

COLLEGE OF EDUCATION

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

grams that lead to certification programs in graduate study. Of current curricula, education may be altered as warranted by accrediting agencies. As State Department of Edu

**Adult Education, Counseling and Psychology,
and Post Secondary Education Programs**

Master of Science, cont.

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Certification Programs

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

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

CERTIFICATION IN ALABAMA

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

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

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

INITIAL CERTIFICATION AT THE MASTER'S LEVEL

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

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

Admission Requirements for Traditional Fifth-Year Certification Programs

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

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

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

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

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

Common Required Core

EDU	6629	3	The Master Teacher
PSY	6631	3	Psychological FONTAL

ELEMENTARY/SECONDARY EDUCATION

36 Semester Hours

(Grades P-12)

Location: Troy

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

INTERNSHIP

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

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

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

45 Semester Hours

Location: Troy

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

Required Core Courses:	30
Teaching Field:	15

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

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

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

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

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

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

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

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

Educational Administration 36 Semester Hours

Required Professional Core:

EAL 6615 3 Social and Philosophic Foundations of
Educational Leadership

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

**The Rehabilitation Counseling

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

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

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

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

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

Counseling and Psychology Program Guidelines

1. Required Hours

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

2. Internships/Practicum

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

3. Comprehensive Examination

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

Select one:

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

Adviser-approved elective

COMMUNITY COUNSELING

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

Mission Statement

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

The program is designed to provide students with knowledge of theory, application of counseling skills to various agency populations, knowledge of

Additional School Counseling Requirements

- CP 6680 3 Seminar: Counseling Approaches to Working with Hearing Impairment
 - CP 6681 3 Seminar: Counseling Approaches to Working with Visual Impairment
- Adviser-Approved Elective in Rehabilitation Counseling

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

SUBSTANCE ABUSE COUNSELING

Location: Dothan, Montgomery

Mission Statement

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

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

Objectives for Substance Abuse Counseling

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

Substance Abuse Counseling

48 Semester Hours

Required Courses:

- CP 6600 3 Professional Orientation and Ethics
- CP 6610 3 Facilitation Skills and Counseling Techniques
- CP 6649 3 Theories of Counseling
- CP 6642 3 Group Dynamics and Counseling
- PSY 6669 3 Behavior Pathology
- PSY 6645 3 Evaluation and Assessment of the Individual

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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,

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

Select one from the following:

CP 6600 3 Professional Orientation and Ethics

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

Required Core Courses:

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

Select one:

PSE	6680	3	Curriculum Development for Adult Educa- tion
PSE	6608	3	Curriculum Integration of Technology

Select an approved concentration: 18

CONCENTRATIONS

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

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

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

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

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

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

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

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

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

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

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

HIGHER EDUCATION ADMINISTRATION

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

PUBLIC ADMINISTRATION CONCENTRATION

18 Semester Hours

Location: Troy, Atlantic, Florida Western

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

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

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

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

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

ADMISSION REQUIREMENTS FOR EDUCATION SPECIALIST PROGRAMS FOR TEACHERS

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

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

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

CERTIFICATION IN ALABAMA

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

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

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

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

CERTIFICATION IN OTHER STATES

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

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

EARLY CHILDHOOD EDUCATION

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

Required Professional Core:

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

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

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

Teaching Field Courses:

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

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

Select two Adviser-Approved Teaching Field Courses: 6

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

ELEMENTARY EDUCATION

36 Semester Hours

Location: Dothan, Phenix City

Required Professional Core:

PSY	6693	3	Psychological and Educational Statistics
ELE	7790	3	Qualitative Research Methodology
ELE	7793	3	Problem Analysis in Elementary Education
EDU3	Parents as	.6.6(enroll)	(i)09()-286oes as .631 Tw[in Elndidate)2.6(may)o

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

PURPOSE

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

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

**ADMISSION REQUIREMENTS FOR EDUCATION
SPECIALIST PROGRAMS IN INSTRUCTIONAL
SUPPORT AREAS**

EDUCATIONAL ADMINISTRATION (Ed.S.)

Certification Program

Location: Dothan, Phenix City

Additional admission requirements for the Education Specialist degree program in Educational Administration

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

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

Educational Administration (Grades P-12)

36 Semester Hours

SCHOOL PSYCHOLOGY (Ed. S.)

Certification Program

Location: Dothan

Goals and Objectives

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

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

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

School Psychology Ed.S.

33-36 Semester Hours

PSY 6635 3 Vocational Psychology and Career Development
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