master's degree in counseling**
- **degree program that required 48 semester hours or equivalent**
- **degree 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 *Certificate in Rehabilitation and Deaf/Hard-of-Hearing Studies 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, and with a minimum Sign Language Proficiency Index (SLPI) of Intermediate.

Required Courses

CP 6680	3	Counseling Approaches to Working with Individuals who are Deaf /Hard-of-Hearing
CP 6682	3	Leadership and Advocacy: Deaf and Hard-of-Hearing Services
CP 6685	3	Case Management
CP 6687	3	Job Development, Placement, and Workplace Accommodations for Individuals with Severe Disabilities
CP 6670 or CP 6671	3	Internship: Rehabilitation Counseling of Individuals who are Deaf/Hard-of-Hearing

Other Requirements

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

Certification Intent
Copy of student transcript

EDUCATION SPECIALIST(Ed.S.) NON-CERTIFICATION PROGRAM

Community Counseling (Ed.S.) Non-Certification Program

Students should consult the General Regulations section of the Graduate Catalog for additional information regarding Graduate School admission requirements, transfer credit, and other critical policies and procedures.

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)

2019-2020

TROY UNIVERSITY

M.S.Ed.: Early Childhood Education - Grades P-3
Certification / Traditional Program
Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-275
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. Meet residency requirement
5. No more than two grades below "B"
6. Overall GPA of 3.0 or better
7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Successfully complete Capstone Course ECE 6633 with a "B" or better
10. Intent to Graduate filed
11. 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 or other approved research course	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			

TEACHING FIELD: (15 Semester Hours) Select 9 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			

CAPSTONE COURSE: (3 Semester Hours)

ECE 6633	Integrated Thematic Curriculum	3			

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

	Special Education Survey Course	3			

2019-2020

M.S. in Early Childhood Education - P-3
TROY Publication 384-275
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

M.S.Ed.: Elementary Education - Grades K-6
Certification / Traditional Program
Graduate Degree Plan / Degree Audit
36 Semester-Hour Program

TROY Publication 384-276
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required as of July 1, 2017
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Capstone Course ELE 6633 with a grade of "B" or better
9. Intent to Graduate filed

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: (15 Semester Hours) Select 9 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			

CAPSTON COURSE: (3 Semester Hours)

ELE 6633	Integrated Thematic Curriculum	3			

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

	Special Education Survey Course	3			

2019-2020

M.S. in Elementary Education - Grades K-6
TROY Publication 384-276
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

M.S.Ed.: Collaborative/Special Education Teacher Education - Grades K-6
Certification / Traditional Program
Graduate Degree Plan
36 Semester-Hour Program

TROY Publication 384-277
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grade below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Complete Capstone Course SPE 6697 with a "B" or better
9. Intent to Graduate filed

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			
EDU 6611	Educational Technology in the Classroom	3			
EDU 6653	Educational Evaluation	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			

CAPSTONE COURSE : (3 Semester Hours)

SPE 6697	Field Based Research Project	3			

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			

2019-2020

M.S.Ed. : Collaborative Teacher Education - K-6
TROY Publication 384-277
Revised 3/2019

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

**NOTE: Successful completion of a practicum is required for initial certification in all special education teaching fields by taking one of the following courses; SPE 6694 or SPE 6699*

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		

2019-2020

TROY UNIVERSITY

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

TROY Publication 384-278
Revised 3/2019

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
				to	
				to	
				to	

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Capstone Course SPE 6697 with a "B" or better.
9. 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			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Classroom	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			

CAPSTONE COURSE: (3 Semester Hours)

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			

*NOTE: Successful completion of a practicum is required for initial certification in all special education teaching fields by taking one of the following courses; SPE 6695 or SPE 6698.

2019-2020

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

TROY Publication 384-278
Revised 3/2019

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		

2019-2020

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 384-278
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Secondary Education ***MUST*** hold valid professional educator certification in the same discipline at the bachelor's level.

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

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SPE 6630	Collaboration for Inclusion	3			
PSY 6631	Psychological Foundations of Education	3			
EDU 6611	Educational Technology in the Curriculum	3			
EDU 6629	The Master Teacher	3			
EDU 6653	Educational Evaluation	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			

TEACHING FIELD: (18 Semester Hours) Select One of the following:

◯ Biology ◯ History ◯ Mathematics

Select 18 SH of adviser approved courses in the specific teaching field. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

		3			
		3			
		3			
		3			
		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

2019-2020

M.S. in Secondary Education - Grades 6-12
TROY Publication 384-279
Revised 3/2019

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		

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.

_____ Approved: _____

Student's Signature Date Chair/Associate Dean or Dean Date

_____ Approved: _____

Faculty Adviser Date Associate Dean or Dean, Graduate School Date

2019-2020

TROY UNIVERSITY

M.S.Ed: Secondary Education - Grades 6-12
Certification / Traditional Program
Graduate Degree Plan
36 Semester-Hour Program
Comprehensive Teaching Field Options - Social Science, English/Language Arts, or General Science

TROY Publication 384-280
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

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 <u>One</u> of the following:

○ Social Science — Select 18 semester hours of adviser approved Social Science courses in at least two of the following areas: Economics, Geography, History, Political Science or Social Studies. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

○ English/Language Arts — Select 18 semester hours of adviser approved English / Language Arts courses in at least two of the following areas: English, Journalism, Speech, and Drama (Theatre). At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

○ General Science — Select 18 semester hours of adviser approved General Science courses in at least two of the following areas: Biology, Chemistry, Physics, and Earth & Space Science. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

		3			
		3			
		3			
		3			
		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

2019-2020

M.S.Ed: Secondary Education - Grades 6-12
TROY Publication 384-280
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

M.S.Ed.: Interdisciplinary Education - Grades P-12
Certification / Traditional Program
Graduate Degree Plan
36 Semester-Hour Program

TROY University 384-281
Revised 3/2019

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. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

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.

**Students in music education must select MUS 6696 - Practicum and MUS 6638 - Literature Analysis

ADDITIONAL REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

2019-2020

M.S.Ed.: Interdisciplinary Education - P-12
TROY University 384-281
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

M.S. in Education - Gifted Education - Grades P-12
Certification / Traditional Program
Graduate Degree Plan
30 Semester-Hour Program

TROY Publication 384-282
Revised 3/2019

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 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:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grade below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

REQUIRED CORE COURSES: (12 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* (requires a "B" or better)				

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			

2019-2020

M.S. in Gifted Education - Grades P-12
TROY Publication 384-282
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

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

TROY Publication 384-319
Revised 3/2019

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. 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 transcript(s)
3. Unconditional Admission
4. 36 semester hours of credit
5. No more than two grades below "B"
6. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Successful completion of PRAXIS
10. Intent to Graduate filed

REQUIRED CORE COURSES: (12 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 Management	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 to Practicum	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 and Maintaining Collaborative Learning Environments	3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

2019-2020

M.S. Ed. in Instructional Leadership and Administration
TROY Publication 384-319
Revised 3/2019

REDUCED HOUR OPTION-FOR CERTIFICATION ONLY: (19 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 Management	3			
ILA 6663	Practicum I	2			
ILA 6664	Practicum II	2			

ITEMS TO BE DISCUSSED:

- ☐ Admission to Graduate Teacher Education Program (GTEP)
- ☐ Unconditional Admission
- ☐ Class Attendance
- ☐ Available faculty for academic advisement
- ☐ 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 teacher certification
- ☐ Degree Requirements
- ☐ Other

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

2019-2020

TROY UNIVERSITY

M.S.Ed.: Early Childhood Education - Grades P-3
Certification / Alternative Fifth Year
Graduate Degree Plan
45 Semester-Hour Program

TROY Publication 384-283
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 45 semester hours of credit
4. Meet residency requirement
5. No more than two grades below "B"
6. Overall GPA of 3.25 or better
7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Successfully complete Comprehensive Examination
10. Intent to Graduate filed
11. Completion of PSY 6631 with a "B" or better

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 or Advisor Approved Technology Class	3			
RED 6670	Advanced Study of Literacy	3			

TEACHING FIELD: (12 SEMESTER HOURS OF REQUIRED COURSES)

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

ADDITIONAL REQUIRED TEACHING FIELD COURSE: SELECT ONE OF THE FOLLOWING (3 SEMESTER HOURS)

ECE 6620	Inquiries into Physical Knowledge	3			
ECE 6622	Parents as Partners in Education	3			
ECE 6630	Inquiries into Representation	3			
ECE 6631	Historical Perspectives in Early Childhood Education	3			
ECE 6640	Integrating 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			

2019-2020

Alt. A - M.S. in Early Childhood Education - P-3

TROY Publication 384-283
Revised 3/2019

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		

2019-2020

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 384-284
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 45 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			
RED 6670	Advanced Study of Literacy	3			

TEACHING FIELD: (15 Semester Hours) Select 15 SH of adviser approved ELE courses . At least 8 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

		3			
		3			
		3			
		3			
		3			

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

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

2019-2020

Alt. A - M.S.Ed.: Elementary Education - K-6
TROY Publication 384-284
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

M.S.Ed.: Secondary Education - Grades 6-12
Certification / Alternative Fifth-Year Program
Graduate Degree Plan
45 Semester-Hour Program
Teaching Field Options - Biology, History, or Mathematics

TROY Publication 384-285
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 45 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

PREREQUISITE UNDERGRADUATE COURSES

Prerequisite courses as determined by individual admission evaluation
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			

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

SED 6695	Secondary Internship Grades 6-12	6			
SED 5544	Internship Seminar	3			

2019-2020

Alt. A - M.S. in Secondary Education - Grades 6-12
TROY Publication 384-285
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

M.S.Ed.: Secondary Education - Grades 6-12
Certification / Alternative Fifth-Year Program
Graduate Degree Plan
45 Semester-Hour Program
Teaching Field Options - English/Language Arts, Social Science, or General Science

TROY Publication 384-320
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 45 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

PREREQUISITE UNDERGRADUATE COURSES

Prerequisite courses as determined by individual admission evaluation
32 semester hours in Teaching field with 19 of those hours in upper-division courses

REQUIRED CORE COURSES: (21 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology (or approved research course in discipline)	3			
EDU 6653	Educational Evaluation	3			
EDU 6611	Educational Technology in the Curriculum	3			
RED 6630	Directed Reading Practicum	3			

TEACHING FIELD: (15 Semester Hours) Select One of the following:

◯ English/Language Arts — Select 3 SH in Language or Composition study. Select 12 SH of adviser-approved courses in two of the following areas: English, journalism, speech, drama (theatre). 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.

◯ Social Science — Select 15 SH in advisor-approved Social Science courses in two of the following areas: economics, geography, history, political science, or social science. 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.

◯ General Science — Select 15 SH of advisor-approved General Science courses in two of the following areas: biology, chemistry, physics, and earth & space science. 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			

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 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		

2019-2020

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 384-286
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 45 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

PREREQUISITE UNDERGRADUATE COURSES

Prerequisite courses as determined by individual admission evaluation
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.
**Students in music education must select MUS 6696-Practicum and MUS 6638 Music Literature

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 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		

2019-2020

TROY UNIVERSITY

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

TROY Publication 384-287
Revised 3/2019

Name | Student ID# | Campus

Address | Email

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 45 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

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 OR Advisor Approved Course	3			
SPE 6631	Legal Issues in Special Education	3			
EDU 6653	Educational Evaluation	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 OR SPE 6640 Teaching Diverse	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			

2019-2020

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

TROY Publication 384-287
Revised 3/2019

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 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		

2019-2020

TROY UNIVERSITY

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

TROY Publication 384-288
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 45 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 effective July 1, 2017.
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Comprehensive Examination
9. Intent to Graduate filed

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 OR Advisor Approved Course	3			
SPE 6631	Legal Issues in Special Education	3			
EDU 6653	Educational Evaluation	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 OR SPE 6640 Teaching Diverse Learners	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			

2019-2020

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

TROY Publication 384-288
Revised 3/2019

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 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		

2019-2020

TROY UNIVERSITY

Education Specialist: Early Childhood Education - Grades P-3

Graduate Degree Plan / Progress Report

36-39 Semester-Hour Program

TROY Publication 384-289
Revised 3/2019

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	

DEGREE REQUIREMENTS:

1. Official transcripts of all academic work
2. Unconditional Admission
3. 36-39 semester hours of credit
4. Meet residency requirement
5. No more than two grades below "B"
6. Overall GPA of 3.25 or better
7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Successfully complete capstone course EDU 7757 with a "B" or better
10. Intent to Graduate filed

REQUIRED CORE COURSES: (15 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6693	Psychological and Educational Statistics	3			
ECE 7790	Qualitative Research Methodology	3			
ECE 7793	Problem Analysis in Early Childhood Education	3			
EDU 7709	Seminar in Decision Making for Teachers & Educational Administrators	3			
EDU 7730	The Teacher Leader	3			

SELECT THESIS OR NON-THESIS OPTION: (3-6 Semester Hours)

THESIS OPTION (3 - 6 Semester Hours)					
EDU 7795	Thesis (may be repeated)				
NON-THESIS OPTION (6 Semester Hours)					
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.

		3			
		3			
		3			
		3			

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

		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Survey Course in Special Education	3			
EDU 6611	Educational Technology in the Curriculum	3			

2019-2020

Education Specialist: Early Childhood Education

TROY Publication 384-289
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

Education Specialist: Elementary Education - Grades K-6

Graduate Degree Plan

36 Semester-Hour Program

TROY Publication 384-290
Revised 3/2019

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
				to	
				to	
				to	

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.5 or better
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete capstone course EDU 7757 with a "B" or better
9. Intent to Graduate filed

REQUIRED CORE COURSES: (15 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6693	Psychological and Educational Statistics	3			
ELE 7790	Qualitative Research Methodology	3			
ELE 7793	Problem Analysis in Elementary Education	3			
EDU 7709	Seminar in Decision Making for Teachers & Educational Administrators	3			
EDU 7730	The Teacher Leader	3			

SELECT THESIS OR NON-THESIS OPTION: (6 Semester Hours)

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

TEACHING FIELD: (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.*

		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed.*

	Survey Course in Special Education	3			
EDU 6611	Educational Technology in the Curriculum	3			

2019-2020

Education Specialist: Elementary Education
TROY Publication 384-290
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

Education Specialist - Instructional Leadership & Administration

Graduate Degree Plan

30 Semester-Hour Program

TROY Publication 384-291
Modified 3/2019

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		Issuing Date
					to	

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 30 semester hours of credit
4. Overall GPA of 3.5 or better
5. No more than two grades below "B"
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Comprehensive Examination
9. Intent to Graduate filed
10. Hold an Alabama Class A Professional Educator Certificate in Education Administration or Instructional Leadership

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			

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		

2019-2020

TROY UNIVERSITY

Education Specialist - Teacher Leader

Graduate Degree Plan

30 Semester-Hour Program

TROY Publication 384-253
Created 3/2019

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		Issuing Date
					to	

DEGREE REQUIREMENTS:

1. Official transcripts of all academic work
2. Unconditional Admission
3. 30 semester hours of credit
4. Overall GPA of 3.5 or better
5. No more than two grades below "B"
6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Comprehensive Examination
9. Intent to Graduate filed
10. Hold an Alabama Class A Professional Educator Certificate in any teaching field or area of instructional support.
11. 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	Diverse Populations and Involving Parents/Community Stakeholders in the School Setting	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			

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		

2019-2020

TROY UNIVERSITY

Education Specialist : School Counseling

Graduate Degree Plan

36 Semester-Hour Program

TROY Publication 384-292
Revised 3/2019

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
				to	
				to	
				to	

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 36 semester hours of credit
5. No more than two grades below "B"
6. Overall GPA of 3.25 or better. GPA of 3.5 effective July 1, 2017.
7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Thesis/Comprehensive Examination
10. Intent to Graduate filed

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6656	Marriage, Family and Sex Therapy Counseling	3			
CP 7700	Advanced Practicum in Group Leadership	3			
CP 7702	Advanced Theories and Techniques of Counseling	3			
PSY 6669	Behavior Pathology	3			

RESEARCH COURSE: (3 Semester Hours) Select one of the following:

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

FIELD PROJECT OR THESIS: (3- 6 Semester Hours)

CP 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.

		3			
		3			
		3			
		3			
		3			

SURVEY COURSE IN SPECIAL EDUCATION: *Required Unless Previously Completed*

	Survey Course in Special Education	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		
	TEST CODE	SCORE
Praxis II		

2019-2020

TROY UNIVERSITY

Master of Science

ADULT EDUCATION

Graduate Degree Plan

33/36 Semester Hour Program

TROY Publication 384-294
Revised 3/2019

Name: _____ Student ID#: _____ Campus: _____

Address: _____ Email: _____

DEGREE REQUIREMENTS:

1. Intent to Graduate filed
2. Official transcript(s)
3. Unconditional Admission
4. 30 - 36 Semester hours of credit
5. All credit earned within 8 years of graduation
6. No more than two grades below "B"
7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better

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 in Workforce Development

		3			
		3			
		3			
		3			
		3			
		3			

CAPSTONE OPTION*: *Complete 18 sh of selected concentration courses plus Capstone course.*

ADE 6699	Capstone	3			

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			

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		

2019-2020

TROY UNIVERSITY

Graduate Certificate in Adult Education
Curriculum and Instructional Design
Certificate Plan and Progress Record
12 Semester-Hours

TROY Publication 384-333
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"
6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (9 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ADE 6670	Adult Learning and Development	3			
ADE 6680	Curriculum Development for Adult Education	3			
EDU 6613	Principles of Instructional Design	3			

Select ONE of the following: (3 Semester Hours)

ADE 6674	Methods and Strategies for Teaching Adults	3			
EDU 6616	Distance Learning Strategies	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		

2019-2020

TROY UNIVERSITY

Graduate Certificate in Adult Education
Instructional Technology
Certificate Plan and Progress Record
12 Semester-Hours

TROY Publication 384-332
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"
6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ADE 6670	Adult Learning and Development	3			
EDU 6606	Current and Emerging Instructional Technologies	3			
EDU 6613	Principles of Instructional Design	3			
EDU 6616	E-Learning Design	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		

2019-2020

TROY UNIVERSITY

Graduate Certificate in Adult Education
Leadership Studies
Certificate Plan and Progress Record
12 Semester-Hours

TROY Publication 384-331
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"
6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (9 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EAL 6633	Leadership	3			
ADE 6641	Organizational Behavior and Group Dynamics	3			
COM 6600	Communication and Influence	3			

Select ONE of the following: (3 Semester Hours)

ADE 6617	Seminar in Personnel Planning and Leadership	3			
COM 6610	Leadership and Media Strategies	3			
ADE 6653	Evaluation and Assessment	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		

2019-2020

TROY UNIVERSITY

Graduate Certificate in Adult Education
Workforce Development
Certificate Plan and Progress Record
12 Semester-Hours

TROY Publication 384-334
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"
6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (9 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ADE 6610	Training and Workforce Development	3			
ADE 6612	Workforce Management and Organizational Development	3			
ADE 6670	Adult Learning and Development	3			

Select ONE of the following**:** (3 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6635	Vocational Psychology/Career Development	3			
ADE 6680	Curriculum Development for Adult Education	3			

ITEMS TO BE DISCUSSED:

- ☐ One term limit to have transcript(s) and test score on file.
- ☐ Available faculty for academic advisement
- ☐ Temporary, Conditional, and Unconditional Admission
- ☐ 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		

2019-2020

TROY Publication 384-295
Revised 3/2019
1 of 2

TROY UNIVERSITY

Master of Science in Second Language Instruction

Graduate Degree Plan and Progress Record

31-33 Semester-Hour Program

Name: _____ Student ID#: _____ Campus: _____

Address: _____ Email: _____

DEGREE REQUIREMENTS:

1. Bachelor's degree and evidence of excellence in language skills
2. Official transcript(s)
3. Intent to Graduate filed
4. 31-33 Hours of course work
5. Two letters of recommendation
6. No more than two grades below "B"
7. Overall GPA of 3.0 to graduate
8. All credit earned within 8 years of graduation

REQUIRED CORE COURSES (27 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
SL 6610	Survey of SLA for SL Teachers	3			
SL 6615	Introduction to Linguistics	3			
SL 6620	Survey of Sociolinguistics for Second Language Teachers	3			
SL 6630	Principles, Technique, and Materials in SL Teaching	3			
SL 6635	Methods and Approaches in SL Teaching	3			
SL 6640	Teaching Language Skills	3			
SL 6645	Grammar	3			
SL 6653	Assessment and Evaluation	3			
SL 6691	Research Methodology	3			

CAPSTONE OPTION (4-6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SL 6696	Practicum	1-3			
SL 6699	Capstone	3			

THESIS OPTION (4-6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SL 6696	Practicum	1-3			
SL 6695	Thesis	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

2019-2020

TROY UNIVERSITY

TROY Publication 384-298
Revised: 3/2019

Education Specialist : Community Counseling NON-CERIFICATION PROGRAM

Graduate Degree Plan and Progress Record

30 Semester-Hour Program

Name | Student ID# | Campus

Address | Email

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
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 3.0 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: (12-15 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		

2019-2020

TROY UNIVERSITY

MASTER OF SCIENCE - CLINICAL MENTAL HEALTH COUNSELING

Graduate Degree Plan

60 Semester-Hour Program

TROY Publication 384-299
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 60 semester hours of credit
5. No more than two grades below "B"
6. Complete all counseling program requirements
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. Meet residency requirement

REQUIRED CORE COURSES: (51 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 6668	Human Lifespan and Development	3			
PSY 6669	Behavior Pathology	3			
PSY 6670	Diagnosis and Treatment Planning	3			

SELECT ONE OPTION BELOW: (9 Semester Hours)

OPTION I * (*Required Option for Licensure in Florida)

*CP 6634	Drug Education, Prevention and Intervention	3			
	Adviser Approved Elective	3			
	Adviser Approved Elective	3			

OR

OPTION II

	Adviser Approved Elective	3			
	Adviser Approved Elective	3			
	Adviser Approved Elective	3			

2019-2020

Master of Science: Clinical Mental Health Counseling
TROY Publication 384-299
Revised 3/2019

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		

2019-2020

TROY UNIVERSITY

MASTER OF SCIENCE - REHABILITATION COUNSELING

Graduate Degree Plan

48 Semester-Hour Program

TROY Publication 384-300
Revised 3/2019

Name | Student ID# | Campus

Address | Email

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 48 semester hours of credit
5. No more than two grades below "B"
6. Complete all counseling program requirements
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. Meet residency requirement

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 ADVISOR APPROVED ELECTIVE: (3 Semester Hours)

PSY 6664	Assessment of Disabling Conditions	3			
CP 6687	Job Development, Placement, and Workplace Accommodations for Individuals with Severe Disabilities	3			
CP 6680	Seminar: Counseling Approaches to Working with Individuals who are Deaf/Hard-of-Hearing	3			
CP 6681	Seminar: Counseling Approaches to Working with Visual Impairments	3			
CP 6682	Leadership and Advocacy: Deaf and Hard-of-Hearing Services	3			
CP 6685	Case Management	3			

2019-2020

Master of Science: Rehabilitation Counseling
TROY Publication 384-300
Revised 3/2019

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 requirments
- ☐ Degree Requirements
- ☐ Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2019-2020

TROY UNIVERSITY

M.S.Ed.: SCHOOL COUNSELING

Graduate Degree Plan

48 Semester-Hour Program

TROY Publication 384-301
Revised 3/2019

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:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 48 semester hours of credit
5. Two years of professional experience (Certification requirement)
6. No more than two grades below "B"
7. Overall GPA of 3.0 or better. GPA of 3.25 effective July 1, 2017.
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. Meet residency requirement

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 6641	School Counseling Program Management	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6645	Current Trends in School 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			

ELECTIVE (3 Semester Hours)

		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

2019-2020

M.S.Ed.: School Counseling
TROY Publication 384-301
Revised 3/2019
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
- ☐ Application for teacher certification
- ☐ Complete interview and other counseling requirments
- ☐ Degree Requirements
- ☐ Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		
	Test Code	Score
Praxis II		

2019-2020

TROY UNIVERSITY

MASTER OF SCIENCE - GENERAL COUNSELING

Graduate Degree Plan
Non-Licensure / Non-Certification Degree
36 Semester-Hour Program

TROY Publication 384-303
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 36 semester hours of credit
5. Complete all counseling program requirements
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. Meet residency requirement

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: General Counseling (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 requirments
- ☐ 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		

2019-2020

TROY UNIVERSITY

MASTER OF SCIENCE - STUDENT AFFAIRS COUNSELING

Graduate Degree Plan

48 Semester-Hour Program

TROY Publication 384-304
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 48 semester hours of credit
5. Complete all counseling program requirements
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. Meet residency requirement

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 6655	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6669	Behavior Pathology	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 requirments
- ☐ Other _____

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2019-2020

TROY UNIVERSITY

MASTER OF SCIENCE - SUBSTANCE ABUSE COUNSELING

Graduate Degree Plan

48 Semester-Hour Program

TROY Publication 384-305
Revised 3/2019

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 48 semester hours of credit
5. Complete all counseling program requirements
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. Meet residency requirement

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		

2019-2020

TROY UNIVERSITY

TROY Publication 384-307
Revised 3/2019

Graduate Certificate in Addictions Counseling
Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. 48 Hours Master's degree in Counseling previously earned
2. Official transcript(s)
3. Unconditional Admission
4. 15 semester hours of credit
5. Two letters of professional reference
6. No more than two grades below "B"
7. Overall GPA of 3.0 or better
8. Letter of intent, admission interview, and resume
9. All credit earned within 8 years of graduation
10. Recent passing score on the CPCE or NCE submitted
11. Intent to Graduate filed

REQUIRED CORE COURSES: (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6665	Internship: Addictions Counseling	3			
CP 6666	Internship: Addictions Counseling	3			

Students who have previously taken CP 6650/6661 may take additional advisor approved electives or Specialized Study for CP 6661.

ELECTIVES: (9 Semester Hours)

CP 6602	Seminar in the Prevention/Treatment of Chemical Dependency	3			
CP 6616	Treatment of Addictive Family Diseases	3			
CP 6617	Treatment Theories and Modalities of Addictive Diseases	3			
CP 6634	Drug Education, Prevention and Intervention	3			
PSY 6610	Physiological Dynamics of Alcohol and other Drugs	3			

ITEMS TO BE DISCUSSED:

- ☐ One term limit to have transcript(s) and test score on file.
- ☐ Temporary, Conditional, and Unconditional Admission
- ☐ Available faculty for academic advisement
- ☐ Petition for transfer credit once unconditionally admitted
- ☐ Class Attendance
- ☐ Drop & Withdrawal procedure, deadline and consequences
- ☐ Petition for an incomplete grade
- ☐ Student participation in course and program evaluation

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2019-2020

TROY UNIVERSITY

TROY Publication 384-307
Revised 3/2019

POST MASTER'S CERTIFICATE IN CLINICAL MENTAL HEALTH COUNSELING
Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. 48 Hours Master's degree in Counseling previously earned
2. Official transcript(s)
3. Unconditional Admission
4. 15 semester hours of credit
5. Two letters of professional reference
6. No more than two grades below "B"
7. Overall GPA of 3.0 or better
8. Letter of intent, admission interview, and resume
9. All credit earned within 8 years of graduation
10. Recent passing score on the CPCE or NCE submitted
11. Intent to Graduate filed

REQUIRED CORE COURSES: (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6650	Practicum: Clinical Mental Health Counseling (100 hours)	3			
CP 6661	Internship: Clinical Mental Health Counseling (300 hours)	3			

Students who have previously taken CP 6650/6661 may take additional advisor approved electives or Specialized Study for CP 6661.

ELECTIVES: (9 Semester Hours)

CP 6601	Legal, Ethical, and Professional Standards	3			
CP 6605	Foundations of Mental Health Counseling	3			
CP 7740	Theories of Counseling Supervision	3			
PSY 6644	Bio-Psychology	3			
PSY 6670	Diagnosis and Treatment Planning	3			

Must have successfully completed a graduate-level Counseling or Psychology course in Behavior Pathology or Psychopathology or it must be taken as a prerequisite to the Certificate.

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		

2019-2020

TROY UNIVERSITY

TROY Publication 384-307
Revised 3/2019

POST MASTER'S CERTIFICATE IN COUNSELING MILITARY POPULATIONS
Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. 48 Hours Master's degree in Counseling previously earned
2. Official transcript(s)
3. Unconditional Admission
4. 15 semester hours of credit
5. Two letters of professional reference
6. No more than two grades below "B"
7. Overall GPA of 3.0 or better
8. Letter of intent, admission interview, and resume
9. All credit earned within 8 years of graduation
10. Recent passing score on the CPCE or NCE submitted
11. Intent to Graduate filed

ELECTIVES: (15 Semester Hours)

CP 6618	Counseling Military Service Personnel and Their Families	3			
CP 6619	Assessment, Diagnosis, Treatment Planning and Community Reintegration for Military Populations	3			
CP 6661	Internship: Clinical Mental Health Counseling (300 Hours)	3			
PSY 6610	Physiological Dynamics of Alcohol and Other Drugs	3			
PSY 6644	Bio-Psychology	3			

Students who are eligible may take CP 6625-27 in place of CP 6661. Advisor approval required.

Must have successfully completed a graduate-level Counseling or Psychology course in Behavior Pathology or Psychopathology or it must be taken as a prerequisite to the Certificate.

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		

2019-2020

TROY UNIVERSITY

TROY Publication 384-307
Revised 3/2019

CERTIFICATE IN REHABILITATION AND DEAF/HARD-OF-HEARING STUDIES

Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

Name _____ Student ID# _____ Campus _____

Address _____ Email _____

DEGREE REQUIREMENTS:

1. 48 Hours Master's degree in Counseling previously earned
2. Official transcript(s)
3. Unconditional Admission
4. 15 semester hours of credit
5. Two letters of professional reference
6. No more than two grades below "B"
7. Overall GPA of 3.0 or better
8. Letter of intent, admission interview, and resume
9. All credit earned within 8 years of graduation
10. Recent passing score on the CPCE or NCE submitted
11. Intent to Graduate filed
12. Students must obtain a minimum score of Intermediate on the Sign Language Proficiency Interview (SLPI)

ELECTIVES: (15 Semester Hours)

CP 6685	Case Management	3			
CP 6680	Counseling Approaches to Working with Individuals who are Deaf/Hard-of-Hearing	3			
CP 6682	Leadership & Advocacy: Deaf/Hard-of-Hearing Services	3			
CP 6670/71	Internship: Deaf/Hard-of-Hearing	3			
CP 6687	Job Development, Placement and Workplace Accommodations for Individuals with Severe Disabilities	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		