

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, and

CACREP) 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								
Master of Science in Education (M.S. Ed.)	Semester Hours		Alabama Campuses				Support Sites	Troy Online
	Trad	Alt A	Dothan	Montgomery	Phenix City	Troy		
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	X ^^	X ^^		X
Collaborative/Special Education Teacher (6-12)	36 ^^	45	X ^^	X	X ^^	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 ^^		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	30^	---						X ^
Music Instrumental	36	45				X ^^		
Music Vocal/Choral	36	45				X ^^		
Physical Education	36	45				X ^^		X^
Instructional Support Programs (P-12)								
Instructional Leadership & Administration	30	---	X ^^			X ^^		X
Instructional Leadership & Administration Reduced Hour Option for Certification	18	---	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 ^^			X
School Counseling	30	---	X ^^	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							
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*	Troy Online
Clinical Mental Health Counseling	60	X	X	X	X	X	
Rehabilitation Counseling	48	X	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		
Certificate in Infant and Early Childhood Mental Health Counseling	15				X ^{**}		
Educaton Specialist (Ed.S.)							
Counseling	30	X ^{^^}	X ^{^^}	X ^{^^}	X ^{^^}	X ^{^^}	X ^{^^}

****All courses for the Certificate in Infant and Early Childhood Mental Health Counseling are online with the exception of the internship which will be completed online with two face-to-face intensive days at the Troy Campus.**

PSYCHOLOGY PROGRAMS							
PROGRAM	Trad	Dothan	Montgomery	Phenix City	Troy	Support Sites	Troy Online
Applied Behavior Analysis	48		X				

DOCTOR OF PHILOSOPHY (Ph.D.)							
PROGRAM	Trad	Dothan	Montgomery	Phenix City	Troy	Support Sites	Troy Online
Global Leadership	63						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 degree program in Clinical Mental Health Counseling and the Master of Science degree programs in Rehabilitation Counseling offered at the Alabama Campuses in Dothan, Montgomery, Phenix City, and Troy are accredited by CACREP; as well as TROY supports sites in Florida: Altamonte Springs, Ft. Walton Beach, Panama City, Pensacola, Tampa; and TROY Augusta support site in Georgia. The Master of Science in Education in School Counseling a offered at the Alabama Campuses in Dothan, Montgomery, Phenix City, and Troy are CACREP accredited.

- **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 Education is to develop practicing master teachers, instructional support personnel, and education specialists who more effectively serve students in P-12 settings. As master teachers, instructional support personnel, and education specialists, they participate as leaders in their schools and contribute to their profession.

College of Education students in Troy Global Campus must meet all specialized accreditation requirements to be classified as graduates of specialized accredited programs (CAEP, and CACREP). 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 Educator Certificate is sought, except for special education, including Gifted. Temporary, provisional, and other nonrenewable certifications are not acceptable. See specific program descriptions for any additional admission requirements.

Admission to the Graduate Teacher Education Program (GTEP)

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 (must be taken as one of a student’s first four courses)
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	XXXX	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)****(EDU 6629 must be taken as one of student's first four courses)****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)****(EDU 6629 must be taken as one of student's first four courses)****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
(must be taken as one of a student's first four courses)

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
(must be taken as one of a student's first four courses)

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 Capstone 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)

(EDU 6629 must be taken as one of student's first four courses)

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)

(EDU 6629 must be taken as one of student's first four courses)

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

(must be taken as one of a student's first four courses)

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 certifica-

tion 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

36 sh

(Grades P-12)

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 three cohorts per academic year (Fall; Spring; and Summer). The admissions deadline for Fall/T1 is July 15. The admissions deadline for Spring/T3 is October 31st. The admission deadline for Summer/T5 is April 15.

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 2.75 on the baccalaureate transcript or a minimum of a 3.25 GPA on a master's or higher degree transcript.
7. 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 to Practicum
ILA	6663	2	Practicum I
ILA	6664	2	Practicum II

Note: In addition to the required core, a survey course in special education 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 Educational 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. Specifically GPA and test score requirements for admission are listed in the Counseling section on page 95.

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. Evidence of current professional liability coverage of \$1,000,000 minimum.
8. Completion of any additional requirements mandated by the Alabama State Department of Education.
9. Passing score on Teacher Performance Assessment (edTPA)-for initial certification only.

Courses for the Alternative Fifth-Year Program

Required Core Courses: (21 -24 sh)

EDU	6603	3	Planning for the Classroom (Must be among the first four courses taken)
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 (Excludes ECE)
EDU	6611	3	Educational Technology in the Curriculum OR
EDU	XXXX	3	Adviser Approved technology course in the discipline
RED	6630	3	Directed Reading Practicum (ECE only)
RED	6670	3	Advanced Study of Literacy
RED	6675	3	Literacy Instruction for Diverse Populations

*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
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EARLY CHILDHOOD EDUCATION (P-3) 45 sh

Required Core Courses: (30 sh)

(EDU 6603 Must be among the first four courses taken)

Teaching Field: (15 sh)

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

Select one course from the following:

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

ELEMENTARY EDUCATION 45 sh (Grades K-6)

Required Core Courses: (24 sh)

(EDU 6603 Must be among the first four courses taken)

Teaching Field: (12 sh)

Select 12 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 (Must be among the first four courses taken)
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	6638	3	Reading Interventions for Students with Special 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 (Must be among the first four courses taken)
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)

(EDU 6603 Must be among the first four courses taken)

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)

(EDU 6603 Must be among the first four courses taken)

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/fingerprinting

There is no Conditional Admission for this program.

Program Completion Requirements

1. Have a GPA greater than 3.5
2. Pass comprehensive exam (Teacher Leader program only, 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
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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
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Teaching Field Courses: (12 sh)

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

Adviser-Approved Teaching Field Courses: (3 sh)

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

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 a 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 leader-

ship, 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 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 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. 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 re-

quirements 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 superintendent or associate superintendent, assistant to the superintendent, principal, assistant principal, supervisor (any subject and/or grade level), administrator of career and technical education, coordinator, or evaluator; or
3. Document three years of employment in an instructional leadership position for which one of the certificates in Rule 290-3-3-.53.01(2)(b) is proper certification according to the current edition of the Subject and Personnel Codes of the Alabama State Department of Education.
4. Successful completion of a criminal background check/fingerprinting.

There is no Conditional Admission for this program

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	Diverse Populations and Involving Parents/Community Stakeholders in the School Setting
ILA	7703	3	Law, Ethics, and Policy Development
ILA	7717	3	Mentoring
ILA	7740	3	Creating Effective Learning Environments
ILA	7746	3	Organization and Human Resource Development
ILA	7791	3	Current Trends and Issues in Instructional Leadership
ILA	7792	3	Advanced Comprehensive Research Strategies
ILA	7793	3	Program Evaluation
ILA	7794	3	Research in Action

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

30 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
- Successful completion of a criminal background check/fingerprinting.

There is no Conditional Admission for this program.

Required Courses*: (18 sh)

- CP 6635 3 Crisis Response Management
- CP 7700 3 Advanced Practicum in Group Leadership
- CP 7702 3 Advanced Theories and Techniques of Counseling
- CP 7740 3 Theories of Counseling Supervision
- CP 7791 3 Research Seminar
- PSY 7725 3 Specialized Study in Psychology

**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.*

School Counseling Core: (6 sh)

- EDU 6600 3 Classroom Management and Behavior Interventions
- EDU 7763 3 Legal Issues and Ethics in Education
- OR
- ELE 7763 3 Legal Issues and Ethics in Education

Field Project*: (3 sh)

- CP 7794 3 Field Project

Select ONE Survey Course*: (3 sh)

- SPE 6616 3 Teaching Students with Emotional and Social Needs
- SPE 6630 3 Collaboration for Inclusion
- SPE 6640 3 Survey Course in Special Education

**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)							
Counseling	30	X^	X^	X^	X^	X^	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 edu-

cation, 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:

- Develop curricula that incorporate an understanding of how the social context influences the field, including culture, policy, economics, and technology.
- 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.

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 full time 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 concentration in Leadership Studies, graduates will be able to:

- Interpret the psychological, legal, social, political, economic, and cultural environments of organizations.
- Utilize technology and empirical data to plan, develop initiatives, make decisions, and evaluate effectiveness.
- Model the dispositional and interpersonal skills necessary to provide effective organizational leadership.

Leadership Theory and Practice (3 sh)

EAL	6633	3	Leadership: Theory and Practice
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Planning, Decision Making, and Data Analysis (6 sh)

ADE	6653	3	Evaluation and Assessment (or advisor approved substitute)
ADE	6612	3	Workforce Management and Organizational Development

Working with Personnel: Select one (3 sh)

ADE	6610	3	Training and Workforce Development
ADE	6617	3	Seminar in Personnel Planning and Leadership

Communication, Group Processes, and Relationships (6 sh)

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 pursuing 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 (12 sh)

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.

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 complet-

ing 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 (12 sh)

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 (12 sh)

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 (12 sh)

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 relate 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*							
Program Speciality	Hours	Dothan	Montgomery	Phenix City	Troy	Support Sites	Troy Online
Clinical Mental Health	60	X	X	X	X	X	
Rehabilitation Counseling	48	X	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 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		
Certificate in Early Childhood Mental Health Counseling	15				X**		
Education Specialist (Ed.S)							
Counseling	30	X ^{^^}	X ^{^^}	X ^{^^}	X ^{^^}	X ^{^^}	X [^]
School Counseling	30	X ^{^^}	X ^{^^}	X ^{^^}	X ^{^^}		

**All courses for the Certificate in Infant and Early Childhood Mental Health Counseling are online with the exception of the internship which will be completed online with two face-to-face intensive days at the Troy Campus.

MASTER OF SCIENCE IN 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.

Accreditations

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

The Master of Science in Counseling degree program in Clinical Mental Health Counseling and the Master of Science degree programs in Rehabilitation Counseling offered at Altamonte Springs, Augusta, Dothan, Ft. Walton Beach, Montgomery, Panama City, Pensacola, Phenix City, Tampa, and Troy are accredited by CACREP. The Master of Science in Education degree program in School Counseling offered at Dothan, Montgomery, Phenix City, and Troy are accredited by CACREP.

Counseling 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 vo-

- cational goals relevant to the program, and personal and professional self-development as well as other relevant information to be determined by the program faculty.
2. A resumé that includes personal information and professional portfolio regarding topics such as, but not limited to, educational and work history, personal and professional goals, professional affiliations, awards, articles, and references.
 3. Individual and/or group interviews conducted by members of the program faculty to assess the following topics: appropriateness of academic history, work history, relationships in individual and group contexts, vocational goals and objectives and their relevance to the program, each applicant's openness to self-examination, personal and professional self-development, and other factors deemed relevant by the program faculty regarding successful performance as a graduate student and as a counselor.
 4. Evidence of academic skills deemed essential by the program faculty to include, but not limited to, written and oral communication, comprehension and critical analysis of professional literature, basic use of the library, Internet, and other information systems, and competence in statistics and relevant mathematics.
 5. Approval of the Graduate Counseling Admissions Committee for the department within the parameters established by the College of Education and the Graduate Council.
 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 practicum. (Required hours to be completed 60 hour program—10 courses; 48 hour programs-8 courses; 36 hour pro-

gram-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.** Students should consult the comprehensive examination section below for program information and requirements.
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 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.

Comprehensive Exam

Clinical Mental Health Counseling, Student Affairs Counseling, General Counseling, and Substance Abuse Counseling Master's Degree students must take and pass the Comprehensive Preparation Comprehensive Exam (CPCE) as the comprehensive examination to complete the counseling program. The following steps are a guideline to follow in the event the student is unsuccessful at passing the written comprehensive examination:

- Should students fail the first attempt of the comprehensive exam, they must meet with their assigned faculty advisor and create a Comprehensive Exam Remediation Plan. The student will have two additional opportunities to retake the exam within one year of the date originally taken.
- If, after three total attempts, the student has not passed the comprehensive exam, then the student must petition their assigned faculty advisor to have their competency assessed through the Graduation Index.
- If the student does not meet the passing criteria using the Graduation Index, then the student must petition their assigned faculty advisor and the department chair to take the Alternate Essay Exam as an attempt to satisfy the graduation requirement. The student will be given two attempts to pass the Alternate Essay Exam. The Graduation Index and Alternate Essay Exam must be completed within 12 months of the student's first attempt at the comprehensive exam.
- If the student is unable to demonstrate their competency after the aforementioned six attempts, then the student will be dismissed from the program.

Program-specific information related to the comprehensive exam options for Rehabilitation Counseling and School Counseling are listed below:

School Counseling Students: Students enrolled in the School Counseling Program are required to pass the Praxis II Professional School Counselor Exam prior to program completion. This exam

is administered by the Educational Testing Service (ETS), and students are required to adhere to the Alabama State Department of Education and ETS guidelines regarding failed exam attempts.

Rehabilitation Counseling Students: Students enrolled in the Rehabilitation Counseling Program can choose to take either the Certified Rehabilitation Counselor Exam (CRC) or the CPCE. The CRC exam is administered by the Commission on Rehabilitation Counselor Education (CRCC) and students are required to follow the CRCC guidelines regarding failed exam attempts. However, students in this program who choose to take the CPCE will follow the aforementioned guidelines for any failed attempts.

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

60 sh

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

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 are pursued. The Troy University program leads to a Master of Science degree with a specialty in Rehabilitation Counseling. Students choose an academic concentration in one of the following areas 1. Clinical Rehabilitation; 2. Public and Community Rehabilitation; 3. Rehabilitation and Deaf and Hard of Hearing Services; 4. Counseling Military Populations; and 5. Addictions Counseling. Upon graduation, graduates will have the 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 for Accreditation of Counseling and Related Educational Programs (CACREP).
 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 (60 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-Hearing Services
CP	6685	3	Case Management
CP	6687	3	Job Development, Placement, and Workforce Accommodations 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

Select one academic concentration: (12sh)

Clinical Rehabilitation

Core Courses (12 sh)

CP	6685	3	Case Management
CP	6634	3	Drug Education, Prevention, and Intervention
CP	6656	3	Marriage, Family, and Sex Therapy
PSY	6670	3	Diagnosis and Treatment Planning

*The prerequisite, CP 6669-Behavior Pathology must be taken as an elective.

Public and Community Rehabilitation

Core Courses (12 sh)

CP	6685	3	Case Management
CP	6687	3	Job Development, Placement, and Workforce Accommodations for Individuals with Severe Disabilities

PSY	6669	3	Behavior Pathology
PSY	6670	3	Diagnosis and Treatment Planning

Rehabilitation and Deaf/Hard-of-Hearing Services

Core Courses (12 sh)

CP	6680	3	Seminar: 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 Workforce Accommodations for Individuals with Severe Disabilities

* According to SLPI (proficiency) levels and individual needs, students may also take up to four ASL classes.

Counseling Military Populations

Core Courses (12 sh)

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 Drugs
CP	6685	3	Case Management

Addictions Counseling

Core Courses (12 sh)

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 Drugs
CP	6685	3	Case Management

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 from a 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 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

Advisor-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)
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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)
<i>Select THREE courses from the following: (9 sh)</i>			
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

MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS

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.

The Master of Science in Applied Behavior Analysis follows a scientist-practitioner model. The program provides students with a complete educational and clinical experience grounded in the philosophy, science, and application of behavior analysis. Our curriculum includes coursework in basic and applied research and considers learning principles that influence the behavior of organisms (humans and non-humans) in laboratory and applied settings. In addition to coursework, students complete a minimum of 1500 concentrated supervised fieldwork hours in which their research and clinical technique are regularly supervised by faculty and community Board Certified Behavior Analysts (BCBAs) through one-on-one and small group supervision.

Graduates will meet all requirements to sit for the BCBA examination, and once credentialed as BCBAs, they will meet the requirements for behavior analysis licensure in Alabama and many other states. Typical graduates of the program may be employed as BCBAs at agencies, hospitals, clinics, and classrooms that serve people diagnosed with autism spectrum disorder, other developmental disabilities, and problem behavior (e.g., oppositional-defiant disorder and conduct disorder). Graduates who complete the thesis track will also be well prepared to pursue doctoral education in behavior analysis and related disciplines if they choose to do so.

Location

Montgomery Campus

Program Objectives

1. Graduates will understand the concepts and principles of behavior analysis.
2. Graduates will understand clinical service delivery as it applies to applied behavior analysis.
3. Graduates will understand the philosophy of behaviorism.
4. Graduates will understand how diversity (e.g., differences in age, gender, race, culture, ethnicity, national origin, religion, sexual orientation, disability, language, or socioeconomic status) may impact behavior analysts' work.
5. Graduates will understand professionalism as it applies to applied behavior analysis.

Program Prerequisites

1. Applicants must have at least 15 credits of psychology courses

including courses in Research Methods (or Experimental Psychology) and Statistics or their equivalents to be considered for acceptance into the program.

2. Applicants must have at least one undergraduate course broadly related to behavior analysis (e.g., Learning, Behavior Analysis, Applied Behavior Analysis, or Behavior Modification) to be considered for acceptance into the program. Professional or research experience in behavior analysis may be used as a substitute for this coursework requirement.

Admission Requirements

Application Deadline: January 15th. Students are only admitted in the fall.

Admission to the program is determined on a competitive basis by a committee comprised of program faculty and is based on the applicant's materials. In addition to judging aptitude for graduate work, the committee is looking for coursework and experiences that suggest (a) the student will be successful in the program and (b) the program will prepare the applicant for a career in his or her area of interest. The number of students admitted in each cohort will be determined by the committee.

In addition to meeting Troy University's graduate school admissions requirements, applicants must also submit the following:

1. Official GRE test score (Quantitative, Verbal, and Analytical Writing Assessment)
2. Personal statement: In two pages (maximum), please discuss your past education and experience, academic and professional plans, and reasons for wishing to undertake graduate work in behavior analysis in Troy University's Master of Science in Applied Behavior Analysis program.
3. Three recommendation letters (minimum): These letters must attest to the candidate's aptitude for graduate study. Recommendations from professors are best and preferred. One of the letters may be from an employer or other workplace supervisor (e.g., a BCBA) if the work was behavior analytic in nature. The others must be from professors.
4. Diversity Statement (Optional): Troy University's Master of Science in Applied Behavior Analysis program seeks a cohort of students that embodies diversity in its many forms. To this end, please consider submitting a brief statement (maximum of 250 words) describing how your personal and/or professional characteristics, experiences, and interests will advance our program's deep commitment to diversity, social justice, and serving underserved populations. You are invited to address whichever aspect of diversity is most meaningful to you.

Interview

A select group of applicants will be invited to the annual interview day in Montgomery, AL, by March. Decisions (acceptance, waitlist, or denied) will be made by April. Participation in interview day is strongly encouraged, but not required for admittance to the program.

Temporary Admission

Temporary admission may be granted to undergraduate students who are projected to graduate before the upcoming fall semester. These applicants (who have not yet earned a baccalaureate degree) must submit all other admission materials (e.g., all college transcripts, GRE test score, personal statement, and three recommendation letters) to be considered for Temporary Admission.

Conditional Admission

Conditional admission may be granted to applicants who do not satisfy all unconditional admission requirements. See the Graduate Program Admission Classifications subsection under the General Regulations section of the Graduate Course Catalog for more information.

Degree Requirements

Degree requirements include the successful completion of 48 semester hours with an overall grade point average of 3.0. If the student earns a “D” or “F” in a course, the course must be retaken. The one exception to this is that Non-Thesis Track courses may be taken to replace a Thesis-Track course in which an “F” was earned.

Lectures and Seminars (24 sh)

PSY 6628	3	Principles of Behavior Analysis
PSY 6630	3	Ethics and Professionalism in Behavior Analysis
PSY 6632	3	Research Methods in Behavior Analysis
PSY 6641	3	Behavior Assessment
PSY 6643	3	Behavior Change Procedures
PSY 6647	3	Organizational Behavior Management
PSY 6649	3	Experimental Analysis of Behavior
PSY 6654	3	Behavioral Theory and Philosophy

Fieldwork (18 sh)

Students take 6 Concentrated Supervised Fieldwork courses

Thesis (6 sh)

PSY 6680	3	Thesis I-Proposal
PSY 6681	3	Thesis II-Defense

Non-Thesis Track (6 sh)

6 credits of Special Topics in Behavior Analysis

DOCTOR OF PHILOSOPHY (Ph.D) IN GLOBAL LEADERSHIP

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 this program is to provide opportunities for working professionals to acquire a doctoral degree in Global Leadership. As an internationally positioned institution, Troy University's (TROY) mission and goals are focused on promoting the economic and social growth of Alabama, the southeastern United States and world-wide. Troy University identified a need to develop and deliver an applied doctoral program for a new generation of global leaders in an ever-changing environment driven by technology and innovation. Troy University established a Ph.D. in Global Leadership for professionals in leadership positions in today's complex work environments: private and public, domestic and international.

The program aims to develop leadership skills and competencies: students will acquire a mastery of theory and practice as well as a background of knowledge in research, policy analysis, human capital development, and their application including developing

systems to create and effectively lead organizational change, facilitation of global teams, effective communication, and improving organizational effectiveness. Students will complete core coursework and choose a specialization in one area: Public Administration, Organizational Leadership, Strategic Communication, Educational Leadership and Administration, or Higher Education. An international internship is a required element of the Global Leadership Ph.D. program, requires travel to a country outside of the United States and must be completed before being eligible for graduation.

**** Does not lead to Class A or Class AA Educational Leadership certification in Alabama.**

Expected Program Outcomes

Students completing TROY's doctoral program in Global Leadership will:

1. Examine global leadership from various contexts and settings.
2. Develop a global perspective; understand, respond to, and influence the larger political, social, economic, legal, and cultural context of global leadership.
3. Explore changing environments in complex, global and domestic organizations and how globalization impacts these environments and are impacted by them.
4. Develop critical thinking and analytical skills; acquire knowledge of and skills in the anticipation, analysis, and solving of leadership challenges.
5. Synthesize and apply program knowledge and skills through substantial, sustained, standards-based work in real settings.
6. Advocate, nurture, and sustain a culture and academic programs conducive to learning and professional growth.
7. Defend and publish a dissertation.

Expected Student Outcomes

1. Students will be able to analyze perspectives found in the literature, compare viewpoints, and case studies.
2. Students will demonstrate knowledge from a global perspective and articulate and respond to the cultural context of global leadership.
3. Students will demonstrate knowledge and understanding of a broad range of texts, concepts, and issues in the field of global leadership.
4. Students will organize, conduct, and present briefing papers related to concepts used in global leadership.
5. Students will acquire leadership experience in a professional setting by participating in an internship and by planning and producing an internship project paper.
6. Students will develop and define their own disciplinary field of inquiry within the field of global leadership.
7. Students will demonstrate the ability to conduct research, defend, and publish a dissertation.
8. Students will demonstrate expertise in interdisciplinary practices by integrating knowledge and theories in research projects.
9. Students will use statistical tools and interpret data from research studies and their own research.

Admissions

The applicant must submit an application to the Troy University Graduate School. To be considered for admission to the Global Leadership Ph.D. Program, the applicant must:

1. Have attained a Masters Degree from a regionally accredited institution of higher education.
2. Have earned a minimum cumulative GPA of 3.0 (4.0 scale) on all graduate coursework.

3. Submit official transcripts for all post-secondary academic study, one official transcript per institution.
4. Three (3) Letters of Reference
The letters of reference must address the applicant's readiness to enroll in a doctoral program. It is recommended that such individuals be previous undergraduate or graduate professors, advisors or others who can substantiate the applicant's academic preparation for admittance to a doctoral program.
5. Statement of Intent (Maximum of 1000 words.) The statement of intent should:
 - A. Include details of your rationale for pursuing a Ph.D. in Global Leadership.
 - B. Include details regarding your past career and research interests.
 - C. Include details about your projected dissertation focus area (Global Leadership Specializations: Organizational Leadership, Strategic Communication, Public Administration, Instructional Leadership and Administration, Higher Education) and how participation in the Global Leadership Program will align with your projected dissertation focus area and future career interests.
 - D. Include details about an area of interest (Global Leadership Specializations: Organizational Leadership, Strategic Communication, Public Administration, Instructional Leadership and Administration, Higher Education) for your international internship.
 - E. Include an area of the world where you would like to go in order to conduct your international internship in conjunction with your projected area of research interest. If possible, specify the country where you would like to conduct your international internship as it relates to your area of research interest. Note: An international internship is a required element of the Global Leadership Ph.D. program, requires travel to a country outside of the United States and must be completed before being eligible for graduation. Students are responsible for all travel expenses. Scholarships may be available.
6. Writing Sample maximum of 1000 words)
The goal of the writing sample is to measure the applicant's ability to write clearly and succinctly in an academic fashion. The writing sample will assist the Doctoral Admission Committee in evaluating the applicant's research, writing, analytical and problem-solving skills. A publication **authored solely** by the applicant published in an academic publication with a digital object identifier or a url (web address) will be accepted as a writing sample.
The writing sample topic is ***Leadership in the 21st Century***. The writing sample should be double-spaced, 12 point, Times New Roman font with one (1) inch margins on all sides. The paper must be double-spaced, 12 point, Times New Roman font with 1 inch margins on all sides. It is recommended that the writing sample follow the American Psychological Association (APA) style. However, other writing styles, including but not limited to Chico, Modern Language Association (MLA), AMA Manual or other accepted research writing styles will be considered. The Doctoral Admissions Committee will evaluate the writing sample based on the following criteria: 1) Writing Development and Critical Thinking – ability to articulate the primary concept and inform the reader of its focus; 2)

Organization and Structure – development of the topic to include fluid transitions; 3) Paragraph Development – use of transitions and language within each paragraph; 4) Mechanics – appropriate spelling, grammar, and punctuation; and 5) Use of Writing Style – Although all classes and dissertation will employ the APA format, the Committee will review the sample for appropriate use of other acceptable academic research writing style such as cited in the previous paragraph.

NOTE: A publication authored solely by the applicant published in an academic publication with a digital object identifier or a url (web address) will be accepted as a writing sample. The applicant must submit a pdf of the paper or link to URL link as proof of publication.

7. Resume' or Curriculum Vitae
8. An interview may be requested.

Application Deadlines

Fall Admission (August): February 15th application deadline. Acceptance notification received by April 15th.

Spring Admission (January): September 15th application deadline. Acceptance notification received by November 15th.

Admission Examination Requirements

TOEFL scores are required for all international students; this requirement is waived if the student has earned a bachelor's or master's degree from a regionally accredited U.S. institution. Students scoring 70 or higher on the Internet-based TOEFL Test, 193 or higher on the Computer-based Test, and a 523 or higher on the Paper-based TOEFL Test will be given full consideration for admission into the doctoral program.

Doctoral Admission Committee

The Doctoral Admissions Committee will be composed of Global Leadership faculty members with doctoral directive status. Once all of the application information has been received from the Graduate School, the Global Leadership Doctoral Admission Committee will review all the eligible applicants. After the committee considers all aspects of the admission process, it will make a recommendation regarding an applicant's admission into the Ph.D. in Global Leadership Program. After a decision has been made, applicants will be notified of their status.

Transfer of Credit

The Ph.D. in Global Leadership at Troy University requires 63 credit hours. No more than 18 credits of post-master's coursework or degrees or educational specialist coursework or degree or juris doctorate (J.D.) degree from a regionally accredited institution of higher education will be eligible for recognition.

Transfer Credit From Regionally Accredited Universities*

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

1. A grade of "B" or higher must have been earned in each course. Transfer credit will not be used to determine the Troy University grade point average. A copy of the course

syllabus may be required.

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

Documents Required for Evaluation of Transfer Credit:

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

**See the Troy Graduate Catalog General Regulations for further information.*

Entrance into the Program

All students accepted into the Ph.D. program in Global Leadership are required to participate in the Global Leadership Annual Seminar. Students will meet with program faculty and advisor(s).

Time to Complete Degree

Consistent with other terminal degree programs at TROY, the Global Leadership doctoral students will have a maximum time for degree completion of eight years, inclusive of completing dissertation requirements. However, it is important to note that a full-time student (i.e. taking 3 credits per term) may be able to complete coursework in two (2) years. Note: An international internship is a required element of the Global Leadership Ph.D. program, requires travel to a country outside of the United States and must be completed before being eligible for graduation. Students are responsible for all travel expenses. Scholarships may be available. Students participating in internship must seek and obtain Institutional Review Board (IRB) approval. IRB approval is required before candidates start dissertation research. The IRB must approve or determine the project to be exempt prior to the start of any research activities. Additionally, dissertation may require 1-2 years to fully complete. As a result, students can finish the program in as little as three (3) years.

Internship

An international internship is a requirement of the Global Leader-

ship Ph.D. program, requires travel to a country outside the United States, and must be completed before being eligible for graduation. Travel must be outside the country where you currently reside and outside of your nation of origin or where you hold citizenship. Students are responsible for all travel expenses. Scholarships may be available. Students participating in internship must seek and obtain Institutional Review Board (IRB) approval. IRB approval is required before candidates start dissertation research. The IRB must approve or determine the project to be exempt prior to start of any research activities.

Doctoral Student Evaluation

At least once per academic year all faculty with doctoral directive status and graduate faculty teaching in the doctoral program will meet to discuss and evaluate the progress of all doctoral students in the program. This evaluation is designed to assist the doctoral student in successfully completing the program on a timely basis. The results of the evaluations will be distributed to the students by the coordinator of the doctoral program in a timely manner.

Doctoral Dissertation Committee

The members of the Dissertation Committee should be appointed after the conclusion of 5 terms or 18 credit hours into the program. The Dissertation Committee shall consist of no fewer than three members selected from individuals with full-time Graduate Faculty status at Troy University. At least two persons (including the chairperson) should be from the College of Arts and Sciences and/or the College of Communication and Fine Arts and/or the College of Education. If a student requests a faculty member from another institution, the faculty member must hold full-time Graduate Faculty status at the home institution, must be approved by the other members of the Dissertation Committee and be acknowledged by the Dean of the Graduate School at Troy University.

Admission to Doctoral Candidacy

A doctoral candidate is someone who has fulfilled all the requirements for the degree except the dissertation. Students seeking to enter Doctoral Candidacy must have:

- Completed all coursework with a GPA of 3.0 or higher.

Dissertation Defenses

There are three defenses: Dissertation Prospectus (Chapters 1: The Introduction and Chapter 2: The Literature Review); Dissertation Proposal (Chapter 3: Methodology); and Final Defense (all components of the dissertation must be complete and accepted by the dissertation committee for final defense).

Dissertation Prospectus

The dissertation prospectus (Chapters 1: The Introduction and Chapter 2: The Literature Review) indicates the student's commitment to the dissertation committee to complete the proposed dissertation in a reasonable time frame, generally a year or more. The most recent edition of the American Psychological Association (APA) will be the only writing style accepted in writing the dissertation. Additionally, a 12 point front Times New Roman font should be used consistently throughout the document. The student is encouraged to review the Troy University Dissertation Guidelines on the Troy University Graduate school website for further information.

Drafts of the prospectus will only be reviewed by members of the dissertation committee. Feedback and suggestions from dissertation committee members will incorporate until the draft is con-

sidered acceptable by all members of the dissertation committee. The students should anticipate review by the dissertation committee and the incorporation of feedback to consume approximately two to three weeks.

Continuous Enrollment

Students must be continuously enrolled for a minimum of one credit hour in Dissertation (GLOL 8899) per term during and including the term in which they successfully defend their dissertation. Dissertation credit hours may exceed but may not be less than the minimum of 12 semester hours. For example, if students have 12 dissertation credit hours but do not successfully defend their dissertation, they will be required to enroll in at least one credit hour of Dissertation (GLOL 8899) until they successfully defend their dissertation.

Dissertation Proposal

The dissertation proposal (Chapters 1, 2, and 3) indicates the student's commitment to the dissertation committee to complete the proposed dissertation in a reasonable time frame, generally a year or more. The proposal is a document that formally presents the student's written description of the formal doctoral dissertation; the dissertation committee is responsible for reviewing the proposal to determine the feasibility of the proposal methodology.

The committee's approval endorses the research plan and indicates the committee supports initiating or continuing the dissertation process. The most recent edition of the American Psychological Association (APA) will be the only writing style accepted in writing the dissertation. Additionally, a 12 point front Times New Roman font should be used consistently throughout the document. The student is encouraged to review the Troy University Dissertation Guidelines on the Troy University Graduate school website for further information.

Drafts of the proposal will only be reviewed by members of the dissertation committee. Feedback and suggestions from dissertation committee members will be incorporated until the draft is considered acceptable by all members of the dissertation committee. The students should anticipate review by the dissertation committee and the incorporation of feedback to consume approximately two to three weeks.

Final Defense

Upon completion of the dissertation, the student must successfully complete an oral defense pertaining to the dissertation research. The final defense provides the candidate with an opportunity to address all components of the dissertation such as the introduction, importance of the study, methodology, results, discussion/conclusion and references. The work must be of publishable quality using the Graduate School's Dissertation Guidelines format requirement. To complete their degree, each doctoral candidate is required to prepare, present, and orally defend a dissertation that shows independent investigation. Upon completion of the dissertation, the student must successfully complete an oral defense pertaining to the dissertation research.

When the dissertation has been approved by all members of the Dissertation committee, the student with the approval of the Dissertation chair will determine the date, time, and site of the oral Dissertation defense. All members of the Dissertation committee must receive a copy of the candidate's dissertation at least two weeks prior to the scheduled defense. If the student does not pass the oral dissertation defense, a subsequent oral defense may be scheduled at the discretion of the Dissertation chair. Only after the students have successfully defended the dissertation will the mem-

bers of the dissertation committee sign the Dissertation Acceptance Page(s). The dissertation chair will notify the Dean of the Graduate School at least one week in advance of the scheduled oral Dissertation defense. The oral Dissertation defense must occur at least four weeks before the intended date of graduation/commencement. Due to distance constraints, if the student cannot physically be on the Troy campus for the dissertation defense, the student is responsible to arrange technology for a virtual defense such as Skype, WebX, Zoom or Jigsaw, per the dissertation committee approval, for the dissertation defense.

After the Dissertation Defense

Dissertations must be written in English and must be acceptable in form and content to present to the Dissertation Committee and to the Graduate School.

The work must be of publishable quality using the Graduate School's Dissertation Guidelines format requirement. The Dissertation must be reviewed by the Graduate School for adherence to the Dissertation formatting requirements (Appendix C in the Dissertation Guidelines). The student must submit a flawless copy printed on regular paper to the Graduate School (Adams Administration Building, Room 011, Troy Campus) for format review. The appropriate number of "Dissertation Acceptance Pages" and "Human and Animal Review Forms" printed on bonded paper with appropriate original signatures should be submitted along with Dissertation. The Dissertation and other required pages are to be submitted in a "10 X 13" heavy manila envelope with a copy of the title page adhered to the front of the manila envelope. The last date a fully approved Dissertation may be submitted to the Dean of the Graduate School is three (3) full weeks prior to the date of graduation. **THIS DEADLINE IS NOT NEGOTIABLE.**

The student is responsible for checking the University academic calendar for relevant deadlines for commencement for the semester in which he or she plans to graduate (troy.edu/record/graduationgraduationinformation.html)

Plagiarism

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of a substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (See Standard of Conduct in each TROY Catalog). Examples of dishonesty include actual or attempted cheating, plagiarism***, or knowingly furnishing false information to any university employee.

***Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, copying any part of someone else's intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one's own. Proper quoting, using strict APA formatting, is required.

Plagiarism is a very serious offense that Troy University does not tolerate. Evidence of plagiarism may prevent granting of degree.

Academic Suspension

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

Further information may be found in the General Regulations section of the Troy University catalog.

Readmission

For any student seeking readmission into the program, he or she must meet all degree requirements current at the time of readmission. Further information regarding admission procedures may be found in the Troy University catalog at <http://trojan.troy.edu/catalogs/1415graduate/pdf/documents/General-Information.pdf>

Doctoral Program Completion Requirements

All students will be required to take and achieve a minimum grade of "B" in each of the following doctoral core classes.

Required Core Courses (21 sh)

GLOL 8801	1	Global Leadership Seminar (maximum of 3 times)
GLOL 8802	3	Introduction to Doctoral Study in Global Leadership
GLOL 8803	3	Global Leadership
GLOL 8804	3	Innovation in Global Leadership
GLOL 8805	3	Cultures, Values, and Ethics in a Global Environment
GLOL 8806	3	Policy and Politics in Global Leadership
GLOL 8807	3	Internship in Global Leadership

All students will be required to take and achieve a minimum grade of "B" in each of the following doctoral research courses:

RES 8801	3	Mixed Methods in Research Methodology
RES 8802	3	Qualitative Research Methodology
RES 8803	3	Quantitative Research Methodology
RES 8804	3	Assessment and Evaluation in Global Organizations

All students will be required to take and achieve a minimum grade of "B" in each of the following doctoral dissertation classes.

Dissertation (12 sh)

GLOL 8898	9	Writing the Dissertation in Global Leadership
GLOL 8899	3	Dissertation

The specialization area is the specialization the student wishes to pursue. In consultation and with the approval of the advisor, the student will select a specialization area. Specialization areas include: Organizational Leadership, Strategic Communication, Public Administration, Instructional Leadership and Administration, Higher Education.

Specialization

Higher Education (18 sh)

HEA 8801	3	Introductory Seminar in Higher Education
HEA 8802	3	Global Higher Education Leadership
HEA 8803	3	Global Perspectives in Higher Education
HEA 8804	3	Disruption and Innovation in Global Higher Education
HEA 8805	3	Contemporary Issues in Global Higher Education
HEA 8806	3	Advanced Seminar in Higher Education

Instructional Leadership and Administration (18 sh)

ILA 8801	3	Visionary Leadership
ILA 8802	3	Finance and Governance
ILA 8803	3	Educational Law

ILA 8804	3	Human Resources
ILA 8805	3	Analysis & Design of Educational and Instructional Systems
ILA 8806	3	Advanced Seminar in Instructional Leadership & Administration

** Does not lead to Class A or Class AA Educational Leadership certification in Alabama.

Organizational Leadership (18 sh)

LDR 8801	3	Introductory Seminar in Organization Leadership
LDR 8802	3	Seminar in Supervision, Mentoring and Coaching
LDR 8803	3	Seminar in Leading Change and Transformation
LDR 8804	3	Seminar in Human Resource Development
LDR 8805	3	Seminar in Planning and Management of Groups and Teams
LDR 8806	3	Advanced Seminar in Organizational Leadership

Public Administration (18 sh)

PA 8801	3	Introductory Seminar in Public Administration
PA 8802	3	Readings in Public Administration I
PA 8803	3	Advanced Readings in Public Administration I
PA 8804	3	Seminar in Public Administration I
PA 8805	3	Seminar in Public Administration II
PA 8806	3	Advanced Seminar in Public Administration

Strategic Communication (18 sh)

COM 8801	3	Topics in Communications
COM 8802	3	Seminar in Conflict and Communication
COM 8803	3	Survey of Communication Studies
COM 8804	3	Readings in Contemporary Issues in Communication
COM 8805	3	Communication Capstone
COM 8806	3	Seminar in Media Processes and Effects

Total Hours: 63 Semester Hours

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 Counsel-

ing 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 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

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: (6 sh)

- | | |
|------------|--|
| 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: (9 sh)

- | | |
|----------|--|
| 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 specifi-

cally 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 REHABILITATION AND 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 completion 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

CERTIFICATE IN INFANT AND EARLY CHILDHOOD 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: Troy Online and two eight-hour intensive days are required during internship at the Troy Campus

Mission Statement

The Infant and Early Childhood Mental Health Counseling Certificate Program (IECMHCPC) is designed to provide graduate level course work, which is intended to be aligned with Alabama Association for Infant & Early Childhood Mental Health Competency Guidelines. Professionals completing the certificate program (absent some years of clinical experience) should have the requisite course work needed for endorsement.

Rationale

The Infant and Early Childhood Mental Health Counseling Certificate Program provides an opportunity for current and returning students to enhance their clinical skill set and expand their professional expertise in working with infant and early age children and their families.

NOTE: This is not a CACREP accredited certificate program. However, recognition of this program being aligned with the Alabama Association for Infant & Early Childhood Mental Health Competency Guidelines is actively being sought. This certificate program may not qualify for financial aid. Check with your financial aid provider to determine eligibility.

Objectives for Infant and Early Childhood Mental Health Counseling Certificate Program

1. Gain an in-depth knowledge of attachment, neurobiology, ethics, biopsychosocial factors, clinical mental health and reflective perspective to understand conceptualization, assessment and treatment of infants, early age children and their families.
2. Develop multicultural, social justice and reflective perspectives related to skills to ensure the ability to work with diverse infants and early age children and their families.
3. An understanding of human development including biopsychological, pathological/non-pathological development, neuroscience, cognition, emotions and behavior related to infants, early age children and their families.
4. Expertise in mental health assessment, assessment, evaluation and diagnosis of issues that are significant to infants, early age children and their families.
5. Expertise in comprehensive treatment planning, implementation and reflective consultation/supervision that encompasses working with infants, early age children and their families.

Admission Requirements

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

Option 1: Admission for Current Students

Students must be admitted to the Graduate School and admitted to one of the following Master's programs: Counseling, Psychology, Social Work, Early Childhood Education, Social Science at Troy University. See Graduate Admissions and the specific Master's program requirements. Additional requirements for Option 1:

- Two letters of professional reference
- Letter of intent
- Resume/CV

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

Students who have graduated with a Master's Degree in Counseling, Psychology, Social Work, Early Childhood Education, Social Science from Troy university or another regionally accredited university may be admitted to the Infant and Early Childhood Mental Health Counseling Certificate Program. Additional requirements for Option 2:

- Two letters of professional reference
- Letter of intent
- Resume/CV

Course Requirements

Candidates admitted to the Infant and Early Childhood Mental Health Counseling 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..

Required Courses

PSY 6607	3	Introduction to Infant/Early Childhood Mental Health
PSY 6609	3	Infant/Early Childhood Testing and Evaluation
PSY 6612	3	Infant/Early Childhood Neuroscience, Diagnosis & Treatment Planning
PSY 6615	3	Reflective Supervision
PSY 6679	3	Infant/Early Childhood Internship-(400 hours)

To include two face-to-face eight-hour day intensives, otherwise all coursework is offered 100% online

**Perspective students must note: As student will be working with infants, early age children and their families, background checks may be required.*

***The courses may only be taken in sequential order (i.e. First PSY 6607 followed by PSY 6609 and so on) as this is a one-year long cohort model with the certificate culminating with the completion of the internship.*

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

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: Dothan, Montgomery, Phenix City, and Support Sites

The Ed.S. in 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 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 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: (18 sh)

CP 6635	3	Crisis Response Management
CP 7700	3	Advanced Practicum in Group Leadership
CP 7702	3	Advanced Theories and Techniques of Counseling
CP 7740	3	Theories of Counseling Supervision
CP 7791	3	Research Seminar
PSY 7725	3	Specialized Study in Psychology

Field Project or Thesis: (3 sh)

CP 7794	3	Field Project
OR		
CP 7795	3	Thesis

**If Thesis option is selected, then must take PSY 6693*

Adviser Approved Electives (9 sh)

CP 6616	3	Treatment of Addictive Family Diseases
CP 6617	3	Treatment Theories and Modalities of Addictive Diseases
CP 6618	3	Counseling Military Service Personnel and their Families
CP 6619	3	Assessment, Diagnosis, Treatment Planning, and Community Reintegration for Military Populations
CP 6634	3	Drug Education, Prevention and Intervention
PSY 6610	3	Physiological Dynamics of Alcohol and Other Drugs
PSY 6693	3	Psychological and Educational Statistics*
PSY 6644	3	Bio-Psychology
PSY 6648	3	Theories of Personality

*If Thesis option is selected, then must take PSY 6693**

OR

***ADVISOR APPROVED ELECTIVES: (9 Semester Hours)** All coursework applied toward Ed.S. degree program must be earned at the 6000 level or above.

*Students who wish to complete the program entirely online should consult advisor for online only electives options.

2021-2022

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 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|---|--|
| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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			
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ADDITIONAL REQUIRED COURSES ONLY IF NOT PREVIOUSLY COMPLETED: (3-6 Semester Hours)

	Special Education Survey Course	3			
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2021-2022

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

TROY Publication 384-275

Revised 1/2021

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ITEMS TO BE DISCUSSED:

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

2021-2022

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 1/2021
 Page 1 of 2

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

	Special Education Survey Course	3			
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2021-2022

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

TROY Publication 384-276

Revised 1/2021

Page 2 of 2

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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 1/2021

Page 1 of 2

Name		Student ID#		Campus	
Address			Email		

DEGREE REQUIREMENTS:

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

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/ Social Needs	3			
SPE 6631	Legal Issues in Special Education	3			

CAPSTONE COURSE : (3 Semester Hours)

SPE 6697	Field Based Research Project	3			
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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			

2021-2022

M.S.Ed. : Collaborative Teacher Education - K-6

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ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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**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		

2021-2022

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 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Collaborative Teaching (Grades 6-12) **MUST** hold valid professional educator certification at the bachelor's level.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ 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			
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SELECT ONE: (3 Semester Hours) Select the Reading Course **OR** a 3 SH adviser approved elective.

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

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

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

	Special Education Survey Course	3			
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*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.

2021-2022

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

TROY Publication 384-278

Revised 1/2021

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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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 1/2021
 Page 1 of 2

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			
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		3			
		3			
		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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2021-2022

TROY UNIVERSITY
M.S.Ed: Secondary Education - Grades 6-12
Certification / Traditional Program
 Graduate Degree Plan
36 Semester-Hour Program

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 Revised 1/2022
 Page 1 of 2

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

Name Student ID# Campus

Address Email

DEGREE REQUIREMENTS:

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

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

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

REQUIRED CORE COURSES: (18 Semester Hours)

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

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

- Social Science Select 18 semester hours of adviser approved Social Science courses in at least two of the following areas: Economics, Geography, History, Political Science or Social Studies. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.
- English/Language Arts Select 18 semester hours of adviser approved English / Language Arts courses in at least two of the following areas: English, Journalism, Speech, and Drama (Theatre). At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.
- General Science Select 18 semester hours of adviser approved General Science courses in at least two of the following areas: Biology, Chemistry, Physics, and Earth & Space Science. At least 9 SH must be at the 6000 level. Candidates may not enroll in any 5000 level course if it duplicates the same course listed on an undergraduate transcript.

		3			
		3			
		3			
		3			
		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			
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2021-2022

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

TROY Publication 384-280

Revised 1/2021

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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in Elementary - Secondary Education (P-12) **MUST** hold valid certification in the same discipline and grade levels at the bachelor's level.

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

DEGREE REQUIREMENTS:

1. 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. 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			
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2021-2022

M.S.Ed.: Interdisciplinary Education - P-12
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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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 1/2021
 Page 1 of 2

Name Student ID# Campus : _____

Address Email

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the traditional M.S. in 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 EDG 6696 with a "B" or better
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			
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2021-2022

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

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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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

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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:

- | | |
|--|--|
| <ol style="list-style-type: none"> 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. | <ol style="list-style-type: none"> 6. Completion of research requirement with a "B" or better 7. All credit earned within 8 years of graduation 8. Successful completion of PRAXIS 9. 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			
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M.S. Ed. in Instructional Leadership and Administration
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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		

2021-2022

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 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 7. Completion of research requirement with a "B" or better 8. All credit earned within 8 years of graduation 9. Intent to Graduate filed 10. 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 (must be among first four courses taken)	3			
PSY 6631	Psychological Foundations of Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6691	Research Methodology	3			
EDU 6611	Educational Technology in the Curriculum or Advisor Approved Technology Class	3			
RED 6670	Advanced Study of Literacy	3			
RED 6630	Directed reading Practicum	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			

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

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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		
	TEST CODE	SCORE
Praxis II		

2021-2022

TROY UNIVERSITY
M.S.Ed.: Elementary Education - Grades K-6
Certification / Alternative Fifth-Year Program
 Graduate Degree Plan / Progress Report
45 Semester-Hour Program

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 Revised 1/2021
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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. Intent to Graduate filed

REQUIRED CORE COURSES: (24 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6603	Planning for the Classroom (must be among the first four courses taken)	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			
RED 6675	Literacy Instruction for Diverse Populations	3			

TEACHING FIELD: (12 Semester Hours) Select 12 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			

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

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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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

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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. 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 (must be among the first four courses taken)	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			

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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

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

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

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. 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 (must be among the first four courses taken)	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			

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INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

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

ITEMS TO BE DISCUSSED:

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

2021-2022

TROY UNIVERSITY
M.S.Ed.: Interdisciplinary Education - Grades P-12
Certification / Alternative Fifth Year Program
 Graduate Degree Plan / Progress Report
45 Semester-Hour Program

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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. 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 (must be among first four courses taken)	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			

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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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

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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. 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 (must be among first four courses taken)	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 Learners	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 66XX	Reading Interventions for Students with Special 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			

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

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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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

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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. 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 (must be among first four courses taken)	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			

2021-2022

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

TROY Publication 384-288

Revised 1/2021

Page 2 of 2

ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Prerequisites
- Admission to the Graduate Teacher Education Program (GTEP)
- Internship
- Required examinations for certification
- Application for teacher certification
- Degree Requirements
- Other

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

2021-2022

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 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree Program in Early Childhood **MUST** hold valid certification in Early Childhood Education (P-3) at the masters level.

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

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)

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

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

		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			

2021-2022

Education Specialist: Early Childhood Education

TROY Publication 384-289

Revised 1/2021

Page 2 of 2

ITEMS TO BE DISCUSSED:

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

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

2021-2022

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

TROY Publication 384-290
 Revised 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree Program in Elementary Education (Grades K-6) **MUST** hold valid certification in Elementary Education (Grades K-6) at the masters level, AND must meet all other admission requirements as stipulated in the *Graduate Catalog*.

Certificate Type/Class	Discipline	Hrs	Grade Level	Valid Period	Issuing Date
_____	_____	_____	_____	_____ 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			
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ADDITIONAL CERTIFICATION REQUIREMENTS: Only if not previously completed.

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

2021-2022

Education Specialist: Elementary Education

TROY Publication 384-290

Revised 1/2021

Page 2 of 2

ITEMS TO BE DISCUSSED:

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

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

2021-2022

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

TROY Publication 384-291
 Modified 1/2021

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 _____	_____
_____	_____	_____	_____	_____ to _____	_____
_____	_____	_____	_____	_____ to _____	_____

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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	Diverse Populations and Involving Parents/Community Stakeholders in the School Setting	3			
ILA 7703	Law, Ethics, and Policy Development	3			
ILA 7717	Mentoring	3			
ILA 7740	Creating Effective Learning Environments	3			
ILA 7746	Organization and Human Resource Development	3			
ILA 7791	Current Trends & Issues in Instructional Leadership	3			
ILA 7792	Advanced Comprehensive Research Strategies	3			
ILA 7793	Program Evaluation	3			
ILA 7794	Research in Action	3			

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

Survey Course in Special Education	3			
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ITEMS TO BE DISCUSSED:

- Admission to Graduate Teacher Education Program (GTEP)
- Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- PRAXIS II in Instructional Leadership & Administration
- Application for teacher certification

- Degree Requirements
- Other

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

2021-2022

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

TROY Publication 384-253
 Created 1/2021

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:

- | | |
|---|--|
| <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 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			
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ITEMS TO BE DISCUSSED:

- Admission to Graduate Teacher Education Program (GTEP)
- Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- PRAXIS II in Teacher Leader
- Application for teacher certification

Degree Requirements

Other

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

2021-2022

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

TROY Publication 384-292
 Revised 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree in School Counseling **MUST** hold valid certification in School Counseling the master's level.

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

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 30 semester hours of credit
4. No more than two grades below "B"
5. Completion of research requirement with a "B" or better
6. Overall GPA of 3.25 or better. GPA of 3.5 effective July 1, 2017.
7. All credit earned within 8 years of graduation
8. Completion of Field Project
9. Intent to Graduate filed

REQUIRED CORE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6635	Crisis Response Management	3			
CP 7700	Advanced Practicum in Group Leadership	3			
CP 7702	Advanced Theories and Techniques of Counseling	3			
PSY 7725	Specialized Study in Psychology	3			
PSY 7740	Theories of Counseling Supervision	3			
CP 7791/7792/7793	Research Seminar	3			

SCHOOL COUNSELING CORE: (6 Semester Hours)

EDU 6600	Classroom Management and Behavior Interventions	3			
EDU 7763 or ELE 7763	Legal Issues and Ethics in Education	3			

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

CP 7794	Field Project	3			
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SURVEY COURSE IN SPECIAL EDUCATION: (3 Semester Hours) *Required unless previously completed.*

SPE 6616	Teaching Students with Emotional and Social Needs	3			
SPE 6630	Collaboration for Inclusion	3			
SPE 6640	Survey Course in Special Education	3			

*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.

2021-2022

Education Specialist : School Counseling

TROY Publication 384-292

Revised 1/2021

Page 2 of 2

ITEMS TO BE DISCUSSED:

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

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

2021-2022

TROY UNIVERSITY

TROY Publication 384-294

Master of Science

Revised 1/2021

ADULT EDUCATION

Graduate Degree Plan

33/36 Semester Hour Program

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			
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THESIS OPTION*: Complete 18 sh of selected concentration courses plus thesis courses. * Not available to eTROY students.

ADE 6695	Thesis (register for 1-6 hours each term/semester)	6			
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ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

2021-2022

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

TROY Publication 384-333
 Revised 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

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

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		

2021-2022

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

TROY Publication 384-332
 Revised 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|---|--|
| <ol style="list-style-type: none"> 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" | <ol style="list-style-type: none"> 6. All credit earned within 8 years of completion 7. Completion of exit survey 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		

2021-2022

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

TROY Publication 384-331
 Revised 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|---|--|
| <ol style="list-style-type: none"> 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" | <ol style="list-style-type: none"> 6. All credit earned within 8 years of completion 7. Completion of exit survey 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		

2021-2022

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

TROY Publication 384-334
 Revised 1/2021

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 survey
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		

2021-2022

TROY Publication 384-295
 Revised 1/2021
 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 | 5. Two letters of recommendation |
| 2. Official transcript(s) | 6. No more than two grades below "B" |
| 3. Intent to Graduate filed | 7. Overall GPA of 3.0 to graduate |
| 4. 31-33 Hours of course work | 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			

2021-2022

Master of Science in
 Second Language
 Instruction
 TROY Publication 384-295
 Revised 1/2021
 Page 2 of 2

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		

2021-2022

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

TROY Publication 384-298
 Revised: 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|--------------------------------------|--|
| 1. Official transcript(s) | 6. Completion of research requirement with a "B" or better |
| 2. Unconditional Admission | 7. All credit earned within 8 years of graduation |
| 3. 30 semester hours of credit | 8. Completion of Field Project or Thesis |
| 4. Meet residency requirement | 9. Intent to Graduate filed |
| 5. No more than two grades below "B" | 10. Overall GPA of 3.0 or better |

REQUIRED CORE COURSES: (15-18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6635	Crisis Response Management	3			
CP 7700	Advanced Practicum in Group Leadership	3			
CP 7702	Advanced Theories and Techniques of Counseling	3			
PSY 7740	Theories of Counseling Supervision	3			
CP 7791	Research Seminar	3			
PSY 7725	Specialized Study in Psychology	3			

Field Project or Thesis: (3 Semester Hours)

CP 7794	Field Project	3			
PSY 7725	Thesis*	3			

*If Thesis option is selected, then student must take PSY 6693

APPROVED ELECTIVES: (9 Semester Hours) All coursework applied toward Ed.S. degree program must be earned at the 6000 level or above.

CP 6616	Treatment of Addictive Family Diseases	3			
CP 6617	Treatment Theories and Modalities of Addictive Diseases	3			
CP 6618	Counseling Military Service Personnel and their Families	3			
CP 6619	Assessment, Diagnosis, Treatment Planning, and Community Reintegration for Military Populations	3			
CP 6634	Drug Education, Prevention, and Intervention	3			
PSY 6610	Physiological Dynamics of Alcohol and Other Drugs	3			
PSY 6693	Physiological and Educational Statistics*	3			
PSY 6644	Bio-Psychology	3			
PSY 6648	Theories of Personality	3			

OR

APPROVED ELECTIVES: (9 Semester Hours) All coursework applied toward Ed.S. degree program must be earned at the 6000 level or above.

		3			
		3			
		3			

2021-2022

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		

2021-2022

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

TROY Publication 384-299

Revised 1/2021

Page 1 of 2

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcript(s) | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 60 semester hours of credit | 10. Successfully complete the Comprehensive Examination |
| 5. No more than two grades below "B" | 11. Intent to Graduate filed |
| 6. Complete all counseling program requirements | 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			

2021-2022

Master of Science: Clinical Mental Health Counseling

TROY Publication 384-299

Revised 1/2021

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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		

2021-2022

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

TROY Publication 384-300

Revised 1/2021

Page 1 of 2

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: (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			

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Master of Science: Rehabilitation Counseling

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Students must choose ONE concentration (12 sh)**Clinical Rehabilitation 12hrs**

CP 6685	Case Management	3			
CP 6634	Drug Education, Prevention, and Intervention	3			
CP 6656	Marriage, Family, and Sex Therapy Counseling	3			
PSY 6670	Diagnosis and Treatment Planning	3			

Public and Community Rehabilitation 12hrs

CP 6685	Case Management	3			
CP 6687	Job Development, Placement, and Workplace Accommodations for Individuals with Severe Disabilities	3			
PSY 6669	Behavior Pathology	3			
PSY 6670	Diagnosis and Treatment Planning	3			

Rehabilitation and Deaf/Hard of Hearing Services 12hrs

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

*According to SLPI (proficiency) levels and individual needs, students may also take up to four ASL classes

Counseling Military Populations 12hrs

CP 6618	Counseling Military Service Personnel and Their Families	3			
CP 6619	Assessment, Diagnosis, Treatment planning, and Community Reintegration for Military Populations	3			
PSY 6610	Physiological Dynamics of Alcohol and Drugs	3			
CP 6685	Case Management	3			

Addictions Counseling 12hrs

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 Drugs	3			
CP 6685	Case Management	3			

2021-2022

Master of Science: Rehabilitation Counseling
 TROY Publication 384-300
 Revised 1/2021
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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 (GTPE)
- Application for teacher certification
- Complete interview and other counseling requirements
- Degree Requirements
- Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2021-2022

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

TROY Publication 384-301
 Revised 1/2021
 Page 1 of 2

Name Student ID# Campus
 Address Email

- Admission to CACREP Accredited School Counseling Program without Teaching Certification Admission to Alabama State Department of Education Approved School Counseling Program (Complete Certification Verification Below)

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan.

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

DEGREE REQUIREMENTS:

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. GRE, or equivalent exam, test scores submitted. 2. Official 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. | <ol style="list-style-type: none"> 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Successfully complete the Comprehensive Examination 11. Intent to Graduate filed 12. Complete all counseling program requirements 13. 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			
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ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

Special Education Survey Course	3			
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*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.

2021-2022

M.S.Ed.: School Counseling
 TROY Publication 384-301
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ITEMS TO BE DISCUSSED:

- One term limit to have transcript(s) and test score on file.
- Admission to Counseling Program
- Temporary, Conditional, and Unconditional Admission
- Available faculty for academic advisement
- Petition for transfer credit once unconditionally admitted
- Class Attendance
- Drop & Withdrawal procedure, deadline and consequences
- Petition for an incomplete grade
- Student participation in course and program evaluation
- Required examinations for certification
- Application for teacher certification
- Complete interview and other counseling requirements
- Degree Requirements
- Other

ADMISSION STATUS:

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

2021-2022

TROY UNIVERSITY
MASTER OF SCIENCE - GENERAL COUNSELING
 Graduate Degree Plan
 Non-Licensure / Non-Certification Degree
36 Semester-Hour Program

TROY Publication 384-303
 Revised 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|--|--|
| 1. GRE, or equivalent exam, test scores submitted. | 7. Overall GPA of 3.0 or better |
| 2. Official transcript(s) | 8. Completion of research requirement with a "B" or better |
| 3. Unconditional Admission | 9. All credit earned within 8 years of graduation |
| 4. 36 semester hours of credit | 10. Successfully complete the Comprehensive Examination |
| 5. Complete all counseling program requirements | 11. Intent to Graduate filed |
| 6. No more than two grades below "B" | 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 requirements
- Non-licensure/non- certification degree program
- This degree does not lead to a recommendation for certification in school counseling
- Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2021-2022

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

TROY Publication 384-304
 Revised 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ol style="list-style-type: none"> 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" | <ol style="list-style-type: none"> 7. Overall GPA of 3.0 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Successfully complete the Comprehensive Examination 11. Intent to Graduate filed 12. 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 requirements
- Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2021-2022

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

TROY Publication 384-305
 Revised 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|--|---|
| <ol style="list-style-type: none"> 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" | <ol style="list-style-type: none"> 7. Overall GPA of 3.0 or better 8. Completion of research requirement with a "B" or better 9. All credit earned within 8 years of graduation 10. Successfully complete the Comprehensive Examination 11. Intent to Graduate filed 12. 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		

2021-2022

TROY UNIVERSITY
MASTER OF SCIENCE IN APPLIED BEHAVIOR ANALYSIS
Degree Plan
48 Semester-Hour Program

TROY Publication 384-340

Updated 1/2021

Page 1 of 2

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

DEGREE REQUIREMENTS:

1. Unconditional Admission
2. 48 semester hours of credit (see below)
3. No more than two courses with highest grade below "B"
4. Minimum GPA of 3.0
5. All credit earned within 8 years of start
6. Course grade of "B" or higher in *Research Methods in Behavior Analysis* (PSY 6632)
7. Successful completion of all *Behavior Development Solutions* (BDS) modules
8. Successful completion of the research study embedded in the Fieldwork courses
9. Successful completion of the *Behavior Analyst Certification Board's* Board Certified Behavior Analyst (BCBA) Experience Requirements
10. Completion of all other program requirements
11. File Intent to Graduate

LECTURES AND SEMINARS (24 Semester Hours)

PSY 6628	Principles of Behavior Analysis	3			
PSY 6630	Ethics and Professionalism in Behavior Analysis	3			
PSY 6632	Research Methods in Behavior Analysis	3			
PSY 6641	Behavior Assessment	3			
PSY 6643	Behavior Change Procedures	3			
PSY 6647	Organizational Behavior Management	3			
PSY 6649	Experimental Analysis of Behavior	3			
PSY 6654	Behavioral Theory and Philosophy	3			

FIELDWORK: (18 Semester Hours)

PSY 6671	Concentrated Supervised Fieldwork I	3			
PSY 6672	Concentrated Supervised Fieldwork II	3			
PSY 6673	Concentrated Supervised Fieldwork III	3			
PSY 6674	Concentrated Supervised Fieldwork IV	3			
PSY 6676	Concentrated Supervised Fieldwork V	3			
PSY 6677	Concentrated Supervised Fieldwork VI	3			

THESIS: (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6680	Thesis I-Proposal	3			
PSY 6681	Thesis II-Defense	3			

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Master of Science in Applied Behavior Analysis

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NON-THESIS: (6 Semester Hours)

PSY 6656	Special Topics in Behavior Analysis I	3			
PSY 6657	Special Topics in Behavior Analysis II	3			

ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Class attendance
- 3. Availability of faculty for academic advising
- 4. Drop and Withdrawal procedures; deadline and consequences
- 5. Petition for an Incomplete grade
- 6. BDS modules
- 7. Thesis proposal
- 9. Thesis Defense
- 10. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Behavior Development Solutions modules		
Fieldwork research study		
BCBA Experience Requirements		

2021-2022

TROY UNIVERSITY
DOCTOR OF PHILOSOPHY IN GLOBAL LEADERSHIP
HIGHER EDUCATION
Degree Plan
63 Semester-Hour Program

TROY Publication 384-340

Updated 1/2021

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

DEGREE REQUIREMENTS:

- | | |
|--------------------------------------|--|
| 1. Official transcript(s) | 7. All credit earned within 8 years of start |
| 2. Unconditional Admission | 8. Completed Global Leadership Internship |
| 3. 63 Semester hours of credit | 9. Intent to Graduate filed |
| 4. Admission to Candidacy | 10. Passed Prospectus Defense |
| 5. No more than two grades below "B" | 11. Passed Proposal Defense |
| 6. A minimum overall GPA of 3.0 | 12. Passed Final Defense |

DOCTORAL CORE :

GLOL 8801	Global Leadership Seminar (Year 1)	1			
GLOL 8801	Global Leadership Seminar (Year 2)	1			
GLOL 8801	Global Leadership Seminar (Year 3)	1			
GLOL 8802	Introduction to Doctoral Study in Global Leadership	3			
GLOL 8803	Global Leadership	3			
GLOL 8804	Innovation in Global Leadership	3			
GLOL 8805	Cultures, Values, and Ethics in a Global Environment	3			
GLOL 8806	Policy and Politics in Global Leadership	3			
GLOL 8807	Internship in Global Leadership	3			

SPECIALIZATION : (18 Semester Hours)

HEA 8801	Introductory Seminar in Higher Education	3			
HEA 8802	Global Higher Education Leadership	3			
HEA 8803	Global Perspectives in Higher Education	3			
HEA 8804	Disruption and Innovation in Global Higher Education	3			
HEA 8805	Contemporary Issues in Global Higher Education	3			
HEA 8806	Advanced Seminar in Higher Education	3			

RESEARCH: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
RES 8801	Mixed Methods Research	3			
RES 8802	Quantitative Research	3			
RES 8803	Qualitative Research	3			
RES 8804	Assessment and Evaluation in Global Leadership	3			

2021-2022

Ph.D. in Global Leadership

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DISSERTATION: (12 Semester Hours)

GLOL 8898	Writing the Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			

ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Class attendance
- 3. Availability of faculty for academic advising
- 4. Drop and Withdrawal procedures; deadline and consequences
- 5. Petition for an Incomplete grade
- 6. Student participation in course and program evaluation
- 7. Prerequisites
- 8. Selection of dissertation committee
- 9. Dissertation prospectus
- 10. Dissertation proposal
- 11. Dissertation defense
- 12. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Dissertation prospectus		
Dissertation proposal		
Dissertation defense		

2021-2022

TROY UNIVERSITY
DOCTOR OF PHILOSOPHY IN GLOBAL LEADERSHIP
INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION
Degree Plan
63 Semester-Hour Program

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

DEGREE REQUIREMENTS:

- | | |
|--------------------------------------|--|
| 1. Official transcript(s) | 7. All credit earned within 8 years of start |
| 2. Unconditional Admission | 8. Completed Global Leadership Internship |
| 3. 63 Semester hours of credit | 9. Intent to Graduate filed |
| 4. Admission to Candidacy | 10. Passed Prospectus Defense |
| 5. No more than two grades below "B" | 11. Passed Proposal Defense |
| 6. A minimum overall GPA of 3.0 | 12. Passed Final Defense |

DOCTORAL CORE :

GLOL 8801	Global Leadership Seminar (Year 1)	1			
GLOL 8801	Global Leadership Seminar (Year 2)	1			
GLOL 8801	Global Leadership Seminar (Year 3)	1			
GLOL 8802	Introduction to Doctoral Study in Global Leadership	3			
GLOL 8803	Global Leadership	3			
GLOL 8804	Innovation in Global Leadership	3			
GLOL 8805	Cultures, Values, and Ethics in a Global Environment	3			
GLOL 8806	Policy and Politics in Global Leadership	3			
GLOL 8807	Internship in Global Leadership	3			

SPECIALIZATION : (18 Semester Hours)

ILA 8801	Visionary Leadership	3			
ILA 8802	Finance and Governance	3			
ILA 8803	Educational Law	3			
ILA 8804	Human Resources	3			
ILA 8805	Analysis & Design of Educational & Instructional Systems	3			
ILA 8806	Advanced Seminar in Instructional Leadership & Administration	3			

RESEARCH: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
RES 8801	Mixed Methods Research	3			
RES 8802	Quantitative Research	3			
RES 8803	Qualitative Research	3			
RES 8804	Assessment and Evaluation in Global Leadership	3			

2021-2022

Ph.D. in Global Leadership

TROY Publication 384-340

Updated 1/2021

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DISSERTATION: (12 Semester Hours)

GLOL 8898	Writing the Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			

ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Class attendance
- 3. Availability of faculty for academic advising
- 4. Drop and Withdrawal procedures; deadline and consequences
- 5. Petition for an Incomplete grade
- 6. Student participation in course and program evaluation
- 7. Prerequisites
- 8. Selection of dissertation committee
- 9. Dissertation prospectus
- 10. Dissertation proposal
- 11. Dissertation defense
- 12. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Dissertation prospectus		
Dissertation proposal		
Dissertation defense		

2021-2022

TROY UNIVERSITY
DOCTOR OF PHILOSOPHY IN GLOBAL LEADERSHIP
ORGANIZATIONAL LEADERSHIP
Degree Plan
63 Semester-Hour Program

TRO

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

DEGREE REQUIREMENTS:

- | | |
|--------------------------------------|--|
| 1. Official transcript(s) | 7. All credit earned within 8 years of start |
| 2. Unconditional Admission | 8. Completed Global Leadership Internship |
| 3. 63 Semester hours of credit | 9. Intent to Graduate filed |
| 4. Admission to Candidacy | 10. Passed Prospectus Defense |
| 5. No more than two grades below "B" | 11. Passed Proposal Defense |
| 6. A minimum overall GPA of 3.0 | 12. Passed Final Defense |

DOCTORAL CORE :

GLOL 8801	Global Leadership Seminar (Year 1)	1			
GLOL 8801	Global Leadership Seminar (Year 2)	1			
GLOL 8801	Global Leadership Seminar (Year 3)	1			
GLOL 8802	Introduction to Doctoral Study in Global Leadership	3			
GLOL 8803	Global Leadership	3			
GLOL 8804	Innovation in Global Leadership	3			
GLOL 8805	Cultures, Values, and Ethics in a Global Environment	3			
GLOL 8806	Policy and Politics in Global Leadership	3			
GLOL 8807	Internship in Global Leadership	3			

SPECIALIZATION : (18 Semester Hours)

LDR 8801	Introductory Seminar in Organization Leadership	3			
LDR 8802	Seminar in Supervision, Mentoring, and Coaching	3			
LDR 8803	Seminar in Leading Change and Transformation	3			
LDR 8804	Seminar in Human Resource Development	3			
LDR 8805	Seminar in Planning and Management of Groups and Teams	3			
LDR 8806	Advanced Seminar in Organizational Leadership	3			

RESEARCH: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TF
RES 8801	Mixed Methods Research	3			
RES 8802	Quantitative Research	3			
RES 8803	Qualitative Research	3			
RES 8804	Assessment and Evaluation in Global Leadership	3			

2021-2022

Ph.D. in Global Leadership

TROY Publication 384-340

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DISSERTATION: (12 Semester Hours)

GLOL 8898	Writing the Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			

ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Class attendance
- 3. Availability of faculty for academic advising
- 4. Drop and Withdrawal procedures; deadline and consequences
- 5. Petition for an Incomplete grade
- 6. Student participation in course and program evaluation
- 7. Prerequisites
- 8. Selection of dissertation committee
- 9. Dissertation prospectus
- 10. Dissertation proposal
- 11. Dissertation defense
- 12. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Dissertation prospectus		
Dissertation proposal		
Dissertation defense		

2021-2022

TROY UNIVERSITY
DOCTOR OF PHILOSOPHY IN GLOBAL LEADERSHIP
PUBLIC ADMINISTRATION
Degree Plan
63 Semester-Hour Program

TROY Publication 384-340

Updated 1/2021

Page 1 of 2

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

DEGREE REQUIREMENTS:

- | | |
|--------------------------------------|--|
| 1. Official transcript(s) | 7. All credit earned within 8 years of start |
| 2. Unconditional Admission | 8. Completed Global Leadership Internship |
| 3. 63 Semester hours of credit | 9. Intent to Graduate filed |
| 4. Admission to Candidacy | 10. Passed Prospectus Defense |
| 5. No more than two grades below "B" | 11. Passed Proposal Defense |
| 6. A minimum overall GPA of 3.0 | 12. Passed Final Defense |

DOCTORAL CORE :

GLOL 8801	Global Leadership Seminar (Year 1)	1			
GLOL 8801	Global Leadership Seminar (Year 2)	1			
GLOL 8801	Global Leadership Seminar (Year 3)	1			
GLOL 8802	Introduction to Doctoral Study in Global Leadership	3			
GLOL 8803	Global Leadership	3			
GLOL 8804	Innovation in Global Leadership	3			
GLOL 8805	Cultures, Values, and Ethics in a Global Environment	3			
GLOL 8806	Policy and Politics in Global Leadership	3			
GLOL 8807	Internship in Global Leadership	3			

SPECIALIZATION : (18 Semester Hours)

PA 8801	Introductory Seminar in Public Administration	3			
PA 8802	Readings in Public Administration	3			
PA 8803	Advanced Readings in Public Administration	3			
PA 8804	Seminar in Public Administration I	3			
PA 8805	Seminar in Public Administration II	3			
PA 8806	Advanced Seminar in Public Administration	3			

RESEARCH: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
RES 8801	Mixed Methods Research	3			
RES 8802	Quantitative Research	3			
RES 8803	Qualitative Research	3			
RES 8804	Assessment and Evaluation in Global Leadership	3			

2021-2022

Ph.D. in Global Leadership

TROY Publication 384-340

Updated 1/2021

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DISSERTATION: (12 Semester Hours)

GLOL 8898	Writing the Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			

ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Class attendance
- 3. Availability of faculty for academic advising
- 4. Drop and Withdrawal procedures; deadline and consequences
- 5. Petition for an Incomplete grade
- 6. Student participation in course and program evaluation
- 7. Prerequisites
- 8. Selection of dissertation committee
- 9. Dissertation prospectus
- 10. Dissertation proposal
- 11. Dissertation defense
- 12. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Dissertation prospectus		
Dissertation proposal		
Dissertation defense		

2021-2022

TROY UNIVERSITY
DOCTOR OF PHILOSOPHY IN GLOBAL LEADERSHIP
STRATEGIC COMMUNICATION
Degree Plan
63 Semester-Hour Program

TROY Publication 384-340

Updated 1/2021

Page 1 of 2

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

DEGREE REQUIREMENTS:

- | | |
|--------------------------------------|--|
| 1. Official transcript(s) | 7. All credit earned within 8 years of start |
| 2. Unconditional Admission | 8. Completed Global Leadership Internship |
| 3. 63 Semester hours of credit | 9. Intent to Graduate filed |
| 4. Admission to Candidacy | 10. Passed Prospectus Defense |
| 5. No more than two grades below "B" | 11. Passed Proposal Defense |
| 6. A minimum overall GPA of 3.0 | 12. Passed Final Defense |

DOCTORAL CORE :

GLOL 8801	Global Leadership Seminar (Year 1)	1			
GLOL 8801	Global Leadership Seminar (Year 2)	1			
GLOL 8801	Global Leadership Seminar (Year 3)	1			
GLOL 8802	Introduction to Doctoral Study in Global Leadership	3			
GLOL 8803	Global Leadership	3			
GLOL 8804	Innovation in Global Leadership	3			
GLOL 8805	Cultures, Values, and Ethics in a Global Environment	3			
GLOL 8806	Policy and Politics in Global Leadership	3			
GLOL 8807	Internship in Global Leadership	3			

SPECIALIZATION : (18 Semester Hours)

COM 8801	Topics in Communication	3			
COM 8802	Seminar in Conflict and Communication	3			
COM 8803	Survey of Communication Studies	3			
COM 8804	Readings in Contemporary Issues in Communication	3			
COM 8805	Communication Capstone	3			
COM 8806	Seminar in Media Processes and Effects	3			

RESEARCH: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
RES 8801	Mixed Methods Research	3			
RES 8802	Quantitative Research	3			
RES 8803	Qualitative Research	3			
RES 8804	Assessment and Evaluation in Global Leadership	3			

2021-2022

Ph.D. in Global Leadership

TROY Publication 384-340

Updated 1/2021

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DISSERTATION: (12 Semester Hours)

GLOL 8898	Writing the Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			
GLOL 8899	Dissertation	3			

ITEMS TO BE DISCUSSED:

- 1. Unconditional Admission
- 2. Class attendance
- 3. Availability of faculty for academic advising
- 4. Drop and Withdrawal procedures; deadline and consequences
- 5. Petition for an Incomplete grade
- 6. Student participation in course and program evaluation
- 7. Prerequisites
- 8. Selection of dissertation committee
- 9. Dissertation prospectus
- 10. Dissertation proposal
- 11. Dissertation defense
- 12. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Dissertation prospectus		
Dissertation proposal		
Dissertation defense		

2021-2022

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

TROY Publication 384-307
 Revised 1/2021

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		

2021-2022

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

TROY Publication 384-307

Revised 1/2021

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		

2021-2022

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

TROY Publication 384-307
 Revised 1/2021

Name		Student ID#		Campus	
Address			Email		

DEGREE REQUIREMENTS:

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

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		

2021-2022

TROY UNIVERSITY
CERTIFICATE IN REHABILITATION AND DEAF/HARD-OF-HEARING STUDIES
Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

TROY Publication 384-307

Revised 1/2021

Name		Student ID#		Campus	
Address				Email	

DEGREE REQUIREMENTS:

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

Language Proficiency Interview (SLPI)

ELECTIVES: (15 Semester Hours)

Course ID	Course Title	Credits			
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		

2021-2022

TROY UNIVERSITY
CERTIFICATE IN INFANT AND EARLY CHILDHOOD MENTAL HEALTH COUNSELING
Certificate Plan and Progress Record
Certificate Verification
15 Semester-Hours

TROY Publication 384-307
 Revised 1/2021

Name Student ID# Campus
 Address Email

DEGREE REQUIREMENTS:

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Official transcript(s) 2. Unconditional Admission 3. 15 semester hours of credit 4. Two letters of professional reference 5. No more than two grades below "B" | <ol style="list-style-type: none"> 6. Letter of intent, admission interview, and resume 7. All credit earned within 8 years of graduation 8. Intent to Graduate filed 9. Overall GPA of 3.0 or better |
|---|---|

ELECTIVES: (15 Semester Hours)

PSY 6607	Introduction to Infant/Early Childhood Mental Health	3			
PSY 6609	Infant/Early Childhood Testing and Evaluation	3			
PSY 6612	Infant/Early Childhood Neuroscience Diagnosis & Treatment Planning	3			
PSY 6612	Reflective Supervision	3			
PSY 6679	Infant/Early Childhood Internship	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		

