The mission of Troy University’s College of Education is to prepare outstanding educators, who are equipped and prepared with the knowledge, pedagogical skills and professional dispositions required to improve the learning opportunities of those they teach. We also train and provide clinical specialization for counselors, ASL interpreters, rehabilitation professionals, and others seeking academic degrees housed within the College of Education. Successful program completers are to be informed, innovative, reflective, globally minded and effective practitioners and professionals who stand apart from others in the professional job market due to the excellence and specialized accreditations held by many programs.

All certification programs are approved by the Alabama State Board of Education. Our professional educator programs are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP). CAEP is recognized by the U.S. Department of Education and the Council for Higher Education Accreditation to accredit programs for the preparation of teachers and other school professionals.

The College of Education is committed to preparing professionals who will be prepared to meet the needs of the next decade. As part of ongoing planning and evaluation, the College of Education regularly evaluates student learning outcomes for each degree program.

### UNDERGRADUATE EDUCATION PROGRAM AVAILABILITY

<table>
<thead>
<tr>
<th></th>
<th>Dothan</th>
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<th>Phenix City</th>
<th>Troy</th>
<th>TROY Online</th>
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<td><strong>Non-certification Programs</strong></td>
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UNDERGRADUATE EDUCATION PROGRAM AVAILABILITY

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<td>• Physical Education (124 hours)</td>
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<td>• Theatre (132 hours)</td>
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NON-CERTIFICATION PROGRAMS

INTERPRETER TRAINING
Troy University’s interpreter training program provides graduates with the content knowledge and skills necessary to be licensed ASL English interpreters. This program meets societal needs by training interpreters for employment in various settings where they will serve deaf and hard of hearing populations.

*In order to officially enter the ITP and begin taking ITP prefix courses, a student must have:
  • A 2.75 cumulative GPA on all course work;
  • An Intermediate Plus or higher on the Sign Language Proficiency Interview (SLPI) or possess national certification;
  • Completed ASL I-IV either at Troy University or any regionally accredited university.

INTERPRETER TRAINING PROGRAM

Specialized General Studies Requirements

**Area II**
- ASL 1141 (3) American Sign Language I
- ASL 1142 (3) American Sign Language II

**Area IV**
- PSY 2200 (3) Introduction to Psychology

Select additional Area IV requirements as shown in the General Studies section of this catalog.

**Area V Requirements**
- ITP 2200 (3) Introduction to Interpreting: Professional Identity and Ethical Considerations
- ASL 2241 (3) American Sign Language III
- ASL 2242 (3) American Sign Language IV
- ASL 3310 (3) Deaf Culture and Diverse Populations
- IS 2241 (3) Computer Concepts and Applications
- TROY 1101 (1) The University Experience

**Required Courses**
- ASL 1160 (2) Visual/Gestural Communication
- ASL 1170 (2) ASL Semantics and Structure
- ASL 2230 (2) ASL Classifiers and Depictions
- ITP 3351 (3) ASL / English Linguistics
- ITP 3353 (3) Introduction to Interpreting English to ASL
- ITP 3354 (3) Introduction to Interpreting ASL to English
- ITP 3355 (3) Transliteration
- ITP 3360 (3) Models of Interpretation/Transliteration
- ITP 3364 (3) Introduction to Educational Interpreting/Transliterating
- ITP 3366 (3) Discourse Analysis I
- ITP 3368 (3) Interpreting in Specialized Setting
- ITP 3375 (3) Introduction to Interactive Interpreting
- ITP 4452 (3) Discourse Analysis II
- ITP 4456 (3) Advanced English to ASL
- ITP 4457 (3) Advanced ASL to English
- ITP 4458 (3) Advanced Interactive Interpreting
- ITP 4462 (3) Practicum I: Seminar and Field Experience
- ITP 4463 (3) Practicum II: Seminar and Field Experience
- ITP 4465 (6) Internship: Educational Interpreting
- ITP 4466 (6) Internship: Community Interpreting

AMERICAN SIGN LANGUAGE MINOR (18 HOURS)
- ITP 2200 (3) Introduction to Interpreting: Professional Identity and Ethical Considerations
- ASL 1141 (3) American Sign Language I
- ASL 1142 (3) American Sign Language II
- ASL 2241 (3) American Sign Language III
- ASL 2242 (3) American Sign Language IV
- ASL 3310 (3) Deaf Culture and Diverse Populations

MASTER MENTOR PROGRAM
The Master Mentor Program consists of four 3-hour courses as outlined below. Students may enroll in this track in their final year of study. Students accepted into this track are still required to meet the 120-credit hour program criteria, as well as all other graduation requirements set forth in the ITP curriculum. Students wishing to enroll in the MMP track in lieu of Community Internship and Education Internship must meet the following criterion:

- Possess Registry of Interpreters for the Deaf (RID) national certification for a minimum of 5 years prior to entry into the Interpreter Training Program.

- ITP 4467 (3) Interpreting Mentorship I: Sign Language/English Interpreting
- ITP 4468 (3) Interpreting Mentorship II: Sign Language/English Interpreting
- ITP 4469 (3) Interpreting Mentorship III: Sign Language/English Interpreting
- ITP 4470 (3) Interpreting Mentorship IV: Sign Language/English Interpreting

REHABILITATION AND DISABILITY STUDIES
The purpose of the undergraduate rehabilitation and disabilities studies major is twofold: (1) to prepare graduates for entry level professional rehabilitation positions both in the public and private sectors, and (2) to prepare students for graduate education in general and, in particular, graduate education in rehabilitation. The curriculum is built upon a strong liberal arts base designed to provide the student with an understanding of human behavior within the context of the social environment; an understanding of social service resources and social policy planning and analysis particularly as related to client systems served by rehabilitation professionals; understanding and skills
needed to become a consumer of practice research and an ability to evaluate one’s own practice effectiveness; an understanding of rehabilitation theory and issues; skills in the assessment of disability; basic skills in effective communication with client systems; skills in the use of vocational information systems; the development of intervention strategies in human problems; and the development of skills to support action programs for client populations with disabilities. A field practicum is required (minimum of 240 clock hours).

**REHABILITATION AND DISABILITY STUDIES MAJOR**

**Area IV Requirements**
- PSY 2210 (3) Developmental Psychology
- PSY 2230 (3) Orientation to the Psychology Major

**Area V Requirements**
- PSY 3304 (3) Abnormal Psychology

**Electives (9 hours)**
- Students must choose an additional 9 hours of free electives.

**Progression in Rehabilitation**
- A student remains in good standing by maintaining, at a minimum, a 2.0 GPA in all course work taken and a 2.0 GPA in all required departmental and professional courses.

**Rehabilitation Program Requirements (33 Hours)**
- HS 2240 (3) Ethics
- SWK/HS/RHB 3375 (3) Diversity OR
- PSY 3315 (3) Cultural and Diversity Psychology
- PSY 3301 (3) Basic Statistics
- PSY 3311 (3) Research Methods
- PSY 4402 (3) Principles of Counseling
- RHB 3345 (3) Foundations of Rehabilitation
- RHB 3350 (3) Disability and Employment
- RHB 3360 (3) Vocational Assessment
- RHB 3380 (3) Medical and Vocational Aspects of Disabilities
- RHB 4410 (1) Rehabilitation Pre-practicum
- RHB 4420 (3) Rehabilitation Practicum I
- RHB 4450 (2) Senior Seminar

**Select one of the following (3 hours):**
- RHB 4430 (3) Rehabilitation Practicum II*
- RHB 9920 (3) Youth Leadership Forum Practicum

**Select three of the following (9 hours):**
- RHB 3385 (3) Rehabilitation of Persons with Severe Disabilities
- PSY 4459 (3) Applied Behavior Analysis
- ASL 3310 (3) Deaf Culture and Diverse Populations
- HS 2250 (3) Fundamentals of Case Management
- NSG 2230 (3) Advanced Medical Terminology
- NSG 2285 (3) Perspectives of Aging
- RHB 3365 (3) Introduction to Visual Impairment
- RHB 9920 (3) Youth Leadership Forum Practicum
- RHB 4440 (3) Rehabilitation Practicum III*

*120-hour field experience. This could be completed at the same site as Practicum I, or at a separate site.

Complete one of the following recommended minors or an advisor approved minor (18 hours): Applied Behavior Analysis, Case Management, Criminal Justice, Exercise Science, Health Promotion, Interpreter Training, Leadership Development, Military Operations, Recreation, Spanish, Contract Medical Minor.

**REHABILITATION AND DISABILITIES STUDIES MINOR (18 HOURS)**

- RHB 3345 (3) Foundations of Rehabilitation
- RHB 3350 (3) Disability and Employment
- RHB 3360 (3) Vocational Assessment
- RHB 3380 (3) Medical and Vocational Aspects of Disabilities
- PSY 3304 (3) Abnormal Psychology

Select one of the following (3 hours):
- RHB 3385 (3) Rehabilitation of Persons with Severe Disabilities
- PSY 3340 (3) Psychology of Learning
- PSY 3380 (3) Social Psychology
- PSY 4459 (3) Applied Behavior Analysis

**OCCUPATIONAL EDUCATION PROGRAM (BSEO)**

The Bachelor of Science Degree in Occupational Education combines theory with experience to prepare students as workforce development professionals in a variety of settings and occupations. Students qualify for the program based upon completion of an Associates’ Degree from an accredited college or university.

**Specialized General Studies Requirements**

General Studies courses should meet the Troy University General Studies Program guidelines.

**Admission Requirements to the BSEO Program**

To apply for admission to the BSEO program, applicants must submit:
1. Completed Application for Admission,
2. Official transcript(s) from all colleges and universities attended,
3. Evidence of an Associates’ Degree from a regionally accredited college*, or Associate of Applied Science Degree

*Any awarded Associates Degree must include coursework commensurate with the Troy University General Studies Program.

**Credentialed Work-Related Experience (30 Hours)** – Troy University recognizes that individuals working in various occupations have garnered hundreds, perhaps thousands of hours of experience to become highly proficient in a particular area. Further, these individuals earn certifications, licenses, or some sort of credential indicating expertise. Troy University will provide academic credit for those hard-earned credentials. Individuals in the BSEO program can earn up to 30 hours in one of two ways:

1. National, state, military, or professional credentials that are widely recognized in the field as indicating currency and competency in work-related abilities. These credentials will be scrutinized by TROY for authenticity, rigor, and occupational regard. Examples of acceptable credentials would include:
   - National Inspection Testing and Certification Corporation (NITC) certification
   - ANSI/NETA ETT Standard for Certification of Electrical Testing Technicians
   - Certified Information Systems Security Specialist (CISSP)
   - A+ Certification
   - Security + Certification
   - Community College of the Air Force credentials
   - USAF Air University credentials
   - Air Force Credentialing Opportunities Online (COOL)
   - American Council on Education Credit (A.C.E.)

After review, TROY will award appropriate credit up to 30 hours. Should the award fall below 30 hours, TROY will recommend subsequent action to reach the 30-hour
2. A detailed Work-Related Portfolio Assessment that must be completed before registering for the Professional Core. This portfolio will be assembled by potential students for evaluation by Troy University. In turn, TROY will determine appropriate academic credit (hours) and recommend any additional credentials needed to earn the full 30 hours required.

Troy University recognizes that some students may have acquired knowledge and skills through life experiences, but may not have recognized credentials indicating currency and/or competency in those skills. The Work-Related Portfolio Assessment allows students the opportunity to have life/work related experiences evaluated as educational experiences and credited toward the BSOE Area 2: Work Related Experience. This portfolio is a collection of materials which represent a student’s life experience in a certain subject area or skill. It will be assembled by potential students for evaluation by Troy University. In turn, TROY will determine academic credit (hours) and recommend any additional credentials needed to earn the full 30 hours required.

Portfolio contents include:

Cover Letter (Required): A cover letter briefly summarizes and clarifies the life experiences, work related activities, and credential for which credit is requested. This letter can include:
- Community service
- Correspondence courses
- Employment
- Learning through technology
- Non-credit experience
- Certificates, licenses, awards
- Travel

Resume (Required): A more in-depth description of the applicant’s personal history such as education, employment, experiences, awards, etc.

Job description(s): Detailed descriptions of past employment commensurate with skills/ability claimed. This includes duties, responsibilities, length of employment, and any other details that would indicate work related experience.

Documents: Documents indicating proficiency levels in relevant areas of performance. This could include certificates, licenses, awards, supervisory ratings, commendations, and/or any other verification of skills.

Reflections: Written documentation of personal accomplishments and why the applicant feels their experiences merit academic credit.

Artifacts: Samples of work demonstrating applications of the concepts and principles in the skill being considered, such as engineering drawings, technical manuals, publications, video and/or audio tapes, and any other creations deemed appropriate, etc.

NOTE: Students submitting credentials or the portfolio are provisionally admitted. They will be permitted to begin Area 3 (the Professional Core) only after TROY has rendered a decision regarding credit award and additional credentials needed.

Academic Core (30 hours)
ADE 3301 (3) Education Leadership and Motivation in Adult Learning
ADE 3305 (3) Teaching Adults with Technology
ADE 3310 (3) Teaching Adult Learners
ADE 3320 (3) Assessing Adult Learners
ADE 3346 (3) Educational Psychology in Adult Learning
ADE 4400 (3) Classroom Management in Adult Learning
ADE 4401 (3) Problem Solving and Decision

ADE 4410 (3) Making Professional Education Communication (Student Counseling)
ADE 4420 (3) History and Development of the Workforce
COM 2231 (3) Interpersonal Communications

It is also recognized that many BSOE students may have already been in an occupational education environment and/or may have secured additional, related hours for courses similar to the Professional Core. To recognize and provide credit for these experiences, TROY will provide up to twelve (12) hours credit to the professional core in this manner:

1. Transfer credit for courses taken at another regionally accredited university with a grade of “B” or better. These courses must be comparable in catalog description to courses in the Professional Core and must be approved by the Dean of the College of Education.

2. Prior Learning Assessment (PLA). Students wishing to receive credit for the following courses must pass a course specific exam to receive credit for any one of these courses. These exams are developed by TROY faculty to assess a potential student’s grasp of course content. Each course will have one exam that is proctored at an appropriate location.

ADE 3310: Teaching Adult Learners
ADE 3320: Assessing Adult Learners
ADE 3305: Teaching Adults with Technology

NOTE: Academic Regulation Requiring Residency. For Students seeking a bachelor’s degree from TROY, 25% of the credit hours required for the degree must be completed in “residence” through TROY or TROY ONLINE. Therefore, in some cases, students will not be granted transfer credit or PLA credit even if they qualify.

NOTE: Case Example – Student A, a welding instructor at ABC Community College, starts TROY with an associate’s degree and registers for the BSOE degree. Student A also provides evidence of work related experience. Student A MUST take all ten, 3-hour course to satisfy TROY’s 25% credit hour academic requirements.

PSYCHOLOGY

Psychology is the science concerned with the understanding of behavior and mental processes. A major in psychology provides students with (1) a useful foundation for further study at the graduate level, leading to various careers in psychology, or to study in the health professions and social work; (2) skills related to employment at the baccalaureate level for the pursuit of careers in mental health services, industry, human services or areas where the knowledge of behavior would be deemed beneficial; and (3) a sound preparation for describing, understanding, predicting, and controlling the events in their own lives. Students who obtain an advanced degree have a growing range of new opportunities for employment in medical settings, sports, business, the military, as well as private practice, university teaching, and research.

PSYCHOLOGY MAJOR

Specialized General Studies Requirements

Area IV
Required (6 hours)
PSY 2200 (3) Introduction to Psychology
PSY 2210 (3) Developmental Psychology

Electives (21 hours)-Students must choose an additional 21 hours of free electives.

Major Requirements

Required Core (12 hours)
PSY 2230 (3) Orientation to the Psychology Major
PSY 3301 (3) Basic Statistics
PSY 3311 (3) Research Methods
PSY 4480 (3) Senior Seminar in Psychology
**Group 1 (Select 2 Courses – 6 hours)**

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<td>Psychology of Learning</td>
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<td>PSY 3370</td>
<td>Comparative Psychology</td>
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<td>PSY 3385</td>
<td>Evolutionary Psychology</td>
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<td>PSY 4421</td>
<td>Physiological Psychology</td>
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<td>PSY 4460</td>
<td>Cognitive Psychology</td>
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**Practicum experiences will be required for application for national credentials.**

**Group 2 (Select 2 Courses – 6 hours)**

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<td>PSY 3312</td>
<td>Psychology of Women</td>
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<tr>
<td>PSY 3315</td>
<td>Cultural and Diversity Psychology</td>
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<td>PSY 3380</td>
<td>Social Psychology</td>
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<td>PSY 4402</td>
<td>Principles of Counseling</td>
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<tr>
<td>PSY 4450</td>
<td>Theories of Personality</td>
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**LEADERSHIP DEVELOPMENT MINOR (18 HOURS)**

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<td>Introduction to Leadership</td>
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<tr>
<td>LDR 2200</td>
<td>Tools for Leaders</td>
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<tr>
<td>LDR 3300</td>
<td>Leadership Theory</td>
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<tr>
<td>LDR 4400</td>
<td>Leadership Seminar</td>
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**Select at least an additional six hours from the following:**

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<td>AS 3313</td>
<td>Air Force Leadership Studies II</td>
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<td>COM 3345</td>
<td>Group Discussion and Leadership</td>
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<td>LDR 2210</td>
<td>Leadership and Interpersonal Skills</td>
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<td>LDR 2220</td>
<td>Contemporary Issues of Women and Leadership</td>
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<td>LDR 3320</td>
<td>Great Leaders</td>
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<td>LDR 4444</td>
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<td>LDR 4493-94</td>
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<td>PHI 2204</td>
<td>Ethics and the Modern World</td>
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<td>POL 3340</td>
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**Group 3 (Select 2 Courses – 6 hours)**

Select any 2 psychology courses not completed in another area.

**Group 4 (Select 2 Courses – 6 hours)**

**PSYCHOLOGY MINOR (18 HOURS)**

Students may select any 6 (18 hours) PSY courses. PSY 2230 is a prerequisite for some upper level PSY courses.

**PSYCHOLOGICAL RESEARCH MINOR (18 HOURS)**

**Required Courses**

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<td>PSY 3317</td>
<td>Ethics in Research and Practice</td>
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<td>PSY 4405</td>
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**SUBSTANCE ADDICTION EDUCATION MINOR (18 HOURS)**

**Required Courses**

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<td>PSY 4420</td>
<td>Physiological Dynamics of Alcohol and Other Drugs</td>
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<tr>
<td>PSY 4430</td>
<td>Intro to Substance Abuse Counseling</td>
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<tr>
<td>PSY 4434</td>
<td>Drug Education, Prevention, and Education</td>
</tr>
<tr>
<td>PSY 4435</td>
<td>Treatment of Addictive Family Diseases</td>
</tr>
<tr>
<td>PSY 4436</td>
<td>Treatment Theories and Modalities of Addictive Diseases</td>
</tr>
</tbody>
</table>

**APPLIED BEHAVIOR ANALYSIS MINOR (18 HOURS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3340</td>
<td>Psychology of Learning</td>
</tr>
<tr>
<td>PSY 4459</td>
<td>Applied Behavior Analysis</td>
</tr>
<tr>
<td>PSY 4474</td>
<td>Evaluation of Research for the Behavioral Treatment of Individuals with Autism and Developmental Delays</td>
</tr>
<tr>
<td>PSY 4477</td>
<td>Behavioral Assessment of Individuals with Autism and Developmental Delays</td>
</tr>
<tr>
<td>PSY 4476</td>
<td>Behavioral Treatment of Individuals with Autism and Developmental Delays</td>
</tr>
<tr>
<td>PSY 4478</td>
<td>The Behavioral Analyst as a Professional and Ethical Practitioner</td>
</tr>
</tbody>
</table>

Students seeking experience based practicum are encouraged to take the two practicum courses. See advisor for information regarding national credentials in Applied Behavior Analysis. Practicum experiences will be required for application for national credentials.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 4496</td>
<td>Applied Behavior Analysis Practicum I</td>
</tr>
<tr>
<td>PSY 4497</td>
<td>Applied Behavior Analysis Practicum II</td>
</tr>
</tbody>
</table>

**LEADERSHIP DEVELOPMENT MINOR (18 HOURS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDR 1100</td>
<td>Introduction to Leadership</td>
</tr>
<tr>
<td>LDR 2200</td>
<td>Tools for Leaders</td>
</tr>
<tr>
<td>LDR 3300</td>
<td>Leadership Theory</td>
</tr>
<tr>
<td>LDR 4400</td>
<td>Leadership Seminar</td>
</tr>
</tbody>
</table>

**Select at least an additional six hours from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS 3312</td>
<td>Air Force Leadership Studies I</td>
</tr>
<tr>
<td>AS 3313</td>
<td>Air Force Leadership Studies II</td>
</tr>
<tr>
<td>COM 3345</td>
<td>Group Discussion and Leadership</td>
</tr>
<tr>
<td>LDR 2210</td>
<td>Leadership and Interpersonal Skills</td>
</tr>
<tr>
<td>LDR 2220</td>
<td>Contemporary Issues of Women and Leadership</td>
</tr>
<tr>
<td>LDR 3320</td>
<td>Great Leaders</td>
</tr>
<tr>
<td>LDR 4444</td>
<td>Leadership Internship</td>
</tr>
<tr>
<td>LDR 4450</td>
<td>Leadership Service Learning</td>
</tr>
<tr>
<td>LDR 4493-94</td>
<td>Guided Independent Study</td>
</tr>
<tr>
<td>MGT 3300</td>
<td>Principles of Management</td>
</tr>
<tr>
<td>MSL 2201</td>
<td>Individual Leadership Studies</td>
</tr>
<tr>
<td>MSL 2202</td>
<td>Leadership Teamwork</td>
</tr>
<tr>
<td>MSL 2204</td>
<td>Leadership Lab</td>
</tr>
<tr>
<td>PHI 2204</td>
<td>Ethics and the Modern World</td>
</tr>
<tr>
<td>POL 3340</td>
<td>U.S. Government – Executive Branch</td>
</tr>
</tbody>
</table>

**EDUCATIONAL STUDIES MINOR (18 HOURS)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 3303</td>
<td>Educational Psychology and Classroom Assessment or discipline specific course</td>
</tr>
<tr>
<td>EDU 3305</td>
<td>Teaching with Technology</td>
</tr>
<tr>
<td>EDU 3310</td>
<td>Introduction to Education</td>
</tr>
<tr>
<td>EDU 4400</td>
<td>Classroom Management or discipline specific course</td>
</tr>
<tr>
<td>SPE 3340</td>
<td>Diverse Learners</td>
</tr>
</tbody>
</table>

**Certification Programs**

**Teacher Certification**

Please see the list of certification programs offered at Troy University at the beginning of the College of Education (COE) section. All teacher education certification programs are approved by the Alabama State Department of Education. Students seeking teacher certification should refer to the specific program sections in the catalog for eligibility and program completion requirements. This information can be found on the COE website. Only those students who are properly admitted to an approved teacher certification program and complete all current requirements will be allowed to graduate.

**Certification in Alabama**

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

- A minimum grade point average of 2.75 on all undergraduate coursework, a 2.75 in the professional
studies coursework, and 2.75 in the teaching field(s) coursework.
- A grade of C or better in all coursework in professional and teaching field which applies to certification; and
- Effective September 1, 2018, all teacher candidates seeking initial licensure 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, including a comprehensive background check that shall be completed and cleared prior to observations in P-12 settings. 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. Implementation of additional requirements may be mandated by the Alabama State Department of Education and could supersede a student’s stated program requirements. 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.

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

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.

Statement of Guarantee for New Educators
Candidates who are recommended by Troy University for Alabama state teacher certification shall be granted remediation at no cost if:
1. they are employed in their areas of specialization of the awarded certificate;
2. they receive less than satisfactory performance on the state approved evaluation instrument;
3. remediation is requested within two years of the valid date of the Professional Educator certificate, which was issued based on recommendation by the unit.

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

Exit Examinations
Students are required to successfully complete the required PRAXIS II tests associated with their major and successfully complete internship. Effective August 2018 students seeking certification in Alabama will be required to pass the state adopted performance assessment, edTPA. Contact your content major adviser for details.

Certification Only
Candidates who currently hold valid Alabama professional teacher certification may complete program requirements for recommendation of additional teaching fields. Transcripts and professional experience will be reviewed prior to beginning any coursework to determine eligibility. Candidates must successfully complete all aspects of each program in which certification is sought. Including course requirements, appropriate nationally normed tests, and internship.

Transfer Credit Allowances
At least 25% of the credit hours required for the degree must be earned in residence with Troy University. Transfer credit for professional education courses and teaching area courses which give consideration to pedagogical application is allowable only for courses taken at a regionally accredited institution in a state-approved teacher education/certification program. Other transfer credit is subject to approval.

General Studies Requirements
General studies courses cannot be used to meet requirements for both a major field and general studies. Some education majors have special general studies requirements. Consult your education adviser and the General Studies section of this catalog for details. Required major field courses are listed under the appropriate departmental listing in this catalog.

Admission to the Teacher Education Program (TEP)
Admission to Troy University does not qualify a student for admission to the Teacher Education Program. Candidates may only enroll in EDU 3310, EDU 3305 (or check-sheet approved discipline-specific technology course), EDU 4400 (or check-sheet approved discipline-specific classroom management course), SPE 3340 (or check-sheet approved discipline-specific diverse learners course), and EDU 3303 (or check-sheet approved discipline-specific education psychology/assessment course) prior to meeting all criteria for admission to the Teacher Education Program. Candidates must meet with their teaching field adviser for any restrictions regarding enrollment in teaching field courses prior to admission to TEP. Written application to the Teacher Education Program is required. Additional requirements include the following:
1. Completion of 48 semester hours or 80% of required General Studies courses including a grade of C or better in the two English composition courses and a grade of C or better in the required general studies mathematics course(s) for the teacher education major.
2. Early Childhood, Elementary, Collaborative Teacher K-6, and Collaborative Teacher 6-12 candidates must complete both MTH 1110 and MTH 1112 with a grade of C or better to satisfy the math requirement for admission to TEP.
3. A minimum grade point average of 2.75 overall, 2.75 in professional studies, and 2.75 in teaching field(s) is required. Students who fail to meet the required GPA may repeat courses. The university academic policy will be applied in calculating grade point averages. Each cohort admitted to TEP must have an average cumulative GPA of 3.0.
4. Successful completion of an interview.
5. Completion of a minimum of 12 clock hours of classroom observation/participation.
6. Evidence of successful background and fingerprint clearance.
7. Evidence of current professional liability insurance at one million dollars of coverage.

The Professional Internship Program
The Professional Internship Program is the culminating clinical field-based experience for candidates seeking certification in a teaching field. The Professional Internship Program provides the candidate with the opportunity to conduct classes and assume the role of teacher while receiving supervision from a classroom teacher and a university supervisor. Candidates must attend a pre-internship meeting one year prior to the semester of projected internship. Instructions regarding qualifications and applications should be obtained from the Certification and Field Experience
Specialized General Studies Requirements
See the General Studies section of this catalog for additional information.

Collaborative / Special Education Teacher (K-6) (121 Hours)

Specialized General Studies Requirements
See the General Studies section of this catalog for additional information.

Elementary education majors must complete a minimum of 12 semester hours in each of the following disciplines as part of General Studies: Mathematics, Social Science, Science, and English.

General Studies (60 Hours)

Area V Requirements (20 Hours)
MTH 1112 (3) Pre-Calculus Algebra
MTH 2251 (3) Mathematical Concepts for K-6 Teachers I
MTH 2252 (3) Mathematical Concepts for K-6 Teachers II
SCI 2234 (3) Earth and Space Science
SCI L234 (1) Earth and Space Science Lab
TROY 1101 (1) The University Experience

Education Major (Professional Studies 33 Hours)
EDU 3303 (3) Educational Psychology & Classroom Assessment
EDU 3305 (3) Teaching with Technology
EDU 3310 (3) Introduction to Education
EDU 4400 (3) Classroom Management
EDU 4471 (3) Curriculum and Instructional Delivery
ECE 4474 (9) Early Childhood Internship
SPE 3340 (3) Diverse Learners
ECE 4454 (3) Internship Seminar

Teaching Field (36 Hours)
ECE 3315 (3) Assessment in ECE
ECE 3340 (3) Language Acquisition
ECE 3325 (3) Child Growth & Development
ECE 3385 (3) Primary Math & Science
ECE 3391 (3) Social Studies: Community & Family
ECE 4401 (3) Integrated Program
EDU 3305 (3) Teaching with Technology
EDU 3310 (3) Introduction to Education
EDU 4400 (3) Classroom Management
RED 4401 (3) Reading in the Content Areas
EDU 4471 (3) Curriculum and Instructional Delivery
SPE 3340 (3) Diverse Learners
SPE 4454 (3) Internship Seminar
SPE 4474 (9) Collaborative Teacher K-6 Internship

Teaching Field (33 Hours)
EDU 3308 (3) Integrated STEM
EDU 4478 (3) Math/Science/STEM Practicum
ELE 3362 (3) Teaching Mathematics
RED 3310 (3) Language and Literacy
RED 4465 (3) Literacy Practicum
RED 4483 (3) Reading Intervention Strategies
SPE 3301 (3) Advanced Topics in Disabilities
SPE 3306 (3) Teaching Students with High Incidence Disabilities
SPE 3309 (3) Teaching Students with Low Incidence Disabilities
SPE 3362 (3) Policies and Procedures in Special Education
SPE 4407 (3) Inclusive Strategies

COLLABORATIVE / SPECIAL EDUCATION TEACHER (6-12) (121 HOURS)

Specialized General Studies Requirements
See the General Studies section of this catalog for additional information.

Collaborative teacher majors must complete a minimum of 12 semester hours in each of the following disciplines as part of General Studies: Mathematics, Social Science, Science, and English.

Area V Requirements
MTH 1112 (3) Pre-Calculus Algebra
MTH 2251 (3) Mathematical Concepts for K-6 Teachers I
MTH 2252 (3) Mathematical Concepts for K-6 Teachers II
SCI L234 (1) Earth and Space Science Lab
TROY 1101 (1) The University Experience

Education Major Professional Studies (33 Hours)
EDU 3303 (3) Educational Psychology & Classroom Assessment
EDU 3305 (3) Teaching with Technology
EDU 3310 (3) Introduction to Education
EDU 4400 (3) Classroom Management
EDU 4471 (3) Curriculum and Instructional Delivery
RED 4401 (3) Reading in the Content Areas
SPE 3340 (3) Diverse Learners
SPE 4454 (3) Internship Seminar
SPE 4465 (9) Collaborative Teacher (6-12) Internship

Teaching Field (33 Hours)
EDU 3308 (3) Integrated STEM
EDU 4478 (3) Math/Science/STEM Practicum
ELE 3362 (3) Teaching Mathematics
RED 4465 (3) Literacy Practicum
RED 4483 (3) Reading Intervention Strategies
SPE 3301 (3) Advanced Topics in Disabilities
SPE 3305 (3) Vocation and Transition Planning for Secondary Students with Disabilities
SPE 3306 (3) Teaching Students with High Incidence Disabilities
SPE 3309 (3) Teaching Students with Low Incidence Disabilities
SPE 3362 (3) Special Education Law
SPE 4407 (3) Inclusive Strategies

INTERDISCIPLINARY EDUCATION (P-12)

Specialized General Studies Requirements
See the General Studies section of this catalog for additional information.

Education Major (Professional Studies)
Music Education Majors:
EDU 3310 (3) Introduction to Education
MUS 4403 (3) Classroom Management for the Music Educator
EDU 4471 (3) Curriculum and Instructional Delivery
MUS 3346 (3) Educational Psychology and Assessment in Fine Arts
RED 4401 (3) Reading in the Content Areas
MUS 4460 (3) Music for the Exceptional Learner
MUS 3305 (3) Music Technologies
MUS 4472 (9) Internship in Music Education
IED 4454 (3) Internship Seminar for Interdisciplinary Education
MUS 4481 (3) Methods and Materials for the Secondary Music Teacher (3-4)

Physical Education Majors:
EDU 3310 (3) Introduction to Education
KHP 4465 (3) Classroom Management and Organization for HPE
EDU 4471 (3) Curriculum and Instructional Delivery
KHP 3391 (3) Testing and Statistical Interpretation
RED 4401 (3) Reading in the Content Areas
KHP 4462 (3) Physical Education for Exceptional Children
EDU 3305 (3) Teaching with Technology
KHP 4472 (9) Internship in Health/Physical Education
IED 4454 (3) Internship Seminar for Interdisciplinary Education
KHP 4481 (3) Methods and Materials for the P-12
Physical Educator

**Art Education Majors:**
- EDU 3310 (3) Introduction to Education
- EDU 4400 (3) Classroom Management
- EDU 4471 (3) Curriculum and Instructional Delivery
- ART 3346 (3) Educational Psychology and Assessment in Fine Arts
- RED 4401 (3) Reading in the Content Areas
- SPE 3340 (3) Diverse Learners
- EDU 3305 (3) Teaching with Technology
- ART 4472 (9) Internship in Art Education
- IED 4454 (3) Internship Seminar for Interdisciplinary Education
- ART 4481 (3) Methods and Materials for the Art Teacher

**Theater Education Majors:**
- EDU 3310 (3) Introduction to Education
- EDU 4400 (3) Classroom Management
- EDU 4471 (3) Curriculum and Instructional Delivery
- THE 3346 (3) Educational Psychology and Assessment in Fine Arts
- RED 4401 (3) Reading in the Content Areas
- SPE 3340 (3) Diverse Learners
- EDU 3305 (3) Teaching with Technology
- THE 4472 (9) Internship in Grades P-12
- IED 4454 (3) Internship Seminar for Interdisciplinary Education
- THE 4481 (3) Methods and Materials for the Theater Teacher

In addition to the required General Studies and the education major identified above, students seeking Alabama Teacher certification in grades P-12 should complete the academic major in a specific discipline, and select Education as the second major. Students should consult with their education adviser concerning all certification requirements and with their academic discipline adviser for requirements in the major. Available interdisciplinary education disciplines are as follows:

- Art
- Music, Instrumental
- Music, Choral
- Physical Education
- Theatre