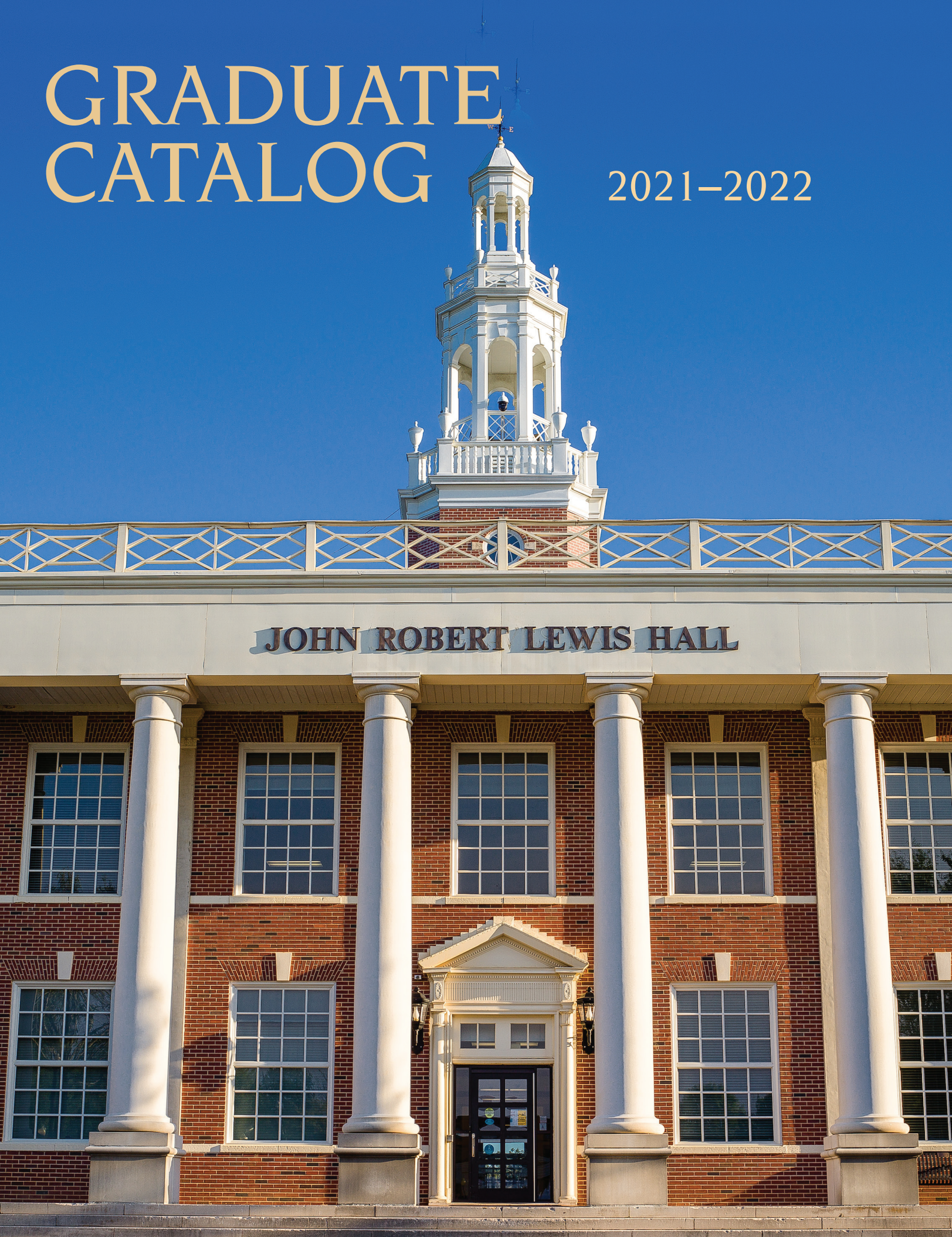# GRADUATE CATALOG

2021–2022

JOHN ROBERT LEWIS HALL

Policy Statement

This catalog is the official announcement of the programs, requirements, and regulations of the University, and students enrolling in the University are subject to the provisions as stated. It is the responsibility of every student to follow the standards and expectations contained in this catalog, as well as those in the student handbook, The Oracle. Fees and other charges, courses, requirements, and conditions are subject to change without notice. The University reserves the right to cancel any class or section for insufficient enrollment. Although the publisher of this catalog has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by honest mistake. All information contained in this catalog is subject to change by appropriate officials of Troy University without prior notice.

Troy University does not discriminate on the basis of sex, age, color, race, national origin, gender, political or religious opinions or affiliations, disability, disabled veteran/Vietnam-era Veteran status or sexual preference/ orientation in its admissions, education, employment, or access to its programs. The University fully complies with the following: Civil Rights Act of 1964 and its amendments; Federal Executive Order 11246; Educational Amendments of 1972 and 1974; the Vietnam Era Veterans Readjustment Assistance Act of 1972; Age Discrimination Act of 1975; Family Educational Rights and Privacy Act of 1974; and the Uniformed Services Employment and Reemployment Rights Act of 1994.

Disclosure of a student's social security number is voluntary and not mandatory, and this University is authorized under federal law to enroll non-immigrant alien students. The University complies with guidelines and regulations established by the Department of Health and Human Services and the Food and Drug Administration of the United States Government.

2021-2022
Troy University
Graduate Catalog

Troy University
Troy, Alabama 36082
1-334-670-3000
http://www.troy.edu

Please consult the Troy University Website for changes that may have occurred

TROY UNIVERSITY

ACCREDITATIONS, MEMBERSHIPS, AND AFFILIATIONS

Troy University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate, baccalaureate, master's, education specialist, and doctoral degrees. Contact the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Troy University.

Refer to the college sections of this catalog for information regarding specialized accreditation.

Troy University is accredited by the following:

Accreditation Board for Engineering and Technology

Accreditation Commission for Education in Nursing

Association to Advance Collegiate Schools of Business

Commission on Accreditation of Athletic Training Education

Commission on Sport Management Accreditation

Council for Accreditation of Counseling and Related Educational Programs

Council for the Accreditation of Educator Preparation

Council on Social Work Education

National Association of Schools of Music

Network of International Business Schools

Troy University is a member of the following:

Alabama Association of Colleges for Teacher Education

Alabama Association of Higher Education in Business

Alabama Association of College Administrators

Alabama Council of Administrators of Professional Nursing Education Programs

American Association of Colleges for Teacher Education

American Association of State Colleges and Universities Council on Education

American Council on Education

Council for Adult and Experiential Learning

International Association of Schools of Social Work

National League for Nursing

National Organization of Nurse Practitioner Faculties

National Strength and Conditioning Association - Education Recognition Program

Southern Business Administration Association

Southern Council on Collegiate Education for Nursing

State of Alabama Association of Colleges of Nursing

Troy University is affiliated with the following:

Service Member's Opportunity College Program

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UNIVERSITY MISSION STATEMENT

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship, and research.

WELCOME TO TROY UNIVERSITY

Troy University's history of teaching excellence dates to its founding in February 1887 as Troy Normal School. From the outset, the institution quickly earned a reputation for innovation and accessibility. Troy Normal became Troy State Teachers College in 1929, Troy State College in 1957, and Troy State University in 1967.

The Montgomery campus earned independent accreditation in 1983, as did the Dothan campus in 1985. The Phenix City campus and the locations around the nation and the world, administered by the Troy Global Campus, have always operated under the accreditation of the Troy campus.

In 2005, the separately accredited campuses were merged into a single university structure forming Troy University. This name change represented the fifth major advancement in the storied, dynamic rise of the University to national and international prominence. Today, Troy University serves nearly 30,000 students in Alabama and around the world.

The Troy University calendar may be found in each schedule of classes or at http://www.troy.edu.

THE GRADUATE SCHOOL

Authorized by the State Board of Education, Troy University, then known as Troy State College, offered its first master's degree program in 1957 and awarded the first master's degree in education in 1958. Since that time, Troy University has continued to meet the needs of its graduate students, and now the Graduate School offers advanced degrees in the colleges of education, business, the arts and sciences, and health and human services.

Purpose of the Graduate School

The purpose of the Graduate School is to provide quality, accessible degree programs that respond to the needs of the University's constituency for professional development and educational enrichment. The degree offerings reflect a wide range of master's degrees and a selected number of specialist programs that serve students and practitioners throughout this region and at site locations globally.

A purpose further exists to provide educational services for the larger community, especially graduate and advanced education for adult students.

Through the various degree programs, the Graduate School provides an academic environment conducive to the maximum development of students. This unit of the university provides quality programs to students and the larger community through the utilization of staff and facilities and through research, superior teaching, scholarship, and public service.

The goals of graduate study are:
1. to develop the professional skills and academic competencies of students;
2. to prepare students for research and further graduate study;
3. to promote the development of intellectual inquiry and the desire for life–long learning.

Organization and Administration of the Graduate School

The Graduate School of Troy University is under the general supervision of the Graduate Council. The Senior Vice Chancellor for Academic Affairs and Dean of the Graduate School serve as *ex officio* members of the Council. The Council is organized to provide for systematic examination, approval, and evaluation of all curricular offerings and degree requirements. All policies and regulations affecting graduate curricular and degree programs are formulated by the Graduate Council.

Members of the Graduate Council are elected from the graduate faculty in the five colleges of the University.

Scope of the Instructional Program

The basic purposes of the University are determined by the Alabama State Legislature and the University's Board of Trustees. While the past history of the University reflects an institutional purpose that was dedicated to teacher education, there has been in recent years broadening dedication to the advancement of the arts and sciences, business, communication and fine arts, and health and human services.

The faculty and administration of the University recognize that changes in technology, urbanization of the region, advances of science, greater participation by working students, national and world economics, international relations, and advancement of democratic processes, along with the preservation and advancement of the cultural heritage, will demand constant attention in determining the future purposes of the University.

Nature of Graduate Work

Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria.

The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors.

The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student's field of interest.

Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects.

GENERAL REGULATIONS

Admission Requirements

All regulations governing the Graduate School are designed to equal or exceed the minimum criteria recommended by the Commission on Colleges of the Southern Association of Colleges and Schools, the Alabama State Department of Education, and specialized accreditation. All regulations regarding admission, retention, and completion are minimum, and departments, schools, and colleges may prescribe more stringent requirements. Applicants are advised to check with the dean, department chair, or program adviser in the academic area, or the Graduate Admissions Office for degree requirements specific to the degree sought.

Pre-Admission Procedures

Application Forms

Application forms for admission to the Graduate School are available online at admissions.troy.edu The application should be submitted at least one month before the first day of the semester or term of intended attendance. If fraudulent information is discovered on the application form, a student may be administratively withdrawn.

Applications must include:

1. A completed online application form with fee;
2. Validated proof of earning a BA/BS degree from a regionally accredited or otherwise approved college by submitting official transcripts from all universities attended;
3. Appropriate standardized admission exam, if required;
4. A letter of recommendation; and
5. Other documentation supporting the application

Please see the following explanation of these application requirements.

Consult the Troy University webpage at www.troy.edu/applications-admissions/admissions-process-requirements/graduate/index.html for additional information.

Admission Contact Information

Troy Campus Email: ask@troy.edu Phone: 1-800-551-9716	Phenix City Campus Email: ask@troy.edu Phone: 1-866-876-9787
Dothan Campus Email: ask@troy.edu Phone: 1-866-291-0317	Montgomery Campus Email: ask@troy.edu Phone: 1-800-355-8786
Global Campus (including online programs) Email: ask@troy.edu Phone: 1800-4414-5756	International Students Email: intlrecruit@troy,edu Phone: 1-334-670-3335

Transcripts

The Graduate School requires all applicants to submit official transcripts (raised seal with Registrar's signature, security paper, and without "Issued to Student" stamped on them) from their baccalaureate degree granting institution and the last institution attended when applicable. Any graduate coursework from a prior institution should also be submitted. Troy University undergraduates do NOT need to provide a transcript. All official transcripts showing the completion of the bachelor's, master's, or higher degree are required for applicants holding a master's or higher degree. These transcripts must be sent directly from the previous university or college directly to and be filed in the Graduate Admissions Office at the address listed below. Applicants are responsible for requesting official transcripts from each institution previously attended. The Admissions Office will assist students in completing transcript requests. Applicants who have not completed the undergraduate degree are required to submit one official transcript at the time of application and one official transcript upon completion of the degree. Once the Application for Admission is on file, all transcripts submitted become the property of Troy University and will not be returned. Transcripts should be sent to the appropriate address. Students are expected to notify Troy University if they are not in good standing with another institution at the time of application. Please note that students entering a graduate program with pre-requisite requirements may be required to submit additional transcripts for their program admission. These requirements are for admission only and students may be required to submit additional transcripts for financial aid following admission.

Standardized Admission Test (Entrance Exam) Scores

Official scores from nationally standardized aptitude examinations, such as the GRE, MAT or GMAT must be submitted at the time of application if required by the program. No time limit for test scores is established for admission into Graduate School, although most scores are only available for five years. All GRE, MAT, or GMAT scores can be sent to:

Domestic Students	International Students
Graduate Admissions University Park suite 100 Troy University Troy, AL 36082 Email: ask@troy.edu Phone: 1-800-414-5756	International Admissions 003 Hawkings Hall Troy University Troy, AL 36082 Email: intlrecruit@troy.edu Phone: 1-334-670-3335

Letter of Recommendation

The official Troy University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills must be completed and submitted electronically to the location that the Application for Admission was submitted. The official Letter of Recommendation form may be found at www.troy.edu/academics/colleges-schools/graduate-school/forms.html

Note: *A letter submitted to meet specific program requirements may be used for admission to the Graduate School to satisfy this admission requirement.*

Other Documents Required

1. College of Education students seeking advanced teacher certification (Class A) must furnish a copy of a valid teaching certificate (not Optional or Provisional certificates). Alternative Fifth-year students seeking initial certification are not required to present a teaching certificate. See the College of Education

section for additional information.

2. Students who have completed an Air Force, Navy, Army or Marine Corps intermediate or senior level Professional Military Education (PME) course must submit an official transcript from the Registrar at Air University, Naval War College, or Army War College.Students who have completed U.S. Army Command and General Staff College or the Marine Command and Staff College must submit an official transcript. Students who have completed any other service-sponsored PME School must submit a course completion certificate.

3. Students who enroll or take courses on the Troy campus must submit a medical record to the Health Center (Troy Campus requirement).

Submission of the completed application, application fee, official test scores, letter of recommendation, and official transcripts normally completes an application for admission.

Graduate Program Admission Classifications

Master's Degree Programs

Admission Requirements

To qualify for admission to Graduate School, applicants must meet the requirements of the Graduate School as well as the specific program of interest. Graduate School admission requirements are outlined below. Students who transfer to another graduate program after admission will be required to meet the admission requirements for the new program. All students must complete a Student Acknowledgement Form.

Unconditional Admission - Master's Degree

To qualify for unconditional admission to a master's degree program, applicants must meet the following requirements:

1. Hold a master's or higher degree from a regionally accredited or equivalent foreign university. No test score or letter of recommendation is required for those who hold a master's or higher degree from an accredited university for any master's level program. All official transcripts must be provided.

       OR

2. Hold a baccalaureate degree from a regionally accredited or equivalent foreign university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. Students entering licensure and professional programs must meet specified grade point average requirements.

       OR

3. Hold a baccalaureate degree from an unaccredited or otherwise accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. (See Unaccredited or Otherwise Accredited Baccalaureate Degree Holders - Student Admission Requirements.)

> **Note:** *Students seeking advanced degrees in teacher education or nursing programs must hold a baccalaureate degree from a regionally accredited college or university.*
> AND

4. Provide an official Troy University Letter of Recommendation that addresses the individual's potential for success in the selected graduate program as well as his/her written and oral communication skills. See web request form at www.troy.edu/academics/colleges-schools/graduate-school/forms.html.

> Note: *A letter submitted to meet specific program requirements may be used for admission to the Graduate School to satisfy this admission requirement*
> AND

5. Meet the unconditional requirements of the specific program. See specific programs for details. Some programs have additional requirements which may include a graduate admissions test or qualified work experience.

Conditional Admission - Master's Degree

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements. **Not applicable for Ed.S., Alternative Fifth-Year Certification programs, DNP, or PhD. students.**

Students admitted conditionally only because of a low undergraduate grade point average will be cleared of their conditional status if, at the completion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Students admitted conditionally only because of a low test score, where applicable, will be granted unconditional admission prior to the completion of nine semester hours provided they have maintained a 3.0 grade point average on all graduate work attempted and have retaken the test and received a satisfactory score. **Note:** *Please consult the individual program test score requirement prior to taking the exam. Exam requirements vary by program.*

Students must meet the conditional admission requirements for both the Graduate School as well as the specific program. Not all programs have Conditional Admission Program specific admission requirements are outlined for each program. See program description and curriculum for details.

Baccalaureate Degree Holders

Students who have earned a baccalaureate degree from a regionally accredited or equivalent foreign college or university, but lack the required grade point average and/or acceptable test score (official test score required) to be admitted unconditionally, may be granted conditional admission for a maximum of nine semester hours if program applicable. Students admitted under conditional status may, with the consent of their major adviser, enroll in as many as nine semester hours during their first semester. (Also see Unaccredited or Otherwise Accredited Student Admission requirements.)

Temporary Admission—Master's Degree

(Nine semester hour maximum load for full time enrollment.)

Temporary admission may be granted under certain circumstances to applicants who have not submitted all original transcripts, the letter of recommendation, or original exam score where applicable. **Note:** *Please consult the individual program test*

score requirement prior to taking exam. Exam requirements vary by program. Not all programs allow for Temporary Admission.

Application fees must be paid in full to be considered for Temporary Admission status. Students must provide, at a minimum, proof of eligibility, copy of bachelor's degree transcript, diploma or letter of completion to be initially considered as eligible for Temporary status. **Not applicable for Licensure programs, Ph.D., DNP, Ed.S., MSEd., M.Acc, MA.Eco., MBA, MSHRM, or MSN students.**

Procedures

A baccalaureate graduate of a regionally accredited or equivalent foreign college or university who lacks certain necessary records may be granted temporary admission. Such records should be completed before the end of the semester or term for which the student was given temporary admission. Students admitted in temporary status are under conditional admission requirements until admission status may be determined. Conditional admission status requires that students must clear the conditional admission requirement of a 3.0 grade point average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year, after which they may petition the Dean of the Graduate School to re-enter. **Students from non-accredited or otherwise accredited universities or students seeking dual enrollment are not eligible for temporary admission. (See Unaccredited or Otherwise Accredited Student Admission requirements.)**

Records

1. If the records are completed before the term ends and the results indicate that the student is not eligible for admission, the student must withdraw from the class or classes, with a refund if applicable, or receive non-degree credit for the class or classes for which he/she is registered. Applicable refunds will be made in accordance with regulations as stated in published refund policies.
2. When the records are completed and if it is determined that the student was not eligible for graduate admission, all hours pursued will be converted to non-degree credit with no refund of tuition. Students receiving financial aid are responsible for repayment.
3. When the records are completed and if it is determined that the student was not eligible for unconditional enrollment because of low grade point average or low exam score(s), students will be admitted under conditional status. See Conditional Admission requirements.
4. If the student has completed the term for which temporary admission was granted and the records are still not in order, the hours pursued will be held in abeyance until the records are clear. No refund of tuition will be made, and the student will not be permitted to enroll in succeeding terms until the records are complete and admissibility is determined; however, with the permission of the appropriate graduate admission authority, the student may extend temporary admission for a second term. Written approval authorizing the extension must be in the student's permanent record. A student may attend only a maximum of one semester, two terms, or complete nine credit hours in temporary status. There is no "second semester" or "third term" extension.
5. When the records are complete and if it is determined that the student was eligible for unconditional admission, all hours pursued will be counted toward the appropriate graduate

program requirement.

Doctoral Degree Programs

Doctor of Nursing Practice (DNP)

Unconditional Admission—Doctoral Degree

Doctorate of Nursing Practice (DNP) students will be admitted only under unconditional admission status. Admission to the program will have limited availability. To be considered for unconditional admission to the DNP program the applicant must

1. Hold the required degree from a nationally-accredited program (ACEN, NLNAC or CCNE).
2. Have earned a minimum cumulative GPA of 3.0 (4.0 scale) on all post-secondary coursework.
3. Submit official transcripts for all post-secondary academic study.
4. Earn a minimum GRE score of 290 (150 verbal, 140 quantitative) or 850 on pre-November 2011 GRE test (450-verbal, 400 quantitative).
   Note: This requirement is waived for post-MSN applicants.
5. Possess a current unencumbered license as a registered nurse in Alabama or in the state where clinical practice will occur.
6. Submit two letters of professional reference that address academic ability, professional competence, and leadership potential in nursing.
7. Complete a successful interview conducted by the Nursing Graduate Admissions Committee.
8. Submit an 800 to 1000 word essay describing professional goals and how completion of the DNP program will enhance future roles and activities.
9. Submit a resume that includes education, work experience in nursing, research experiences, publications, presentations, community service, professional memberships and service.
10. Possess a valid certification in advanced practice nursing from a nationally recognized credentialing body or be eligible to take a nationally recognized certification exam.
    Note: This requirement applies only to post-MSN applicants.
11. Submit documentation of academic clinical hours.
    Note: This requirement applies only to Specialty to DNP and post-MSN applicants.

Conditional Admission—Doctoral Degree

All candidates for admission to the DNP program must meet the requirements of unconditional admission as described above. Conditional admission is not available for DNP applicants.

Doctor of Philosophy in Sport Management (Ph.D.)

The applicant must submit an application to the Troy University Graduate School. No pre-requisites will be required for admission other than the applicant must have attained a master's degree from a regionally accredited institution of higher education. In order to be given full consideration, all requested materials must be received by the deadlines listed below:

Application Deadlines:

Fall Admission for U.S. citizens:	May 1
Fall Admission for non U.S. citizens:	March 1
Spring Admission for U.S. citizens:	September 1
Spring Admission for non U.S. citizens:	July 1

Admission Examination Requirements

1. 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 80 or higher on the Internet-based TOEFL Test, 213 or higher on the Computer-based Test, and a 550 or higher on the Paper-based TOEFL Test will be given full consideration for admission into the Doctoral Program. Students scoring below these requirements may be required to (in addition to other admission requirements) interview with the Doctoral Admissions Committee prior to full consideration of admission into the program.

2. Official scores from nationally standardized aptitude examinations, such as the Graduate Record Examination (GRE), Miller's Analogy Test (MAT), General Management Admissions Test (GMAT), or Law School Admissions Test (LSAT) must be submitted at the time of application. All entrance exams must have taken place within 5 years of submission to the program. Applicants achieving the minimum scores on the submitted entrance exam will be given full consideration for admission into the doctoral program. Minimum scores are presented below.

   MAT   = 399 total score
   GMAT = 540 total score (verbal and quantitative
   LSAT = 157-158 total score
   GRE   = 304 on the Revised GRE (verbal and
                     quantitative only)
                           OR
                  1000 or higher on the Non-Revised GRE
                  (verbal and quantitative score totals only)

3. Students scoring slightly below the minimum scores indicated may request an interview with the Doctoral Admissions Committee prior to full consideration of admission into the program. If the Doctoral Admissions committee deems the applicant's transcripts, references, writing sample, and statement of intent submitted items acceptable, the interview may be conducted. It is the applicant's responsibility to contact the Doctoral Program Coordinator to request an interview.

The applicant must submit the following materials to the Troy University Graduate School:
1. Troy University Graduate School Application Form
2. One official transcript per each institution of higher education ever attended.
3. 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.
4. Statement of Intent. The statement of intent should:
   A. Identify and obtain support for a TROY Sport Management doctoral faculty member to serve as potential research advisor
   B. Include details of your rationale for pursuing a Ph.D. in Sport Management.
   C. Include details regarding your career and research interests.
5. Writing Sample
   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 Admissions Committee in evaluating the applicant's research, writing, analytical and problem-solving skills. The writing sample may include a thesis completed by the student or a significant research paper, preferably written at the graduate level, and solely by the applicant. 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 Chicago, 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: The writing sample could also include accepted or published research that the applicant has been sole or co-author of a research project. The applicant must submit a PDF of the paper or a link as proof of publication.
6. Resume or Curriculum Vitae

Transient Admission

Students from other accredited universities who wish to take a course(s) from Troy University must:
1. Complete a standard "Application for Admission," provide proof of a baccalaureate degree (no official transcripts required), and pay the application fee.
2. Present a transient authorization form from the parent school to the Admissions office of the campus location where the course will be delivered. The authorization must identify the course(s) to be taken and the term in which it will be taken, or indicate that the course is to be taken at the student's discretion. The form must be signed by a designated official of the University or campus (i.e., Registrar, Director, etc.).
3. Meet all prerequisites and provide the documentation prior to being admitted to a particular course. Application status for the semester is determined by the information supplied on the application for admission. Admission status may not be changed following the last day to add/drop for the semester.

Transfer Admission

The admission requirements for transfer students are the same as regular admission standards. Students on temporary, permanent academic, or disciplinary suspension from any other college or university should refer to Transfer of Students on Suspension.

Transfer of Students on Suspension from Another Institution
1. Temporary, Indefinite, or Permanent Academic Suspension: A student who has been suspended from another college or university is not eligible to apply for admission to Troy University. Appeals may be made to the Dean of the Graduate School.
2. Disciplinary Suspension: Students on disciplinary suspension from another institution must be eligible to return to that

institution before being considered for admission to Troy University.

Note: Requests for waivers must be submitted in writing to the Dean of the Graduate School.

TROY Honors Graduate Admission

Students holding a baccalaureate degree from a regionally accredited institution from the list of undergraduate degrees provided below and a "cumulative" grade point average of 3.4 or above may be "unconditionally" admitted to the listed graduate program below. Not all graduate programs participate in Troy Honors Graduate Admission. Participating graduate programs are listed on the following page. Students admitted as a Troy Honors Graduate must complete an Application for Admission and pay the application fee. Upon verification of the graduating cumulative grade point average and corresponding undergraduate degree, all admission exams and letters of recommendation are waived. Please see chart for the full listing of participating programs and required baccalaureate degrees.

*Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

Troy Honors Graduate Admission applies only to the following graduate programs:

Graduate Program Master of Science in	Corresponding Undergraduate Degrees-BA/BS in
Accountancy	Accounting
Adult Education	Any Area
Computer Science	Computer Science or related field
Criminal Justice	Any Area
Economics	Any Area
Environmental and Biological Sciences	Any area plus demonstrate an adequate academic background in the sciences that includes natural or biological sciences, general chemistry, and statitstics
International Relations	Any Area
Master of Business Administration-All options	Business Administration, Global Business, Economics, Accounting
Human Resource Management	Any Area
Management	Any Area
Nursing (MSN)	Nursing
Public Administration	Any Area
Social Science	Any Area
Social Work	Any Area
Strategic Communitcations	Multimedia Journalism, Broadcast Journalism, Communication Arts, English
MS Sport Management	Exercis Science; Hospitality, Sport, and Tourism Management; Business Admin., Global Business, Economics, Accounting

Unaccredited or Otherwise Accredited Baccalaureate or Master's Degree Holders—Student Admission Requirements (United States and Foreign Universities)

Students must submit an official transcript(s) with degree(s) posted at least one semester/term prior to the desired date of registration. The appropriate academic college and the Graduate Council will evaluate all submitted transcripts using commonly accepted practices and guidelines. A determination will be made based on (1) the unaccredited or otherwise accredited institution's affiliation with the following agencies which honor recognition provided by the former: Council on Postsecondary Accreditation (COPA) and the Commission on Recognition of Post Secondary Accreditation (CORPA), and/or the Council for Higher Education Accreditation (CHEA); (2) acceptance of credit by three other regionally accredited universities located in the area of the unaccredited institution; (3) review and approval of the Graduate Council. The applicant will be required to submit a copy of the college's catalog and other information as needed. Only upon the approval of the Graduate Council may a student begin taking graduate courses at Troy University. Should the student be inadvertently (without the University's knowing that the baccalaureate degree or masters degree is from an unaccredited or otherwise accredited institution) admitted into classes prior to baccalaureate degree or master's degree approval and the evaluation indicates that the student is not eligible for admission, the student will be withdrawn from the class or classes, or receive non-degree credit for the class or classes for which he/she is improperly registered, and all tuition will be forfeited.

Note: Students seeking advanced degrees in teacher education or nursing programs must hold a baccalaureate degree from a regionally accredited college or university.

Note: Students seeking a master's degree from the Sorrell College of Business who hold an undergraduate degree from a non-regionally accredited U.S. college or university must obtain and submit a letter from the Dean of three Colleges/Schools of Business accredited by the AACSB stating that students from the student's non-regionally accredited undergraduate institution have been accepted into the graduate business programs at those institutions.

Post Master's Admission

Students admitted in this category must hold the master's degree from a regionally accredited or equivalent foreign institution. Graduate credit taken while enrolled as a post master's degree student is not admissible as degree credit unless it is approved by the Program Director and is limited to a total of six semester hours. All official undergraduate and graduate transcripts are required for admission. If the degree is earned outside the United States, an Educational Credential Evaluators, Inc. (ECE) evaluation is mandatory. Applicants to the DNP program are eligible only for unconditional admission status.

Students requiring more than six semester hours as a post-master's student for licensure or certification must receive approval by the department chair and graduate dean prior to exceeding the allowable number of semester hours. The transfer credit policy and number of hours allowed as transfer credit applies to post master's student.

Special Admission: Non-Degree Matriculates

A student interested in earning graduate credit, but who is

not an applicant for a graduate degree at Troy University, may be admitted as a "Special Student" with the approval of the Dean of the Graduate School or his/her designee. Admission may be granted to qualified students holding a baccalaureate degree or higher from a regionally accredited or equivalent foreign institution or to students in good standing at another regionally accredited or equivalent graduate school (official copy of transcript must be provided). Should a student apply later and be accepted to a degree program, a limit of six semester hours will be considered for credit toward the degree. Graduate students may earn no more than six semester hours of grades below "B" (see Academic Suspension). It is the responsibility of the student to observe the limitations imposed on credit hours, grade point average, coursework, and transfer of credit. Special students may not be admitted at a later date on a temporary admission. Credits taken in Special Admission status by students who are found not to be in good standing at their previous institution will be voided with the posting of no grade "NG" by the Registrar. Doctoral students are not eligible for special admission status.

Certificate Program Admission Requirements

Students interested in completing a certificate program offered through the Graduate School must apply to be unconditionally admitted into the Graduate School through the standard admission process. All certificate courses are graduate courses. Consult the Unconditional Admission section of this catalog for admission requirements.

International Student Admission
International Student Graduate Admission Requirements
1. Meet all Graduate School Admission Criteria
2. The Troy University International Admissions Office will evaluate student degree credentials using standardized best practice procedures and determine equivalency to a U.S. degree.
3. Meet English Proficiency Requirements for Graduate Admission. All graduate students must demonstrate English proficiency for admission to the Graduate School prior to taking graduate courses. Proficiency may be demonstrated by ONE of the following options:
   - Make a satisfactory score on the Test of English as a Foreign Language (TOEFL): 193 (computer-based test), 70 (Internet-based test), or 523 (paper test).
   - Make a satisfactory score on the International English Language Testing System (IELTS): score of 6.0.
   - Make a satisfactory score on the ACT COMPASS ESL, a student must attain a total of 270 on the Listening, Reading, and Grammar Sections with no individual score below 85, and minimum score of 8 out of 12 on a writing test. **Note:** *The ACT Compass ESL may be taken only once.*
   - Students lacking satisfactory test scores may be admitted following satisfactory completion of the Troy University English as a Second Language (ESL) courses.

English Placement for Non-native Speaker of English
Any student whose first language is not English must submit an official score report for the Test of English as a Foreign Language (TOEFL), the International English Testing System (IELTS), or the ACT Compass ESL examination. Students who do not meet the minimum English proficiency requirements specified for the TOEFL, IELTS, or ACT Compass ESL test will be placed at the appropriate level in the Troy University English as a Second

Language (ESL) program. ESL program is available on the Troy campus and at the Global Campus site in Atlanta.

The following process will be used to satisfy the Graduate School language admissions requirements through the Troy University ESL program:

Students will be placed in the appropriate level of English as a Second Language (ESL) class based on the score made on the ACT Compass ESL test. A standardized final exam will count as 30% of the final grade in each class at the advanced level. Students must make a grade of "B" or better in their last semester/term at the completion of level five and/or six in order to be "certified" as having met the English proficiency requirement for admission to the Graduate School. The certification form will be submitted by the International Programs Admissions Office to the Student Services Office upon the student's successful completion of the ESL program. Students may not begin taking graduate courses until they are "certified" as English proficient. Contact the Center for International Programs at intlprog@troy.edu for specific information.

Student Visa Requirements
Only the Troy University campuses in Alabama and the teaching site in Atlanta, Georgia, are approved to host students on a nonimmigrant student visa. Students may refer to the web site for information on program availability at a specific Troy University campus.

Persons requesting U.S. Citizenship and Immigration Services (USCIS) form I-20 to obtain an F-1 visa or DS-2019 to obtain a J-1 visa who require additional information should contact the Center for International Programs, Troy, Alabama, 36082, USA; telephone: 1 (334) 670-3736; email: intlprog@troy.edu.

International Student Submission Requirements
Students must submit the following official documents:
1. Completed Application for Admission.
2. Application fee.
3. All official transcripts and preferably Educational Credential Evaluators, Inc. (ECE) evaluation of the transcript if the institution is not an accredited United States institution. Prospective students must submit an institutionally transcribed transcript in English. Applicants who cannot obtain an institutionally translated transcript may obtain a translation utilizing the services of an approved credential evaluating service.

   > Educational Credential Evaluators, Inc (ECE)
   > P.O. Box 514070
   > Milwaukee, WI 53203-3470
   > Telephone (414) 289-3400
   > Fax: (414) 289-3411, Email: eval@ece.org
   > http://www.ece.org

   Institutionally translated transcripts will be evaluated preferably by ECE, or may be evaluated by Troy University using standard accreditation practices and guidelines. If the foreign school does not appear in any of these sources or if the transcript does not provide the information necessary to determine admission status based on standard criteria, the applicant must utilize the credential evaluation services ECE. Whenever possible, applicants transferring credit should submit a copy of the school catalog
4. Students must make a satisfactory score on the TOEFL, IELTS, or ACT Compass ESL exam (may be taken only once) prior to beginning graduate coursework. See English Proficiency

Requirements provided under International Student Admission Requirements.

5. Satisfactory score on the graduate admission examination. Note: Please consult the individual program test score requirement prior to taking exam. Exam requirements vary by program. (Contact the Troy University International Admission office or an International Troy University site office near you for more information.)

6. Troy University Letter of Recommendation The Letter of Recommendation form is located online. The following items must be addressed in the Letter of Recommendation: the recommender's name, organization, position or title, telephone or email; how long and in what capacity the recommender has known the applicant; and the key characteristics that the candidate possesses (e.g. leadership, communication, knowledge, creativity, reliability, ability to communicate in writing, initiative, ability to get along with others, scholarly potential).

7. A detailed statement of financial status showing that adequate financial resources are ensured. Non U.S. citizens (and immediate family members) who are members of allied military forces or civilian agencies assigned to U.S. military installations are exempt from providing financial statements or TOEFL scores provided that their proficiency in English is certified in writing by an appropriate U.S. military official. Such a statement of financial status is required only for those international students seeking a J-1 or F-1 student visa.

Three-Year Baccalaureate Degree Holders Requesting Admission to the Graduate School

1. No additional courses are required for students completing at least one year of a graduate program in their home country prior to applying to the Troy University Graduate School. Applicants must meet all English proficiency requirements that are provided under International Student Admission Requirements.

<div align="center">OR</div>

2. Students identified as exceptional graduates by an institutionally recognized external agency may be eligible for Unconditional admission with no additional course requirements. If the institution is identified as a "Top Institution" and the graduate holds an "honors diploma", meets all admission and English proficiency requirements that are provided under International Student Admission Requirements, then she/he may be enrolled in the qualifying graduate program.

<div align="center">OR</div>

3. Students who do not qualify for admission by the two options listed above will meet with the dean of the discipline, for which the student seeks admission, who will prescribe a mandatory one-year baccalaureate equivalent course of study of at least 30 semester hours of undergraduate coursework, to be completed with a cumulative grade point average of 2.5. all grades below the grade of "C" must be retaken. This prescribed course of undergraduate study shall be referred to as program pre-requisite. These students should not repeat courses taken at the undergraduate level. These students will be enrolled as "Undergraduate" students. This coursework must be successful https://www.troy.edu/about-us/fast-facts/state-authorization.html completed and certified by the dean of the college prescribing the coursework prior to admission to the Graduate School. Upon completion of the program pre-requisites, students will be admitted to the appropriate graduate program.

Dual Enrollment

Lacking Prerequisites

Students holding a baccalaureate degree from a regionally accredited or equivalent foreign college or university, who are applying for graduate admission, will have transcripts reviewed by their adviser to determine if specific degree program prerequisites are met prior to admission to a graduate program.

Students needing to meet prerequisite requirements will be considered "Post-Baccalaureate" students until such time as prerequisites are fully completed and the cumulative grade point average for the prerequisite courses is a 2.5. "Post-Baccalaureate" students having six semester hours or fewer of prerequisites remaining may begin dual enrollment coursework and apply for Graduate Admission with the approval of their adviser.

Final Semester of Graduating Seniors Only

With the approval of the Dean of the Graduate School or designee, seniors lacking six semester hours or fewer for graduation may, during the term in which their undergraduate requirements are being completed, be enrolled in one or more courses for graduate credit provided they present an acceptable score on the appropriate entrance exam and have an overall grade point average of 2.5 (on a 4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. Consult specific program for specific admission requirements. If admitted, the student may enroll in no more than a combined total of nine semester hours of undergraduate and graduate work.

See *TROY Honors Graduate Admission* requirements for applicability.

Academic Program Evaluation

The Academic "Program Evaluation" serves as a formalized program document developed by a graduate student and his/her adviser. Together, the student and adviser confirm this document. The Academic "Program Evaluation" provides an outline of the coursework and requirements leading to a specified graduate degree. It should be referenced during each registration. If the student selects courses outside the approved plan of study, without prior faculty adviser approval, the credits may not apply toward degree requirements, but will affect the student's grade point average. The Academic "Program Evaluation" may be found on WebExpress.

Academic Suspension/Dropped from Program/Retention

Graduate students may earn no more than six semester hours of grades below "B". Students who earn more than six semester 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.

Conditionally admitted students who do not attain a 3.0 grade point average (4.0 scale) at the completion of nine semester hours will be 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.

Students who are academically suspended are prohibited from attending the Graduate School or any academic level of the University for a period of one calendar year. Any courses taken at

another university during the time of academic suspension will not be accepted for credit.

Courses that are over eight years old are not computed in grade point averages for retention purposes. Quality points are no longer considered in determining retention.

Attendance Policy

In registering for classes at the university, graduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. Students receiving financial assistance are required to attend classes according to the regulations for financial assistance benefits in addition to those regulations required for the course.

A student will be excused for a class absence for circumstances beyond the student's control or if the student has been required to attend an activity sponsored by the university. Faculty members who sponsor activities that require class absences must send a list of student names approved by the Dean or designee or Office of the Provost to each member concerned at least three days before the scheduled absence.

Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each class and a copy filed in the departmental office.

Changes in Class Schedules

The courses for which a student registers must bear the approval of his/her adviser and the appropriate Academic Dean. Changes in the class schedule are not permitted after the close of the registration period.

Registration for a course makes the student responsible for completing the course unless he/she officially drops or withdraws from the course(s).

Drops

A student who wishes to reduce, but not entirely eliminate, his or her credit load may drop a course. Students may drop a course or courses via Trojan Web Express, or submit a request in the Record's Office. The last day to drop a course will be assigned for each term, session, or semester based on 65% completion of the length of the course. Dates will be published on the Schedule of Classes and the Academic Records web page (https://www.troy.edu/academics/academic-resources/records-office/index.html). The 65% rule also applies to international teaching locations.

From Early Registration through Late Registration—Free Course Schedule Adjustment Period

Students may drop a course or courses during the Free Course Schedule Adjustment Period. Tuition and refundable fees will be returned.

From End of Late Registration (Free Course Schedule Adjustment Period) through the Last Day to Withdraw

A non-punitive grade of DR will be assigned up until the last day to drop, as posted in the Schedule of Classes and on appropriate web pages. Students may not drop after the deadline. Any student who fails to drop by the deadline will be assigned a grade. Extenuating circumstances such as military deployments must be documented

before an exception can be considered.

Withdrawals

Withdrawal from the University is defined as a removal from all courses for all current semesters, sessions, or terms. The last day to drop a course will be assigned for each term, session or semester based on 65% completion of the length of the course. Dates will be published on the Schedule of Classes and the Academic Records web page. The 65% rule also applies to international teaching locations.

From Early Registration through Late Registration—Free Course Schedule Adjustment Period

Students who wish to withdraw from all classes prior to the last day of late registration must CANCEL their registration in writing through the designated withdrawal official (DWO) located on the **Academic Records web page.** Written cancellation does not require the completion of the withdrawal form or an exit interview. Tuition and refundable fees will be returned.

From End of Late Registration (Free Course Schedule Adjustment Period) through the Last Day to Withdraw

A student who wishes to withdraw from all courses for a current semester/session/term may withdraw with no academic penalty with a non-punitive grade of "W" until the last day to withdraw (posted in the Schedule of Classes and on appropriate web pages). Tuition and fees will be charged during this period.

Students may **not** withdraw via Trojan Web Express. An official withdrawal form must be completed and processed before the student's withdrawal is considered final.

Students may not withdraw after the withdrawal deadline. Any student who fails to withdraw by the deadline will be assigned a grade. *Check with the Financial Aid Department to determine how financial aid is calculated prior to withdrawing.* **Extenuating circumstances such as military deployments must be documented before an exception can be considered.**

Changing Program of Study

If a student decides to change his/her declared program of study, the student must be in good academic standing or eligible for readmission and meet the entrance requirements for the new degree program in effect at the time of admission to the new program. The student must submit a completed Graduate Change of Academic Program Application (no fee required) to the Graduate Admissions office at his/her home campus. Graduate Change of Academic Program Applications are available at campus Admissions offices and online. Final approval to change programs will be granted by the appropriate academic dean consistent with change of program procedures established by that college.

Courses previously credited to the former program will be evaluated for acceptability for the new degree program through the process of Petition for Transfer of Graduate Credit evaluation. Petition for Transfer of Graduate Credit forms are available from any graduate program office or online. Grades below a "B" will not be considered for transfer, and any loss of credit will be reported to the student and the Financial Aid Office, if applicable. All grades from work attempted in the first graduate program will contribute to the cumulative grade point average, unless the credit is older than eight years. All graduate programs requires a cumulative grade point average of a 3.0.

Note: Students using VA benefits should be aware that the VA may not pay for courses taken in a second program unless the VA has been notified of the degree program change. (See the VA certifying official for further details.)

Class Cancellation

The institution reserves the right to cancel any course for which there is insufficient enrollment.

Confucius Institute

The Confucius Institute at Troy University is a non-profit public institute aiming at promoting Chinese language, culture and supporting local Chinese teaching through affiliated Confucius Institutes worldwide. Its headquarters is in Beijing, under the Office of the Chinese Language Council International (Hanban). The CIT provides non-academic credit language instruction to the community in addition to serving as an informational resource. For more information about the CIT, please visit troy.edu.

Inclement Weather and Emergency Situations

Both faculty and students are responsible for meeting all assigned classes. In the event of inclement weather, faculty and students will be expected to attend classes as usual as long as they may do so without risking peril to themselves or to others. During periods of inclement weather, faculty and students will not be penalized for absences dictated by perilous conditions. In severe cases of inclement weather or other emergency conditions, the Office of the Senior Vice Chancellor for Academic Affairs or designee will announce cancellation of classes through the local and regional media as well as through the University's websites.

Correspondence Credit

Credit earned through correspondence will not be acceptable for graduate work. A correspondence course is defined as a complete pre-packaged course designed to be delivered through sequential steps at the student's own pace without instructor or student interaction.

Course Numbers

- Courses numbered "9950" to "9999" are for workshops or continuing education credit.
- Courses numbered "8800" to "8899" are open to students in the doctoral program.
- Courses numbered "7700" to "7799" are open only to students who have received their master's degree.
- Courses numbered "6600" to "6699" are open to qualified graduate students or to students who have already received their master's degree.
- Courses numbered "5500" to "5599" are open only to graduate students and graduating seniors. Seniors must have the approval of the instructor of the course and meet unconditional graduate admission criteria. Courses numbered "5500" to "5599" in business, English, history, and mathematics are open only to graduate or post-graduate students. A student may not enroll in a course numbered "5500" to "5599" if it duplicates the same course listed on an undergraduate transcript.
- For the master's degree, 50% of the total graduate program must be earned in "6000" level courses. In the Education Specialist program, 50% of the total graduate program must be earned in "7000" level courses.

Credit Hour

Definition of a Credit Hour Equivalency:
1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (does not include final exam time) for one semester or the equivalent amount of work over a different amount of time; or
2. 50 minutes of classroom instruction plus additional out-of-class work (the general expectation is two hours) for fifteen weeks ; or
3. A minimum of 2,250 minutes per three semester hour course of instruction, which does not include final exam time; or
4. An amount of work represented in intended learning outcomes that are at least an equivalent amount of work as required in items 1-3 above of this definition for other academic activities including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Degree Semester Hour Requirements

The minimum number of semester hours required for graduate programs varies. Additional coursework may be required for a student with academic deficiencies and/or a limited background and experience. Additional degree requirements will be determined by the student's adviser or advisory committee with the concurrence of the dean of the appropriate academic discipline. This process may result in additional semester hours in excess of the minimum number of published degree requirements.

Directed Studies, Specialized Studies, Readings, Advanced Readings, Selected Topics Course Restrictions

Students may not exceed a total of six semester hours taken in any combination of Directed Studies, Specialized Studies, Readings, Advanced Readings, or Selected Topics course credits. Consult individual programs for restrictions.

Global Campus

The Senior Vice Chancellor for Academic Affairs is charged with the administrative oversight of Global Campus, which is responsible for the delivery of educational programs outside the state of Alabama and abroad as well as online through Troy Online. Global Campus is designed to meet the needs of non-traditional learners, who generally have educational needs that are different from those supported by traditional colleges and universities. Courses and degrees are delivered at times and in formats to fit the needs of adult learners who have full-time employment, work shifts or are prone to short-notice moves.

Troy University has a long history of service to the United States military. Working in cooperation with base educational services personnel who provide local program support, Global Campus delivers educational programs on many military bases, typically in classroom space provided by the military.

Global Campus academic offerings and programs are under the purview of the various departments and colleges of the University. Troy University faculty and administrative oversight functions include, but are not limited to, academic oversight and control; monitoring of institutional effectiveness; faculty selection, certification, evaluation and faculty status determination.

Student services are provided from the Troy campus and include, but are not limited to, admissions and maintenance of official academic records.

All of the degree programs offered at Global Campus sites are approved programs in the Graduate Catalog; however, not all degree programs are offered at every location.

Troy Online

Troy University's Troy Online was established as a comprehensive, educational unit of Troy University's Global Campus to allow and provide any student, regardless of location, the opportunity to earn a Troy University degree online. Since its inception, Troy Online has expanded to include different programs and methodologies to reach local students, working adults, and the military. Troy Online offers students the opportunity to obtain both undergraduate and graduate courses and degree programs online. The online courses integrate textbooks with online materials, graphics, audio, and video, and facilitate faculty and student interactions. Specialized software is utilized. For more information on graduate programs offered via this format, visit trojan.https://www.troy.edu/academics/academic-programs/index.html.

Student Services

The Senior Vice Chancellor for Academic Affairs is charged with the administrative oversight of Global Campus, which is responsible for student services. These services meet the needs of students at each location and include orientation, counseling, financial aid, transcript service, graduation ceremonies, learning support, career services as well as other services and activities such as library support and alumni organizations.

Tuition and Fees

Each educational site provides its own schedule of tuition and fees for students and procedures for payment and refunds.

Registration

Registration dates and in-class offerings may be found at each Global Campus site's website. Registration dates and online course offerings may be found on Trojan Web Express. Students may register for in-class and online courses through Trojan Web Express at http://splash.troy.edu/go-to/webexpress/.

State Authorizations

Information of state authorizations is located at: https://www.troy.edu/about-us/fast-facts/state-authorization.html

Grade Appeals

Faculty members have the authority to grade student work and to assign grades; these are academic judgments. A faculty member's syllabus enumerates student academic performance expectations and consequences. Faculty members render academic judgments when a student's academic performance violates established standards or fails to meet stated expectations. Academic judgments made by faculty are based on academic content, course requirements, and student performance. Students may not appeal grades based on allegations concerning the competence of a faculty member, the fairness of examinations, the difficulty of a course, or other matters of a purely academic nature. Grades for individual assignments and exams may not be appealed. While it is recognized that faculty hold the right and responsibility to grant a grade, a student who receives a course grade that he or she believes to be unwarranted for reasons other than those listed above may appeal that grade using these

stated procedures.

Step 1. Within the first four weeks of the start of the following term or semester in which the grade is received, the student shall have informally appealed the grade to the instructor. If that instructor is not teaching at Troy University during the term following issuance of the grade, the student will make contact with the instructor through the department chair to informally appeal the grade.

Step 2. If the issue is not resolved at this informal level and the student wishes to pursue the appeal, the student shall request in writing a meeting with the respective department chair. This request shall be addressed to the department chair and shall be received no later than the end of the fifth week of instruction for the term or semester following issuance of the grade. The request must summarize the student's complaint and the student's informal appeal to the instructor.

Step 3. Within two weeks of receipt of the request, the department chair shall discuss the appeal with the student and with the instructor, separately or at the same time. *If the department chair upholds the decision, the matter is closed. Decision is final.*

Step 4. If the department chair does not support the decision of the instructor, the matter shall be appealed within two weeks of the department chair's decision to the designated associate dean or dean of the college. The department chair will forward the appeal package to the designated associate dean or dean. The designated associate dean or dean will empanel three full-time faculty colleagues from the department and/or discipline to review the matter. *The decision of this panel shall be final and binding on all parties. Note:* Students may not use this procedure to appeal grades resulting from violations of academic honesty. Students should refer to the Oracle, the University's official student handbook, for these appeals.

Grade Point Average (GPA)

The grade point average is computed by dividing the number of credit hours attempted into the total number of grade points earned.

Incomplete Grades

This incomplete grade policy replaces all other incomplete grade policies as of August 9, 2012.

If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria:

- Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade.
- Student's progress in the course is deemed satisfactory.
- Student is passing the course when the request is made.
- The circumstances that prevented the student's completion of course requirements are beyond the student's control and adequate documentation is provided.

A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at www.troy.edu/academics/colleges-schools/graduate-school/forms.html. An incomplete grade will not be assigned until the student receives from the instructor the approved request form which outlines the work to be completed,

the grading weight of the assignment(s), and a deadline for when all required work must be received. It is the student's responsibility to follow up with the instructor on the status of their request for an incomplete grade and become informed of all work required and deadlines.

Time Limit for Removal of Incomplete Grades.

Any student who receives an "I" must adhere to the deadlines set by the instructor for when required assignments must be received. The instructor deadline must not exceed 9 weeks from the date of the end of the semester that the "I" was awarded. All instructor set deadlines apply whether or not the student enrolls for the semester or term following the assignment of the incomplete grade. Work received on or before the instructor set deadlines will be graded and computed into the final course grade. The instructor will submit a "Change of Grade" form to the registrar on or before the last day to remove an Incomplete from the previous term or semester published in the University's master calendar. Student assignments not received by the instructor's deadlines will not be graded and a "Change of Grade" form will not be submitted. If a "Change of Grade" form is not submitted by the appropriate time, the "I" will automatically be converted to an "FI". An "FI" is calculated as an "F" when determining grade point average.

Grading System

	Description	Credit	Grade points per hour
A	Excellent	Yes	4
B	Above Average	Yes	3
C	Average	Yes	2
D	Below Average	Yes	1
F	Failure	No	0
AU	Audit	No	0
DR	Dropped course	No	0
FA	Failure to attend any classes (calculates as a F in the GPA)	NO	0
I	Incomplete	No	0
IP	Thesis or Clinical Research in Progress	No	0
FI	Course requirements not completed by end of time limit for course assigned an Incomplete or In-Progress (Calculates as an F in GPA)	No	0
NG	No grade reported by faculty at end of term (assigned by Registrar)	Yes	0
P	Pass	Yes	0
W	Withdrawal	No	0

Note 1: *Some grades, in addition to the F, calculate as an F in the grade point average.*

Note 2: *If the student makes a "D" or "F" in a core course, the course must be retaken.*

Note 3: *If the student makes a "D" or "F" in an elective course, the course must be retaken or another elective taken in its place.*

Grade Point Average (GPA)

The grade point average is computed by dividing the number of credit hours attempted into the total number of grade points earned.

IP (In-Progress) Grades

Students who show satisfactory progress in one of the following courses, but are unable to complete requirements in one semester, may be issued IP grades. No other courses are eligible to award the grade of IP.

IP grades may be issued only for the following courses:
* Thesis Research (Not Research Methods Courses)
* Practicum
* Internship
* Thesis
* Personal Supervisor and/or Curriculum Development
* Field Problem

Time Limit for Removal of In-Progress (IP) Grade

IP grades must be removed within one calendar year from the date at which the IP was assigned. An IP grade that is not removed during the stated time limit will automatically become a grade of "FI.

Program Completion Requirements

Grade Point Average

Students must have a 3.0 grade point average (4.0 scale) for all work attempted at the time of degree completion. Credits over eight years old shall not be used in computing the final grade point average at the time of degree completion. In the case of courses that have been retaken due to grades of "C" or below, all grades will be counted as hours attempted in determining the overall grade point average.

Research Requirement

For Initial Master's Degree

All graduate programs require certification of the student's ability to do research in a specialization. This requirement is met by achieving a grade of "B" or better in an approved research course(s) in the student's program. Students must repeat the research course if a grade of "C" or below is attained.

For Second Master's Degree

If the research requirement was completed for the first master's degree, students are exempt from this requirement in the second master's degree. Students exercising this exemption must complete an additional elective course in their program, or obtain approved transfer credit to achieve the minimum required credits for graduation.

Comprehensive Examinations

Students admitted to a graduate program requiring a comprehensive examination must pass the required comprehensive examination, written and/or oral, covering the work taken in the

major field. All students must register in advance for comprehensive examinations in their academic departments. Students should consult with their advisors regarding procedures for scheduling and taking comprehensive examinations. This examination is usually taken during the last semester/term prior to graduation.

The passing of the comprehensive exams is not to be considered a waiver of any other requirement for any program. Students who have unsuccessfully attempted the comprehensive exam may not change their program of study. Should students fail the comprehensive exam, they must successfully retake the exam within one year of the date originally taken.

Thesis, Synthesis Project, or Dissertation

A thesis, synthesis project, or dissertation is frequently the culmination of graduate education at Troy University. These require a commitment of one or more years. While faculty assist in the direction, the graduate student is responsible for the development, research, writing, and completion of the thesis, synthesis project, or dissertation. Graduate students should consult with their program director and faculty adviser about thesis, synthesis project, or dissertation availability and suitability.

The Troy University Thesis Guidelines provides students with essential requirements concerning thesis preparation, completion, and submission. Individual departments, schools, and colleges may impose additional requirements or may specify requirements in greater detail. The graduate student has a responsibility to learn what, if any, special departmental/school/college requirements may apply. The thesis should be prepared in accordance with the instructions of the Troy University Thesis Guidelines and department, school or college special requirements.

The Troy University Synthesis Project Guidelines provides students with essential requirements concerning the preparation, completion, and submission of the project. The project should be prepared in accordance with the instructions of the Troy University DNP-Synthesis Project Guidelines and department, school or college special requirements.

The Troy University Dissertation Guidelines provides students with essential requirements concerning the dissertation preparation, completion, and submission. Individual departments, schools, and colleges may impose additional requirements or may specify requirements in greater detail. The graduate student has a responsibility to learn what, if any, special departmental/ school/college requirements may apply. The dissertation should be prepared in accordance with the instructions of the Troy University Dissertation Guidelines and department, school or college special requirements. Once a student has met all graduate school and departmental requirements for their dissertation they can follow the submission and upload procedures Located on the library web page. All other guidelines can be located at www.troy.edu

Continuous Enrollment

Students must be enrolled in at least one semester hour of thesis the semester or term in which they defend their thesis synthesis project, or dissertation.

Intent to Graduate Procedure

Candidates for a graduate degree must indicate their intentions to complete the requirements for graduation by filing an "Intent to Graduate" form at the beginning of the term/semester prior to the term/semester of graduation with the Graduate Records Office. Since this form is used to check completion of requirements, order diplomas, and enter students in the commencement program, it must be filed in accordance with the published deadlines. Students failing to submit Intents to Graduate by the published date will graduate at the next semester of graduation. Candidates must use the online form located at splash.troy.edu/go-to/intent/. If the online form is not accepted this means that the application is too late for participation in the upcoming graduation. A graduation fee must be paid at the time of filing.

Graduation Ceremony

Attendance at commencement is not required for degree conferral; however, all candidates are urged to attend. Students will attend the graduation ceremony immediately following their program completion. Students may select which graduation ceremony to attend based on their preferred location. The students will be provided with a link to the graduation ceremony selection when the student files an "Intent to Graduate" form.

Time Limit to Complete Master's and Ph.D. Degree Programs

All credits used to satisfy Masters or Ph.D. degree requirements may not exceed eight years at the time of degree completion. For students completing the Master of Science in Nursing, all credits used to satisfy degree requirements may not exceed five years at the time of degree completion.

A student not enrolled with Troy University for three years or more must meet all degree requirements current at the time of readmission.

Time Limit to Complete DNP Degree Program

For students completing the Doctor of Nursing Practice-Post BSN program, all credits used to satisfy Doctoral degree requirements may not exceed eight years at the time of degree completion.

For students completing the Doctor of Nursing Practice—Post Master's program, all credits used to satisfy degree requirements may not exceed five years at the time of degree completion.

A student not enrolled with Troy University for three years or more must meet all degree requirements current at the time of readmission.

Readmission Procedures

Readmission to Graduate School after Academic Suspension

Graduate students may petition for readmission to the Graduate School only twice. In order to be eligible to petition for readmission, a student must have been out of school for at least one calendar year. Students may submit petitions for readmission two months prior to the eligible readmission date. Students who have been academically suspended must follow the procedures outlined below:

1. A student must petition the Dean of the Graduate School in writing and cite the particulars of his/her case. The petition packet should include:
   a. A letter describing the circumstances that led to academic suspension and give evidence of probable success before being considered for readmission;
   b. Copy of the student's transcript;
   c. Appropriate letters of support from faculty;
   d. Documentation of circumstances which led to suspension;

e.   Readmission Application.

Note: Student petitions for readmission must be documented, circumstances verified by the appropriate academic official at each location before the Dean of the Graduate School will present the petition to the respective Academic Dean (s).

2.   The Dean of the Graduate School in turn will submit the petition and supporting documentation, e.g., transcripts, updated Application for Admission, letter of petition, letters of support, etc., to the appropriate departmental faculty committee through the office of the dean of the discipline in which the student requests readmission.

3.   The departmental committee will review the case and make a recommendation for approval or disapproval to the dean of the discipline.

4.   The dean of the discipline has the authority to accept or reject the recommendation of the department. If the dean of the discipline accepts a favorable recommendation from the departmental committee, he or she must forward it along with his/her endorsement to the Dean of the Graduate School and the Chair of the Graduate Council for their concurrence.

5.   If the student's petition is rejected by the dean of the discipline (in 4 above), the student is notified in writing by the dean of the discipline with copies placed in the student's permanent record.

6.   If the Dean of Graduate School and Chair of Graduate Council accept the recommendation of the dean of the discipline (in 4 above), the student is notified by the Dean of the Graduate School in writing of the decision and informed of any conditions that were placed on his/her readmission. If admitted, it will be on a conditional basis only. The decision of the Dean of Graduate School and Chair of Graduate Council is final.

7.   If the Dean of the Graduate School or Chair of the Graduate Council rejects the recommendation of the dean of the discipline, the request is referred to the Graduate Council as a final appeal. The decision of the Graduate Council is final.

8.   Students who have been suspended or dropped from other universities' programs for academic reasons must follow the procedures noted below:

a.   The processes of # 1-7 above must be followed. All transcripts from all universities must be submitted as part of this process.

b.   A student will be eligible for readmission 12 months from the beginning of the suspension period.

c.   Troy University will accept transfer credit only from universities where students are in good academic standing. The acceptance of any transfer credit is at the discretion of Troy University.

Readmission to a Graduate School Program by a Student in Good Standing

A student who is not enrolled in courses for **one to up to three years** must contact the Student Services Office and complete a Readmission to Graduate School Application. These students are allowed to remain in the program for which they originally enrolled. A student not enrolled with Troy University for **three or more years** must meet all degree requirements current at the time of readmission and complete a Readmission to Graduate School Application. All students who have attended another institution of higher learning since last attending Troy University, must submit a Readmission to Graduate School Application and provide official transcript(s)

from that institution before re-enrolling. Readmission to Graduate School Applications are available online at troy.edu/graduateschool/forms.html.

Registration

Students must be registered for all classes prior to attendance in these classes. If a student's name does not appear on a class roster, he/she may not sit in or otherwise attend the course. Students should register during designated registration times. Once students have registered for a course or courses, they incur a financial commitment which must be met. Students can pay their tuition online by accessing the Trojan Web Express.

Students who fail to attend a class without following drop/withdrawal policies will receive a grade of FA, and those students will still be charged full tuition and fees. Students with an outstanding balance will not be permitted to register for future terms.

Repeating Courses

Students may repeat a course in which they received a grade of "D," "F," or "W." Students who received a grade of "C" or below in the required research course or courses requiring a grade of "B" or better must repeat the course and attain a "B" or higher grade to satisfy the coursework requirements in their program of study. Both grades will be counted as hours attempted in determining the overall grade point average. See degree program for additional minimum course grade requirements.

Residency Requirements

See specific program for details.

Resident Credit Calculation

Residency, the number of Troy University credit hours earned, must be established to be eligible for a Troy University graduate degree. Resident credit for a program is determined by deducting the non-Troy University transfer/transient credit hours allowed in the program from the total hours required for the program. Residency requirements vary by degree program. See specific programs for minimum residency requirements.

See the appropriate degree program for specific transfer credit requirements.

Semester Hour Load Limits

Definitions:

•   A "semester" is defined for hour load limit purposes as 16 weeks of class meetings.

•   A "term" is defined for hour load limit purposes as up to a nine week period of class meetings.

•   A "session" is defined for hour limit purposes as up to nine weeks of class meetings within a semester.

•   A "full-time" graduate student for admission status purposes is a student taking eight or nine semester hours per semester or six semester hours per term, or eight to nine semester hours in a combination of semesters, terms,and/or sessions over a sixteen-week period.

•   A part-time student is defined as a graduate student taking less than a "full-time" load.

Warning: Students who register for coursework in excess of the approved load without prior approval and violate the University's policy regarding course load will be required to drop the overload or lose the excess credit.

Load Limit for Students with Temporary Admission Status

Students with a temporary admission status are limited to a maximum of nine semester hours per semester or six semester hours per term, or a combination thereof not to exceed nine semester hours over a sixteen-week period.

Load Limit for Students with Conditional Admission Status

Students admitted conditionally may take a maximum of nine semester hours per semester or six semester hours per term or a combination thereof not to exceed nine semester hours over a sixteen-week period until the "conditions for admission" are removed.

Load Limit for Students with Unconditional Admission Status

The maximum load for unconditionally admitted graduate students is twelve semester hours per semester, or six semester hours per term, or **a combination thereof not to exceed twelve semester hours over a sixteen-week period.** With the written approval of the student's academic adviser, the maximum load may be increased to 16 semester hours for unconditionally admitted students. Students who schedule an overload may not reschedule an overload in the subsequent term unless they maintain an overall grade point average of a 3.0 on a 4.0 scale during the term in which the overload was scheduled.

For Graduate Assistants

Graduate Assistants are restricted to a minimum of six semester hours or a maximum of nine semester hours per semester.

Transfer Credit

Transfer credit is defined as college credit that was earned at another regionally accredited or equivalent foreign institution and is transferable and accepted for credit toward a degree program at Troy University. Transfer credit includes any work previously earned at Troy University as part of a degree program other than the one in which the student is currently enrolled.

No grade earned in a transfer credit course is included in the calculation of the "institutional" grade point average (Graduating GPA), to include all prior master's degrees.

Academic credit and/or degrees accepted for transfer to Troy University must be earned at regionally accredited U.S. universities or at foreign universities whose academic credit and/or degrees have been evaluated and determined by appropriately prepared faculty to be equivalent to that awarded by a U.S. institution. All transfer credit is evaluated in terms of level, content, quality, comparability, and degree program relevance.

Transfer Credit From a Previous U.S. Graduate Degree

Courses taken at the graduate level that contributed to the completion of a prior U.S. graduate degree program may be applicable for credit in the new program based on review by the dean of the program. A limit of six semester hours of credit earned from any previous graduate degree may be applied to the requirement for a second master's degree. Up to ten semester hours of credit earned from a prior graduate degree may be applied to the

DNP. Transfer credits are subject to departmental approval and time limitations. All credits used to satisfy the second master's degree must be less than eight years old at the time of degree completion. A Petition for Transfer of Graduate Credit form must be completed and approved. See TRANSFER CREDIT FROM A REGIONALLY ACCREDITED INSTITUTION section for specific requirements for the evaluation of transfer credit. Petition for Transfer of Graduate Credit forms are available at www.troy.edu/academics/colleges-schools/graduate-school/forms.html

Note: Refer to TIME LIMITS TO COMPLETE GRADUATE DEGREE PROGRAMS and TIME LIMITS TO COMPLETE GRADUATE NURSING DEGREE PROGRAMS *for more information on limitations of transfer credits.*

Transfer Credit From Regionally Accredited Universities

No credit may be transferred to a Troy University graduate program until a student is unconditionally admitted. Conditional and temporarily admitted students must be unconditionally admitted prior to transfer credit acceptance. 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.

Transfer Credit From Unaccredited or Otherwise Accredited Universities

Some degree programs prohibit the acceptance of transfer credit from unaccredited or otherwise accredited universities. If a student

meets unconditional graduate admission standards and has earned graduate level credit at an unaccredited or otherwise accredited institution of higher learning, the student may petition for transfer credit. Petitions for transfer credit must be submitted immediately upon admission. Credits will not be accepted until the student has completed nine semester hours and has maintained a 3.0 grade point average necessary for good standing. Credits will be evaluated and approved by the dean of the discipline and the Graduate Council, if needed. All requests must meet the stated conditions specified in the Transfer Credit from Regionally Accredited Universities section above. A determination will be made based on (1) the unaccredited or otherwise accredited institution's affiliation with the following agencies which honor recognition provided by the former: Council on Postsecondary Accreditation (COPA) and the Council for Higher Education Accreditation (CHEA); (2) acceptance of credit by three other regionally accredited universities located in the area of the unaccredited institution; (3) review and approval of the Graduate Council.

Note: *A Petition for Transfer of Graduate Credit request form must be completed, with the request annotated across the top of the form, that the institution is non-regionally accredited. A copy of the official transcript, course descriptions, syllabus, and faculty credentials, if available, should be attached. All information submitted by the student must be verified by the appropriate academic official at each location, and a letter recommending support or non-support must accompany the request before the dean of the college will have the petition reviewed.*

Transfer Credit from Foreign Universities

Students seeking transfer of credits from a foreign university must submit a Petition for Transfer of Graduate Credit form and an official credit evaluation to the Troy University International Admissions Office as discussed below. Petition for Transfer of Graduate Credit forms are available at www.troy.edu/academics/colleges-schools/graduate-school/forms.html

Students may use one of two methods for an official credit evaluation:
1. Present to the Troy University Admissions Office original transcripts including an English translation and university-prepared course descriptions for courses the student desires to transfer. Using established university protocols, the International Admissions Office will determine if the foreign university is considered equivalent to a U.S. regionally accredited university, and authenticate all submitted documents. When appropriate, the International Admissions Office will translate the credit value of each course(s) being petitioned for transfer into U.S. equivalents.
2. Request an official evaluation from ECE by submitting transcripts and course description. The official evaluation, along with the original transcripts, must be presented to the Troy University International Admissions Office.

A Petition for Transfer of Graduate Credits form and a letter from the International Admissions Office will be forwarded to the appropriately qualified faculty for review, evaluation, and determination of the acceptability for transfer of each course. Petition packets are returned to the International Admissions for inclusion in the student's file. If the faculty have deemed the course equivalent to a Troy University course applicable to the student's degree program, the International Admissions office will verify that the grade earned is equivalent to the Troy University grade of "B" or better before an approval for transfer is granted. The International Admissions Office will notify the student of the approval or denial of the petitioned course(s) for transfer.

No credit may be transferred to a Troy University graduate program until a student is unconditionally admitted and has 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.

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.

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.

Transfer Credit for the Ph.D. in Sport Management Degree

The Ph.D. degree in Sport Management at Troy University requires a minimum of 90 credits beyond a baccalaureate degree. In order to satisfy the 90 credits past a baccalaureate degree, no more than 30 credits of a Master's or Juris Doctorate (J.D.) degree from another regionally accredited institution of higher education will be recognized. As such, the student must complete a minimum of 60 credit hours in the Sport Management doctoral program at Troy University.

Conditions for Transfer Credit from another Sport Management doctoral program:

1. Students must complete the admissions application packet as described previously
2. A maximum of 16 credits from another Sport Management doctoral program will be allowed to transfer to the Troy University Sport Management Sport doctoral program
3. All transfer courses must be comparable to Troy University's graduate courses and must be approved by the admissions committee

Professional Military Education Credit (PME)

Troy University awards transfer credit for specific Professional Military Education (PME) courses completed at select military service schools for which credit is recommended by the American Council on Education and approved by the dean of the appropriate College. The maximum number of credit hours transferred into a graduate program, to include PME credit, will not exceed 12 semester hours. Please consult your adviser for individual program acceptance. No credit may be granted for work that will be over eight years old at the time of graduation from the Troy University program for which transfer credit was requested. No waivers will be permitted.

Transient Credit

Under no circumstances may a student be enrolled in another institution while enrolled at Troy University without prior transient authorization. Students who have been granted unconditional admission to the Graduate School, and who are in

good standing, may petition to take pre-approved graduate level courses at another regionally accredited or equivalent foreign graduate school. Transient credit does not count toward Troy University residence credit or one's Troy University grade point average (GPA). See specific program restrictions for transient credit. The maximum number of credit hours transferred into a graduate program, to include transient credit, will not exceed 12 semester hours.

Pre-approval to enroll in such courses must be obtained from the appropriate dean of the degree-granting college prior to enrollment in the course. A grade of "B" or higher must be earned in each transient course. Military senior service school credits, if appropriate for the degree, may be accepted as transient credit upon approval. The combined total of transfer and transient credits may not exceed 12 semester hours.

Transcript Requests

Requests for transcripts must be submitted in writing or by a signed fax as required by the Family Educational Rights and Privacy Act of 1974 (FERPA). Email requests cannot be accepted at this time. A transcript request form may be printed from the Troy University website at https://www.troy.edu/academics/academic-resources/records-office/transcripts.html.

All transcript orders will be charged a $10.00 fee. The following information must be provided in all transcript requests:
1. Full name
2. Social security number or Troy University student ID number
3. Dates of attendance
4. Location of attendance
5. Address where the transcript(s) is to be sent
6. The number of transcripts requested

An official transcript is one that bears the official university raised seal with the Registrar's signature on security paper and is issued by the Registrar's Office and sent directly to another institution. It reflects all transferred credit accepted, non-traditional credit accepted, and credit courses taken at Troy University. To receive a consolidated official transcript, a student must
1. Receive an admission status other than "temporary,"
2. Clear all outstanding financial obligations to Troy University,
3. Prepare a Transcript Request Form at any Troy University office and pay the appropriate fee.

Note: Official copies are mailed from one institution to an-other. Student copies mailed or released to the student will be stamped "Issued to Student."

Financial Information

Tuition and Fees

Alabama Campuses
Consult the https://www.troy.edu/scholarships-costs-aid/costs/tuition-fees/index.html

Troy Online Course Rates
Consult the https://www.troy.edu/scholarships-costs-aid/costs/tuition-fees/troy-online-tuition-fees.html website for current tuition and fees. For more information concerning online graduate programs, please contact Troy Online at etroygraduate@troy.edu, call 1-800-414-5756, or consult the website at https://www.troy.edu/academics/academic-programs/online-programs.php.

Global Campus Course Rates
Tuition and fees vary according to campus site and are subject to change without notice.

Clearance of Obligations

All financial or other obligations to the University must be cleared prior to the end of each semester or term. An outstanding balance for a prior semester or term must be paid before the student will be allowed to register for subsequent semesters or terms. Transcripts will not be issued if financial obligations have not been satisfied. Failure to meet financial obligations to the University could subject the student to additional late payment charges, as well as collection costs.

Financial Aid

Graduate students at Troy University may receive limited financial aid. Transient students are not eligible for financial aid through Troy University.

Students may apply for a Federal Direct Unsubsidized Stafford Loan for a maximum of $20,500 per academic year; the total combination of all funds received regardless of the source cannot exceed the total cost of education.

Students must be enrolled at least half-time to be eligible to receive a student loan.

Graduate Course Loads

	Semester Hours	Accelerated SH (Terms only)
Full Time	8-9	6
3/4 Time	7	4-5
Half Time	4-6	3
< Half-Time	1-3	1-2

All forms and contact information required to apply for graduate student financial aid are available in the financial aid section of the University website.

Students who, for any reason, register for classes but do not attend MUST NOTIFY THE RECORDS OFFICE IN WRITING TO WITHDRAW, PRIOR TO THE FIRST CLASS MEETING. **Any student who fails to do so will be responsible for payment of fees and will be charged with failing grades.**

Transient Students and Financial Aid Availability
Transient students are not eligible for financial aid through Troy University.

Withdrawals for Students Receiving Title IV Aid
In addition to Troy University's withdrawal policy, if a student is a recipient of Title IV aid (Federal Direct Loans for example) federal regulations administered through the U.S. Department of Education will apply. If a recipient of Title IV aid withdraws during the term, the university will calculate the amount of aid the student did not earn, and the unearned portion will be returned to the Title IV programs. The student is responsible for any charges which are unpaid as a result of the return of Title IV funds.

Generally speaking, a student earns Title IV aid based on the number of days completed during the term prior to withdrawal. Once 60% of the term has been completed, the student is considered to have earned 100% of the Title IV aid awarded.

A student who withdraws must complete the Exit Interview Form. (For any disbursed student loans, repayment begins six months after you are no longer a half-time student.)

VA Educational Benefits

The following is a summary of the educational assistance that the Department of Veterans Affairs offers to veterans, service members, and their dependents. More detailed information is available on our web site.

1. The Montgomery VA Educational Benefits (Chapter 30) assists students who entered active duty for the first time after July 1, 1985, and who agree to have their pay reduced $100 for 12 months. Veterans must have been honorably discharged, and active-duty personnel must have served at least two years.

2. The Post 9/11 VA Educational Benefits (Chapter 33) assists students who have served at least 90 aggregate days on active duty after September 10, 2001, and are still on active duty or were honorably discharged from active duty; or released from active duty and placed on the retired list or temporary disability retired list; or released from active duty and transferred to the Fleet Reserve or Fleet Marine Corps Reserve; or released from active duty for further service in a reserve component of the Armed Forces. Students may also be eligible if honorably discharged from active duty for a service connected disability if they have served 30 continuous days after September 10, 2001.

3. The Montgomery VA Educational Benefits – Selected Reserve Education Assistance Program (Chapter 1606) assists students who have a six-year obligation in the Selected Reserves. Students who are officers must agree to serve six years in addition to current obligation, complete initial active duty for training, serve in a drilling Selected Reserve unit, and remain in good standing.

4. The Veterans Educational Assistance Program – VEAP (Chapter 32) assists students who enlisted in the military after December 31, 1976, and before July 1, 1985, who contributed money to the educational fund.

5. Vocational Rehabilitation (Chapter 31) provides assistance to veterans who have a service-connected disability and need vocational rehabilitation because his/her disability creates an employment handicap.

6. The Dependents' Educational Assistance Program (Chapter 35) provides education and training opportunities to eligible dependents and survivors of certain veterans who either died of, or are permanently and totally disabled as the result of, a service-connected disability. The disability must arise out of active service in the Armed Forces.

VA Pending Payment Compliance

In accordance with Title 38 US Code § 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 VA Educational Benefits (Ch. 33) or Vocational Rehabilitation & Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:
- Prevent the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- •Deny the student access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students will be required to:
- Provide the enrolling institution with a copy of his/her VA

Certification of Eligibility (COE)
- A "certificate of eligibility" can also include a "Statement of Benefits" obtained from the U.S. Department of Veterans Affairs' (VA) website; eBenefits; or a   VAF 28-1905 form, for chapter 31 authorization purposes.

Additional criteria to qualify for this provision are also required for such students and listed below: (please list actual criteria, OR write, 'No Other Requirements Other Than COE Submission'):
- No Other Requirements Other Than COE Submission.

Veterans In-State Status

- A Veteran using educational assistance under either Chapter 30 (Montgomery VA Educational Benefits – Active Duty Program) or Chapter 33 (Post-9/11 VA Educational Benefits), of title 38, United States Code, who lives in the state in which the institution is located (regardless of his/her formal State of residence) and enrolls in the institution within three years of discharge or release from a period of active duty service of 90 days or more.

- Anyone using transferred Post-9/11 VA Educational Benefits benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence) and enrolls in the institution within three years of the transferor's discharge or release from a period of active duty service of 90 days or more.

- Anyone described above while he or she remains continuously enrolled (other than during regularly scheduled breaks between courses, semesters, or terms) at the same institution. The person so described must have enrolled in the institution prior to the expiration of the three year period following discharge or release as described above and must be using educational benefits under either Chapter 30 or Chapter 33, of Title 38, United States Code.

- Anyone using benefits under the Marine Gunnery Sergeant John David Fry Scholarship (38 U.S.C. § 3311(b)(9)) who lives in the state in which the institution is located (regardless of his/her formal State of residence).

- Anyone using transferred Post-9/11 VA Educational Benefits benefits (38 U.S.C. § 3319) who lives in the state in which the institution is located (regardless of his/her formal state of residence) and the transferor is a member of the uniformed service who is serving on active duty.

- Anyone using educational assistance under chapter 31, Vocational Rehabilitation/Employment (VR&E), also be charged the resident rate. Effective for courses and terms beginning after March 1, 2019, a public institution of higher learning must charge the resident rate to chapter 31 participants, as well as the other categories of individuals described above. When an institution charges these individuals more than the rate for resident students, VA is required to disapprove programs of education sponsored by VA.

- The policy shall be read to be amended as necessary to be compliant with the requirements of 38 U.S.C. 3679 as amended.

Application Procedures

Students who are eligible for educational benefits from the Department of Veterans Affairs should contact the Troy University VA specialist at their location to complete the necessary forms. After all of the necessary forms and documentation are submitted to the Troy University VA specialist, the student's enrollment information will be certified to the Department of Veterans Affairs. The Department of Veterans Affairs processes claims 8 to 12 weeks after receiving the completed paperwork. More detailed information is available on the VA section of the financial aid section of the web site.

Payment Methods

The amount of money a student receives from the Department of Veterans Affairs depends on which education program the student is eligible for, how many hours of credit the student is registered for, the length of the term, and, for retirees, the number of dependents.

Graduate Assistantship/Fellowship Program

The objectives of the Graduate Assistantship/Fellowship program are to provide professional experiences which complement graduate instruction and research while contributing financial assistance to students pursuing graduate degrees. This assistantship/fellowship program is designed to aid in the successful completion of the degree pursued and to enhance career opportunities through applied professional experiences.

The Graduate Assistantship/Fellowship Program is administered by the Dean of the Graduate School. Additional questions regarding this program should be directed to the Dean of the Graduate School. The Graduate Assistantship/Fellowship program is available only on campuses located in Alabama.

Eligibility

To qualify for a graduate assistant/fellow appointment, a student must satisfy the following general eligibility requirements. Additional eligibility requirements may exist according to teaching and/or research positions.

1. Must possess an undergraduate degree with an excellent academic record.
2. Must be admitted to a graduate program at Troy University. This does not include temporary admission
3. Must be pursuing a graduate degree in the field to which assigned or in a related field in which the student has substantial experience.
4. If applying for a Research or Teaching Assistantship or Fellowship, the student must be unconditionally admitted to a graduate program at Troy University.
5. Must be registered in the Graduate School for at least six graduate semester credit hours during a regular semester or at least six graduate semester credit hours for the summer term. An exception to this requirement may be made by the Dean of the Graduate School under the following conditions:
   a. If a student is classified as a graduate student and is required to take undergraduate courses for the graduate degree, a minimum of three graduate hours and six undergraduate hours must be taken to qualify for a graduate assistantship. This does not include undergraduate prerequisite courses required prior to being accepted into a graduate program. In addition, tuition assistance will not be paid for undergraduate courses.
   b. If a student has made satisfactory progress toward obtaining the graduate degree and needs fewer than six graduate hours to complete the degree, the student may be considered for an assistantship.
6. When a tuition scholarship is included in the graduate assistantship, this award may impact on the student's eligibility for federal programs of financial assistance. Students are responsible for checking with the Office of Financial Aid.
7. International graduate students must be in compliance with all U.S. Citizenship and Immigration Services (USCIS) of the Department of Homeland Security (DHS) requirements.
8. If receiving the Graduate Assistant Tuition Scholarship, the student is not eligible for any other Troy University funded scholarship.
9. In order to qualify for the Graduate Assistant Tuition Scholarship, the student must be hired prior to the last day of free drop/add that term/semester.
10. PLEASE NOTE: All Graduate Assistants and Fellows will comply with all state policies and Standards of Conduct outlined by Troy University and the department in which they are working. Any student found in violation of University policy or not upholding these stated standards will immediately be removed from their position and made ineligible for future Graduate Assistantships and Fellowships.

Doctoral Teaching Assistantships

Students who are fully admitted to the Doctor of Philosophy in Sport Management program may apply for a doctoral teaching assistantship offered on the Troy, Alabama campus. Consult the Director of the Ph.D. in Sport Management program for more details.

Refund Policy

Receipt of Refunds

Each registered Troy University student will receive a Trojan OneCard. The Trojan OneCard will be mailed to the student using the address on file with the University. To receive any refunds from the University, a student must activate his or her Trojan OneCard. During card activation, the student will choose how to receive his or her refund money. Options available include having the refund:

- Electronic Deposit to Another Account (ACH Transfer) – Once funds are released by the University to BankMobile, it typically takes 1-2 business days for the receiving bank to credit the money to your account.

- Electronic Deposit to a BankMobile Vibe Account – If you open a BankMobile Vibe account (upon identity verification), money is deposited the same business day BankMobile receives funds from the University.

Scholarships

Students seeking scholarship information should visit the Financial Assistance webpage.

Troy University Library

The Troy University Libraries hold a wide variety of resources in multiple formats, including print, multimedia (CD, DVD, video, audio cassettes, microfilm, and microfiche), as well as electronic linkages, both on the library network and on the Internet, to libraries and information sources worldwide. These resources allow the Library staff to ensure that students and faculty have access to the information they need to fulfill their educational and research goals. Students should contact their local Troy University office for additional library information.

The Library's networked system consists of the online public access catalog and numerous online bibliographic databases, many with full text journals. The Library's homepage is constantly developing to provide more sophisticated and user friendly access to resources in the library and around the world.

The Library faculty and staff are continually developing quality collections, facilities, and services to assist students and faculty in their educational journeys. The Library faculty and staff provide professional and technical assistance and instruct users in the best methods of utilizing the Library's resources. Through this instruction and assistance, students learn information literacy skills that will support lifelong learning and continuing education.

Housing—Troy Campus Only

Housing accommodations are available on-campus for students in residence halls at Troy University. Inquiries and applications should be submitted to the Director of University Housing.

University Apartments, located at the end of North Franklin Drive, consists of 48 air-conditioned one- and two-bedroom units operated by the University for married students. Since the demand for these units is considerable, interested couples should contact the Housing Office well in advance for reservation.

The University Housing Office endeavors to assist persons seeking apartments, rooms, or other off-campus housing in finding suitable accommodations. Students desiring assistance in securing off-campus accommodations should contact the Housing Office.

UNIVERSITY-WIDE REGULATIONS

Only a portion of the University-wide regulations are represented below. Please consult the Oracle, the University's official Student Handbook, online for the most current and complete version.

Standards of Conduct

By publication of these "Standards of Conduct," the university calls to the special attention of students and organizations the standards by which they are expected to abide. Students and organizations should be aware of the STANDARDS and should know they will be held accountable for their provisions.

General

All students enrolling in Troy University assume an obligation to conduct themselves at all times as responsible members of the campus community and in accordance with standards of common decency and decorum, with recognition and respect for the personal and property rights of others and the educational mission of the University.

Authority for Rules and Regulations

The Board of Trustees of Troy University is vested with the authority to promulgate rules and regulations regarding the conduct of students while enrolled at Troy University by Title 16-56-6, Code of Alabama, 1975. The University Trustees have delegated full authority to the University administration to prepare and administer rules and regulations for the welfare and discipline of its students.

Administrative Responsibility and Authority

The Student Affairs Division of the University has primary authority for the supervision of student conduct and administration of discipline. The Senior Vice Chancellor for Academic Affairs and staff are responsible for working with students and student organizations to encourage support and compliance with University standards. They delegate specific responsibilities to members of their respective staffs and, in some instances, to student government agencies. It is permissible for the Dean of Student Services to handle disciplinary decisions administratively if the student or student organization agree to an administrative hearing. The Dean of Student Services is responsible for coordinating all disciplinary procedures and maintaining appropriate records of student conduct and disciplinary actions.

Misconduct Defined

By enrollment at the University, a student or organization neither relinquishes rights nor escapes responsibilities of local, state, or federal laws and regulations. The "STANDARDS OF CONDUCT" are applicable to behavior of students and organizations on and off the University campus if that behavior is deemed to be incompatible with the educational environment and mission of the university. A student or organization may be disciplined, up to and including suspension and expulsion, and is deemed in violation of the "STANDARDS OF CONDUCT", for the commission of or the attempt to commit any of the following offenses:

1. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the University, faculty or other officers or employees of the University.
2. Forgery, alteration or misuse of university documents, records, or identification.
3. Issuance of a worthless check made payable to Troy University.
4. Actual or threatened physical abuse, threat of violence, intimidation, hazing, harassment, or any other act that endangers the health or safety of any person.
5. Any sexual conduct that takes place without the victim's consent, sexual harassment, or sexual misconduct.
6. Destruction, damage, or misuse of university property, public, or private.
7. Theft, attempted theft, burglary, attempted burglary, accessory to these acts, and/or possession of stolen property.
8. Unauthorized manufacture, sale, delivery, use, or possession of any drug or drug paraphernalia defined as illegal under local, state, or federal law.
9. The unlawful possession, use, or distribution of alcoholic beverages, public drunkenness, driving under the influence, or the public display of alcoholic beverages and the use or display of such in public areas of the residence halls and all other public areas of the campus.
10. Participation in any form of gambling.
11. Use, possession, display or distribution of any rifle, shotgun, handgun, or other lethal or dangerous device capable of launching a projectile by air, gas, explosion, or mechanical means (including BB guns, air-soft guns, and paintball guns). Only duly-constituted law enforcement officers may possess firearms on campus.
12. Use, possession, display, or distribution of any toy weapon which resembles a real weapon, any swords, any illegal knives, any explosives (including fireworks and sparklers), any martial arts weapons, or any devices which are used to threaten the safety and well-being of any person.

13. Disorderly conduct, including rioting, inciting to riot, assembling to riot, raiding, inciting to raid, and assembling to raid university properties.

14. Pervasive behavior or dress that is objectively offensive and detracts from the educational experience of other students.

15. Trespassing or unauthorized entry to or use of university facilities.

16. Unauthorized use or attempted use of any services belonging to or provided by the University, including but not limited to, computer, telephone, cable television, copying facilities, or any other such service.

17. Unauthorized possession of a key to any university facility.

18. Interference with the use of or access to university facilities, obstruction or disruption of teaching, research, administration, service, disciplinary procedures, or other activities on university property by either university or non-university person or groups.

19. Classroom disruption to include any classroom behavior that interferes with the instructor's ability to conduct class or the ability of other students to learn.

20. Failure to dress appropriately for academic exercises or campus events including no foot wear, pajamas, dirty clothes/ body offensive to others, and head coverings indoors unless considered to be a part of religious dress.

21. Failure to promptly comply with directions of university officials (faculty, staff or student employees) or law enforcement officers acting in the performance of their duties as such officials and officers.

22. Participation in setting or causing to be set any unauthorized fire, entering false fire alarms, bomb threats, tampering with fire extinguishers, alarms, or other safety or fire-fighting equipment, failure to evacuate or immediately respond to a fire alarm.

23. Pervasive use of the mail, telephone, computers, and electronic media that undermines and detracts from the educational experience of other students and/or the ability of faculty or staff to meet their obligations to provide for students' educational experience.

24. Conviction of any misdemeanor or felony that adversely affects the educational environment of the University.

25. Violation of any university policies or regulations as published or referred to in the Student Handbook, including, but not limited to, those governing the time, place, and manner of public expression; the registration of student organizations; the use of university facilities; occupation and visitation of residence halls and other housing owned or controlled by the university; and the use and parking of motor vehicles on the campus.

26. Conduct in violation of public law, federal and state statutes, local ordinances, or university regulations or policies, whether or not specified in detail, that adversely affects the student's suitability as a member of the academic community and regardless of whether such conduct has resulted in a conviction under a statute of ordinance.

27. Any other activity, conduct, or dress not specifically stated herein that impairs, endangers, or disrupts any person, property, social order, or the educational environment of the University.

Complaint Policy

Please consult the TROY Student Complaint Policy located at https://www.troy.edu/_assets/about-us/_documents/troy-student-complaint-policy-and-form.pdf#search=STUDENT%20 COMPLAINT%20POLICY%20 and submit a completed form to the Graduate School, 11 Adams Administration Building, Troy, AL, 36082.

Veterans who wish to file a complaint: any complaint against the school should be routed through the VA VA Educational Benefits Feedback System by going to the following link: http://www.benefits.va.gov/GIBILL/Feedback.asp. The VA will them follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

Disability Services: Policies and Procedures

Please consult the Oracle, the University's official Student Handbook, online at https://www.troy.edu/student-life-resources/student-resources/oracle.html for the most current and complete policies and procedures related to disability services.

Harassment and Discrimination Policy

Please consult the Oracle, the University's official Student Handbook, online at https://www.troy.edu/student-life-resources/student-resources/oracle.html, for the most current and complete policy related to harassment and discrimination.

Student Records Policy

Please consult the Oracle, the University's official Student Handbook, online at https://www.troy.edu/student-life-resources/student-resources/oracle.html, for the most current and complete policy related to student records under Family Educational Rights & Privacy Act (FERPA).

Tobacco Policy

Introduction

Troy University is committed to providing a healthy and safe environment for all students, faculty and staff. The University's Board of Trustees demonstrated this commitment with the approval of a resolution designating Troy University as a tobacco-free institution.

This new policy, which went into effect on August 13, 2012, prohibits smoking and the use of all tobacco products within all University buildings, parking lots, structures, walkways, indoor and outdoor athletic facilities, University vehicles, worksites and grounds and any vehicles on campus regardless of ownership. The health care and health education programs of the University perform an important function by demonstrating and promoting healthy lifestyles through activities such as curtailment of the use of tobacco products.

Definitions

A. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette or pipe.

B. "Tobacco Products" such as all forms of tobacco, including but not limited to cigarettes, cigars, pipes, water pipes (hookah),electronic cigarettes, and smokeless tobacco products (e.g. chewing tobacco and snuff).

C. "Members of the University Community" include its faculty, staff, students, volunteers, vendors, customers, and visitors.

Policy

This policy applies to all Troy University employees, students, contractors, vendors, recruits, and visitors. The use of all tobacco products is prohibited on all property that is owned, operated,

leased, occupied, or controlled by the University. "Property" for the purposes of this paragraph includes buildings and structures, grounds, parking lots, non-public walkways, sidewalks and vehicles, as well as personal vehicles in these areas. These same policies apply for all TROY campuses and locations.

Troy University will provide a variety of wellness initiatives to assist students, faculty, and staff to achieve nicotine independence and smoking cessation.

Implementation Authority

Authority for enforcement of this policy is vested in the Deans of Colleges, Department Chairs, Supervisors or the Dean of Students and Athletic Director or their designee, in conjunction with the Senior Director of Human Resources.

Compliance

Violation of this policy may result in corrective action under the Student Code of Conduct, Human Resources Policies and Procedures or other applicable University Regulations or Policies.

Visitors refusing to comply may be asked to leave campus.

COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is, from both historical and functional points of view, the core of the modern university. The College of Arts and Sciences views creativity, inquiry and understanding as among the greatest values in human experience. Thus, the College of Arts and Sciences is dedicated to the questioning, creation and transmission of knowledge; to the provision of undergraduate and graduate educational programs that are responsive to the need of an enlightened and productive citizenry; and to the provision of programs and services that enhance the quality of life of the people it serves.

These goals complete a commitment to creativity and inquiry free of bias and based upon the principles of objective scholarship. The College's goals require a responsibility to promote and convey those elements of the liberal arts and sciences that must be essential components of the educational goals of all units of the university. The college seeks richness through diversity of its programs and strength through erudition.

Degree Program	Troy Campus	Phenix City Campus	Dothan Campus	Montgomery Campus	Support Sites	Troy Online
Biomedical Science	X					
Computer Science	X			X^^		X
Artificial Intelligence Concentration	X			X^^		X
Bioinformatics Concentration	X					
Computer Network and Security Concentration	X			X^^		X
Cyber Security Concentration	X					
Distributed Systems Concentration	X					
Software Development Concentration	X			X^^		X
Video Game Design	X					
Criminal Justice	X		X^^			X
Security Studies Concentration	X					X
Environmental & Biological Sciences	X					X
International Relations	X	X^^			X^^	X
Public Administration	X				X^^	X
Social Science	X^^					X
Certificate in Public Health Administration						X

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

^^ Offered as blended program. A blended program combines both online and face-to-face courses in the required program of study.

MASTER OF SCIENCE IN BIOMEDICAL SCIENCES (M.S. BMS)

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.

Mission

The M.S. program and certificate in the Biomedical Sciences are designed to achieve the following: 1) to prepare students for future entry into medical and other professional schools in the health sciences and 2) to provide students with advanced knowledge in the biomedical sciences.

Upon completion of the degree program, students will gain a thorough knowledge of biomedical concepts developed through courses that focus on the changing face of medicine and biotechnology. This program will foster strategic and critical thinking, logical analysis, and propose solutions to the challenges of medicine, the allied health sciences, and biotechnology.

The expected program learning outcomes of students enrolled in the Master of Science in the Biomedical Sciences include:

1. Demonstrate a conceptual competence of the basic biomedical sciences.
2. Develop a framework for maintaining technological currency in the biomedical sciences and healthcare.
3. Develop critical thinking skills for applying scientific knowledge in problem-solving.
4. Acquire skills for developing hypotheses, analyzing data, and interpreting and communicating results in the biomedical sciences.
5. Develop written and oral skills for communicating effectively and professionally.
6. Promote ethical standards for all professional activities in the biomedical sciences and healthcare.

Prerequisite Requirements

Candidates for admission must have a baccalaureate degree from a regionally accredited college or university. At a minimum, applicants should have successfully completed Genetics (BIO 3320/ BIO L320, Human Anatomy and Physiology I, II (BIO 3347 / BIO L347, BIO 3348 / BIO L348), and Microbiology (BIO 3372 / BIO L372). Other prerequisites include General Physics I, II (PHY 2252 / PHY L252, PHY 2253 / PHY L253), General Chemistry I, II (CHM 1142 / CHM L142, CHM 1143 / CHM L143), and Organic Chemistry I, II (CHM 3342 / CHM L342, CHM 3343 / CHM L343). Students with undergraduate degrees outside of the biological sciences are encouraged to inquire about the program.

Admission Requirements

To apply for admission to the M.S. program in Biomedical Sciences, applicants must submit the following:

1. Completed Application for Admission to the Graduate School;
2. Official transcript(s)
3. Official copy of one of the following: GRE (with writing score), GMAT or MCAT, PCAT, OAT, DAT or equivalent.
4. Two letters of recommendation from professors, physicians, or other appropriate professionals that address the applicant's potential for success in a graduate program; and

5. A 500-word personal statement that addresses the applicant's professional goals, readiness for graduate school, and potential for completing the M.S. B.M.S. program.

Unconditional Admission

Applicants may be admitted unconditionally if they meet the following requirements:

1. Applicants who have completed a master's or higher degree from a regionally accredited college or university may be admitted unconditionally. Applicants must submit all materials listed in Admission Requirements for the M.S. in Biomedical Sciences.
2. Attained a bachelor's degree from a regionally accredited college or university and achieved a minimum of 2.5 GPA in all undergraduate courses.
3. Have an acceptable score on the appropriate entrance exam: GRE 290 (recommended: 150 verbal, 140 quantitative) and GRE writing score. If the student has taken the MCAT (recommended: 487), DAT (recommended: 16) or equivalent professional exam, then this may be substituted for the GRE.

Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to a graduate program. See conditional admission requirements in the general regulations section of this Catalog.

Students admitted conditionally only because of a low undergraduate grade point average will be cleared of their conditional status if, at the completion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Students admitted conditionally only because of a low test score will be granted unconditional admission prior to the completion of nine semester hours provided they have maintained a 3.0 grade point average on all graduate work attempted and have retaken the test and received a satisfactory score.

Transfer Credit

A maximum of four courses (12 semester credit hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the M.S. program in Biomedical Sciences and must be approved by the Chair of the Department of Biological and Environmental Sciences. Students who transfer a "core" course will still be held accountable for all material and Troy courses. In addition, transfer students must still successfully complete the comprehensive exam.

Degree Requirements

1. Unconditional admission
2. Overall 3.0 GPA in all graduate work completed
3. No more than two grades in any course work attempted with a grade of C or below
4. Completion of the curriculum listed below. A grade of "B" or better is required for BIO 6691 (3) Research Methodology and Experimental Design. If the student makes a "D" or "F" in an elective course, the course may be retaken or another elective taken in its place

5. For Non-Thesis Option, successful completion of all components of the comprehensive examination

Curriculum (30-31 sh)

The Master of Sciences in Biomedical Sciences is a 30-31 hour non-thesis or thesis-option degree.

* The University requires that 6000-level courses make up at least 50% of the 30-31 semester hours.
*Courses with separate lectures and labs must be taken together.
*Please note that 5000-level courses cannot duplicate under graduate courses that the student has taken as an under graduate.
*Please note that the 6000-level core classes are ONLY offered in a 16-week format during the fall and spring semesters. Summer courses (6000-level) are offered on an 8 week format.
*BIO 6691 (3) Research Methodology and Experimental Design requires a grade of "B" or better.
*Under the guidance of the student's advisor and the Chair of the Department, the student may pursue original research (independent acquisition and interpretation of data) in a particular area of the biomedical sciences. The completion of a thesis is required.

Required Core Courses (19 sh)

BMS	6615	3	Medical Microbiology and Immunology
BMS	6625	3	Medical Cell Biology
BMS	6635	3	Medical Physiology
BMS	6655	3	Clinical Biochemistry
BMS	6665	4	Neuroanatomy
BIO	6691	3	Research Methodology and Experimental Design

In addition to these Required Core Classes, students must take additional classes to complete the graduation requirement of 30-31 semester hours.

Elective courses Non-Thesis Option(11-12 sh)

Courses with separate lectures and labs must be taken together.

BIO	5516	3	Microbial Ecology
BIO	L516	1	Microbial Ecology Lab
BIO	5551	3	Toxicology
BIO	L551	1	Toxicology Lab
BIO	5771	3	Parasitology
BIO	L571	1	Parasitology Lab
BIO	5576	1-4	Special Topics
BIO	5580	3	Histology
BIO	L580	1	Histology Lab
BIO	5592	1-4	Guided Independent Research
BIO	5594	1-4	Guided Independent Study
BIO	6601	3	Environmental and Biological Ethics
BIO	6621	3	Environmental Toxicology
BIO	6625 6626	1-4	Specialized Study in Biology
BIO	6670 6671	1-4	Special Topics
BMS	6630	3	Medical Pharmacology
BMS	6665	3	Neuroanatomy
SOC	5555 OR	3	Death and Dying
SOC	5560	3	Sociology of Health, Medicine, & Illness
BIO	6624	3	Public Health

Or select one (1) of the following:

PA	6675	3	Public Health Services Administration and Policy
PA	6676	3	Legal and Social Issues in Public Health Administration
PA	6677	3	Public Health Preparedness and Emergency Response
PA	6678	3	Introduction to Public Health

Comprehensive Examination

After the completion of all core course, Non-Thesis Option students must successfully complete a comprehensive examination. The comprehensive exam is given in the semester or term prior to graduation. Students should work closely with their advisor to prepare for their comprehensive exams, which will be prepared, administered, and evaluated by the graduate committee. Comprehensive exams will be taken as scheduled by the University and/or Department.

Thesis Option: (30 sh)

Required Core Courses	19 sh
Thesis Hours	6 sh
Advisor-approved Electives	5-6 sh
Total	30-31

MASTER OF SCIENCE IN COMPUTER SCIENCE

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 degree in Computer Science prepares students for a professional career in the computer science industry, IT industry, or computer science research. Typical graduates of the program may be employed as software developers, network engineers, database administrators, or further pursue a Ph.D. degree. Objectives of the program are as follows:

1. To provide students with opportunities to refine their skills and core competencies in computer science through the advancement and development of concepts, techniques, and methodologies appropriate in the field.
2. To facilitate the development of advanced skills in an environment that will ensure both a realistic and varied exposure to contemporary information processing problems.
3. To promote the integration and application of cutting edge concepts and approaches in the computer science field.

Prerequisite Requirements

Candidates for admission must have a baccalaureate degree in Computer Science or a related field from a regionally accredited four-year college or university.

Admission Requirements

Unconditional Admission

1. Hold a bachelor's degree in Computer Science (CS) or a related field from a regionally accredited four-year college or

university with a minimum overall undergraduate grade point average of 2.5 (on a 4.0 scale) or a 3.0 grade point average for the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. Official transcripts are required.

2. An acceptable score on the appropriate entrance exam [GRE 294 (920 on the old exam) (verbal plus quantitative),

3. Acknowledgement form

Conditional Admission

For those students who cannot satisfy all unconditional admission requirements, conditional admission may be granted under certain circumstances. Individuals admitted on a conditional basis may satisfy the requirements for unconditional admission as follows:

1. Students failing to achieve the minimum entrance exam score exam [GRE 294 (920 on the old exam) (verbal plus quantitative), may satisfy the test requirement by successfully completing nine semester hours of graduate CS courses with a minimum grade point average of 3.0.
2. Students not having a 2.5 undergraduate grade point average may satisfy the requirement by the successful completion of nine semester hours of graduate CS courses with a minimum grade point average of 3.0.
3. A student with a bachelor's degree outside the field of CS may satisfy the bachelor's degree requirement by completing ALL of the following courses or their equivalent:
    MTH 2215 – Applied Discrete Mathematics
    CS 2250 – Computer Science I and
    CS 2255– Computer Science II
        or
    CS 3360 – Concepts of Object Oriented Programming I
    CS 3310 – Foundations of Computer Science
    CS 3323 – Data Structures
    CS 3332 – Software Engineering

Additional courses may be required by the CS Graduate Advisor depending on the student's background. A student must complete all courses with a grade point average of 3.0. *Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.*

Transfer of Credit

A maximum of four courses (12 semester credit hours) taken at another regionally accredited institution, each with a "B" or better grade, can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the department's graduate program and must be recommended for transfer credit by the Chair of the Department of Computer Science and approved by the Dean of the Graduate School. Non-thesis students who transfer a "core" course are still required to take a written comprehensive exam based on the material presented at Troy University.

Degree Options

There are two degree options: thesis and non-thesis. In the thesis option, the student must successfully complete and defend a thesis as well as complete other requirements stated below. See Thesis Guidelines for additional information. In the non-thesis option, the student must pass a written comprehensive exam and must successfully complete a research paper.

Degree Requirements

The successful completion of 33 semester hours, including 6 hours of thesis research for the thesis option and 33 semester hours, including 3 hours of research project for the non-thesis option, with an overall grade point average of 3.0, and successful completion of a thesis or a paper. If the student makes a "D" or "F" in a core course, the course must be retaken. In both cases, a student must complete the Core Courses and choose one of the several specialization concentrations.

Thesis	Non-Thesis
1. Complete 33 SH of graduate-level courses to include 6 SH of course CS 6699 and 3 SH of CS 6625	1. Complete 33 SH of graduate-level courses to include 3 SH of course CS 6625;
2. Maintain a minimum overall 3.0 GPA; AND	2. Maintain a minimum over all 3.0 GPA
3. Successfully complete and defend a thesis.	3. Pass the written com-prehensive examination; AND
4. 6 hours of thesis research & complete an approved research paper.	4. 6 hours of thesis research & complete an approved research paper.

Curriculum

All courses offer three semester hours of credit.

Artificial Intelligence Concentration

Core Courses (9 sh)

CS 5549	3	*Analysis of Algorithms*
CS 5545	3	*Computer Architecture*
CS 5550	3	*Operating System Principles*

Select one option below:

Non-Thesis Option: (24 sh)

Required Courses: (9 sh)

CS 6678	3	*Advanced Artificial Intelligence*
CS 6682	3	*Machine Learning*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (15 sh)
Select 15 hours of advisor- approved Computer Science graduate courses.

Thesis Option: (24 sh)

Required Courses: (15 sh)

CS 6678	3	*Advanced Artificial Intelligence*
CS 6682	3	*Machine Learning*
CS 6699	3-6	*Research and Thesis (6 sh)*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (9sh)
Select 9 hours of advisor- approved Computer Science graduate courses.

Bioinformatics Concentration

(Optionally, at least two graduate level courses taken in biology department can be counted towards the degree requirements.)

Core Courses (9 sh)

CS 5549	3	*Analysis of Algorithms*
CS 5545	3	*Computer Architecture*
CS 5550	3	*Operating System Principles*

Select one option below:

Non-Thesis Option: (24 sh)

Required Courses: (9 sh)

CS 6630	3	*Introduction to Bioinformatics*
CS 6682	3	*Machine Learning*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (15 sh)

Select 15 hours of advisor- approved Computer Science graduate courses.

Thesis Option: (24 sh)

Required Courses: (15 sh)

CS 6630	3	*Introduction to Bioinformatics*
CS 6682	3	*Machine Learning*
CS 6699	3-6	*Research and Thesis (6 sh)*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (9 sh)

Select 9 hours of advisor- approved Computer Science graduate courses.

Computer Network and Security Concentration

Core Courses (9 sh)

CS 5549	3	*Analysis of Algorithms*
CS 5545	3	*Computer Architecture*
CS 5550	3	*Operating System Principles*

Select one option below:

Non-Thesis Option: (24 sh)

Required Courses: (9 sh)

CS 6676	3	*Advanced Computer Network*
CS 6674	3	*Network and Information Security*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (15 sh)

Select 15 hours of advisor- approved Computer Science graduate courses.

Thesis Option: (24 sh)

Required Courses: (15 sh)

CS 6676	3	*Advanced Computer Network*
CS 6674	3	*Network and Information Security*
CS 6699	3-6	*Research and Thesis*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (9 sh)

Select 9 hours of advisor- approved Computer Science graduate courses.

Cyber Security Concentration

Core Courses (9 sh)

CS 5549	3	*Analysis of Algorithms*

CS 5545	3	*Computer Architecture*
CS 5550	3	*Operating System Principles*

Select one option below:

Non-Thesis Option: (24 sh)

Required Courses: (9 sh)

CS 6622	3	*Introduction to Cybersecurity*
CS 6674	3	*Network and Information Security*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (15 sh)

Select 15 hours of advisor- approved Computer Science graduate courses.

Thesis Option: (24 sh)

Required Courses: (15 sh)

CS 6622	3	*Introduction to Cybersecurity*
CS 6674	3	*Network and Information Security*
CS 6699	3-6	*Research and Thesis (6 sh)*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (9 sh)

Select 9 hours of advisor- approved Computer Science graduate courses.

Distributed Systems Concentration

Core Courses (9 sh)

CS 5549	3	*Analysis of Algorithms*
CS 5545	3	*Computer Architecture*
CS 5550	3	*Operating System Principles*

Select one option below:

Non-Thesis Option: (24 sh)

Required Courses: (9 sh)

CS 6634	3	*Cloud Computing*
CS 6672	3	*Distributed Algorithms*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (15 sh)

Select 15 hours of advisor- approved Computer Science graduate courses.

Thesis Option: (24 sh)

Required Courses: (15 sh)

CS 6634	3	*Cloud Computing*
CS 6672	3	*Distributed Algorithms*
CS 6699	3-6	*Research and Thesis (6)*
CS 6625	3	*Specialized Study in Computer Science*

Elective Courses (9 sh)

Select 9 hours of advisor- approved Computer Science graduate courses.

Software Development Concentration

Core Courses (9 sh)

CS 5549	3	*Analysis of Algorithms*
CS 5545	3	*Computer Architecture*
CS 5550	3	*Operating System Principles*

Select one option below:

Non-Thesis Option: (24 sh)

Required Courses: (9 sh)

CS 6680	3	Advanced Software Engineering
CS 6640	3	Advanced Database Concepts
CS 6625	3	Specialized Study in Computer Science

Elective Courses (15 sh)

Select 15 hours of advisor- approved Computer Science graduate courses.

Thesis Option: (24 sh)

Required Courses: (15 sh)

CS 6680	3	Advanced Software Engineering
CS 6640	3	Advanced Database Concepts
CS 6699	3-6	Research and Thesis (6)
CS 6625	3	Specialized Study in Computer Science

Elective Courses (9 sh)

Select 9 hours of advisor- approved Computer Science graduate courses.

Video Game Design Concentration

Core Courses (9 sh)

CS 5549	3	Analysis of Algorithms
CS 5545	3	Computer Architecture
CS 5550	3	Operating System Principles

Select one option below:

Non-Thesis Option: (24 sh)

Required Courses: (9 sh)

CS 6678	3	Advanced Artificial Intelligence
CS 6666	3	Computer Graphics
CS 6625	3	Specialized Study in Computer Science

Elective Courses (15 sh)

Select 15 hours of advisor- approved Computer Science graduate courses.

Thesis Option: (24 sh)

Required Courses: (15 sh)

CS 6678	3	Advanced Artificial Intelligence
CS 6666	3	Computer Graphics
CS 6699	3-6	Research and Thesis (6)
CS 6625	3	Specialized Study in Computer Science

Elective Courses (9 sh)

Select 9 hours of advisor- approved Computer Science graduate courses.

Comprehensive Exam

A candidate that chooses the non-thesis option must pass the comprehensive exam before the degree can be awarded. The comprehensive exam should be taken during the students' last semester of course work. The exam format is a written exam covering the basic core courses only. Students must pass all of the 3 sections of the exam.

Thesis/Project Proposal

Students who choose the thesis option must prepare a thesis proposal no later than the second graduate academic semester and must be approved by the thesis proposal committee.

Elective Courses: (12/15 sh)

CS	6635	3	Image Processing
CS	6640	3	Advanced Database Concepts
CS	6643	3	Theory and Design of Compilers
CS	6646	3	Information Systems for Operations and Management
CS	6647	3	Simulation and Modeling
CS	6648	3	Optimization Modeling
CS	6660	3	Algorithmic Graph Theory
CS	6664	3	High-Performance Computing
CS	6666	3	Computer Graphics
CS	6668	3	Network Security
CS	6670	3	Applied System Analysis and Design

Other Electives (approved by adviser—semester hours vary)

CS 6625, 6626, 6627	Specialized Study in Computer Science*
CS 6649	Special Topics in Computer Science
CS 6699	Research and Thesis

MASTER OF SCIENCE IN CRIMINAL JUSTICE

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 purpose of the Master of Science degree in Criminal Justice is to broaden and enhance each student's ability to understand, analyze and evaluate issues that confront the American criminal justice system. The objectives of the program's core coursework are (a) the analysis of personnel situations in light of standard personnel processes applying major personnel laws and regulations to situations arising in criminal justice organizations; (b) demonstrate a comprehensive understanding of the evolution of criminal law and procedures as evidenced by recent U.S. Supreme Court decisions; (c) critically evaluate the scholarly evidence considering the effectiveness of various crime control policies employed by the police, the courts, and the correctional system with both juvenile and adult offenders; and (d) explain situations in criminal justice and criminal behavior by applying various criminological theories; and (e) demonstrate an ability to appropriately apply various research designs and methodologies in criminal justice situations. Specific institutional objectives of the program are as follows:

1. to prepare students to fulfill a need in American society for professional law enforcement personnel and competent criminal justice administrators by providing educational programs that develop each student's problem solving skills in ways that prepare the student to address the issues that arise in the dynamic and evolving criminal justice field;

2. to develop each student's ability to synthesize and apply knowledge of the critical theories and concepts in the field of criminal justice in his/her problem solving analysis;

3. to develop each student's ability to identify and develop alternative solutions to problems that confront the modern criminal justice system based on his/her knowledge of current theories and concepts;

4. to develop each student's ability to evaluate and appropriately choose solutions to problems that confront the criminal justice system;

5. to develop each student's ability to effectively communicate

the results of his/her analysis.

6. to provide students who seek administrative and managerial positions in the field of criminal justice with the credentials to qualify for those positions;

7. to provide an appropriate program of graduate study for students who are interested in research in the field of criminal justice and in advanced graduate study.

Prerequisite Requirements

The minimum requirement for admission to the Master of Science program in Criminal Justice is a baccalaureate degree from a regionally accredited four-year institution. Students who desire to enter this program but do not have a degree in criminal justice, police administration, law enforcement, or corrections may be required to meet other criteria such as additional coursework regarding undergraduate or professional preparation. Significant professional experience may be considered. However, admission to the program does not imply official admission for the degree.

Admission Requirements For Master of Science in Criminal Justice

1. Completed Application for Admission to the Graduate School.
2. Official transcript(s)
                    AND
3. A letter of recommendation that addresses the applicants potential for success in the Master of Criminal Justice graduate program

Unconditional Admission

1. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average.

Conditional Admission

Conditional Admission does not apply to this 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 can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the Criminal Justice Graduate Program and be approved by the main campus dean/department chair. If the student transfers a "core" or "required course," he/she is still subject to a written comprehensive exam based on the material presented at Troy University.

Degree Requirements

Students completing the degree program with a GPA of 3.0 or higher, a grade of "B" or better in CJ 6650 Research Methods for Criminal Justice and for Thesis option students a successful defense of the master's thesis, will be eligible to be awarded the degree of Master of Science in Criminal Justice. Non-Thesis option students must complete a comprehensive exam to be eligible for graduation. 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 either be retaken or another elective taken in its place.

Curriculum

The Master of Science in Criminal Justice is a 30 (non-thesis option) or 36 hour (thesis option) program. Students may select the Security Studies Concentration. All courses offer three semester hours of credit.

All courses offer three semester hours credit.

Required Courses (Non-Thesis Option):
Required Courses (15 sh)

CJ	6610	3	Principles of Administration
CJ	6620	3	Current Trends in Criminal Law
CJ	6622	3	Seminar in the Administration of Justice
CJ	6636	3	Criminological Theory
CJ	6650	3	Survey of Research Methods in Criminal Justice

Non-Thesis Option (30 semester hours)
Non Thesis Option Degree Requirements

Required Courses	15 Semester Hours
Electives	15 Semester Hours
Total	**30 sh**

Electives Non-Thesis Option (for those not enrolled in the Security Studies Concentration: (12 sh)
Select any 4 courses from the following graduate courses and/or advisor approved electives.

CJ	6621	3	Current Issues in Corrections
CJ	6624	3	Court Administration
CJ	6625	3	Specialized Study
CJ	6630	3	Juvenile Justice
CJ	6635	3	Community Based Corrections/Correctional Systems
CJ	6638	3	Seminar in Civil Liberties Related to Corrections
CJ	6640	3	Seminar in Law Enforcement
CJ	6644	3	Administrative Law
CJ	6645	3	Ethics in Criminal Justice Organizations
CJ	6649	3	Statistics for Criminal Justice Research
CJ	6652	3	Seminar in Corrections
CJ	6655	3	Selected Topics in Criminal Justice
CJ	6660	3	Advanced Readings in Criminal Justice
CJ	6671	3	Organizational Theory
CJ	6692	3	Agency Experience
CJ	6693	3	Masters Project

Electives Non-Thesis Option (Security Studies Concentration: (12 sh)
Select any 4 courses from the following graduate courses and/or advisor approved electives.

CJ	6639	3	Seminar in Homeland Security
CJ	6643	3	Transportation and Boarder Security
CJ	6642	3	Cyber and Information Threat Management
CJ	6653	3	Seminar in Intelligence
CJ	6656	3	Selected Topics in Security
CJ	6665	3	Emergency and Crisis Management
CJ	6667	3	Intelligence Analysis
CJ	6669	3	Legal Aspects of Security
CJ	6680	3	Criminal Justice Study Abroad
CJ	6692	3	Agency Experience
IR	6635	3	National Security Policy
IR	6685	3	Terrorism and Political Violence

OR

Thesis Option (36 semester hours)

Thesis Option Degree Requirements:
Required Courses   *21 Semester Hours*
Electives   *15 Semester Hours*

Total   **36 sh**

All courses offer three semester hours credit.

Required Courses (Thesis Option):
Required Courses (18 sh)

CJ	6610	3	*Principles of Administration*
CJ	6620	3	*Current Trends in Criminal Law*
CJ	6622	3	*Seminar in the Administration of Justice*
CJ	6636	3	*Criminology Theory*
CJ	6650	3	*Survey of Research Methods in CJ*
CJ	6649	3	*Statistics for CJ Research*
CJ	6695	3	*Thesis*

Electives: Select 15 Semester Hours from courses listed in either Criminal Justice or Security Studies Concentration

MASTER OF SCIENCE IN ENVIRONMENTAL AND BIOLOGICAL SCIENCES

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 and Goals

The Master of Science Graduate Program in Environmental and Biological Sciences is designed to broaden the student's perspective and provide skills and knowledge for understanding and solving problems in the environmental and biological sciences. The Program teaches students the direct and indirect economic, social, and political contributions of the environmental and biological sciences. The Program underscores the interdisciplinary and cooperative nature of environmental and biological issues. The Program teaches how to manage conflicts and emphasizes the importance of effectively communicating with the private and public sectors, regulatory agencies, interest groups, and communities. The Program objectives are listed below:

1. To demonstrate the pivotal role of the environmental and biological sciences in understanding and addressing environmental, ecological, medical, agricultural, and policy-related issues;
2. To promote the professional development of students for entry and advancement in the private and public sectors as scientists, educators, administrators, or managers;
3. To provide students with the necessary skills for performing research, reviewing and evaluating regulatory guidelines, and writing professional documents;
4. To foster an understanding and appreciation of the role of values and ethics in research, management, and institutional performance;
5. To strengthen the academic foundations of students seeking entry into professional schools and into doctoral programs at graduate schools; and

6. To provide teachers with opportunities for advancement and to broaden and update their knowledge in order to enrich the classroom experience of their students.

Prerequisite Requirements

Candidates for admission must have a baccalaureate degree, preferably in a scientific subject area. Candidates should have completed Ecology (BIO 2229 / BIO L229) and one junior/senior level (3000/4000) Biology course. Additionally, General Chemistry I, II (CHM 1142 / CHM L142, CHM 1143 / CHM L143) and Statistics (STAT 22010) are required.

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Admission Requirements for Master of Science in Environmental and Biological Sciences

Unconditional Admission
Unconditional admission may be granted to students who fulfill the following requirements:
1. Hold a baccalaureate degree from a regionally accredited university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours
2. Demonstrate an adequate academic background in the sciences that includes natural or biological sciences, general chemistry, and statistics
3. Have an acceptable score on the appropriate entrance exam [GRE 290 (850 on the old exam) (verbal plus quantitative)].

Conditional Admission
Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to the graduate program. See Conditional Admission requirements in the general regulations section of this catalog. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

Students admitted conditionally only because of a low undergraduate grade point average will be cleared of their conditional status if, at the completion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Students admitted conditionally only because of a low test score will be granted unconditional admission prior to the completion of nine semester hours provided they have maintained a 3.0 grade point average on all graduate work attempted and have retaken the test and received a satisfactory score.

Students with academic deficiencies (coursework, GPA, GRE score) may be required to complete additional course work before being granted unconditional admission to the program.

Thesis-Track Admission
Candidates will not be admitted into a thesis-track unless they have identified a thesis research supervisor and that faculty member has agreed to act as that student's thesis advisor. Candidates can

apply to a non-thesis track concentration and change to a thesis track concentration after a thesis advisor has been identified. Conditionally accepted students cannot be accepted into a thesis track concentration until they have cleared conditional status.

Transfer Credit

A maximum of 12 semester hours taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. These courses must be comparable in catalog description to Troy University courses in the Department's graduate program and also be approved by the Department Chair. Non-thesis students who transfer a "core" course are still required to take a written comprehensive exam based on the material presented at Troy University.

Degree Requirements

1. Unconditional Admission
2. Completion of curriculum listed below. 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 either be retaken or another elective taken in its place.
3. Successful completion of EBS 6691 with a "B" or better
4. Overall 3.0 GPA
5. Successful completion of the comprehensive examination for non-thesis students or a thesis, including a presentation of a public seminar, for thesis students

A student who successfully completes the requirements listed above will be awarded the Master's degree (M.S.) in Environmental and Biological Sciences.

Curriculum for M.S. in Environmental and Biological Sciences

The Master of Science in Environmental and Biological Science degree is offered as a 30 semester hour thesis option, 36 hour non-thesis option, or 36 -hour Education Option (Non-Certification).

Required Core Courses (9 sh)

BIO	6601	3	Environmental and Biological Ethics
BIO	6624	3	Public Health
BIO	6691	3	Research Methodology and Experimental Design

Select one option below:

Non-Thesis Option :

Required Core Classes	9 sh
Advisor-approved electives	27 sh
Total	**36 sh**

Comprehensive Examination

After the completion of all core courses in the non-thesis option, students must successfully complete a comprehensive examination. The comprehensive exam is given in the semester or term prior to graduation. Students should work closely with their advisor to prepare for their comprehensive exams, which will be prepared, administered, and evaluated by the graduate committee.

OR

Thesis Option: (30 sh minimum)

The Thesis Option includes:

| Required Core Classes | 9 sh |
| Thesis hours | 6 sh |

BIO 6695 6 Thesis Research

| Advisor-approved electives | 15 sh |
| **Total** | **30 sh** |

Advisor-approved course electives

BIO	5513	3	Limnology
BIO	L513	1	Limnology Lab
BIO	5514	3	Food Microbiology
BIO	L514	1	Food Microbiology Lab
BIO	5516	3	Microbial Ecology
BIO	L516	1	Microbial Ecology Lab
BIO	5520	4	Field Vertebrate Zoology
BIO	5521	3	Population Ecology
BIO	L521	1	Population Ecology Lab
BIO	5525	4	Field Botany
BIO	5550	3	Environmental History
BIO	5551	3	Toxicology
BIO	L551	1	Toxicology Lab
BIO	5771	3	Parasitology
BIO	L571	1	Parasitology Lab
BIO	5576	3	Special Topics
BIO	5579	3	Environmental Assessment
BIO	L579	1	Environmental Assessment Lab
BIO	5580	3	Histology
BIO	L580	1	Histology Lab
BIO	5582	3	Molecular Biology
BIO	L582	1	Molecular Biology Lab
BIO	6603	3	Environmental Management
BIO	6611	3	Environmental Impact Studies and Risk Management
BIO	6615	3	Environmental Law, Permitting, and Regulatory Compliance
BIO	6617	1	Seminar in Environmental and Biological Sciences
BIO	6618	1	Seminar in Environmental and Biological Sciences
BIO	6621	3	Environmental Toxicology
BIO	6625	1-3	Specialized Study in Environmental and Biological Sciences
BIO	6626	1-3	Specialized Study in Environmental and Biological Sciences
BIO	6630	3	Pollution Science
BIO	L630	1	Pollution Science Lab
BIO	6635	3	Land Use Planning
BIO	6637	3	Environmental Economics
BIO	6650	3	Spatial Analysis Using GIS
BIO	L650	1	Spatial Analysis Using GIS Lab
BIO	6655	3	Clinical Biochemistry
BIO	6660	3	Issues in Aquatic Ecology
BIO	6661	3	Conservation Biology
BIO	6665	3	Sustainable Development
GEO	5503	3	Conservation
PA	6622	3	Public Policy
PA	6645	3	Managing Government Contracts
PA	6630	3	Strategic Planning
PA	6631	3	Program Evaluation
IR	6650	3	Environmental Security, Conflict, and Development
PA	6667	3	Executive Leadership in Nonprofit Organizations

| PA | 6668 | 3 | *Grant Management for Public and Nonprofit Organizations* |
| PA | 6677 | 3 | *Public Health Preparedness and Emergency Response* |

MASTER OF SCIENCE IN INTERNATIONAL RELATIONS

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.

World politics have undergone a profound alteration over the past two decades. The collapse of the former Soviet Union, the evolution of the European Union, events in the Greater Middle East, the rising power of China as well as other developing countries, the influence of non-state actors such as terrorist groups and NGOs, plus concerns about national and global economic issues demonstrate a paradigm shift in international affairs. The Cold War, which dominated global events for nearly five decades, is over, yet what will replace the norms and institutions of that era is not clear. What is apparent, however, is that the world community is increasingly interdependent, that traditional identities and values are being reexamined, and that new challenges are likely to emerge.

The Master of Science in International Relations (MSIR) degree program is a 12-course, 36-credit-hour curriculum of study designed to provide students with the foundation and knowledge needed to understand the context and conduct of international relations. Students are encouraged to gain a wide-ranging appreciation of the political, historical, cultural, economic, and geographical factors that affect international relations. This appreciation is accomplished through a program of instruction focused on international relations theory and its application but drawing from disciplines such as history, economics, and geography. Students also acquire methodological and analytical skills that improve their understanding and ability to evaluate national and global developments.

The program offers courses covering history, regional studies, comparative government, foreign policy, the global economy, geography, conflict management, national security, global climate change, international organization, international law, intercultural relations, and the politics of developing countries.

Prerequisite Requirements

Candidates for admission must have a baccalaureate degree in any subject area from a regionally accredited college or university. There are no prerequisite course requirements. Students with undergraduate degrees in areas not included in the curriculum are encouraged to inquire about the program.

Graduates of the Master of Science in International Relations program include individuals with undergraduate degrees in the social sciences as well as in such areas as English, foreign language, engineering, chemistry, mathematics, psychology, education, and business administration.

Admission Requirements for the Master of Science in International Relations Degree

Unconditional Admission

1. Hold a master's or higher degree from a regionally accredited university. No test score is required. An official transcript showing completion of a master's or higher degree is required.
   OR
2. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average. All transcripts from all colleges or universities attended are required.
   AND
3. Have an acceptable score on the appropriate entrance exam [GRE 294 (920 on the old exam) (verbal plus quantitative), MAT 396, GMAT 490].
4. The GRE/GMAT/MAT requirement may be waived under the following conditions
   A. If the applicant holds a baccalaureate degree from a regionally accredited college or university or equivalent foreign university with a minimum overall undergraduate grade point average of 3.0 (4.0 scale)
      OR
   B. If the applicant holds a baccalaureate degree from Troy University with a minimum overall undergraduate GPA of 2.5 (4.0 scale) or a 3.0 on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the GPA.
      OR
   C. If the applicant is an officer or senior NCO in the U.S. military in good standing and holds a baccalaureate degree from an accredited college or university with a minimum overall undergraduate GPA of 2.5 (4.0 scale) or a 3.0 on the last 30 semester hours. All transcripts from all colleges or universities attended are required.

Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to a graduate program. See conditional admission requirements in the General Regulations section of this Catalog.

Students admitted conditionally only because of a low undergraduate grade point average will be cleared of their conditional status if, at the completion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Students admitted conditionally only because of a low test score will be granted unconditional admission prior to the completion of nine semester hours provided they have maintained a 3.0 grade point average on all graduate work attempted and have retaken the test and received a satisfactory score.

Transfer Credit

A maximum of four courses (12 semester credit hours) taken at another regionally accredited institution, each with a "B" or better grade, can be applied toward the degree; graduate-level courses completed by U.S. service personnel in Professional Military Education programs may also qualify for transfer credit. These courses must be comparable in catalog description to Troy University courses in the MSIR program and must be recommended

for transfer credit by the Chair of the Department of Political Science and approved by the Dean of the Graduate School.

Degree Requirements

1. Unconditional admission
2. Overall 3.0 GPA
3. Completion of the curriculum listed below. 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 either be retaken or another elective taken in its place.
4. Successful completion ("B" or better) of IR 6690 Capstone or Thesis
5. Successful completion ("B" or better) of IR 6601 Research Methods in International Relations, the program research requirement

*The thesis option is not available to Troy Online students.

Curriculum

All courses offer three semester hours credit.

The MSIR curriculum of study consists of three integral components.

1. Five core required courses with a "B" or better in IR 6601 Research Methods in International Relations
2. The selection and completion of one program concentration
3. The successful completion of the capstone course with a grade average of B or higher

Non-Thesis Option

Core Courses	15 sh
Concentration Elective Courses	21 sh
Total	36 sh

Thesis Option

Core Courses	12 sh
Concentration Elective Courses	18 sh
Thesis Hours	6 sh
Total	36 sh

REQUIRED CORE COURSES (12-15 sh)

All MSIR students must take the following courses:

IR	6601	3	Research Methods in International Relations
IR	6603	3	Introduction to International Relations
IR	6620	3	International Political Economy
IR	6652	3	Theory and Ideology in International Relations
IR	6690	3	Capstone (Non-Thesis Students only)

MSIR CONCENTRATION OPTIONS

Students must choose ONE of the following concentrations:
- Global Studies (21 sh or 18 sh with Thesis)
- National Security Affairs (21 sh or 18 sh with Thesis)
- Regional Affairs (21 sh or 18 sh with Thesis)

GLOBAL STUDIES CONCENTRATION (21 sh or 18 sh with Thesis)

Students may choose any 18-21 sh of the following courses:

HIS	5503	3	Contemporary Europe
HIS	5504	3	Military History of the United States
IR	6600	3	Selected Topics in International Relations
IR	6602	3	Geostrategic Studies

IR	6610	3	International Organizations
IR	6611	3	Comparative Government
IR	6612	3	Comparative Public Policy
IR	6614	3	International Law
IR	6615	3	Comparative Politics of North Korea
IR	6616	3	East Asian Security
IR	6617	3	Chinese Security
IR	6618	3	Chinese Intelligence
IR	6621	3	East Asian Political Economy
IR	6622	3	European Security
IR	6623	3	Arab-Israeli Conflict
IR	6624	3	Geopolitics of Eurasia
IR	6625 6626 6627	3	Specialized Study in International Relations
IR	6628	3	International Political Geography
IR	6631	3	Intercultural Relations
IR	6632	3	Arctic and Antarctic Security
IR	6634	3	Tradition, Revolution, and Change
IR	6635	3	National Security Policy
IR	6636	3	Diplomacy
IR	6637	3	Counter Insurgency and Irregular Warfare
IR	6638	3	European Political Economy and the European Union
IR	6639	3	Russian Security
IR	6640	3	Government and Politics of Developing Nations
IR	6641	3	Comparative Politics of Latin America
IR	6642	3	Comparative Politics of Russia and Eastern Europe
IR	6643	3	Russian Intelligence in International Relations: From the KGB to the FSB
IR	6644	3	Comparative Politics of the Middle East
IR	6645	3	Comparative Politics of East Asia
IR	6646	3	Comparative Politics of South Asia
IR	6647	3	Comparative Politics of Western Europe
IR	6648	3	Comparative Politics of Sub-Saharan Africa
IR	6649	3	Cyber Warfare and International Relations
IR	6650	3	Environmental Security, Conflict, and Development
IR	6651	3	Contemporary American Foreign Policy
IR	6655	3	International Conflict Management
IR	6656	3	International Power and Influence
IR	6657	3	Middle Eastern Security
IR	6658	3	Middle Eastern Political Economy
IR	6659	3	Russian Hybrid Warfare
IR	6660	3	Military Strategy and International Relations
IR	6661	3	US Intelligence in International Relations
IR	6662	3	Conflict Processes
IR	6664	3	European Nationalism
IR	6665	3	Readings in International Relations
IR	6668	3	Thesis
IR	6669	3	Thesis
IR	6671	3	European Intelligence in International Relations
IR	6681	3	Tribalism and Colonialism in Africa
IR	6684	3	Violence in Latin America

IR	6685	3	Terrorism and Political Violence
IR	6686	3	Latin American Security
IR	6687	3	Latin American Political Economy
IR	6688	3	Political Islam
PA	6610	3	Foundations of Public Administration
PA	6622	3	Public Policy

NATIONAL SECURITY AFFAIRS CONCENTRATION (21 sh or 18 sh with Thesis)
Students must choose any three of the following courses: (9 sh)

HIS	5504	3	Military History of the United States
IR	6600	3	Selected Topics in International Relations
IR	6602	3	Geostrategic Studies
IR	6614	3	International Law
IR	6615	3	Comparative Politics of North Korea
IR	6616	3	East Asian Security
IR	6617	3	Chinese Security
IR	6618	3	Chinese Intelligence
IR	6622	3	European Security
IR	6623	3	Arab-Israeli Conflict
IR	6624	3	Geopolitics of Eurasia
IR	6632	3	Arctic and Antarctic Security
IR	6635	3	National Security Policy
IR	6637	3	Counter Insurgency and Irregular Warfare
IR	6639	3	Russian Security
IR	6643	3	Russian Intelligence in International Relations: From the KGB to the FSB
IR	6649	3	Cyber Warfare and International Relations
IR	6650	3	Environmental Security, Conflict, and Development
IR	6651	3	Contemporary American Foreign Policy
IR	6655	3	International Conflict Management
IR	6656	3	International Power and Influence
IR	6657	3	Middle Eastern Security
IR	6659	3	Russian Hybrid Warfare
IR	6660	3	Military Strategy and International Relations
IR	6661	3	US Intelligence in International Relations
IR	6662	3	Conflict Processes
IR	6671	3	European Intelligence in International Relations
IR	6684	3	Violence in Latin America
IR	6685	3	Terrorism and Political Violence
IR	6686	3	Latin American Security

Students must choose 9-12 semester hours from the remaining electives listed for the Global Studies Concentration: (9-12sh)
REGIONAL AFFAIRS CONCENTRATION (21 sh or 18 sh with Thesis)

Concentration Relevant Electives Courses: (12 sh)
Students must take 12 hours from one of the following regional groups:

Middle East and North Africa

| IR | 6623 | 3 | Arab-Israeli Conflict |

IR	6624	3	Geopolitics of Eurasia
IR	6644	3	Comparative Politics of the Middle East
IR	6648	3	Comparative Politics of Sub-Saharan Africa
IR	6657	3	Middle Eastern Security
IR	6658	3	Middle Eastern Political Economy
IR	6681	3	Tribalism and Colonialism in Africa
IR	6685	3	Terrorism and Political Violence
IR	6688	3	Political Islam

Asia

IR	6618	3	Chinese Intelligence
IR	6617	3	Chinese Security
IR	6616	3	East Asian Security
IR	6621	3	East Asian Political Economy
IR	6624	3	Geopolitics of Eurasia
IR	6645	3	Comparative Politics of East Asia
IR	6646	3	Comparative Politics of South Asia
IR	6615	3	Comparative Politics of North Korea

Europe

HIS	5503	3	Contemporary Europe
IR	6622	3	European Security
IR	6624	3	Geopolitics of Eurasia
IR	6638	3	European Political Economy and the European Union
IR	6639	3	Russian Security
IR	6642	3	Comparative Politics of Russia and Eastern Europe
IR	6647	3	Comparative Politics of Western Europe
IR	6643	3	Russian Intelligence in International Relations: From the KGB to the FSB
IR	6659	3	Russian Hybrid Warfare
IR	6664	3	European Nationalism
IR	6671	3	European Intelligence in International Relations

Latin America

IR	6641	3	Comparative Politics of Latin America
IR	6686	3	Latin American Security
IR	6687	3	Latin American Political Economy
IR	6684	3	Violence in Latin America

Approved Electives Courses: (9 sh)
Non-thesis students must choose three courses from the remaining electives listed for the Global Studies Concentration and thesis students must choose two.

THE THIRD COMPONENT OF THE MSIR DEGREE PROGRAM IS THE SUCCESSFUL COMPLETION OF ONE OF THE FOLLOWING OPTIONS:

1. Capstone-Students choosing this option must take the capstone class in their final semester or term and all core classes need to be completed prior to enrolling in the class. Students will complete a research paper that demonstrates their ability to integrate and synthesize information obtained from the course work and also shows their ability to apply the theoretical concepts of our discipline to real world subjects. The paper will be graded by a minimum of two full-time MSIR faculty members.

2. Thesis *— Students choosing the thesis option must register for IR 6668 (3 credit hours) and IR 6669 (3 credit hours) as their last two courses in the program. They must successfully research, write, and defend their thesis while taking IR 6668 and IR 6669. This process involves directed research in selected areas of international relations, 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 will receive a Pass or Fail for the two thesis courses, no letter grade.

The thesis option is not available to Troy Online students. Divisional Chair approval is required prior to enrolling for the thesis option. Students must obtain faculty support for their thesis prior to seeking such approval.

MASTER OF PUBLIC ADMINISTRATION

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.

Mission Statement

The mission of Troy University's Master of Public Administration program is to strengthen the quality of public service by facilitating learning, promoting scholarship, improving practice, and engaging in public service. The program strives to develop graduates who bring to the public work force the intellectual acuity, ethical commitment and professional competence to effectively serve the public interest.

The MPA degree is a 12-course, 36 credit hour curriculum of study. Students may take courses as pre-service, in-service, full-time, and part-time students and through Troy Online. MPA classes are offered online, at the Troy campus, and in Atlanta. Students with less than one year of work experience in a paraprofessional, professional, technical, or supervisory position that involves relevant service to the profession and/or public service will complete an additional three-hour internship course for a total of 39 credit hours or students may substitute the PA 6694 internship course for one (1) elective course resulting in a total of 36 credit hours to complete the degree requirements. However, the student's internship must be approved by the PA 6694 instructor in advance.

Admission Requirements for Master of Public Administration

Unconditional Admission

Applicants may be admitted unconditionally if they meet the following requirements:

1. Hold a master's or higher degree from a regionally accredited institution. No test score is required. An official transcript showing completion of a master's or higher degree is required.

OR

2. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate GPA of 2.5 (4.0 scale) or a 3.0 GPA on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the GPA. All transcripts from all colleges or universities attended are

required

AND

3. Have an acceptable score on the appropriate entrance exam: GRE 294 (920 on the old exam) (verbal plus quantitative), MAT 396, or GMAT 490.

4. The GRE/GMAT/MAT requirement may be waived under the following conditions:

A. If the applicant holds a baccalaureate degree from a regionally accredited college or university or equivalent foreign university with a minimum overall undergraduate grade point average of 3.0 (4.0 scale)

OR

B. If the applicant holds a baccalaureate degree from Troy University with a minimum overall undergraduate GPA of 2.5 (4.0 scale) or a 3.0 on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the GPA.

OR

C. If the applicant is an officer or senior NCO in the U.S. military in good standing and holds a baccalaureate degree from an accredited college or university with a minimum overall undergraduate GPA of 2.5 (4.0 scale) or a 3.0 on the last 30 semester hours. All transcripts from all colleges or universities attended are required.

Conditional Admission

Conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements to the graduate program. See conditional admission requirements in the General Regulations section of this Catalog.

Students admitted conditionally only because of a low undergraduate grade point average will be cleared of their conditional status if, at the completion of nine semester hours, they have achieved a 3.0 grade point average or greater on all graduate work attempted. Students must clear the conditional admission requirement of a 3.0 average at the completion of nine semester hours, or they will be dropped from the graduate program for one calendar year after which they may petition the Dean of the Graduate School to re-enter.

Students admitted conditionally only because of a low test score will be granted unconditional admission prior to the completion of nine semester hours provided they have maintained a 3.0 grade point average on all graduate work attempted and have retaken the test and received a satisfactory score.

Readmission of MPA Students in Good Standing

Students who have not been enrolled for three or more years in the MPA program must complete a Readmission to Graduate School Application and meet degree requirements as stated in the most current catalog upon readmission. Students will be readmitted to the most current catalog at the time of readmission.

Transfer Credit

A maximum of 12 credit hours taken at another regionally accredited university with a grade of "B" or better can be applied to the MPA degree. These courses must be comparable in catalog description to courses in the MPA program and recommended by the Director of the MPA Program and approved by the Dean of the Graduate School. Professional Military Education (PME) courses and programs will not be accepted as transfer credits for Public Administration core

courses but may be accepted as transfer credit for elective courses.

Internship Requirements

Students with less than one year work experience in a paraprofessional, professional, technical, or supervisory position that involves relevant service to the profession and/or public service are required to complete PA 6694 Internship. Students may substitute the PA 6694 Internship course for one (1) elective course. However, the student's internship must be approved by the PA 6694 instructor in advance.

Research Requirement

For Initial Master's Degree
All graduate programs require certification of the student's ability to do research in a specialization. For the MPA program, this requirement is met by achieving a grade of "B" or better in PA 6601. Students must repeat PA 6601 if a grade of "C" or below is attained.

For Second Master's Degree
If the research requirement was completed for the first master's degree with a "B" or above, students are exempt from this requirement in the MPA program. Students exercising this exemption must complete an additional elective course in their program, or obtain approved transfer credit to achieve the minimum required credits for graduation.

Degree Requirements

1. Unconditional Admission
2. Overall 3.0 GPA
3. Successful completion of PA 6699, Capstone in Public Administration, with a grade of "B" or better
4. Completion of MPA Degree curriculum. 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 either be retaken or another elective taken in its place.

Curriculum

The MPA degree curriculum consists of 12 courses including eight core courses and four elective course. It is strongly recommended that students complete PA 6601-Research Methods in Public Administration and PA 6610-Global Challenges in Public Administration within their initial 12 hours in the MPA program.

Required Core Courses : (24 sh)
PA	6601	3	Research Methods in Public Administration
PA	6610	3	Global Challenges in Public Administration
PA	6622	3	Public Policy
PA	6624	3	Public Human Resource Management
PA	6650	3	Governmental Budgeting and Financial Management
PA	6665	3	Organizational Leadership
PA	6674	3	Ethics in Public Administration
PA	6699	3	Capstone in Public Administration

* PA 6610 must be completed prior to taking PA 6601. PA 6601 must be completed prior to taking PA 6622 and PA 6631.

Electives (12 hours)
Students must select 4 courses from the following:

(Students may develop a specialization within their program by selecting electives with a common focus)

IR	6602	3	Geostrategic Studies
IR	6603	3	Introduction to International Relations
IR	6611	3	Comparative Government
IR	6614	3	International Law
IR	6630	3	Seminar in International Relations
IR	6631	3	Intercultural Relations
IR	6635	3	National Security Policy
IR	6651	3	Contemporary American Foreign Policy
IR	6656	3	International Power and Influence
IR	6660	3	Military Strategy and International Relations
IR	6662	3	Conflict Processes
PA	6603	3	Economics for Public Management
PA	6604	3	Workforce Planning and Staffing
PA	6605	3	Training and Development
PA	6606	3	Issues in Managing the Public Workforce
PA	6607	3	Performance Measurement and Management for Public and Nonprofit Organizations
PA	6608	3	Comparative Public Administration
PA	6620	3	Theory of Organizations
PA	6630	3	Strategic Planning
PA	6631	3	Program Evaluation
PA	6632	3	Arbitration, Collective Bargaining, and Labor Relations
PA	6640	3	Intergovernmental Relations
PA	6641	3	Social Marketing in Public Administration
PA	6643	3	Advanced Public Human Resources Management
PA	6644	3	Administrative Law
PA	6645	3	Managing Government Contracts
PA	6646	3	Organizational Behavior
PA	6661	3	Global Challenges in Leadership and Management
PA	6663	3	Global Health Administration
PA	6664	3	Global Perspectives in Local Government
PA	6666	3	Foundations of Nonprofit Organizations
PA	6667	3	Executive Leadership in Nonprofit Organizations
PA	6668	3	Grant Management for Public and Nonprofit Organizations
PA	6675	3	Public Health Services Administration and Policy
PA	6676	3	Legal and Social Issues in Public Health Administration
PA	6677	3	Public Health Preparedness and Emergency Response
PA	6678	3	Introduction to Public Health
PA	6679	3	e-Governance
PA	6694	3	Internship
PA	66XX	3	Approved Adviser elective

Specialized Elective Courses
PA 6625 Specialized Study in Public Administration or PA 6660 Readings in Public Administration may be utilized with the prior approval of the Director of the MPA Program. In combination, these courses may not be used for more than six total credit hours

Certificate in Public Health Administration

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

Admission Requirements: Applicants who wish to pursue the Graduate Certificate in Public Health Administration must me admitted to the Graduate School. See Graduate Admissions Requirements.

Public Health Administration Concentration Requirements:
Competency Ability to appraise the organizational environment with its culture, politics, and institutional setting, both internal and external, and to perform the basic functions of public health administration, while behaving and making decisions in an ethical manner.

Course Requirements: The Graduate Certificate in Public Health Administration requires 18 semester hours (6 courses):

Select 6 courses from the following:

PA	6641	3	*Social Marketing in Public Administration*
PA	6663	3	*Global Health Administration*
PA	6665	3	*Organizational Leadership*
PA	6675	3	*Public Health Services Administration and Policy*
PA	6676	3	*Legal and Social Issues in Public Health Administration*
PA	6677	3	*Public Health Preparedness and Emergency*
PA	6678	3	*Introduction to Public Health*

Admitted MPA students may qualify for the Certificate by completing the six required courses and maintaining an overall 3.0 GPA or better to meet certificate requirement.

Other Requirements: Students who wish to be issued a certificate must submit the following to their home campus: Certification Intent and Copy of Student Transcript.

MASTER OF SOCIAL SCIENCE

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.

Mission statement

The Master of Social Science Degree (M.S.Sc.) is an interdisciplinary program for graduate students that offers a wide variety of disciplinary and interdisciplinary opportunities for advancing academic or career goals. The M.S.Sc. Degree makes the Social Science resources of Troy University available for student-centered and highly individualized programs of graduate study. Students are welcome and encouraged to choose classes from around the University that suit their research interests.

The M.S.Sc. Degree provides every student with a vibrant and collaborative intellectual community and core-course training in social science theory, analytical abilities, and methodology.

Depending on needs, individualized programs will provide students with skills to:
1. Provide services to a variety of public agencies and institutions.
2. Teach in one or a variety of Social Science subject areas at a college or university level. Eighteen hours taken in a single subject area (as part of the 36 hour master's degree) will provide qualifications to teach in that subject area.
3. Effectively communicate with individuals and groups from all backgrounds.
4. Develop methodologies and skills to facilitate societal change.
5. Pursue doctoral or professional school degrees.

Objectives

1. To prepare students to fulfill a need for professionals in the area of Social Science by providing educational programs that develop each student's problem solving skills to address issues that arise in the dynamic and evolving Social Sciences field;

2. To develop each student's ability to synthesize and apply knowledge of the critical theories and concepts in the field of Social Science in his/her problem solving analysis;

3. To develop each student's ability to identify and develop alternative solutions to problems that are confronted in the Social Sciences field;

4. To develop each student's ability to evaluate and appropriately choose solutions to problems confronted in the Social Sciences field;

5. To develop each student's ability to effectively communicate the results of his/her analysis;

6. To provide an appropriate program of graduate study for students who are interested in research in the field of Social Science and in advanced graduate study.

Prerequisite Requirements

The minimum requirement for admission to the Master of Social Sciences is a baccalaureate degree from a regionally accredited four year institution. Students who desire to enter this program but do not have a degree in Social Sciences or a closely related discipline may be required to meet other criteria such as additional coursework regarding undergraduate or professional preparation.

Admission Requirements for the Master of Social Science

To apply for admission to the Master of Social Science program, applicants must submit the following:

1. Completed Application for Admission to the Graduate School;
2. Official transcript(s)
3. A letter of recommendation that addresses the applicant's potential for success in a Master of Social Science graduate program.

Unconditional Admission

1. **Hold a baccalaureate degree from a regionally accredited**

college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the terms in which the 30 semester hours were reached will be used to calculate the grade point average.

Conditional Admission

Conditional admission does not apply to this 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 can be applied toward this degree. These courses must be comparable in catalog description to Troy University courses in the Social Science Graduate Program and be approved by the department chair and college dean. No transfer credit will be accepted for the three core courses (SS 6690, SS 6691, SS 6698)

Degree Requirements

1. Unconditional Admissions
2. Overall 3.0 GPA or better
3. Successful completion of the Comprehensive Exam
4. Completion of the MS in Social Science If the student makes a "D" or "F" in a core course, the course must be retaken. If a student makes a "D" or "F" in an elective course, the course may be retaken or another elective taken in its place. Students must receive a "B" or better in SS 6691: Survey of Research Methods in Social Science, and SS 6698 Social Theory

Curriculum
All courses offer three semester hours credit.

Required Core Courses	*9 sh*	
Electives	*27 sh*	
Total	*36 sh*	

*Note: Students must successfully complete a Comprehensive Examination.

Required Core Courses (9 sh)

SS 6690*	3	*Seminar in Social Sciences*
SS 6691*	3	*Survey of Research Methods in Social Science**
SS 6698	3	*Social Theory*

Note:*A grade of "B" or better is required
*Note: Students must successfully complete a Comprehensive Examination.

Concentration Options:

Students must choose ONE of the following concentrations:See Graduate Catalog for list of required courses and approved electives for the selected concentration.

- **Anthropology (18 sh)**
- **Criminology (18 sh)**
- **Geography (18 sh)**
- **History (18 sh)**
- **Psychology (18 sh)**
- **Sociology (18 sh)**
- **Political Science (18 sh)**

Electives (9 sh)
Select any 9 semester hours of graduate coursework* from the

following disciplines:
Anthropology, Criminology, Geography, History, Political Science, Psychology, or Sociology.
*Courses must be advisor- approved.

TROY UNIVERSITY
M.S. - BIOMEDICAL SCIENCES (BMS)
Graduate Degree Plan and Progress Record
30-31 Semester-Hour Program

Name: [ ]   Student ID#: [ ]   Campus: [ ]

Address: [ ]   Email: [ ]

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 30-31 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of BIO 6691 with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis (Select One)
11. Intent to Graduate filed

CORE COURSES (19 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
BMS 6615	Medical Microbiology and Immunology	3			
BMS 6625	Medical Cell Biology	3			
BMS 6635	Medical Physiology	3			
BMS 6655	Clinical Biochemistry	3			
BMS 6665	Neuroanatomy	4			
BIO 6691	Research Methodology and Experimental Design	3			

THESIS OPTION (6 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
BMS 6695	Thesis	3-6			

ELECTIVE COURSES: (6-13 Semester Hours) *See Graduate Catalog for list of approved electives.*

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

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

TROY UNIVERSITY
MASTER OF SCIENCE IN COMPUTER SCIENCE
Artificial Intelligence Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. GRE test score
2. Official transcript(S)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

PREREQUISITE COURSES *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255 or CS 3360	CS II or Concepts of Object Oriented Programming I	3			
CS 3310	Foundations of Computer Science	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (9 Semester Hours)

CS 5549	Analysis of Algorithms	3			
CS 5545	Computer Architecture	3			
CS 5550	Operating System Principles	3			

Non-Thesis Option Required Courses: (9 Semester Hours)

CS 6678	Advanced Artificial Intelligence	3			
CS 6682	Machine Learning	3			
CS 6625	Specialized Study in Computer Science	3			

Thesis Option Required Courses: (12 Semester Hours)

CS 6678	Advanced Artificial Intelligence	3			
CS 6682	Machine Learning	3			
CS 6699	Research and Thesis	6			
CS 6625	Specialized Study in Computer Science	3			

ADVISOR APPROVED ELECTIVES: *Select 12-15 hours of advisor-approved Computer Science graduate courses*

ITEMS TO BE DISCUSSED:

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

Progress:

STATUS	DATE	INITIALS
Conditional		
Test Scores		
Requirement for minimum undergraduate GPA waived		
Requirement for minimum score of GRE waived		
Unconditional		
Residency		
Comps		

THIS FORM REQUIRED FOR EVERY REGISTRATION, EVERY TERM

2021-2022

TROY UNIVERSITY
MASTER OF SCIENCE IN COMPUTER SCIENCE
Bioinformatics Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE test score
2. Official transcript(S)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

PREREQUISITE COURSES *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255 or CS 3360	CS II or Concepts of Object Oriented Programming I	3			
CS 3310	Foundations of Computer Science	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (9 Semester Hours)

CS 5549	Analysis of Algorithms	3			
CS 5545	Computer Architecture	3			
CS 5550	Operating System Principles	3			

Non-Thesis Option Required Courses: (9 Semester Hours)

CS 6630	Introduction to Bioinformatics	3			
CS 6682	Machine Learning	3			
CS 6625	Specialized Study in Computer Science	3			

Thesis Option Required Courses: (12 Semester Hours)

CS 6630	Introduction to Bioinformatics	3			
CS 6682	Machine Learning	3			
CS 6699	Research and Thesis	6			
CS 6625	Specialized Study in Computer Science	3			

ADVISOR APPROVED ELECTIVES: *Select 12-15 hours of advisor-approved Computer Science graduate courses*

ITEMS TO BE DISCUSSED:

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

Progress:

STATUS	DATE	INITIALS
Conditional		
Test Scores		
Requirement for minimum undergraduate GPA waived		
Requirement for minimum score of GRE waived		
Unconditional		
Residency		
Comps		

THIS FORM REQUIRED FOR EVERY REGISTRATION, EVERY TERM

TROY UNIVERSITY
MASTER OF SCIENCE IN COMPUTER SCIENCE
Computer Network and Security Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE test score
2. Official transcript(S)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

PREREQUISITE COURSES *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255 or CS 3360	CS II or Concepts of Object Oriented Programming I	3			
CS 3310	Foundations of Computer Science	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (9 Semester Hours)

CS 5549	Analysis of Algorithms	3			
CS 5545	Computer Architecture	3			
CS 5550	Operating System Principles	3			

Non-Thesis Option Required Courses: (9 Semester Hours)

CS 6676	Advanced Computer Network	3			
CS 6674	Network and Information Security	3			
CS 6625	Specialized Study in Computer Science	3			

Thesis Option Required Courses: (12 Semester Hours)

CS 6676	Advanced Computer Network	3			
CS 6674	Network and Information Security	3			
CS 6699	Research and Thesis	6			
CS 6625	Specialized Study in Computer Science	3			

ADVISOR APPROVED ELECTIVES: *Select 12-15 hours of advisor-approved Computer Science graduate courses*

ITEMS TO BE DISCUSSED:

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

Progress:

STATUS	DATE	INITIALS
Conditional		
Test Scores		
Requirement for minimum undergraduate GPA waived		
Requirement for minimum score of GRE waived		
Unconditional		
Residency		
Comps		

THIS FORM REQUIRED FOR EVERY REGISTRATION, EVERY TERM

TROY UNIVERSITY
MASTER OF SCIENCE IN COMPUTER SCIENCE
Cyber Security Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE test score
2. Official transcript(S)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

PREREQUISITE COURSES   *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255 or CS 3360	CS II or Concepts of Object Oriented Programming I	3			
CS 3310	Foundations of Computer Science	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (9 Semester Hours)

CS 5549	Analysis of Algorithms	3			
CS 5545	Computer Architecture	3			
CS 5550	Operating System Principles	3			

Non-Thesis Option Required Courses: (9 Semester Hours)

CS 66XX	Introduction to Cybersecurity	3			
CS 6674	Network and Information Security	3			
CS 6625	Specialized Study in Computer Science	3			

Thesis Option Required Courses: (12 Semester Hours)

CS 66XX	Introduction to Cybersecurity	3			
CS 6674	Network and Information Security	3			
CS 6699	Research and Thesis	6			
CS 6625	Specialized Study in Computer Science	3			

ADVISOR APPROVED ELECTIVES: *Select 12-15 hours of advisor-approved Computer Science graduate courses*

ITEMS TO BE DISCUSSED:

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

Progress:

STATUS	DATE	INITIALS
Conditional		
Test Scores		
Requirement for minimum undergraduate GPA waived		
Requirement for minimum score of GRE waived		
Unconditional		
Residency		
Comps		

THIS FORM REQUIRED FOR EVERY REGISTRATION, EVERY TERM

2021-2022

TROY UNIVERSITY
MASTER OF SCIENCE IN COMPUTER SCIENCE
Distributed Systems Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE test score
2. Official transcript(S)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

PREREQUISITE COURSES   *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255 or CS 3360	CS II or Concepts of Object Oriented Programming I	3			
CS 3310	Foundations of Computer Science	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (9 Semester Hours)

CS 5549	Analysis of Algorithms	3			
CS 5545	Computer Architecture	3			
CS 5550	Operating System Principles	3			

Non-Thesis Option Required Courses: (9 Semester Hours)

CS 6634	Cloud Computing	3			
CS 6672	Distributed Algorithms	3			
CS 6625	Specialized Study in Computer Science	3			

Thesis Option Required Courses: (12 Semester Hours)

CS 6634	Cloud Computing	3			
CS 6672	Distributed Algorithms	3			
CS 6699	Research and Thesis	6			
CS 6625	Specialized Study in Computer Science	3			

ADVISOR APPROVED ELECTIVES: *Select 12-15 hours of advisor-approved Computer Science graduate courses*

ITEMS TO BE DISCUSSED:

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

Progress:

STATUS	DATE	INITIALS
Conditional		
Test Scores		
Requirement for minimum undergraduate GPA waived		
Requirement for minimum score of GRE waived		
Unconditional		
Residency		
Comps		

THIS FORM REQUIRED FOR EVERY REGISTRATION, EVERY TERM

2021-2022

TROY UNIVERSITY
MASTER OF SCIENCE IN COMPUTER SCIENCE
Software Development Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. GRE test score
2. Official transcript
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

PREREQUISITE COURSES   *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255 or CS 3360	CS II or Concepts of Object Oriented Programming I	3			
CS 3310	Foundations of Computer Science	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (9 Semester Hours)

CS 5549	Analysis of Algorithms	3			
CS 5545	Computer Architecture	3			
CS 5550	Operating System Principles	3			

Non-Thesis Option Required Courses: (9 Semester Hours)

CS 6680	Advanced Software Engineering	3			
CS 6640	Advanced Database Conceptes	3			
CS 6625	Specialized Study in Computer Science	3			

Thesis Option Required Courses: (12 Semester Hours)

CS 6680	Advanced Software Engineering	3			
CS 6640	Advanced Database Conceptes	3			
CS 6699	Research and Thesis	6			
CS 6625	Specialized Study in Computer Science	3			

ADVISOR APPROVED ELECTIVES: *Select 12-15 hours of advisor-approved Computer Science graduate courses*

ITEMS TO BE DISCUSSED:

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

Progress:

STATUS	DATE	INITIALS
Conditional		
Test Scores		
Requirement for minimum undergraduate GPA waived		
Requirement for minimum score of GRE waived		
Unconditional		
Residency		
Comps		

THIS FORM REQUIRED FOR EVERY REGISTRATION, EVERY TERM

TROY UNIVERSITY
MASTER OF SCIENCE IN COMPUTER SCIENCE
Video Game Design Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: _____ Student ID#: _____ Campus: _____

Address: _____ Email: _____

DEGREE REQUIREMENTS:

1. GRE test score
2. Official transcript(S)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

PREREQUISITE COURSES *Required for students with Bachelor's Degree outside the field of Computer Science*

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
MTH 2215	Applied Discrete Mathematics	3			
CS 2250	Computer Science I	3			
CS 2255 or CS 3360	CS II or Concepts of Object Oriented Programming I	3			
CS 3310	Foundations of Computer Science	3			
CS 3323	Data Structures	3			

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

REQUIRED CORE COURSES (9 Semester Hours)

CS 5549	Analysis of Algorithms	3			
CS 5545	Computer Architecture	3			
CS 5550	Operating System Principles	3			

Non-Thesis Option Required Courses: (9 Semester Hours)

CS 6678	Advanced Artificial Intelligence	3			
CS 6666	Computer Graphics	3			
CS 6625	Specialized Study in Computer Science	3			

Thesis Option Required Courses: (12 Semester Hours)

CS 6678	Advanced Artificial Intelligence	3			
CS 6666	Computer Graphics	3			
CS 6699	Research and Thesis	6			
CS 6625	Specialized Study in Computer Science	3			

ADVISOR APPROVED ELECTIVES: *Select 12-15 hours of advisor-approved Computer Science graduate courses*

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file

☐ 2. Temporary, Conditional, and Unconditional Admission

☐ 3. Availability of faculty for academic advising

☐ 4. Petition for transfer credit once unconditionally admitted

☐ 5. Class attendance

☐ 6. Drop and Withdrawal procedures; deadlines and consequences

☐ 7. Petition for an incomplete grade

☐ 8. Student participation in course and program evaluation

☐ 9. Thesis and non-thesis options

☐ 10. Other

Progress:

STATUS	DATE	INITIALS
Conditional		
Test Scores		
Requirement for minimum undergraduate GPA waived		
Requirement for minimum score of GRE waived		
Unconditional		
Residency		
Comps		

THIS FORM REQUIRED FOR EVERY REGISTRATION, EVERY TERM

TROY UNIVERSITY
MASTER OF SCIENCE IN CRIMINAL JUSTICE
Graduate Degree Plan and Progress Record
30 / 36 Semester-Hour Program

Name: _____ Student ID#: _____ Campus: _____

Address: _____ Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 30/36 Semester hours of credit
4. Meet residency requirements
5. No more than two grades below "B"

6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete comprehensive exam or thesis
9. Intent to Graduate filed

REQUIRED CORE COURSES (15 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
CJ 6610	Principles of Administration	3			
CJ 6620	Current Trends in Criminal Law	3			
CJ 6622	Seminar in the Administration of Justice	3			
CJ 6636	Criminological Theory	3			
CJ 6650	Survey of Research Methods in Criminal Justice	3			

THESIS OPTION*: (6 Semester Hours) *Complete all core requirements plus the courses listed below.* * Available Troy Campus only

CJ 6694	Statistics for Criminal Justice Research	3			
CJ 6695	Thesis	3			

ELECTIVES: (15 Semester Hours) *Select 5 courses from approved elective courses. See Graduate Catalog for list.* **Note: Students pursuing the Security Studies Concentration _must_ take the approved electives listed for the concentration in this Catalog.**

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

2021-2022

TROY UNIVERSITY
M.S. - ENVIRONMENTAL AND BIOLOGICAL SCIENCES (EBS)
Graduate Degree Plan and Progress Record
30/36 Semester-Hour Program

Name: _____ Student ID#: _____ Campus: _____

Address: _____ Email: _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 30-36 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0
8. Completion of EBS/BIO 6691 with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete comprehensive exam or thesis
11. Intent to Graduate filed

REQUIRED CORE COURSES (9 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
BIO 6601	Environmental and Biological Ethics	3			
BIO 6624	Public Health	3			
BIO 6691	Research Methodology and Experimental Design	3			

ELECTIVES: (6-27 Semester Hours)
See Graduate Catalog for list of required courses and approved electives for the selected concentration.

THESIS OPTION*: *Complete 30 sh of selected concentration courses and electives plus thesis courses.* * Not available to eTROY students.

BIO 6695	Thesis Research	3			
BIO 6695	Thesis Research	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

2021-2022

TROY UNIVERSITY
MASTER of SCIENCE IN INTERNATIONAL RELATIONS
Graduate Degree Plan and Progress Record
36 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 36 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete capstone course or thesis
11. Intent to Graduate filed

REQUIRED CORE COURSES (12-15 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
IR 6603	Introduction to International Relations	3			
IR 6601	Research Methods in International Relations	3			
IR 6620	International Political Economy	3			
IR 6652	Theory & Ideology in International Relations	3			
IR 6690	Capstone	3			

◯ Global Studies   ◯ National Security Affairs   ◯ Regional Affairs

CONCENTRATION COURSES: (18-21 Semester Hours)
See Graduate Catalog for list of required courses and approved electives for the selected concentration.

THESIS OPTION*: *Complete 18 sh of selected concentration courses plus thesis courses. Must register for Thesis courses as the last two courses in the program.*   * Not available to eTROY students.

IR 6668	Thesis	3			
IR 6669	Thesis	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

2021-2022

TROY UNIVERSITY
MASTER OF PUBLIC ADMINISTRATION
Graduate Degree Plan and Progress Record
36 / 39 Semester-Hour Program

Name: ☐   Student ID#: ☐   Campus: ☐

Address: ☐   Email: ☐

DEGREE REQUIREMENTS:

1. Admission to MPA program
2. Official transcript(s)
3. Unconditional Admission
4. 36 Semester hours of coursework credit (39 with Internship)
5. Meet residency requirements
6. No more than two grades below "B"

7. Internship required or waived
8. Overall GPA of 3.0
9. Completion of research requirement (PA 6601) with a "B" or better
10. All credit earned within 8 years of graduation
11. Completion of capstone (PA 6699) with a grade of "B" or better
12. Intent to Graduate filed

REQUIRED CORE COURSES (24 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
PA 6601	Research Methods in Public Administration	3			
PA 6610	Global Challenges in Public Administration (*Complete w/in first 9 sh*)	3			
PA 6622	Public Policy	3			
PA 6624	Public Human Resource Management	3			
PA 6650	Governmental Budgeting and Financial Management	3			
PA 6665	Organizational Leadership				
PA 6674	Ethics in Public Administration	3			
PA 6699	Capstone in Public Administration (*Final course of program*)	3			

ELECTIVES: (12 Semester Hours)

Select four (4) courses from approved elective courses. See Graduate Catalog for list

PA 6694 - INTERNSHIP : (3 Semester Hours) ○ Required ○ Waived

3			

ITEMS TO BE DISCUSSED:

☐ Conditional or Unconditional Admission
☐ Availability of faculty for academic advising
☐ Petition for transfer credit once unconditionally admitted
☐ Class attendance
☐ Drop and Withdrawal procedures; deadlines and consequences
☐ Petition for an incomplete grade
☐ Student participation in course and program evaluation
☐ Curriculum coursework sequencing

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

TROY UNIVERSITY
MASTER OF SCIENCE IN SOCIAL SCIENCE
Graduate Degree Plan and Progress Record
36 Semester-Hour Program

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 30/36 Semester hours of credit
4. Meet residency requirements
5. No more than two grades below "B"

6. Overall GPA of 3.0
7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Successfully complete comprehensive exam
10. Intent to Graduate filed

REQUIRED CORE COURSES (9 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
SS 6690	Seminar in Social Science	3			
SS 6691	Survey of Research Methods in the Social Sciences	3			
SS 6698	Social Theory	3			

CONCENTRATION: (18 Semester Hours)

See Graduate Catalog for list of required courses and approved electives for the selected concentration

○ Anthropology ○ History ○ Geography ○ Political Science   ○ Psychology ○ Sociology ○ Criminology

Electives (9 Semester Hours)

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

ITEMS TO BE DISCUSSED:

☐ Conditional or Unconditional Admission
☐ Availability of faculty for academic advising
☐ Petition for transfer credit once unconditionally admitted
☐ Class attendance
☐ Drop and Withdrawal procedures; deadlines and consequences
☐ Petition for an incomplete grade
☐ Student participation in course and program evaluation
☐ Curriculum coursework sequencing

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

TROY UNIVERSITY
GRADUATE CERTIFICATE IN PUBLIC HEALTH ADMINISTRATION
Certificate Plan and Progress Record
Certificate Verification
18 Semester-Hours

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. Admitted to the MPA program
2. Official transcript(s)
3. Unconditional Admission
4. 18 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. All credit earned within 8 years of graduation

REQUIRED CERTIFICATE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PA 6641	Social Marketing in Public Administration	3			
PA 6663	Global Health Administration	3			
PA 6665	Organizational Leadership	3			
PA 6675	Public Health Services Administration and Policy	3			
PA 6676	Legal and Social Issues in Public Health Administration	3			
PA 6677	Public Health Preparedness and Emergency Response	3			
PA 6678	Introduction to Public Health	3			

ITEMS TO BE DISCUSSED:

☐ Conditional or Unconditional Admission
☐ Availability of faculty for academic advising
☐ Petition for transfer credit once unconditionally admitted (3 SH maximum)
☐ Class attendance
☐ Drop and Withdrawal procedures; deadlines and consequences
☐ Petition for an incomplete grade
☐ Student participation in course and program evaluation

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

SORRELL COLLEGE OF BUSINESS

Mission of the Sorrell College of Business:

The Sorrell College of Business (SCOB) prepares a diverse student body, drawn primarily from Alabama and surrounding states, to become successful, ethical and engaged business professionals with the knowledge to compete in the global business environment. To achieve this our faculty, staff and administration:

• Provide quality undergraduate and graduate education in global business through high-quality Teaching in-class and online;

• Serve the University and Engage with business and professional communities in our primary service area through individual involvement and our centers for research and outreach;

• Grow and enhance the long-standing "culture of Caring" for our traditional, nontraditional, military, and international students; and

• Contribute to the creation of knowledge, with a focus on the Scholarship of application and integration, and teaching and learning, complemented by basic and discovery scholarship in select disciplines.

Vision of the Sorrell College of Business:

The Sorrell College of Business strives to be a renowned teaching-focused business college graduating GEEKS ready to succeed in business and life.

    G = Globally aware
    E = Engaged with the business community
    E = Ethical decision makers
    K = Knowledgeable to compete
    S = Successful

The Sorrell College of Business offers master's degrees in Accounting, Business Administration, Economics, Human Resource Management, and Management. The Sorrell College also offers through its School of Hospitality, Sport, and Tourism Management, the Master of Science in Sport Management and Doctor of Philosophy in Sport Management.

Accreditation

Only the Master of Business Administration, Master of Accountancy, Master of Arts in Economics, Master of Science in Human Resource Management, and Master of Science in Management are accredited by AACSB International—The Association to Advance Collegiate Schools of Business. In addition, the Master of Accountancy degree, housed in the School of Accountancy, carries supplemental AACSB accounting accreditation.

The graduate degrees offered in the School of Hospitality, Sport, and Tourism Management (Master of Science in Sport Management and Doctor of Philosophy in Sport Management) are accredited by the Commission on Sport Management Accreditation (COSMA).

Deans Approval

Applicants who already hold a master's degree from the Sorrell College of Business must have the Dean's approval before entering a second master's degree program in the college.

AACSB ACCREDITED PROGRAMS					
Degree Program	**Dothan Campus**	**Montgomery Campus**	**Phenix City Campus**	**Troy Campus**	**Troy Online**
Master of Accountancy (MAcc)				X	
Sorrell Master of Business Administration (MBA)					
General Management	X∧	X∧	X∧	X∧	X
International Management				X	X
International Finance				X∧	X
International Information Systems and Data Analytics				X∧	X
Master of Arts in Economics (MAEco)				X	
Master of Science in Human Resource Management (MSHRM)		X∧			X
Master of Science in Management(MSM)	X∧	X∧	X∧		X∧
Graduate Certificate of Health Services Management					X

COSMA ACCREDITED PROGRAMS					
PROGRAM	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	Troy Online
Master of Science in Sport Management				X	X
Doctor of Philosophy in Sport Mangement				X^^	X

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

^^ Offered as blended program. A blended program combines both online and face-to-face courses in the required program of study.

MASTER OF ACCOUNTANCY (MAcc.)

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 mission of the Master of Accountancy program is to prepare students for careers with increasing professional and managerial responsibility in public accounting as well as government and industry and prepare students for admission to accounting Ph.D. programs. To achieve this, the program will focus on the development of specialized functional accounting knowledge; effective research and communication skills, using technology appropriate for the accounting profession; objectivity, integrity, and ethical behavior; and effective critical thinking and analytical problem solving skills.

Business Foundation Requirements for the MAcc

Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

1. The undergraduate business course requirements to enter the M.Acc degree program ensure that students have acquired a common body of knowledge in business administration.

    a.   Candidates for admission to the M.Acc degree program must within eight years of enrolling in the M.Acc program have earned an undergraduate degree in business administration or accounting from a school holding regional accreditation* for its business degree program. These undergraduate degree courses must be equivalent in content and quality, and completed at an equal or higher level to Troy University courses.**

OR

    b.   Before attempting 6000-level course work, the student will have successfully completed, within eight years of initial enrollment in the M.Acc program, all courses or their equivalent in the following subject areas from a school holding regional accreditation* for its business degree program: These undergraduate degree courses must be equivalent in content and quality, and completed at an equal or higher level to Troy University courses.**

        ● Managerial Finance
        ● Accounting (Principles of Financial Accounting)
        ● Microeconomics or Macroeconomics
        ● Statistics

*For international students, the business degree is to be awarded by an institution granted license to offer business degrees in their country of origin by the appropriate government agency or ministry.

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

OR

    c.   Prior to starting 6000-level course work, the student will have successfully completed the following undergraduate courses (with a grade of "C" or better) or the self-paced foundation modules equivalent to the required undergraduate courses through Troy University.**

The following modules will be offered through Continuing Education at Troy University.

Self-paced Module	Troy University Courses/ Module Equivalents
Understanding Corporate Finance	FIN 3331 Financial Management I
Business Math and Statistics	QM 2241 Business Statistics I
Financial Accounting	ACT 2291 Principles of Accounting
Fundamentals of Economics	ECO 2251 Principles of Macroeconomics or ECO 2252 Principles of Microeconomics

2.   If the content of the MAcc undergraduate business course work has been completed and the content is more than eight years old, the student may attempt to qualify for a waiver of these two requirements by achieving a satisfactory score on the Educational Testing Service Major Field Test in Business (Undergraduate). A satisfactory score is defined as no less than one-half standard error of the mean below the national average reported at the time the exam is attempted. For this catalog year, a score of 149 (rounded up) is acceptable. Should the student's total score be less than 149, if the scores for any of the individual business sub-areas are at or above the national average for that sub-area, the undergraduate business course for that sub-area will be waived; the student will be required to complete the undergraduate business course if the sub-area score is below the current national average. This option applies only to those students with an undergraduate degree in business administration or accounting that is more than eight

years old from a regionally accredited institution. The ETS MFT (undergraduate) may only be taken one time.

Note: *For select and predetermined student cohort groups only, the undergraduate foundation courses requirement may in part or in full be waived by the Dean of the Sorrell College of Business.*

3. Along with the MAcc foundation courses above, students entering the MAcc program must have completed a degree in accounting from a school holding regional accreditation* for its business degree program or have completed within the last 8 years with a grade of "C" or better from a school holding regional accreditation* for its business degree program the following courses based on accounting standards, auditing standards, and tax laws that are prevalent in the United States:

ACT 2292	3	Principles of Accounting II
ACT 3391	3	Intermediate Accounting I
ACT 3392	3	Intermediate Accounting II
ACT 3394	3	Governmental Accounting
ACT 3396	3	Accounting Information Systems
ACT 4494	3	Income Tax Accounting I
ACT 4495	3	Income Tax Accounting II
ACT 4497	3	Auditing

In addition, MAcc students may be required to complete with a "C" or better the following from a school holding regional accreditation* for its business degree program:

ENG 1102   3   Composition and Modern English II

*For international students, the business degree is to be awarded by an institution granted license to offer business degrees in their country of origin by the appropriate government agency or ministry.

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Admission Requirements for the MAcc.

Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

Unconditional Admission
1. Students applying for admission must provide official transcripts
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No GMAT graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least a 3.0 GPA in all undergraduate work or at least a 3.0 GPA in the last 30 semester hours.

5. Official graduate admission exam results of 500 or above on the GMAT admissions test must be on file (except for applicants with a previous master's or higher degree; see #2 above). The GRE and MAT exams will not be accepted.
6. A letter of recommendation is required with all applications for the M.Acc. program. The individual's potential for success in the M.Acc. program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

Conditional Admission
Students not satisfying the minimum graduate admissions test score and grade point average requirements for unconditional admission may be conditionally admitted to the program if they satisfy both of the following conditions:
1. A score of 400 or better on the GMAT.
2. A 3.0 GPA in all undergraduate work or at least a 3.0 GPA in the last 30 semester hours of undergraduate coursework.

After the student completes the first three graduate (6000 level) courses with a "B" or better average, the student will be granted unconditional admission. Students who do not earn a "B" or better in their first three graduate (6000 level) courses, will be dropped from the program for one calendar year, after which time the student must petition for readmission.

Reapplication
Students not satisfying the GMAT test score requirement for conditional admission may retake and resubmit when the minimum score of 400 is achieved.

Transfer Credit

A maximum of two courses (six semester hours) taken at another AACSB accredited institution, each with a "B" grade or better, may be applied toward the degree. Transfer credit request from institutions not holding AACSB accreditation will be reviewed upon submission to the appropriate accounting faculty or administrators, with final approval of transfer credit being made by the Dean of the Sorrell College of Business. This is not automatic or guaranteed. The courses must be comparable in catalog description, level, and content to Troy University courses and must be approved by the appropriate accounting administrator and Dean of the Sorrell College of Business. No more than two courses (six semester hours) may be transferred in from a completed master's degree program.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 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 earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. All grades, including those for courses that are retaken, are calculated in the GPA required to fulfill the requirements for the degree. The student can satisfy the research component for the Master of Accountancy by receiving a "B" or better in ACT 6652, Financial Accounting Research.

Curriculum—30 Semester Hours

The curriculum for the Master of Accountancy (MAcc) program consists of 30 semester hours. Of these 30 semester hours, 21 hours consist of required courses and nine hours consist of electives chosen in consultation with the student's adviser. Below is a list of the required courses and the electives.

Required Courses (24 Semester Hours)

ACT	6651	3	Accounting Systems and Control
ACT	6652	3	Financial Accounting Research
ACT	6653	3	Advanced Financial Reporting & Analysis
ACT	6654	3	Advanced Auditing and Assurance Services
ACT	6655	3	Advanced Management Accounting
ACT	6656	3	Professional Certification
TAX	6684	3	Federal Tax Research
LAW	6610	3	Legal Issues for Accountants

Electives (6 Semester Hours)

Select two courses from the following:

ECO	6655	3	Managerial Economics for the Global Manager
FIN	6631	3	Global Financial Management
FIN	6632	3	Investments
FIN	6657	3	Corporate Risk Management
HRM	6603	3	Human Resource Management
HRM	6623	3	Talent Development
IS	6674	3	Information Systems in the Global Economy
IS	6678	3	International Information Technology Project Management
IS	6660	3	Introduction to Data Analytic Strategies and Applications
IS	6662	3	Big Data Analytics and Business Decision Support
MGT	6615	3	Ethical Leadership & Management in a Global Economy
MGT	6681	3	Organization Development and Change
QM	6640	3	Data Analysis for Global Managers

Other courses as approved by advisor

Note: Master of Accountancy Students may take no more than four classes online.

There are no cross-listings with other Troy University graduate degree programs for the program. All transfer credits must be processed through normal academic approval procedures. All authorizations for MAcc students to be a transient student at another institution must be approved before the course is attempted. Professional military education courses are not accepted for credit in the MAcc program.

THE SORRELL MASTER OF BUSINESS ADMINISTRATION (MBA)

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.

In today's business world, the globalization of markets and production is more evident than ever. Global trade is affecting all businesses, even those focused on the domestic market. Students graduating with the Sorrell Master of Business Administration (MBA) degree will develop an understanding of these important issues along with knowledge of the strategies used by multinational corporations and how to manage in a cross-cultural environment.

Mission Statement

In consonance with the mission of the University and the Sorrell College of Business, the Sorrell MBA program endeavors to offer a superior learning experience to traditional and nontraditional students in an on-campus and online setting. Rooted in fundamental business knowledge, the curriculum will be globally focused with attention to both developed and emerging economies.

Accreditation

The Troy University Sorrell MBA degree is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Business Foundation Requirements for the MBA

Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

1. The pre-requisite course requirements to enter the Sorrell MBA degree program ensure that students have acquired a common body of knowledge in business administration:

   a. Candidates for admission to the Sorrell MBA degree program must within eight years of enrolling in the Sorrell MBA program have earned an undergraduate degree in business administration or accounting from a school holding regional accreditation* for its business degree program. These undergraduate degree courses must be equivalent in content and quality, and completed at an equal or higher level to Troy University courses.**

   OR

   b. Before attempting 6000-level course work, the student will have successfully completed, within eight years of initial enrollment in the MBA program, all courses or their equivalent in the following subject areas from a school holding regional accreditation* for its business degree program. These courses must be equivalent in content and quality, and completed at an equal or higher level to Troy University courses.**
      • Managerial Finance
      • Accounting (principles of financial accounting)
      • Microeconomics or Macroeconomics
      • Statistics

*Note: For international students, the business degree is to be awarded by an institution granted license to offer business degrees in their country of origin by the appropriate government agency or ministry.

**Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

   OR

   c. Prior to starting 6000-level course work, the student will have successfully completed the following undergraduate courses (with a grade of "C" or better) or the self-paced foundation modules equivalent to the required undergraduate courses through Troy University.**

The following modules will be offered through Continuing Education at Troy University.

Self-Paced Module	Troy University Courses/ Module Equivalents
Understanding Corporate Finance	FIN 3331 Financial Management I

Business Math and Statistics	QM 2241 Business Statistics I
Financial Accounting	ACT 2291 Principles of Accounting
Fundamentals of Economics	ECO 2251 Principles of Macroeconomics or ECO 2252 Principles of Microeconomics

2. If the content of the MBA undergraduate business coursework has been completed and the content is more than eight years old, the student may attempt to qualify for a waiver of these requirements by achieving a satisfactory score on the Educational Testing Service Major Field Test in Business (Undergraduate). A satisfactory score is defined as no less than one-half standard error of the mean below the national average reported at the time the exam is attempted. For this catalog year, a score of 149 (rounded up) is acceptable. Should the student's total score be less than 149, if the scores for any of the individual business sub-areas are at or above the national average for that sub-area, the undergraduate business course for that sub-area will be waived; the student will be required to complete the undergraduate business course if the sub-area score is below the current national average. This option applies only to those students with an undergraduate degree in business administration or accounting that is more than eight years old from a regionally accredited institution. The ETS MFT (undergraduate) may only be taken one time.

**For select and predetermined student cohort groups only, the undergraduate foundation course requirement may in part or in full be waived by the Dean of the Sorrell College of Business.

Admission Requirements for the Sorrell MBA

Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

Unconditional Admission
1. Students applying for admission must provide official transcripts.
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least a 2.5 GPA in all undergraduate work or at least a 3.0 GPA on the last 30 semester hours.
5. Official graduate admission exam results, i.e., GMAT [500 or above] or GRE [1050 or above in verbal and quantitative], or 294 or above on the revised GRE [verbal and quantitative]), must be on file (except for applicants with a previous master's or higher degree; see #2 above). Students who qualify for Honors Graduate Admission are not required to submit test scores. See "TROY Honors Admission" in the General Regulations section of the Graduate Catalog for additional information. Students who meet the following criteria may apply for a waiver of the MBA admission exam requirement: (1) an undergraduate degree in Business Administration or Account-

ing from a regionally accredited institution; (2) meet the GPA requirements for Unconditional Admission; and (3) provide documentation of three or more years of mid-level or higher professional management experience. Admission exam waivers will be reviewed on a case-by-case basis by the program director. The decision of the program director is final.
6. A letter of recommendation is required with all applications for the MBA program. The individual's potential for success in the MBA program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

Conditional Admission
1. Students with a score of 499-400 on the GMAT or 1049-930 on the GRE (verbal and quantitative)/293-274 on the revised GRE (verbal and quantitative), and the overall 2.5 grade point average/3.0 GPA on the last 30 semester hours may be conditionally admitted to the MBA program.
2. After the student completes the first three 6000 level graduate courses with a "B" (3.0) or better average, the student will be granted unconditional admission.
3. After completing three graduate MBA courses, students not obtaining unconditional admission status will be dropped from the program for one calendar year, after which time the student must petition for readmission.
4. A letter of recommendation is required with all applications for readmission to the MBA program. The letter should address the individual's potential for success in the MBA program as well as his/her written and oral communication skills.

No Admission
Students with an overall undergraduate GPA of less than 2.5/3.0 on the last 30 semester hours or a score of less than 400 on the GMAT or a score of less than 930 on the GRE (verbal and quantitative), or a score of less than 274 on the revised GRE (verbal and quantitative), will not be eligible for admission into the MBA program.

Temporary Admission
Students will not be allowed to register for any 6000 level MBA course until temporary admission is cleared. The student will be allowed to take only the undergraduate pre-requisite business courses listed above.

Transfer Credit

A maximum of two courses (six semester hours) taken at another AACSB accredited institution, each with a "B" grade or better, may be applied toward the degree. This is not automatic or guaranteed. The course description is evaluated and the course can be transferred into the program only if it is comparable to a Troy University MBA course and approved by the appropriate graduate business faculty or administrator. If the course is not comparable to a Troy University MBA course then the transfer credit request will be denied.

Transfer credit request from institutions not holding AACSB accreditation will be reviewed upon submission to the appropriate business faculty or administrators, with final college approval of non-AACSB accredited transfer credit being made by the Dean of the Sorrell College of Business,

Note that the capstone courses, for example, BUS 6611 Global Business Strategy and BUS 6607 Capstone Experience must be taken with Troy University and will not be accepted as transfer credit from another institution. No more than two courses (six semester

hours) may be transferred in from a completed master's degree program. Transient credit must meet Graduate School policy, and be pre-approved by the Dean. Professional military education courses are not accepted for credit in the MBA program.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 (A = 4.0) is necessary to fulfill requirements for the degree. If the student receives a "D" or "F" in a core or an option course, it must be retaken. If the student earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. The capstone and research component courses must be completed with a grade of "B" or better. A third grade below a "B" removes the student from the program for one full calendar year after which a readmission petition may be made to the graduate school.

Core Curriculum (22 semester hours)

ECO	6655	3	Managerial Economics for the Global Manager
FIN	6631	3	Global Financial Management
ACT	6691	3	Financial and Managerial Accounting for the Global Manager
QM	6640	3	Data Analysis for Global Managers
MKT	6661	3	Global Strategic Marketing
MGT	6615	3	Ethical Leadership & Management in a Global Economy (Must make grade of "B" or better)
BUS	6611	3	Global Business Strategy (capstone) Pre-requisites include all core courses. A grade of B or better is required for this course.
BUS	6607	1	Capstone Experience Prerequisites include all core courses. Co-requisite with BUS 6611, Global Business Strategy. A grade of B or better is required for this course.

MBA Options

Students have the following options to complete their Sorrell MBA degree program:

(1) Sorrell MBA General Management Electives: Students may take nine hours of electives and focus on industry-specific coursework that aligns with their career interests, or

(2) Sorrell MBA Global Business: MBA Global Business Concentrations: Students can complete a concentration in International Management, International Information Systems and Data Analytics, or International Finance. Some program courses may only be offered online.

Non-Traditional: Sorrell MBA General Management (31 SH)
Electives: (9 semester hours)
Select any three graduate business courses (9 semester hours) as approved by the faculty advisor (excluding BUS 6600). Elective courses allow students to customize their MBA program.
Traditional: Sorrell MBA Global Business (31 SH)

Select one concentration:

International Management (31 SH)

MGT	6681	3	Organization Development and Change
MGT	6670	3	Seminar in International Management
HRM	6645	3	International Human Resource Management

International Information Systems and Data Analytics (31 SH)

IS	6674	3	Information Systems in the Global Economy
IS	6660	3	Introduction to Data Analytic Strategies and Applications
IS	6662	3	Big Data Analytics and Business Decision Support

International Finance (31 SH)

FIN	6632	3	Investments
FIN	6633	3	International Finance
FIN	6634	3	Derivative Securities

MASTER OF ARTS IN ECONOMICS

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 Arts in Economics program provides students with advanced training in economics to prepare for a career as an economist or to pursue a doctoral degree in economics. The Master of Economics program also develop students' research skills and ability to communicate economic research.

Foundation Requirements for the MA in Economics

Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

The prerequisite course requirements to enter the MA in Economics program ensure that students have acquired a common body of knowledge in economics.

Candidates for admission to the MA in Economics degree program must within eight (8) years of enrolling in the program have earned an undergraduate degree and completed the following courses from a school holding regional accreditation* for its degree programs:

1. Intermediate Microeconomics
2. Intermediate Macroeconomics
3. Calculus or Business Calculus
4. Statistics or Business Statistics

These undergraduate degree courses must be equivalent in content and quality, and completed at an equal or higher level to Troy University courses.

OR

Before attempting 6000-level courses, the student will have successfully completed (with a C or better), within eight years of initial enrollment in the program, all of the following courses from a school holding regional accreditation* for its degree programs. These courses must be at an equal or higher level to Troy University Courses.

1. Intermediate Microeconomics
2. Intermediate Macroeconomics
3. Calculus or Business Calculus
4. Statistics or Business Statistics

Subject	Troy
Intermediate Microeconomics	ECO 3352 (2 hours)
Intermediate Macroeconomics	ECO 3351 (3 hours)
Calculus or Business Calculus	MTH 1125, MTH 1126 (3 hours each), MTH 2201
Statistics or Business Statistics	MTH 2210 or QM 2241

Note: To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students receiving Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

Admission Requirements for the Master of Arts in Economics (MAEco)

Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

Unconditional Admission
1. Students applying for admission must provide official transcripts.
2. Applicants who have completed a master's or higher degree from a regionally accredited university within eight years of enrolling may be admitted unconditionally. (No graduate test scores are required). Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree and the following courses from a regionally accredited college or university within eight years of enrolling are required: 1. Intermediate Microeconomics; 2. Intermediate Macroeconomics; 3. Calculus or Business Calculus; and 4. Statistics or Business Statistics. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions)
4. Applicants must have at least a 2.5 GPA in all undergraduate work or at least a 3.0 GPA for the last 30 semester hours.
5. Official graduate admission exam results, i.e., GMAT (500 or above) or GRE (1050 or above in verbal and quantitative), or 294 or above on the revised GRE (verbal and quantitative), must be on file (except for applicants with a previous master's or higher degree; see #2 above).
6. One letter of recommendation is required with all applications for the program. The individual's potential for success in the program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed in the letter of recommendation.
7. Students are admitted for the Fall and Spring semesters only.

Conditional Admission
Students with a score of 499-400 on the GMAT or 1049-930 on the GRE (verbal and quantitative)/293-274 on the revised GRE (verbal and quantitative), and the overall 2.5 grade point average/3.0 GPA for the last 30 semester hours may be conditionally admitted to the program. After the student completes the first three 6000 level graduate courses with a "B" (3.0) or better average, the student will be granted unconditional admission. After completing three graduate courses, students not obtaining unconditional admission status will be dropped from the program for one calendar year, after which time the student may petition for readmission. A letter of recommendation is required with all applications for the program and this letter should address the individual's potential for success in the program as well as his/her written and oral communication skills.

No Admission
Students with an overall undergraduate GPA of less than 2.5/3.0 for the last 30 semester hours or a score of less than 400 on the GMAT or a score of less than 930 on the GRE (verbal and quantitative), or a score of less than 274 on the revised GRE (verbal and quantitative), will not be eligible for admission into the program.

Temporary Admission
Students will not be allowed to register for any 6000 level courses until temporary admission is cleared. The student will be allowed to take only undergraduate prerequisite courses.

Transfer Credit

A maximum of two courses (six semester hours) taken at another regionally accredited institution, each with a "B" grade or better, can be applied toward the degree. This is not automatic or guaranteed. The course description is evaluated and the course can be transferred into the program only if it is comparable to a Troy University course and approved by the appropriate graduate business faculty or administrator. These courses must be comparable in catalog description, level, and content to Troy University courses. If the course is not comparable to a Troy University course, then the transfer credit request will be denied.

*Note: For international students, the business degree is to be awarded by an institution granted license to offer business degrees in their country of origin by the appropriate government agency or ministry.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 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 earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. All grades, including those for courses that are retaken, are calculated in the GPA required to fulfill the requirements for the degree.

Comprehensive Exam
Students in both the non-thesis and thesis options of the degree program must successfully complete a comprehensive exam. The exam will test material covered in the required core courses ECO 6630, ECO 6631, and ECO 6632, and is given in parts covering each of these three classes. Each of the three parts of the exam must be successfully passed to pass the comprehensive exam. The exam is administered at least twice per year and students can attempt the exam after completing all of the required courses for the degree. Questions are written by the economics faculty and will be graded by at least two faculty members, reviewed by the department chair, and certified by the Dean of the Graduate School. Troy University faculty and staff administer the Comprehensive Exam.

Curriculum (33 sh)
The curriculum for the Master of Economics program consists of 33 semester hours. The program has a thesis and non-thesis option.

Students who choose the thesis option complete 24 hours of courses and 9 hours of thesis credit. Students who choose the non-thesis option must complete 30 semester hours of courses and a 3 semester hour Master's Research course. Each option has a common 12 hours of regular core courses. Electives must be chosen in consultation with the student's adviser. Below is a list of the required courses and the electives.

Required Core Classes (12 sh)
ECO 6630	3	Advanced Macroeconomics
ECO 6631	3	Advanced Microeconomics
ECO 6632	3	Econometrics I
ECO 6634	3	Mathematical Economics

Electives (12 or 18 Semester Hours)
ECO 6633	3	Econometrics II
ECO 6660	3	Public Choice
ECO 6661	3	Austrian Economics
ECO 6662	3	History of Economic Thought
ECO 6663	3	Economic Institutions & Prosperity
ECO 6664	3	International Economic Development
ECO 6665	3	Monetary Theory and Policy
ECO 6666	3	Constitutional Economics
ECO 6667	3	Economics of Public Policy
ECO 6668	3	Advanced Austrian Economics

Other courses as approved by advisor.

Research (9 hours Thesis Option, 3 hours Non-Thesis Option)
| ECO 6690 | 3 | Master's Research |
| ECO 6695 | 1-9 | Master's Thesis |

MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT (MSHRM)

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 Human Resource Management (MSHRM) is a specialized program designed to offer the student an opportunity to obtain proficiency in contemporary human resource management concepts, activities, and skills, particularly as they are applied in developing and executing human resource management systems in support of strategic organizational objectives. As a result of successfully completing the MSHRM program, graduates should know core human resource management functions and practices, understand how human resource management supports business strategy, appreciate the need to act ethically in their professional lives, and have a global business perspective of human resource management.

Accreditation
The Troy University MSHRM degree is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Business Foundation Prerequisite Requirement for the MSHRM Program
Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

Candidates for admission who have not earned an undergraduate degree in business administration from a regionally accredited college or university within eight years of enrolling in the MSHRM program are required to complete in their first term, with a grade of "B" or better, the prerequisite course for the MSHRM program, BUS 6600, Survey of Business Concepts. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see "Unaccredited or Otherwise Accredited Student Admissions" in the Graduate Catalog).

Additionally, candidates for admission who have earned a business degree from a regionally-accredited business school, but whose overall undergraduate GPA is less than 2.5, must take the prerequisite course for the MSHRM program, BUS 6600: Survey of Business Concepts, in the student's first term.

Admission Requirements for the MSHRM
Applicants from non-AACSB accredited institutions will automatically go through a Sorrell College admission review before acceptance.

Unconditional Admission
1. Candidates for admission must, within eight years of enrolling in the MSHRM degree program, have earned an undergraduate business degree from a school holding regional accreditation* for its business degree programs.
2. Students applying for admission must provide official transcripts.
3. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
4. A bachelor's degree from a regionally accredited college or university is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
5. Applicants must have achieved at least a 2.5 GPA in all undergraduate work or at least a 3.0 GPA on the last 30 semester hours.
6. Official graduate admission exam* results (GRE, GMAT [verbal and quantitative]), must be on file (except for applicants with a previous master's or higher degree; see #2 above). The GRE score (verbal and quantitative) must be 1050 or above, or 294 or above on the revised GRE (verbal and quantitative). The GMAT score must be 500 or above.
7. A letter of recommendation is required with all applications for the MSHRM program. The individual's potential for success in the MSHRM program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

*Note: For international students, the business degree is to be awarded by an institution granted license to offer business degrees in their country of origin by the appropriate government agency or ministry.

**Note: Applicants with a minimum overall undergraduate cumulative grade point average of 3.0 (4.0 scale), or a grade point average of 3.0 (4.0 scale) or better for the last 30 semester hours of undergraduate coursework completed are not required to submit GMAT or GRE scores for admissions consideration. Formal notifi-

cation of this waiver will be given to the student after review of the official transcripts.

Conditional Admission

Students not satisfying the minimum graduate admission test score and grade point average requirements for unconditional admission may be conditionally admitted to the program. However, the application of any student who has earned a GPA of less than 3.0 in a previous graduate program is subject to review by the Director of the MSHRM program. The Director's recommendation will be referred to a committee of no less than three MSHRM faculty members for a final decision. After the student completes the first three graduate (6000-level) courses with a "B" (3.0) or better average, the student will be granted unconditional admission. After completing three graduate courses, students not obtaining unconditional admission status will be dropped from the program for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all readmission applications for the MSHRM program. The letter should address the individual's potential for success in the MSHRM program as well as his/her written and oral communication skills.

Transfer Credit

A maximum of two courses (six semester hours) taken at another AACSB accredited institution, each with a "B" grade or better, may be applied toward the degree. This is not automatic or guaranteed. Transfer credit request from institutions not holding AACSB accreditation will be reviewed upon submission to the appropriate business faculty or administrators, with final college approval of transfer credit being made by the Dean of the Sorrell College of Business,

Note that the capstone course HRM 6698 Strategic Human Resource Management must be taken with Troy University and will not be accepted as transfer credit from another institution. Credit accepted for transfer into the MSHRM program or to satisfy specified courses is limited to institutions holding AACSB accreditation (or those approved through the Sorrell College transfer credit review process) for their business programs. These courses must be comparable in catalog description, level, and content to Troy University courses and approved by the appropriate graduate business faculty or administrator. If the course is not comparable to a Troy University MSHRM course then the transfer credit request will be denied. No more than two courses (six semester hours) may be transferred in from a completed master's degree program. Transient credit must meet Graduate School policy, and be pre-approved by the Dean. Professional military education courses are not accepted for credit in the MSHRM program.

Degree Requirements

All graduates from the MSHRM program must successfully complete the courses listed below with an overall grade point average of 3.0 (A = 4.0) or better. If the student receives a "D" or "F" in a core course, it must be retaken. A third grade below a "B" removes the student from the program for one full calendar year after which a readmission petition may be made to the graduate school.

The MSHRM degree program is a non-research oriented master's degree that requires an understanding of the accepted professional practices in the field of human resource management. This program provides students with the opportunity to gain an understanding of the subject matter that will enhance their career opportunities.

Business Foundation Prerequisite

Candidates for admission who have not earned an undergraduate business degree from a regionally accredited business school within eight years of enrolling in the MSHRM program must take the prerequisite course for the MSHRM program, BUS 6600 Survey of Business Concepts, which must be taken in the student's first term.

Curriculum (30-33 sh)

Business Foundation Prerequisite (3 sh)

(Required of students without an undergraduate business degree within 8 years of enrolling; must be taken during first term)

BUS 6600	3	Survey of Business Concepts (A grade of "B" or better is required)

Core Curriculum (27 sh)

HRM 6603	3	Human Resource Management (Must be taken during first term)
HRM 6605	3	Legal Environment of Employment Decisions
MGT 6615	3	Ethical Leadership & Management in a Global Economy (A grade of "B" or better required)
HRM 6622	3	Workforce Planning & Staffing
HRM 6623	3	Talent Development
HRM 6632	3	Compensation & Benefits
HRM 6635	3	Employee Relations, Health, & Safety
MGT 6681	3	Organization Development & Change
HRM 6698	3	Strategic Human Resource Management (capstone course taken during the last term) *A grade of "B" or better is required.*

Electives (3 sh)

HRM 6604	3	Labor Relations
HRM 6625	3	Specialized Study in Human Resource Management
HRM 6641	3	People Analytics
HRM 6645	3	International Human Resource Management
MGT 6689	3	Internship

MASTER OF SCIENCE IN MANAGEMENT (MSM)

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 purpose of the Master of Science in Management program is to provide a specialized professional program for the student who wants to acquire leadership skills. The MSM program is tailored to meet the needs of individuals with non-business backgrounds or degrees, or those focused specifically on enhancing leadership skills. This program is designed to develop leadership capabilities centered around motivating teams and managing people and processes in businesses and non-profit organizations. Effective communication, ethical leadership, decision-making and a quality, systematic approach to management are emphasized to assist in developing the skills and abilities necessary to manage people, processes, and to lead teams.

The MSM program is designed specifically for undergraduate majors who desire a focus on leadership development. Applicants with a minor in business, a major in a non-business field, or an interest in the leadership concentration are encouraged to apply.

Accreditation

The Troy University MSM degree is accredited by the Association to Advance Collegiate Schools of Business (AACSB).

Business Foundation Prerequisite Requirement for the MSM Program

All students must complete with a grade of "B" or better the prerequisite course for the MSM program, BUS 6600 Survey of Business Concepts, which must be taken during the student's first term.

Admission Requirements for the MSM

Unconditional Admission
1. Students applying for admission must provide official transcripts.
2. Applicants who have completed a master's or higher degree from a regionally accredited university may be admitted unconditionally. (No graduate admission test scores are required.) Official transcripts from all universities attended must be submitted, to include an official transcript showing completion of a master's or higher degree.
3. A bachelor's degree from a regionally accredited college or university with an AACSB accredited business school is required. (Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admissions.)
4. Applicants must have achieved at least a 2.5 GPA in all undergraduate work or at least a 3.0 GPA for the last 30 semester hours.
5. A letter of recommendation is required with all applications for the MSM program. The individual's potential for success in the MSM program, his/her professional, managerial or administrative experience, as well as his/her written and oral communication skills must be addressed.

Conditional Admission
Students not satisfying the minimum grade point average requirements for unconditional admission or applicants from non-AACSB accredited institutions may be conditionally admitted to the program. Conditionally admitted students must complete BUS 6600, MSM 6610, and MSM 6633 with a 3.0 or better average to be granted unconditional admission and continue in the program. After completion of these three courses, students not obtaining unconditional admission status will be dropped from the program for one calendar year, after which time the student must petition for readmission. A letter of recommendation is required with all readmission applications for the MSM program. The letter should address the individual's potential for success in the MSM program as well as his/her written and oral communication skills.

Temporary Admission
Temporary Admission may be granted to applicants who have not submitted the letter of recommendation, student acknowledgement form or official undergraduate transcript. Temporary admission is only for one semester or term and must follow the requirements outlined under Conditional Admission.

Transfer Credit

A maximum of two courses (six semester hours) taken at another AACSB accredited institution, each with a "B" grade or better, may be applied toward the degree. This is not automatic or guaranteed. Transfer credit request from institutions not holding AACSB accreditation will be reviewed upon submission to the appropriate business faculty or administrators, with final college approval of transfer credit being made by the Dean of the Sorrell College of Business,

Note that the capstone course MSM 6650 Leadership Role in Strategic Management must be taken with Troy University and will not be accepted as transfer credit from another institution. Credit accepted for transfer into the MSM core or to satisfy specified program courses is limited to institutions holding AACSB accreditation (or those approved through the Sorrell College transfer credit review process) for their business programs. These courses must be comparable in catalog description, level, and content to Troy University courses and approved by the appropriate graduate business faculty or administrator. If the course is not comparable to a Troy University MSM course then the transfer credit request will be denied. No more than two courses (six semester hours) may be transferred in from a completed master's degree program. Transient credit must meet Graduate School policy, and be pre-approved by the Dean. Professional military education courses are not accepted for credit in the MSM program.

Note: Approved Graduate Level Professional Military Education credit for certain Captain's Career Courses can be transferred in for this degree in lieu of MSM 6640, with approval of the Dean of the Sorrell College of Business. Students must submit appropriate paperwork, including official Joint Services Transcripts.

Degree Requirements

Students graduating with an MSM degree will have successfully completed the courses listed below with an overall grade point average of 3.0 (A = 4.0) and with no more than two grades of "C" to fulfill requirements for the degree. Students may be required to take additional testing from non-Troy organizations as part of their program. A third grade below a "B" removes the student from the program for one full calendar year after which a readmission petition may be made to the graduate school.

Curriculum—30 Semester Hours

Business Foundation Prerequisite (3 semester hours)
All students must compete with a grade of "B" or better the prerequisite course for the MSM program, BUS 6600 Survey of Business Concepts, which must be taken during the student's first term.

Core Curriculum (21 SH)

BUS 6600	3	Survey of Business Concepts (must be taken during the first term; "B" or better required)
MSM 6610	3	Theories of Organizational Behavior
MGT 6615	3	Ethical Leadership & Management in a Global Economy *A grade of "B" or better is required.*
MSM 6633	3	Leading and Developing High Performance Teams
MSM 6635	3	Leadership of Innovation and Change
MSM 6645	3	Continuous Improvement
MSM 6650	3	Strategic Management (Students should be in their last term or semester.) *A grade of "B" or better is required. Must complete at least 15 SH in the MSM core prior to enrollment*

MSM Concentrations

Leadership Concentration (9 SH)

MSM 6630   3   Management Information Systems for Leaders
MSM 6640   3   Foundations of Leadership and Motivation
MSM 6655   3   Advanced Leadership

Project Management Concentration (9 SH)

QM 6655   3   Introduction to Project Management
QM 6660   3   Advanced Project Management
QM 6665   3   Seminar in Project Management

Talent Development and Training (9 SH)

HRM 6603   3   Human Resource Management
HRM 6622   3   Workforce Planning and Staffing
HRM 6623   3   Talent Development

**Note: Troy University MSHRM graduates are not eligible for the MSM Talent Development and Training program.

All transfer credits must be processed through normal academic approval procedures. All authorizations for MSM students to be a transient student at another institution must be approved before the course is attempted. Transient credit must meet Graduate School policy, and be pre-approved by the Dean. Professional military education courses are not accepted for credit in the MSM program

GRADUATE CERTIFICATE OF HEALTH SERVICES MANAGEMENT

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 Graduate Certificate of Health Services Management prepares students with the underlying business knowledge and skills required to manage a contemporary health care practice/clinic enterprise.

The Graduate Certificate of Health services Management consist of courses offered by Troy University's Sorrell College of Business and requires a minimum of 12 semester hours for completion.

Admission Requirements

All Certificate students must be admitted to the graduate school Please consult the Graduate Program Admissions Classifications section for additional information.

Certificate Requirements

Students may qualify for the Health Services Management Certificate by completing the required curses and maintaining an overall 3.0 grade point average or better. The Health Services Management Certificate requires 12 semester hours of coursework as described below.

BUS 6600   3   Survey of Business Concepts
HSA 6635   3   Strategic Management in Health Care
                       Organizations
HSA 6683   3   Healthcare Economics
Choose 3 additional semester hours of 6600 level HSA electives

Other Requirements

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

- Certificate of Intent
- Copy of Student Transcript

MASTER OF SCIENCE IN SPORT MANAGEMENT

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 Sport Management program is designed to provide the graduate with the knowledge, skills, and attitudes to engage in the practice of management in a variety of settings. The goals and objectives of the program are guided by, but are not limited to, the criteria and guidelines set forth in the Standards for an Accredited Educational Program by the Commission on Sport Management Accreditation.

Students are provided with classroom, laboratory and clinical experiences to accomplish these objectives. Students are evaluated on their progress in meeting the above objectives throughout the program. Opportunities and evaluations are provided for actual participation in professional clinical sites including athletic, sport and club fitness, coaching facilities, rehabilitation facilities and community settings in the practice of Sport Management.

Expected Program Outcomes:

The program aims to provide a broad-based, comprehensive curriculum, with an emphasis on interdisciplinary collaboration that prepares a sport manager practitioner to

1. direct an individual's participation in selected clinical opportunities aimed at reinforcing and enhancing performance; facilitate learning of those skills and functions essential for productivity, thus the individual will be able to better communicate effectively with clients, subordinates and the public;
2. provide services to improve function to prevent deficits in activities of daily living, work, play/leisure, and in the underlying performance of managing to ensure quality of services and effectiveness of the program; and
3. function in a variety of roles including direct managing provider, consultant, case manager, educator, administrator, researcher and advocate in a variety of sport management delivery models and systems where sport management is traditionally practiced and in emerging areas of local community, state, regional, national and international arenas.

Expected Student Outcomes:

Upon successful completion of the SM program, the student will be able to:

1. plan, develop, implement and evaluate programs of service designed to meet local community, state, regional, national and international needs;
2. administer and manage a sport management service;
3. articulate and apply sport management principles, intervention approaches, rationales, and expected outcomes of service;
4. be innovators and leaders in the profession, applying sport management knowledge to the solution of complex sport managerial issues and health problems;
5. demonstrate an attitude of inquiry and nurture the capacity for creative thinking, critical analysis and problem solving; to in-

terpret research studies and to apply research results to sport management practice; and to contribute to the advancement and dissemination of research and knowledge in the behavioral science.

Prerequisite Requirements

Candidates for admission must hold a baccalaureate degree in sport management or related field.

Admission Requirements for the Master of Science in Sport Management

Unconditional Admission

1. Applicants must have a baccalaureate degree from a regionally accredited four-year institution. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

2. Applicants must have an overall grade point average of 2.5 on a four-point scale or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average.

Conditional Admission

Conditional Admission does not apply to this program.

Transfer Credit

A maximum of 12 semester hours taken at another regionally accredited institution of higher learning, with a grade of "B" or better, can be applied toward the degree. These courses must be comparable to Troy University's courses and must be approved by the SM graduate faculty.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 or better and successful completion of the required comprehensive examination is necessary to fulfill requirements for the degree. If a student makes a "D" or "F" in a core or concentration course, the course must be retaken. If the student earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. The student can satisfy the research component requirement by successfully completing SM 6617 with a grade of "B" or better.

Curriculum

All courses offer three semester hours of credit except SM 6625, 6626, 6627, 6680, 6681, and 6682.

SPORT MANAGEMENT
Minimum Total Hours: 36
Students may choose thesis or non-thesis options in each concentration.

Required Core Courses: (12 sh)

SM	6600	3	Foundations of Sport Management
SM	6604	3	Statistical Analysis and Interpretation
SM	6617	3	Research Methods I
SM	6691	3	Research Methods II

Sport Management Concentration Requirements (24 sh)
Select One of the Following

Non-Thesis Option

SM Required Core	12 sh
SM Courses	24 sh
Total	**36 sh**

Thesis Option

SM Required Core	12 sh
SM Courses	18 sh
Thesis I	3 sh
Thesis II 3 sh	
Total	**36 sh**

Electives (18-24 sh)

SM	6610	3	Sport and the Law
SM	6614	3	Risk Management in Sport
SM	6615	3	Organizational Behavior and Leadership in Sport
SM	6616	3	Sport Finance
SM	6618	3	Sport Economics
SM	6624	3	Sociological Aspects of Sport
SM	6625	3	Specialized Study in SM
SM	6630	3	Applied Sport Analytics
SM	6632	3	Current Issues in Sport Management
SM	6633	3	Sport Consumer Behavior
SM	6639	3	Sport Communication
SM	6640	3	Sport Marketing
SM	6641	3	Sport Facility and Event Management
SM	6644	3	Human Resource Management in Sport
SM	6645	3	Revenue Generation in Sport
SM	6672	3	Sport Psychology
SM	6673	3	Ethics in Sport
SM	6605	3	Global Perspectives in Sport
SM	6674	3	Entrepreneurship in Sport
SM	6675	3	NCAA Governance, Compliance, and Institutional Control
SM	6680	3	Practicum
SM	6681	3	Practicum
SM	6690	3	Internship in SM

DOCTOR OF PHILOSOPHY (PH.D.) IN SPORT MANAGEMENT

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 Doctor of Philosophy (Ph.D.) in Sport Management is a terminal degree focusing on student comprehension and interpretation of contemporary, theoretical and applied studies within the field of Sport Management. The mission of the program is to prepare the graduate with a broad range of sport management-related positions to include, but not limited to higher education, research, professional or amateur athletics, and professional sport industry.

Expected Program Outcomes

The program aims to provide a comprehensive curriculum with an area of specialization to prepare a sport manager practitioner or academician to:

1. Demonstrate the ability to conduct research related to the sport industry.

2. Analyze, evaluate, and implement solutions to complex sport issues, to prepare innovators and leaders in the field of sport management.
3. Support the dissemination of scholarly and practical research and knowledge in the behavioral sciences.
4. Demonstrate teaching and research skills needed for success in professional sport management roles.

Expected Student Outcomes

Upon successful completion of the Ph.D. in Sport Management the graduate will be able to:

1. Recall knowledge from core and specialized areas of study in the curriculum.
2. Identify essential teaching strategies necessary for success in the sport management education environment.
3. Effectively express complex concepts both orally and in writing.
4. Interpret research studies and apply research results to sport management practices.
5. Apply sport management knowledge to the solution of complex sport management issues, with demonstration of sensitivity to crucial, controversial sport issues.
6. Analyze and apply sport management principles, approaches, rationales, and expected outcomes of service.
7. Organize and plan programs of service designed to meet local, state, regional, national, and/or international needs.
8. Prepare research within the field of sport management for presentations and purposes.

Admissions

The applicant must submit an application to the Troy University Graduate School. No pre-requisites will be required for admission other than the applicant must have attained a Master's degree from a regionally accredited institution of higher education. In order to be given full consideration, all requested materials must be received by the deadlines listed below:

Application Deadlines (Preferred Application Dates):
Fall Admission for U.S. citizens:	February 1
Fall Admission for non U.S. citizens:	December 1
Spring Admission for U.S. citizens:	September 1
Spring Admission for non U.S. citizens:	July 1

Admission Examination Requirements
1. 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.

2. Official scores from nationally standardized aptitude examinations, such as the Graduate Record Examination (GRE), Miller's Analogy Test (MAT), General Management Admissions Test (GMAT), or Law School Admissions Test (LSAT) must be submitted at the time of application. All entrance exams must have taken place within 5 years of submission to the program. Recommended scores are presented below.

MAT   =399 total score
GMAT   =540 total score (verbal and quantitative)
LSAT   =157-158 total score
GRE   =304 [Revised GRE (verbal and quantitative only)]
OR 1000 or higher [non-revised GRE (verbal and quantitative score only)]

3. The applicant must submit the following materials to the Troy University Graduate School:
   1. Troy University Graduate School Application Form
   2. One official transcript per each institution of higher education ever attended.
   3. 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.
   4. Statement of Intent.
      A. Include details of your rationale for pursuing a Ph.D. in Sport Management.
      B. Include details regarding your career and research interests.
      C. Identify 2-3 TROY Sport Management doctoral faculty members that you are interested in working with. A list of doctoral directive faculty members and their curriculum vitae indicating their research areas may be viewed at trojan.troy.edu/hstm.
   5. Writing Sample
      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 Admissions Committee in evaluating the applicant's research, writing, analytical and problem-solving skills. The writing sample may include a thesis completed by the student or a significant research paper, preferably written at the graduate level, and solely by the applicant. 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 Chicago, 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: The writing sample could also include accepted or published research that the applicant has been sole or co-author of a research project. The applicant must submit a pdf of the paper or a link as proof of publication.
   6. Resume or Curriculum Vitae

Doctoral Admissions Committee

The Doctoral Admissions Committee will be composed of all Sport Management faculty members with doctoral directive status. Once all of the application information has been received from the Graduate School, the Sport Management Doctoral Admissions Committee will review all 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 Sport Management Program. After a decision has been made, applicants will be notified of their status.

Doctoral Teaching Assistantships

Students who apply for the Doctor of Philosophy in Sport Management program may apply for a doctoral teaching assistantship offered on the Troy, Alabama campus. All Doctoral directive status faculty members will vote on the DTA applicants. Consult the Coordinator of the Ph.D. in Sport Management Program for more details.

Transfer of Credit

The Ph.D. degree in Sport Management at Troy University requires a minimum of 90 credits beyond a baccalaureate degree. In order to satisfy the 90 credits past a baccalaureate degree, no more than 30 credits of a Master's or juris doctorate (J.D.) degree from another regionally accredited institution of higher education will be recognized. As such, the student must complete a minimum of 60 credit hours in the Sport Management doctoral program at Troy University.

Conditions for Transfer Credit from another Sport Management doctoral program:
1. Students must complete the admissions application packet as described previously
2. A maximum of 16 credits from another Sport Management doctoral program will be allowed to transfer to the Troy University Sport Management Sport doctoral program
3. All transfer courses must be comparable to Troy University's graduate courses and must be approved by the admissions committee

Entrance into the Program

All students accepted into the Ph.D. in Sport Management program are required to complete a new student virtual orientation via Canvas. Once accepted into the program, students are assigned a coursework advisor that assist with course sections and program related questions until a Dissertation Committee Chair has been identified. It is the students responsibility to select a Dissertation Committee Chair within 5 terms of starting the program. The Dissertation Committee Chair usually assumes the role of the Chair of the Comprehensive Examination and Dissertation Committees. Students and their Dissertation Committee Chairs are responsible of organizing the Comprehensive examinations as well as the dissertation proposal and defense dates.

Time to Complete Degree

Consistent with other terminal degree programs at TROY, the Sport Management doctoral student 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 6 credits per term) may be able to complete coursework in two (2) years. 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).**

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.

Comprehensive Examinations

Sport Management doctoral students are required to successfully complete a written and oral comprehensive examination. The purpose of the comprehensive exam is to provide the doctoral candidate the opportunity to demonstrate a degree of mastery related to the salient concepts, theories, and practices pertaining to the discipline of Sport Management. The doctoral student will be provided an opportunity to demonstrate an understanding of research methodologies, including statistical methodology.

Timeframe for the Comprehensive Examination
The comprehensive exam is recommended to be taken in the last term of class enrollment but not any later than the end of three subsequent terms, unless extenuating circumstances arise and approved by the committee chair. For example, should students complete their final classwork during term 2, they may elect to take the comprehensive exam in term 2 but no later than the end of term 5 unless extenuating circumstances arise.

Applying for the Comprehensive Examination
Students must inform their Dissertation Committee Chair of their intent to take Comprehensive Exam in ample time to permit the development of the examination questions and for the preparation of the student for those questions. Students and their Dissertation Committee Chairs are responsible for organizing dates of the written and oral examinations, at least two weeks before the exam is given. .

Preparing for the Comprehensive Examination
The comprehensive exam is a collaborative process between the student and the comprehensive exam committee chair, with participation by two other selected members of the comprehensive exam committee. At least two persons (including the committee chair) must be from the School of Hospitality, Sport, and Tourism Management, and one member who must hold a full-time Graduate Faculty status may be selected from a different academic, yet related discipline. Students will meet with their respective Comprehensive Examination Committee Chair to discuss components of the exam and resources to assist them in responding to the questions. Contact by the student with other committee members is recommended. Each member, including the chair, of the examination committee will prepare and evaluate questions within the areas of their expertise, including at least one section for research and statistics.

Taking the Comprehensive Examination
The comprehensive examination committee will determine the dates of the exam and the timeframe for the students to return their responses. Both the exam and response return dates will be provided to the student well in advance of taking the exam to minimize interference of external entities (i.e., jobs, family issues, etc…). The chair of the comprehensive examination will oversee the adminis-

tration of the comprehensive exams including the distribution of the written exam to the student, collection of the responses, dissemination of the answers to the other members of the comprehensive examination committee and scheduling the oral examination.

Written Examination

The written portion of the comprehensive examination will evaluate a student's mastery in the discipline of sport management. Students will be assessed in three areas: research/statistics, doctoral core, and the student's cognate area. The student must return the exam to the committee chair by the assigned date and time. Unless the student notifies the committee chair of extenuating circumstances and such circumstances are approved by the committee, failure to do so may result in the student being terminated from the program.

Oral Examination

Once a student has completed the written portion of the comprehensive exam, an oral examination with the student's Comprehensive Examination Committee will be scheduled. The oral examination must be conducted in such a manner (i.e. Skype, Jigsaw, or other acceptable technological means) that there is visualization between all involved parties. Performance on both the written and oral components of the exam must be acceptable to the comprehensive examination committee for the student to receive a passing grade.

Evaluating the Comprehensive Examination

The written examination will be read and evaluated by all members of the student's comprehensive exam committee. Generally, after the written examination the comprehensive exam committee will meet with the student for an oral component of the exam. **NOTE: each question must be scored by at least three members of the committee**. Except for allowed substitutions, all members of the examination committee must be present with the student at the oral part. Performance on both the written and oral components of the exam must be acceptable to the comprehensive examination committee. At this time, the examination committee is responsible for deciding whether the student is qualified to be admitted to doctoral candidacy. After completing the written and oral examination, the committee will score the exam in the following manner:

Pass with Distinction: All of the committee members agree that the student responded to all parts of the examination in an outstanding manner.

Pass: The majority of the committee members agree student responded to the majority parts of the examination in an acceptable manner. However, in case of a tie, either the Dean or Associate Dean of the College of Health and Human Services will asked to read and evaluate the exam.

Fail Retake Permitted: At least three of the committee members agree that the student failed to respond in an acceptable manner to more than one of the sections asked and this is the first time the exam has been taken. Under such circumstances, the exam cannot be retaken until the next semester. The student will be required to be enrolled in at least one credit hour for the semester the exam will be taken for the second time. While the committee members will remain the same, the questions asked may be different. The student will not be allowed to propose a doctoral dissertation until the exam is passed. Additionally, if the committee members agree that the student failed to respond in an acceptable manner in the second exam, the student's program will be terminated. Retaking the comprehensive final will be permitted only once.

Fail: All of the committee members agree that the student failed to respond in an acceptable manner to more than one of the parts asked, no retake will be permitted, and the student's program is terminated.

Reporting Results of the Comprehensive Doctoral Examination

1. Only after the Committee reaches a decision on the results of the Comprehensive Exam should students be notified. Typically this should occur within about three weeks of the examination date.
2. The comprehensive examination committee chair will be responsible for notifying students of the examination results in a timely manner. Other Committee members should treat all exam information in the strictest confidence.
3. After a student successfully completes the written and oral components of the comprehensive examination, the comprehensive examination committee chair will be responsible for notifying the Troy University Dean of the Graduate School.

Admission to Doctoral Candidacy

Students seeking to enter Doctoral Candidacy must have:
1. Completed all coursework with a GPA of 3.0 or higher; and
2. Passed the comprehensive exams

Dissertation Proposal

The members of the Dissertation Advisory Committee should be appointed as soon as possible after the student has begun doctoral work, and in general, no later than the end of five terms into the program. The proposal is a document that formally presents the student's written description of the projected doctoral dissertation. The dissertation advisory committee is responsible for reviewing the proposal to determine the feasibility of the project. The committee's approval endorses the research plan and indicates the committee supports initiating or continuing the dissertation project.

Doctoral Dissertation Committee

The dissertation committee for a student 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) must be from the School of Hospitality, Sport, and Tourism Management. If a student request 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

Writing the Dissertation

The dissertation proposal indicates the student's commitment to the dissertation advisory committee to complete the proposed project in a reasonable timeframe, generally a year or more. The most recent edition of the American Psychological Association (APA) will the only writing style accepted in writing the dissertation. Additionally, a 12 point font Times New Roman font should be used consistently throughout the document. The student is encourages to review the dissertation guidelines on the Troy University Graduate school website for further information.

The drafts of the dissertation will only be reviewed by all members of the dissertation committee. Feedback and suggestions from the dissertation committee members should be incorporated until the draft is considered acceptable by all members of the committee. The student should anticipate review by the dissertation committee

and the incorporation of feedback to consume approximately two to three weeks.

Students must be continuously enrolled for a minimum of 1 credit hour in Dissertation (SM 8860) per term during and including the semester in which they successfully defend their dissertation. Dissertation credit hours may exceed but may not be less than the minimum of 18 term hours. For example, if students attain 18 dissertation credits but do not successfully defended their dissertation, they will be required to enroll in at least one credit hour of in Dissertation (SM 8860) until they successfully defend their dissertation. If a student fails to maintain the continuous enrollment requirement he or she may be required to undergo re-admittance into the Ph.D. program.

Dissertation Defense

The defense provides the candidate with an opportunity to address the components of the dissertation such as the introduction, importance of the study, methodology, results, and discussion/conclusion. The work must be of publishable quality using the Graduate School's format requirements. 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 defense 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 student has successfully defended the dissertation will the members 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 such as Skype, WebEX or Jigsaw, per the dissertation committee approval, for the dissertation defense.

After 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 and must be in a form suitable for publication, using the Graduate Schools' format requirements. The Dissertation must be reviewed by the Graduate School for adherence to 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/records/graduation/graduationinformation.html.

Plagiarism

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of 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, or 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 a degree.

Academic Suspension

Graduate students may earn no more than six term hours of grades below ''B''. Students who earn more than six term 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.

Conditionally admitted students who do not attain a 3.0 grade point average (4.0 scale) at the completion of six term hours will be 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.

Students who are academically suspended are prohibited from attending the Graduate School or any academic level of the University for a period of one calendar year. Any courses taken at another university during the time of academic suspension will not be accepted for credit.

Further information may be found in the Troy University catalog at http://trojan.troy.edu/catalogs/1415graduate/pdf/documents/General-Information.pdf.

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 readmission 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:

Doctoral Core (15 sh)

SM 8812	3	Seminar in Sport Marketing
SM 8814	3	Seminar in Sport Finance
SM 8816	3	Seminar in Organizational Behavior and Leadership

SM 8820   3   Seminar in Legal Aspects of Sport
SM 8822   3   Seminar in Sport Management Pedagogy

Research and Statistics Requirements (15 sh)
All students will be required to take and achieve a minimum grade
of "B" in each of the following research and statistics courses:
SM 8803   3   Research Methods I
SM 8805   3   Research Methods II
SM 8810   3   Seminar in Applied Statistics in Sport
                   Management
SM 8835   3   Seminar in Advanced Statistics in Sport
                   Management

The student, in consultation with the major advisor, must select a
minimum of three hours of advisor approved electives of research
courses

Cognate Area Requirements (12 sh)
The cognate area represents the area of specialization that the stu-
dent wishes to pursue. In consultation and with approval of the
major advisor, the student will select four graduate level classes to
fulfill the 12 credit cognate area requirement. Cognate areas may
include, but are not limited to, Sport Organization Behavior/Theory;
Sport Marketing, Sport Finance, Legal Aspects of Sport, Athletic
Administration, Sport Communication, or Sport Tourism.

Comprehensive Examination (0 sh)

Dissertation Requirements (18 sh)

> **Total Hours**   **60 semester hours**

TROY UNIVERSITY
MASTER OF ACCOUNTANCY
Graduate Degree Plan
30 Semester-Hour Program

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. GMAT, or a CPA or CFP Master's degree
2. Official transcript(s)
3. Unconditional Admission
4. 30 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. All credit earned within 8 years of graduation
9. Completion of capstone with a grade of "B" or better
10. A grade of "B" or better on research requirement
11. Intent to Graduate filed

BUSINESS FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.
Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at a school holding regional accreditation for its business programs.

○ Requires Foundation coursework to be completed   ○ Waiver of Foundation coursework granted (attach proof)

Undergraduate Foundation courses. **To remain eligible for Federal Financial Aid, all undergraduate courses or equivalents MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.**

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
FIN 3331	Financial Management I	3			
ACT 2291	Principles of Accounting I	3			
ECO 2251/2252	Principles of Microeconomics or Macroeconomics	3			
QM 2241	Business Statistics I	3			

ACCOUNTING FOUNDATIONS COURSES: Accounting Foundation courses or their equivalent are required for students with non-accounting undergraduate degrees. **Note:** To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

○ Requires Accounting Foundation coursework to be completed   ○ Waiver of Accounting Foundation coursework granted (attach proof)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ACT 2292	Principles of Accounting II				
ACT 3391	Intermediate Accounting I	3			
ACT 3392	Intermediate Accounting II	3			
ACT 3394	Governmental Accounting	3			
ACT 3396	Accounting Information Systems	3			
ACT 4494	Income Tax Accounting I	3			
ACT 4495	Income Tax Accounting II	3			
ACT 4497	Auditing	3			

REQUIRED COURSES: (24 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ACT 6651	Accounting Systems and Control	3			
ACT 6652	Financial Accounting Research	3			
ACT 6653	Advanced Financial Reporting & Analysis	3			
ACT 6654	Advanced Auditing & Assurance Services	3			
ACT 6655	Advanced Management Accounting				
ACT 6656	Professional Certification	3			
TAX 6684	Federal Tax Research	3		Text	
LAW 6610	Legal Issues for Accountants	3			

ELECTIVE COURSES: Select two of the courses below (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ACT 6650	Forensic Accounting & Fraud Examination	3			
ACT 6655	Advanced Management Accounting	3			
TAX 6685	Taxation of Individuals	3			
TAX 6686	Estate and Gift Taxation	3			
TAX 6688	Taxation of Corporations and Shareholders	3			
TAX 6689	Taxation of Partnerships and Partners	3			
ECO 6655	Managerial Economics for the Global Manager	3			
FIN 6631	Global Financial Management	3			
FIN 6632	Investments	3			
FIN 6657	Corporate Risk Management	3			
IS 6660	Introduction to Data Analytic Strategies and Applications	3			
IS 6662	Big Data Analytics and Business Decision Support	3			
IS 6674	Information Systems in the Global Economy	3			
IS 6678	International Information Technology Project Management	3			
MGT 6615	Ethical Leadership and Management in a Global Economy	3			
QM 6640	Data Analysis for Global Managers	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

2021-2022   **SORRELL MASTER OF BUSINESS ADMINISTRATION**
GENERAL MANAGEMENT (non-traditional)
Graduate Degree Plan
31 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 31 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Completion of capstone courses with a grade of "B" or better
11. Intent to Graduate filed

BUSINESS FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED. Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at a school holding regional accreditation for its business programs.

○ Requires Foundation coursework to be completed   ○ Waiver of Foundation coursework granted (attach proof)

Undergraduate Foundation courses. To remain eligible for Federal Financial Aid, all undergraduate courses required MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
FIN 3331	Financial Management I	3			
ACT 2291	Principles of Accounting I	3			
ECO 2251/2252	Principles of Microeconomics or Macroeconomics	3			
QM 2241	Business Statistics I	3			

REQUIRED CORE COURSES (22 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
ACT 6691	Financial and Managerial Accounting for the Global Manager	3			
BUS 6611	Business Strategy*	3			
FIN 6631	Global Financial Management	3			
QM 6640	Data Analysis for Global Managers	3			
ECO 6655	Managerial Economics for the Global Manager	3			
MKT 6661	Global Strategic Marketing	3			
MGT 6615	Ethical Leadership and Management in a Global Economy**	3			
BUS 6607	Capstone Experience* (Co-requisite with BUS 6611)	1			

* Capstone course - Taken during the last term/semester. Grade of "B" or better is required.
** Must make a grade of "B" or better.

ELECTIVE COURSES (9 Semester Hours): Must be approved by advisor. Excluding BUS 6600

ITEMS TO BE DISCUSSED:

- ☐ 1. Conditional and Unconditional Admission
- ☐ 2. Availability of faculty for academic advising
- ☐ 3. Prerequisite foundation course requirement and waiver options
- ☐ 4. Petition for transfer credit once unconditionally admitted
- ☐ 5. Class attendance
- ☐ 6. Drop and Withdrawal procedures; deadlines and consequences
- ☐ 7. Petition for an incomplete grade
- ☐ 8. Student participation in course and program evaluation
- ☐ 9. Other

ADMISSION STATUS:

	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

SORRELL MASTER OF BUSINESS ADMINISTRATION
GLOBAL BUSINESS

Graduate Degree Plan

31-37 Semester-Hour Program

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 31-37 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Completion of capstone courses with a grade of "B" or better
11. Intent to Graduate filed

BUSINESS FOUNDATION COURSES: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED. Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at a school holding regional accreditation for its business programs.

○ Requires Foundation coursework to be completed   ○ Waiver of Foundation coursework granted (attach proof)

Undergraduate Foundation courses. To remain eligible for Federal Financial Aid, all undergraduate courses MUST be completed before students enroll in any graduate courses. Students on Federal Financial Aid may NOT enroll in undergraduate courses after they have begun graduate coursework.

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
FIN 3331	Financial Management I	3			
ACT 2291	Principles of Accounting I	3			
ECO 2251/2252	Principles of Microeconomics or Macroeconomics	3			
QM 2241	Business Statistics I	3			

REQUIRED CORE COURSES (22 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
BUS 6611	Global Business Strategy*	3			
FIN 6631	Global Financial Management	3			
QM 6640	Data Analysis for Global Managers	3			
ECO 6655	Managerial Economics for the Global Manager	3			
MKT 6661	Global Strategic Marketing	3			
BUS 6607	Capstone Experience* (Co-requisite with BUS 6611)	1			
ACT 6691	Financial and Managerial Accounting for the Global Manager	3			
MGT 6615	Ethical Leadership and Management in a Global Economy**	3			

 * Capstone courses - Grade of "B" or better is required
** A grade of "B" or better is required

2021-2022

Master of Business Administration -
International Business Option
TROY Publication 384-327
Created 1/2021
Page 2 of 2

CONCENTRATION COURSES (9 - 15 Semester Hours)

☐ *International Management (9 sh)*

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
MGT 6681	Organization Development and Change	3			
MGT 6670	Seminar in International Management	3			
HRM 6645	International Human Resource Management	3			

☐ *International Finance (9 sh)*

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
FIN 6632	Investments	3			
FIN 6633	International Finance	3			
FIN 6634	Derivative Statistics	3			

☐ *International Information Systems and Data Analytics (9 sh)*

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
IS 6674	Information Systems in the Global Economy	3			
IS 6660	Introduction to Data Analytic Strategies and Applications	3			
IS 6662	Big Data Analytics and Business Decision Support	3			

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file
☐ 2. Temporary, Conditional, and Unconditional Admission
☐ 3. Availability of faculty for academic advising
☐ 4. Prerequisite foundation course requirement and waiver options
☐ 5. Specific Restrictions and Requirements for Accounting Concentration
☐ 6. Petition for transfer credit once unconditionally admitted
☐ 7. Class attendance
☐ 8. Drop and Withdrawal procedures; deadlines and consequences
☐ 9. Petition for an incomplete grade
☐ 10. Student participation in course and program evaluation
☐ 11. Other

ADMISSION STATUS:

	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
MASTER OF ARTS IN ECONOMICS
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name: _____ Student ID#: _____ Campus: _____

Address: _____ Email: _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Completion of capstone with a grade of "B" or better
11. Intent to Graduate filed
12. Successful completion of comprehensive exam

REQUIRED CORE COURSES (12 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
ECO 6630	Advanced Macroeconomics	3			
ECO 6631	Advanced Microeconomics	3			
ECO 6632	Econometrics I	3			
ECO 6634	Mathematical Economics	3			

Electives: (12-18 SH)

		HRS.			
		3			
		3			
		3			
		3			
		3			
		3			

Thesis Option: (1-9 SH)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
ECO 6695	Master's Thesis	1-9			

Non-Thesis Option: (3 SH)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
ECO 6690	Master's Research	3			

FOUNDATION COURSES (12 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
ECO 3352	Intermediate Microeconomics	3			
ECO 3351	Intermediate Macroeconomics	3			
MTH 1125, MTH 1126, MTH 2201	Calculus or Business Calculus	3			
MTH 2210 or QM 2241	Statistics or Business Statistics	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT
Graduate Degree Plan
30-33 Semester-Hour Program

Name: | | Student ID#: | | Campus: | |

Address: | | Email: | |

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 30-33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Completion of capstone with a grade of "B" or better
11. Intent to Graduate filed

FOUNDATION COURSE: MUST BE COMPLETED BEFORE 6000 LEVEL COURSES ARE ATTEMPTED.

Foundation courses or their equivalent **are required for students with non-business undergraduate degrees**. Foundation coursework must not be older than eight years and should be completed at a regionally accredited institution.

○ Requires Foundation coursework to be completed   ○ Waiver of Foundation coursework granted (attach proof)

| BUS 6600 | Survey of Business Concepts (grade of "B" or better required) | 3 | | | |

REQUIRED CORE COURSES (27 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
HRM 6603	Human Resource Management (**Must be taken in 1st term**)	3			
HRM 6605	Legal Environment of Employment Decisions	3			
MGT 6615	Ethical Leadership and Management in a Global Economy**	3			
HRM 6622	Workplace Planning and Staffing	3			
HRM 6623	Talent Development	3			
HRM 6632	Compensation and Benefits	3			
HRM 6635	Employee Relation, Health, and Safety	3			
MGT 6681	Organization Development and Change	3			
HRM 6698	Strategic Human Resource Management (A grade of B or better is required)	3			

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

ELECTTIVE COURSE (3 Semester Hours)

| | | 3 | | | |

Select one of the designated elective courses in the graduate catalog for the Master of Science in Human Resource Management.

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. Prerequisite foundation course requirement and waiver options

☐ 5. Petition for transfer credit once unconditionally admitted

☐ 6. Class attendance

☐ 7. Drop and Withdrawal procedures; deadlines and consequences

☐ 8. Petition for an incomplete grade

☐ 9. Student participation in course and program evaluation

☐ 10. Other

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
MASTER OF SCIENCE IN MANAGEMENT
Graduate Degree Plan
30 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 30 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Completion of capstone with a grade of "B" or better
11. Intent to Graduate filed

REQUIRED CORE COURSES (21 sh)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
BUS 6600	Survey of Business Concepts *(taken during first term/semester)**	3			
MSM 6610	Theories of Organizational Behavior	3			
MSM 6650	Strategic Management *(taken during last term/semester)**	3			
MGT 6615	Ethical Leadership and Management in a Global Economy*	3			
MSM 6633	Leading and Developing High Performance Teams	3			
MSM 6635	Leadership of Innovation and Change	3			
MSM 6645	Continuous Improvement	3			

LEADERSHIP CONCENTRATION (9 sh)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
MSM 6630	Management Information Systems for Leaders	3			
MSM 6640	Foundations of Leadership and Motivation	3			
MSM 6655	Advanced Leadership	3			

PROJECT MANAGEMENT CONCENTRATION (9 sh)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
QM 6655	Introduction to Project Management	3			
QM 6660	Advanced Project Management	3			
QM 6665	Seminar in Project Management	3			

TALENT DEVELOPMENT AND TRAINING (9 sh)

COURSE NO.	TITLE	HRS.	GRADE	TERM/YR	TRANSFER CREDIT
HRM 6603	Human Resource Management	3			
HRM 6622	Workforce Planning and Staffing	3			
HRM 6623	Talent Development	3			

*Grade of "B" or better required

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. Prerequisite foundation course requirement and waiver options
☐ 5. Petition for transfer credit once unconditionally admitted
☐ 6. Class attendance
☐ 7. Drop and Withdrawal procedures; deadlines and consequences
☐ 8. Petition for an incomplete grade
☐ 9. Student participation in course and program evaluation
☐ 10. Other _____

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
GRADUATE CERTIFICATE OF HEALTH SERVICES MANAGEMENT
Certificate Plan and Progress Record
Certificate Verification
12 Semester-Hours

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. Admitted to the Graduate School
2. Official transcript(s)
3. Unconditional Admission
4. 12 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. All credit earned within 8 years of graduation

REQUIRED CERTIFICATE COURSES: (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
BUS 6600	Survey of Business Concepts	3			
HSA 6635	Strategic Management in Health Care Organization	3			
HSA 6683	Healthcare Economics	3			
	choose 3 additional semester hours of 6600-level HSA electives	3			

ITEMS TO BE DISCUSSED:

☐ Conditional or Unconditional Admission
☐ Availability of faculty for academic advising
☐ Petition for transfer credit once unconditionally admitted (3 SH maximum)
☐ Class attendance
☐ Drop and Withdrawal procedures; deadlines and consequences
☐ Petition for an incomplete grade
☐ Student participation in course and program evaluation

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
SPORT MANAGEMENT
Graduate Degree Plan and Progress Record
36 Semester-Hour Program

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 Semester hours of credit
4. Meet residency requirements
5. No more than two grades below "B"

6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully completed Comprehensive Exam
9. Intent to Graduate filed
10. Overall GPA of 3.0

REQUIRED CORE COURSES: (12 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SM 6600	Foundations of SFM	3			
SM 6604	Statistical Analysis and Interpretation	3			
SM 6617	Research Methods I ("B" or better required)	3			
SM 6691	Research Methods II ("B" or better required)	3			

SPORT MANAGEMENT CONCENTRATION ELECTIVES : (18-24 Semester Hours)

		3			
		3			
		3			
		3			
		3			
		3			

SPORT MANAGEMENT CONCENTRATION THESIS OPTION : (6 Semester Hours)

SM 6694	Thesis I	3			
SM 6695	Thesis II	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

2021-2022

TROY UNIVERSITY
DOCTOR OF PHILOSOPHY IN SPORT MANAGEMENT
Degree Plan
60 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted
2. Official transcript(s)
3. Unconditional Admission
4. 60 Semester hours of credit
5. Complete New Student Orientation
6. All credit earned within 8 years of start date
7. Passed comprehensive exam
8. Research topic approved by Dissertation Committee

9. Dissertation proposal approved by committee
10. Admission to candidacy
11. Successfully defend dissertation within 8 years of program start date
12. No more than two grades below "B"
13. A minimum overall GPA of 3.0
14. Intent to Graduate filed

DOCTORAL CORE : (15 Semester Hours)

SM 8822	Sport Management Pedagogy	3			
SM 8812	Seminar in Sport Marketing	3			
SM 8814	Seminar in Sport Finance	3			
SM 8816	Seminar in Organizational Behavior and Leadership	3			
SM 8820	Seminar in Legal Aspects of Sport	3			

RESEARCH AND STATISTICS REQUIREMENTS : (15 Semester Hours)

SM 8803	Research Methods I	3			
SM 8805	Research Methods II	3			
SM 8810	Seminar in Applied Statistics in Sport Management	3			
SM 8835	Seminar in Advanced Statistics in Sport Management	3			

Students should select 3 hours of advisor approved electives of research courses

COGNATE AREA: (12 Semester Hours)

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

SYNTHESIS AND EVALUATION: (18 Semester Hours)

SM 8860	Dissertation	3			
SM 8860	Dissertation				
SM 8860	Dissertation				
SM 8860	Dissertation				
SM 8860	Dissertation				
SM 8860	Dissertation				

ITEMS TO BE DISCUSSED:

- ☐ 1. Unconditional Admission
- ☐ 2. Availability of faculty for academic advising
- ☐ 3. Petition for master's credit once unconditionally admitted
- ☐ 4. Class attendance
- ☐ 5. Drop and Withdrawal procedures; deadline and consequences
- ☐ 6. Petition for an Incomplete grade
- ☐ 7. Student participation in course and program evaluation
- ☐ 8. Selection of major adviser
- ☐ 9. Selection of dissertation committee
- ☐ 10. Petition for transfer credit from another doctoral sport management program
- ☐ 11. Comprehensive exam
- ☐ 12. Dissertation proposal
- ☐ 13. Dissertation defense
- ☐ 14. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Test Scores		
Comprehensive Exam		
Dissertation proposal		
Dissertation defense		

COLLEGE OF COMMUNICATION AND FINE ARTS

The mission of the College of Communication and Fine Arts is to provide excellence in instruction in selected communication, foreign language, and fine arts disciplines along with practical experiences in journalism, mass communication, music, speech communication, classics, modern languages, theatre, visual arts and design.

The college assumes that the richest experiences of human beings arise from their abilities to analyze and interpret intelligently and imaginatively works of art and performances as well as the rhetoric and actions of past and present leaders; to communicate effectively within a variety of contexts using the multiple languages and tools of the communication and fine arts disciplines; to make intelligent decisions in an increasingly complex and diverse, media-driven society; and to work together harmoniously in groups to accomplish established goals.

The mission of the college includes the creation of a climate within and beyond its institutional boundaries that encourages responsible, ethical, and informed expression within the disciplines of which it is composed.

Troy University's College of Communication and Fine Arts is a primary provider of cultural events benefiting the citizens of Troy, Alabama and the region. Accordingly, the college offers such fine arts events as art exhibits; symphony band, jazz band, and choral concerts; and theatrical performances (including musical and children's theatre). In addition, the college offers a variety of symposia and workshops and an annual fine arts season subscription.

As part of ongoing planning and evaluation, the College of Communication and Fine Arts regularly evaluates student learning outcomes for each degree program.

Degree Program	Troy Campus	Phenix City Campus	Dothan Campus	Montgomery Campus	Troy Online
Strategic Communication					X

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

MASTER OF SCIENCE IN STRATEGIC COMMUNICATION

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 Degree in Strategic Communication, offered by the Hall School of Journalism and Communication in Troy University's College of Communication and Fine Arts, is modeled on a futuristic perspective and detours from traditional graduate programs. This is a program that focuses on the leading-edges of communication issues and positions graduates for immediate responses to the new realities facing today's communication industries.

The online delivery system of the Strategic Communication program appeals to professionals across various disciplines seeking to add the skills of effective communication and leadership recognized as valued and critical to professional success in all major professions. Prior to completion of the program, the student will successfully complete a capstone strategic communication course.

Upon completion of the degree program, the student will have a thorough knowledge of critical thinking regarding strategic communication through a myriad of courses ranging from communication research to theories of strategic communication, ethics and legal issues in communication to advertising and public relations and online media communication systems. The student will succeed in a theoretically grounded, multifaceted media learning environment.

The following outlines the additional expected program learning outcomes of participants enrolled in the Master of Science Degree in Strategic Communication:

- Knowledge of digital media and multi-media platforms as they pertain to communication and leadership;
- Academic research skills in strategic communication and related scholarly fields;
- Critical thinking;
- Written professional communication skills;
- Professional network formation;
- Knowledge of and the skills to study the emerging communication trends and how online media impact the public and communication industries;
- Develop a framework on how to use the evolving communication models to better serve the public with information

Admission Requirements

Unconditional Admission
1. Hold a baccalaureate degree from a regionally accredited college or university with a minimum overall undergraduate grade point average of 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average.
2. Provide an official Troy University Letter of Recommendation that addresses the individual's potential for success in the Master of Science in Strategic Communication.

3.   Provide an official baccalaureate transcript from a regionally accredited college or university.

Conditional Admission

Conditional admission does not apply to this program.

Transfer Credit

A maximum of 12 semester hours taken at another regionally accredited college or university, with a grade of "B" or better, can be applied toward the degree. These courses must be comparable to Troy University's courses and must be approved by the Hall School of Journalism and Communication's graduate faculty.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 or better and successful completion of the required comprehensive examination is necessary to fulfill requirements for the degree. If a student makes a "D" or "F" in a core or concentration course, the course must be retaken. If the student earns a "D" or "F" in an elective course, the course may be retaken, or another elective course taken in its place. A "B" or better must be earned in the capstone course, COM 6699, and the research course, COM 6691.

Required Coursework: (15 Semester Hours)

COM	6600	3	Communication and Influence
COM	6605	3	Strategic Communication Theories
COM	6691	3	Strategic Communication Inquiry & Research
COM	6699	3	Strategic Communication Capstone
JRN	6640	3	Communication Law and Ethics

Elective Coursework: (15 Semester Hours)

COM	6610	3	Leadership and Media Strategies
COM	6620	3	Contemporary Issues in Strategic Communication
COM	6630	3	Strategic Communication & Emerging Media
COM	6640	3	Global Communication
COM	6635	3	Strategic Organizational Communication
JRN	6600	3	Media Management
JRN	6615	3	Public Relations and Strategic Communication
JRN	6635	3	International Advertising

2021-2022

TROY UNIVERSITY
MASTER OF SCIENCE IN STRATEGIC COMMUNICATION
Graduate Degree Plan and Progress Record
30 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 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Completion of Capstone course with a "B" or better

REQUIRED CORE COURSES (15 Semester Hours)

COURSE NO.	TITLE	HRS.	GRADE	TERM / YR	TRANSFER CREDIT
COM 6600	Communication and Influence	3			
COM 6605	Strategic Communication Theories	3			
COM 6691	Strategic Communication Inquiry & Research	3			
COM 6699	Strategic Communication Capstone	3			
JRN 6640	Communication Law and Ethics	3			

ELECTIVE COURSES (15 Semester Hours)

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

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Test Scores		

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					
	Trad	Alt A	Dothan	Montgomery	Phenix City	Troy	Support Sites	Troy Online
Elementary Education (K-6)	36 ^	45	X^^	X ^^	X ^^	X ^^		X
Early Childhood Education (P-3)	36	45	X		X ^^			X
Collaborative/Special Education Teacher (K-6)	36 ^^	45	X^^	X	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	12						X
Curriculum and Instructional Design	12		X ^^				X
Instructional Technology	12						X
Leadership Studies	12						X
Workforce Development	12						X
Second Language Instruction	31/33		X		X		X

COUNSELING PROGRAMS*							
Program Specialty	**Hours**	**Dothan**	**Montgomery**	**Phenix City**	**Troy**	**Support Sites***	**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 nonre-newable 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 |

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 |

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 |

Teaching Field Courses: (12 sh)

ECE	7760	3	Leading for Learning in the School Environment
ECE	7761	3	Effective Schools and Teachers
ECE	7762	3	School Accreditation Process
ECE	7763	3	Legal Issues and Ethics in Education

Adviser-Approved Teaching Field Courses: (3 sh)

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

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

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

ELEMENTARY EDUCATION   **36 sh**

Required Professional Core: (15 sh)*

PSY	6693	3	Psychological and Educational Statistics
EDU	7709	3	Seminar in Decision-Making for Teachers and Educational Administrators
EDU	7730	3	The Teacher Leader (documented by the submission of the EXP form.)
ELE	7790	3	Qualitative Research Methodology
ELE	7793	3	Problem Analysis in Elementary Education

Select Non-Thesis or Thesis Option: (6 sh)
Non-Thesis Option:
EDU   7757   3   Practicum in Area of Specialization
EDU   7760   3   Leading for Learning in the School
                        Environment
            OR
Thesis Option:
EDU   7795   1-6   Thesis
Teaching Field Courses: (12 sh)
ELE   7736   3   Mentoring and Supervision in ELE
ELE   7761   3   Effective Schools
ELE   7762   3   School Accreditation Process
ELE   7763   3   Legal Issues and Ethics in Education

Adviser-Approved Teaching Field Courses: (3 sh)
Select three additional hours of adviser-approved course related to the profession (e.g., EDU, ECE, SPE, RED). A candidate may not enroll in a 6000-level course if it duplicates the same course listed on the master's transcript.
Required Capstone Research Project in EDU 7757 Practicum in Area of Specialization

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

TEACHER LEADER (ED.S.)   **30 sh**
Goals and Objectives:
The goal of the Ed.S. Teacher Leader program is to strengthen and extend the practicing teacher's knowledge and skills so that the program graduate will:
1. Demonstrate the ability to facilitate the improvement of academic achievement for all students within a school setting;
2. Support the development of and improve the practice of shared leadership among instructional and administrative personnel;
3. Demonstrate the ability to facilitate collective learning with faculties and schools as a whole.

Additional admission requirements for the Ed.S. Teacher Leader Program and Graduate Teacher Education Program (GTEP):
In addition to the Admission Requirements for Graduate School, candidates seeking admission to the Ed.S. Teacher Leader program must:
1. Hold a masters degree from a regionally accredited college or university
2. Hold 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 educativonal 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 requirements will be recommended for certification. The Certification Officer, appointed by the Dean of the College of Education, is the only Troy University official authorized to recommend candidates for certification in any state.

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

- a grade point average of 3.5* on all education specialist coursework attempted
- a grade of "C" or better in all coursework which applies to certification
- a grade of "B" or better in the research requirements for the program.
- meet the PRAXIS II requirement of the Alabama Educator Certification Testing Program (AECTP).* *

***Note:** This condition applies only to those applicants seeking initial certification in an instructional support area.*

Any candidate who applied for a professional certificate is subject to all regulations set forth by the Alabama State Department of Education. These regulations may include a comprehensive background check, verification of appropriate experience, and prior certification specific to the certification sought.

Additional requirements (e.g., standardized examinations to demonstrate content mastery) may be added as the Alabama State Board of Education and other accrediting agencies modify regulations. Candidates should consult their education adviser for details.

Testing for Class AA Certification for Instructional Leadership & Administration

Applicants for Class AA Certification who are meeting requirements for a Certificate which covers a grade span different from the grade span covered by the Certificate used as the basis for admission to the Class AA Instructional Leadership program must meet Praxis II requirements of the Alabama Educator Certification Testing Program (AECTP). Some individuals hold an Alabama Certificate for principal 1-6 or 7-12 rather than P-12. A person holding one of those Certificates and completing the Class AA Instructional Leadership P-12 program must meet the Praxis II requirements as a precondition for Certification.

Certification in Other States

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

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

Degree Requirements

All coursework applied toward the Ed.S. degree program must be earned at the 6000 level or above. Courses applied toward certification at the master's level may not be applied toward certification at the education specialist level.

All Education Specialist degree students must complete at least 18 semester hours of required coursework at the campus where the internship and/or practicum is supervised.

Ed.S. Instructional Support Certification Programs

INSTRUCTIONAL LEADERSHIP & ADMINISTRATION (ED.S.)
30 sh

Goals and Objectives:

The goal of the Ed.S. Instructional Leadership & Administration program is to strengthen and extend the student's knowledge, skills, and abilities developed at the Master's level so that the candidate will become an informed, reflective decision maker who demonstrates the ability to:

1. Articulate a clear vision and inspire and engage stakeholders in developing and realizing the mission;
2. Manage and leverage systems and processes to achieve desired results;
3. Act with a sense of urgency to foster a cohesive culture of learning;
4. Express their commitment to student and adult learners and to their development;
5. Facilitate and monitor the teaching and learning process;
6. Model professional, ethical behavior and expect it from others.

Additional admission requirements for the EdS in Instructional Leadership & Administration:

In addition to the Admission Requirements for Graduate School, candidates seeking admission to a cohort to complete the requirements for the Education Specialist degree in Instructional Leadership & Administration must hold the master's Professional Educator Certificate in Educational Administration or Instructional Leadership. In addition the candidate must meet one of the following criteria:

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

3. 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 education, program development and management, and the facilitation of adult learning.

This program prepares students for careers in such areas as industry, continuing professional education, training and program development, instructional technology, corporate consulting, health care, post-secondary education, government agencies, non-profit organizations, professional organizations, and professional military education.

Program Objectives

Upon successful completion of the M.S. in Adult Education, graduates will be able to:

1. Develop curricula that incorporate an understanding of how the social context influences the field, including culture, policy, economics, and technology.
2. Discuss the different ways in which adults learn and how to

assess their needs, interests, motivations, and capabilities.
3. Apply specialized knowledge related to their concentration area to practical situations.
4. Evaluate relevant research and apply it to their concentration area.
5. Articulate a personal adult education teaching philosophy.

Admission Requirements

To apply for admission to the Master of Science in Adult Education program, applicants must submit:
1. A completed Application for Admission to the Graduate School.
2. An official transcript(s) from all universities attended.
3. A letter of recommendation that addresses the applicant's potential for success in professional graduate studies.

Unconditional Admission
Students should meet the unconditional admission requirements for the Graduate School.

Conditional Admission
Upon recommendation by Graduate Admissions, conditional admission may be granted under certain circumstances to applicants who cannot satisfy all unconditional admission requirements. See also conditional admission requirements in the General Regulations section of this Catalog.

After the student completes the first three graduate courses with a "B" or better average, the student will be granted unconditional admission. Students not satisfying conditional admission requirements will be dropped from the university for one calendar year, after which time the student must petition for readmission.

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

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

Option 1: Special Admission Non-Degree Matriculates
See Special Admission: Non-Degree matriculates requirements in the graduate catalog.

Option 2: Admission for Current Students

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

Option 3: Admission for Post-Master's Students

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

Course Requirements (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
5. 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 rate to increased achievement for language learning students;
6. Knowledge of a wide range of cultural values and beliefs represented by different cultures and how they relate to increased achievement for all students.

Admission Requirements

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

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

Unconditional Admission

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

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

Conditional Admission

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

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

Transfer Credits

A maximum of 12 credit hours taken at another regionally accredited university with a grade of "B" or better can be applied to the MSSLI degree. These courses must be comparable in catalog description to courses in the MSSLI program and must be approved by the Dean of the College of Education.

Academic Advisement

Faculty advisement for the program is required.

Degree Requirements

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

Curriculum

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

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

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

Capstone Option

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

Thesis Option

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

COUNSELING PROGRAMS*							
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-certificaiton program)	36		X			X	
Student Affairs Counseling	48				X		
Substance Abuse Counseling	48		X				
Addictions Counseling Certificate	15	X	X	X		X	
Post Masters Certificate in Clinical Mental Health Counseling	15	X	X	X	X	X	
Post Master's Certificate in Counseling Military Populations	15	X	X	X	X	X	
Certificate in Rehabilitation and Deaf/Hard of Hearing Studies	15				X		
Certficate 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 program-7 courses) Students should see their academic adviser for specific requirements.

2. **Internships/Practicum.** Students are required to complete supervised internship and practicum courses according to the requirements outlined in the CRIT CE Programs Practicum and Internship Handbook. Students may take Practicum and Internships at any of the CRIT program campuses with the approval of their CRIT program advisor and the instructor at the campus site of the Practicum/Internship.

3. **Comprehensive Examination.** 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 Hardof 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 Rehhabilitation
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

Adviser-Approved Electives: (6 sh)

STUDENT AFFAIRS COUNSELING   48 sh
Location: Troy
Mission Statement:

The mission of the Troy University Student Affairs Counseling program is to prepare student affairs counselors to provide competent professional service in all areas of student services counseling at the post-secondary level. Upon graduation, students will have foundational knowledge of the theories of student development and of the characteristics, needs, and programs required to assist students in higher education. Students will also have the basic skills and experience in assessment, services, and administration of student affairs departments to enter the profession of Student Affairs Counseling.

Objectives for Student Affairs Counseling:
1. Develop knowledge of the foundations of the student affairs profession to include history, philosophy, current trends/issues, functions, and legal and ethical considerations.
2. Develop knowledge and sensitivity to provide counseling services to students from diverse populations.
3. Develop knowledge and skills in conducting student affairs programs to provide the academic, social and career environments that promote student success.
4. Develop skills related to assessment of students and the college environment and interpretation of assessment results to administrators, students and faculty.
5. Develop skills in consultation to include working with faculty, professional staff, and student families in areas related to student development and welfare.
6. Develop skills in technology as applied to student affairs services.
7. Develop knowledge and skills of theories, models, and practices of leadership, organizational management, and program development.

Coursework for Student Affairs Counseling
48 Semester Hours
Required Courses: (30 sh)
CP   6600   3   Professional Orientation and Ethics
CP   6610   3   Facilitation Skills and Counseling Techniques
CP   6642   3   Group Dynamics and Counseling
CP   6649   3   Theories of Counseling
CP   6651   3   Counseling Diverse Populations
CP   6691   3   Research Methodology
PSY   6668   3   Human Lifespan Development
PSY   6635   3   Vocational Psychology and Career
                     Development
PSY   6669   3   Behavior Pathology
CP   6655   3   Practicum: General Counseling (100 hours)

Specialty Courses: (12 sh)
CP   6636   3   Foundations of Student Affairs
CP   6637   3   Administration of Student Affairs Programs
CP   6638   3   Internship: Student Affairs Counseling
                     (300 hours)

CP   6639   3   Internship: Student Affairs Counseling
                     (300 hours)

Advisor Approved Electives : (6 sh)

SUBSTANCE ABUSE COUNSELING   48 sh
Location: Montgomery
Mission Statement:

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

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

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

Coursework for Substance Abuse Counseling
48 Semester Hours
Required Courses: (39 sh)
CP   6600   3   Professional Orientation and Ethics
CP   6610   3   Facilitation Skills and Counseling Techniques
CP   6649   3   Theories of Counseling
CP   6642   3   Group Dynamics and Counseling
PSY   6669   3   Behavior Pathology
PSY   6645   3   Evaluation and Assessment of the Individual
CP   6665   3   Internship: Addictions Counseling
CP   6666   3   Internship: Addictions Counseling
CP   6691   3   Research Methodology
CP   6651   3   Counseling Diverse Populations
PSY   6635   3   Vocational Psychology and Career
                     Development
PSY   6668   3   Human Lifespan and Development

CP	6650	3	Practicum (100 hours)

Select THREE courses from the following: (9 sh)

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

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

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

Name _____   Student ID# _____   Campus _____

Address _____   Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)

2. Unconditional Admission

3. 36 semester hours of credit

4. Meet residency requirement

5. No more than two grades below "B"

6. Overall GPA of 3.0 or better

7. Completion of research requirement with a "B" or better

8. All credit earned within 8 years of graduation

9. Successfully complete Capstone Course ECE 6633 with a "B" or better

10. Intent to Graduate filed

11. Grade of "B" or better in EDU 6629 and PSY 6631

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

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

REQUIRED CORE COURSES: (18 Semester Hours)

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

TEACHING FIELD: (15 Semester Hours) Select 9 SH of adviser-approved ECE courses. Select 6 SH of additional adviser-approved courses related to the profession (e.g., EDU, ELE, SPE, RED). [At least 9 SH must be at the 6000 level.]

		HRS			
		3			
		3			
		3			
		3			
		3			
		3			

CAPSTONE COURSE: (3 Semester Hours)

ECE 6633	Integrated Thematic Curriculum	3			

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

	Special Education Survey Course	3			

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		

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

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.]

		HRS	GRADE	TERM/YR	TRANSFER CREDIT
		3			
		3			
		3			
		3			
		3			

CAPSTON COURSE: (3 Semester Hours)

		HRS	GRADE	TERM/YR	TRANSFER CREDIT
ELE 6633	Integrated Thematic Curriculum	3			

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

		HRS	GRADE	TERM/YR	TRANSFER CREDIT
	Special Education Survey Course	3			

ITEMS TO BE DISCUSSED:

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

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

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

Name _____   Student ID# _____   Campus _____

Address _____   Email _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grade below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.

6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete Complete Capstone Course SPE 6697 with a "B" or better
9. Intent to Graduate filed

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

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

REQUIRED CORE COURSES: 15 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6629	The Master Teacher	3			
SPE 6610	Research Trends and Issues in Special Education	3			
SPE 6630	Collaboration for Inclusion	3			
EDU 6611	Educational Technology in the Classroom	3			
EDU 6653	Educational Evaluation	3			

SELECT ONE : (3 Semester Hours)

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

TEACHING FIELD: (12 Semester Hours)

SPE 6614	Adaptive Teaching Strategies for Students with Mild Disabilities (K-6)	3			
SPE 6615	Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities (K-6)	3			
SPE 6616	Teaching Students with Emotional/ Social Needs	3			
SPE 6631	Legal Issues in Special Education	3			

CAPSTONE COURSE : (3 Semester Hours)

SPE 6697	Field Based Research Project	3			

SELECT ONE : (3 Semester Hours)

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

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

Special Education Survey Course	3			

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

ITEMS TO BE DISCUSSED:

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

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

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

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)

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

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
PSY 6631	Psychological Foundations of Education	3			
EDU 6645	Nature of Intelligence	3			

CAPSTONE COURSE: (3 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SPE 6697	Field Based Research Project	3			

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

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

	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
	Special Education Survey Course	3			

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

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

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		

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

Name		Student ID#		Campus	
Address			Email		

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.

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

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

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

REQUIRED CORE COURSES: (18 Semester Hours)

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

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

○ Biology   ○ History   ○ Mathematics

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

		3			
		3			
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		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	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)
- [ ] Required examinations for certification
- [ ] Application for teacher certification
- [ ] Degree Requirements
- [ ] Other

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

STUDENT ACKNOWLEDGEMENT: I have read the current year's Graduate Catalog and acknowledge the contents and requirements of the above degree. I have received academic advising from my Faculty Adviser, and I hereby submit my degree plan.

_____   Approved: _____

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

_____   Approved: _____

Faculty Adviser   Date   Associate Dean or Dean, Graduate School   Date

2021-2022   **TROY UNIVERSITY**   TROY Publication 384-280
                          M.S.Ed: Secondary Education - Grades 6-12   Revised 1/2022
                          Certification / Traditional Program   Page 1 of 2
                          Graduate Degree Plan
                          36 Semester-Hour Program
          Comprehensive Teaching Field Options - Social Science, English/Language Arts, or General Science

Name		Student ID#		Campus	

Address		Email	

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.0 or better. GPA of 3.25 required effective July 1, 2017.

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

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

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

REQUIRED CORE COURSES: (18 Semester Hours)

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

TEACHING FIELD: (18 Semester Hours) Select <u>One</u> of the following:

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

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

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

		3			
		3			
		3			
		3			
		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

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

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		

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

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			

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

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			

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		

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

Name		Student ID#		Campus : <u>Dothan</u>

Address		Email	

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. An applicant for certification in Instructional Leadership who holds Class A certification in another teaching field or area of instructional support must take all courses indicated below that were not required for certification in another program at the Class A level.

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

DEGREE REQUIREMENTS:

1. 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. 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			

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		

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

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ]   Email [   ]

DEGREE REQUIREMENTS:

1. Official transcript(s)

2. Unconditional Admission

3. 45 semester hours of credit

4. Meet residency requirement

5. No more than two grades below "B"

6. Overall GPA of 3.25 or better

7. Completion of research requirement with a "B" or better

8. All credit earned within 8 years of graduation

9. 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			

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

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.

		HRS			
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		3			
		3			
		3			
		3			

INTERNSHIP & INTERNSHIP SEMINAR: (9 Semester Hours)

ELE 6674	Elementary Internship Grades K-6	6			
ELE 5544	Internship Seminar	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
- [ ] 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

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			

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 - 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			

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		

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

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			

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

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			

ITEMS TO BE DISCUSSED:

☐ One term limit to have transcript(s) and test score on file.

☐ Temporary, Conditional, and Unconditional Admission

☐ Available faculty for academic advisement

☐ Petition for transfer credit once unconditionally admitted

☐ Class Attendance

☐ Drop & Withdrawal procedure, deadline and consequences

☐ Petition for an incomplete grade

☐ Student participation in course and program evaluation

☐ Prerequisistes

☐ Admission to the Graduate Teacher Education Program (GTEP)

☐ Internship

☐ Required examinations for certification

☐ Application for teacher certification

☐ Degree Requirements

☐ Other

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

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

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			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
	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

Name		Student ID#		Campus	

Address		Email	

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

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

DEGREE REQUIREMENTS:

1. Official transcripts of all academic work
2. Unconditional Admission
3. 36-39 semester hours of credit
4. Meet residency requirement
5. No more than two grades below "B"
6. Overall GPA of 3.25 or better

7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Successfully complete capstone course EDU 7757 with a "B" or better
10. Intent to Graduate filed

REQUIRED CORE COURSES: (15 Semester Hours)

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

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

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

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

		HRS			
		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.

		HRS			
		3			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

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

ITEMS TO BE DISCUSSED:

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

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

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

Name | Student ID# | Campus

Address | Email

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

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

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 36 semester hours of credit
4. No more than two grades below "B"
5. Overall GPA of 3.5 or better

6. Completion of research requirement with a "B" or better
7. All credit earned within 8 years of graduation
8. Successfully complete capstone course EDU 7757 with a "B" or better
9. Intent to Graduate filed

REQUIRED CORE COURSES: (15 Semester Hours)

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

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

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

TEACHING FIELD: (12 Semester Hours)

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

ADVISER APPROVED ELECTIVES : (3 Semester Hours) Select 3 - 6 SH of approved ELE courses or other adviser approved courses related to the profession (e.g. EDU, ECE, SPE, RED) *Note: A candidate may not enroll in a 6000 level course if it duplicates the same course on the master's transcript.*

		3			

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

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

Education Specialist: Elementary Education

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		

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

Name _____   Student ID# _____   Campus _____

Address _____   Email _____

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Education Specialist Degree in Instructional Leadership & Administration *MUST* hold valid Class A certification in Educational Administration or Instructional Leadership & Administration.

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

DEGREE REQUIREMENTS:

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

REQUIRED COURSES: (30 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
ILA 7700	Adult Learning Theories and Managing Change	3			
ILA 7702	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			

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		

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

Name _____   Student ID# _____   Campus _____

Address _____   Email _____

CERTIFICATION VERIFICATION: List all professional educator certificates held and attach a copy of each to this degree plan. Candidates for the Alabama Class AA Certificate in Teacher Leader **MUST** hold a valid Alabama Class A certificate in any teaching field or area of instructional support.

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

DEGREE REQUIREMENTS:

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

REQUIRED COURSES: (30 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
TL 7700	Adult Learning Theories and Managing Change	3			
TL 7702	Diverse Populations and Involving Parents/Community Stakeholders in the School Setting	3			
TL 7717	Mentoring	3			
TL 7737	Curriculum	3			
TL 7740	Creating Effective Learning Environments	3			
TL 7747	Instructional Coaching	3			
TL 7757	Staff Development	3			
TL 7767	Communication and Consultation Methods (Practicum)	3			
TL 7792	Advanced Comprehensive Research Strategies	3			
TL 7794	Research in Action	3			

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

	TITLE	HRS			
	Survey Course in Special Education	3			

ITEMS TO BE DISCUSSED:

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

☐ Degree Requirements
☐ Other _____

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

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

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)

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

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 7794	Field Project	3			

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

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

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		

TROY UNIVERSITY
Master of Science
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			

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

ADE 6695	Thesis (register for 1-6 hours each term/semester)	6			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

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

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ]   Email [   ]

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"

6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (9 Semester Hours)

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

Select ONE of the following: (3 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
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		

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

Name		Student ID#		Campus	

Address		Email	

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"

6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (12 Semester Hours)

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

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

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

Name _____   Student ID# _____   Campus _____

Address _____   Email _____

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"

6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (9 Semester Hours)

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

Select ONE of the following: (3 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
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

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ]   Email [   ]

DEGREE REQUIREMENTS:

1. Admission to the Graduate School AND MS in Adult Education
2. Official transcript(s)
3. Unconditional Admission
4. 12 semester hours of credit
5. No more than two grade below "B"

6. All credit earned within 8 years of completion
7. Completion of exit survy
8. Complete Certification Intent form

REQUIRED CORE COURSES: (9 Semester Hours)

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

Select ONE of the following: (3 Semester Hours)

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

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

TROY UNIVERSITY
Master of Science in Second Language Instruction
Graduate Degree Plan and Progress Record
31-33 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Bachelor's degree and evidence of excellence in language skills
2. Official transcript(s)
3. Intent to Graduate filed
4. 31-33 Hours of course work

5. Two letters of recommendation
6. No more than two grades below "B"
7. Overall GPA of 3.0 to graduate
8. All credit earned within 8 years of graduation

REQUIRED CORE COURSES (27 Semester Hours)

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

CAPSTONE OPTION (4-6 Semester Hours)

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

THESIS OPTION (4-6 Semester Hours)

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

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file

☐ 2. Temporary, Conditional, and Unconditional Admission

☐ 3. Availability of faculty for academic advising

☐ 4. Petition for transfer credit once unconditionally admitted

☐ 5. Class attendance

☐ 6. Drop and Withdrawal procedures; deadlines and consequences

☐ 7. Petition for an incomplete grade

☐ 8. Student participation in course and program evaluation

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

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

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ]   Email [   ]

DEGREE REQUIREMENTS:

1. Official transcript(s)

2. Unconditional Admission

3. 30 semester hours of credit

4. Meet residency requirement

5. No more than two grades below "B"

6. Completion of research requirement with a "B" or better

7. All credit earned within 8 years of graduation

8. Completion of Field Project or Thesis

9. Intent to Graduate filed

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 optionis selcted, 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			

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		

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

Name [   ] Student ID# [   ] Campus [   ]

Address [   ] Email [   ]

DEGREE REQUIREMENTS:

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

7. Overall GPA of 3.0 or better
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. Meet residency requirement

REQUIRED CORE COURSES: (51 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6601	Legal, Ethical, and Professional Standards	3			
CP 6605	Foundations of Mental Health Counseling	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6650	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6656	Marriage, Family, and Sex Therapy Counseling	3			
CP 6659	Internship: Mental Health (300 hours)	3			
CP 6660	Internship: Mental Health (300 hours)	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
PSY 6669	Behavior Pathology	3			
PSY 6670	Diagnosis and Treatment Planning	3			

SELECT ONE OPTION BELOW: (9 Semester Hours)

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

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

OR

OPTION II

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

2021-2022

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		

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

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ] Email [   ]

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 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			

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) ;evels 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			

ITEMS TO BE DISCUSSED:

☐ One term limit to have transcript(s) and test score on file.

☐ Admission to Counseling Program

☐ Temporary, Conditional, and Unconditional Admission

☐ Available faculty for academic advisement

☐ Petition for transfer credit once unconditionally admitted

☐ Class Attendance

☐ Drop & Withdrawal procedure, deadline and consequences

☐ Petition for an incomplete grade

☐ Student participation in course and program evaluation

☐ Required examinations for certification

☐ Admission to the Graduate Teacher Education Program (GTEP)

☐ Application for teacher certification

☐ Complete interview and other counseling requirments

☐ Degree Requirements

☐ Other

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2021-2022   **TROY UNIVERSITY**   TROY Publication 384-301
                              M.S.Ed.: SCHOOL COUNSELING   Revised 1/2021
                                  Graduate Degree Plan   Page 1 of 2
                                48 Semester-Hour Program

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ]   Email [   ]

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

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

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

DEGREE REQUIREMENTS:

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

8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. Complete all counseling program requirements
13. Meet residency requirement

REQUIRED CORE COURSES: (45 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6641	School Counseling Program Management	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6645	Current Trends in School Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6651	Counseling Diverse Populations	3			
CP 6691	Research Methodology	3			
PSY 6606	Interventions for Children and Adolescents	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
CP 6650	Practicum (100 hours)	3			
CP 6657	Internship: School Counseling (300 hours)	3			
CP6658	Internship: School Counseling (300 hours)	3			

ELECTIVE (3 Semester Hours)

		HRS			
		3			

ADDITIONAL CERTIFICATION REQUIREMENTS: *Only if not previously completed*

	Special Education Survey Course	3			

*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.

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

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

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

Name _____   Student ID# _____   Campus _____

Address _____   Email _____

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores submitted.
2. Official transcript(s)
3. Unconditional Admission
4. 36 semester hours of credit
5. Complete all counseling program requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0 or better
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. Meet residency requirement

REQUIRED CORE COURSES: (36 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6655	Practicum: General Counseling (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
	Adviser Approved Elective	3			
	Adviser Approved Elective	3			

ITEMS TO BE DISCUSSED:

- [ ] One term limit to have transcript(s) and test score on file.
- [ ] Temporary, Conditional, and Unconditional Admission
- [ ] Available faculty for academic advisement
- [ ] Petition for transfer credit once unconditionally admitted
- [ ] Class Attendance
- [ ] Drop & Withdrawal procedure, deadline and consequences
- [ ] Petition for an incomplete grade
- [ ] Student participation in course and program evaluation
- [ ] Complete interview and other counseling requirments
- [ ] Non-licensure/non- certification degree program
- [ ] This degree does not lead to a recommendation for certification in school counseling
- [ ] Other _____

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

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

Name [   ] Student ID# [   ] Campus [   ]

Address [   ] Email [   ]

DEGREE REQUIREMENTS:

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

7. Overall GPA of 3.0 or better
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. Meet residency requirement

REQUIRED CORE COURSES: (48 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6636	Foundations of Student Affairs	3			
CP 6637	Administration of Student Affairs Programs	3			
CP 6638	Internship: Student Affairs Counseling (300 hours)	3			
CP 6639	Internship: Student Affairs Counseling (300 hours)	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6655	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6669	Behavior Pathology	3			
PSY 6668	Human Lifespan and Development	3			
	Adviser Approved Elective	3			
	Adviser Approved Elective	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

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

Name _____   Student ID# _____   Campus _____

Address _____   Email _____

DEGREE REQUIREMENTS:

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

7. Overall GPA of 3.0 or better
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully complete the Comprehensive Examination
11. Intent to Graduate filed
12. Meet residency requirement

REQUIRED CORE COURSES: (39 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
CP 6600	Professional Orientation and Ethics	3			
CP 6610	Facilitation Skills and Counseling Techniques	3			
CP 6642	Group Dynamics and Counseling	3			
CP 6649	Theories of Counseling	3			
CP 6650	Practicum (100 hours)	3			
CP 6651	Counseling Diverse Populations	3			
CP 6665	Internship: Addictions Counseling (300 hours)	3			
CP 6666	Internship: Addictions Counseling (300 hours)	3			
CP 6691	Research Methodology	3			
PSY 6635	Vocational Psychology and Career Development	3			
PSY 6645	Evaluation and Assessment of the Individual	3			
PSY 6668	Human Lifespan and Development	3			
PSY 6669	Behavior Psychology	3			

SELECT THREE: (9 Semester Hours)

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

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

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

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			

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		

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

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 63 Semester hours of credit
4. Admission to Candidacy
5. No more than two grades below "B"
6. A minimum overall GPA of 3.0

7. All credit earned within 8 years of start
8. Completed Global Leadership Internship
9. Intent to Graduate filed
10. Passed Prospectus Defense
11. Passed Proposal Defense
12. Passed Final Defense

DOCTORAL CORE :

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

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
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			

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

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

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

DOCTORAL CORE :

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

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
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			

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**   TRO

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

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 63 Semester hours of credit
4. Admission to Candidacy
5. No more than two grades below "B"
6. A minimum overall GPA of 3.0

7. All credit earned within 8 years of start
8. Completed Global Leadership Internship
9. Intent to Graduate filed
10. Passed Prospectus Defense
11. Passed Proposal Defense
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			

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		

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

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

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

DOCTORAL CORE :

Course No.	Title	HRS	GRADE	TERM/YR	TRANSFER CREDIT
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)

Course No.	Title	HRS	GRADE	TERM/YR	TRANSFER CREDIT
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			

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

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 63 Semester hours of credit
4. Admission to Candidacy
5. No more than two grades below "B"
6. A minimum overall GPA of 3.0

7. All credit earned within 8 years of start
8. Completed Global Leadership Internship
9. Intent to Graduate filed
10. Passed Prospectus Defense
11. Passed Proposal Defense
12. Passed Final Defense

DOCTORAL CORE :

Course No.	Title	HRS	Grade	Term/YR	Transfer Credit
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)

Course No.	Title	HRS	Grade	Term/YR	Transfer Credit
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			

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

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)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
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

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

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. Intent to Graduate filed

ELECTIVES: (15 Semester Hours)

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

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

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

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

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

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ]   Email [   ]

DEGREE REQUIREMENTS:

1. 48 Hours Master's degree in Counseling previously earned
2. Official transcript(s)
3. Unconditional Admission
4. 15 semester hours of credit
5. Two letters of professional reference
6. No more than two grades below "B"

7. Overall GPA of 3.0 or better
8. Letter of intent, admission interview, and resume
9. All credit earned within 8 years of graduation
10. Intent to Graduate filed
11. Students must obtain a minimum score of Intermediate on the Sign

Language Proficiency Interview (SLPI)

ELECTIVES: (15 Semester Hours)

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

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

Type	Date	Initials
Conditional		
Unconditional		
Residency		
Test Score		
Comps		

2021-2022

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

Name [   ]   Student ID# [   ]   Campus [   ]

Address [   ]   Email [   ]

DEGREE REQUIREMENTS:

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"

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		

COLLEGE OF HEALTH & HUMAN SERVICES

The College of Health and Human Services provides quality education for professional practice in a variety of areas associated with health and human services. The college aspires to the highest standard of educational excellence blending a professional perspective with a liberal arts and science foundation.

The College is committed to the development of students who are knowledgeable, caring, responsive and self-directed. The college aspires to produce graduates who are self-directed individuals able to meet the health and human caring needs of a diverse and complex society through change, advocacy and leadership within their communities.

The College's School of Nursing offers graduate programs at the Master's and Doctoral levels. Graduate pro-grams within the School of Nursing include a Master's of Nursing (MSN) in one of two tracks: Healthcare Informatics and Nursing Leadership and Family Nurse Practitioner. For the nurse who already holds a MSN degree, post master's certificates options are offered in Family Nurse Practitioner, Healthcare Informatics and Nursing Leadership, and Nursing Education. The School of Nursing also offers post baccalaureate and post master entry options into the Doctor of Nursing Practice (DNP). Post baccalaureate DNP students may enter the Family Nurse Practitioner or Healthcare Informatics and Nursing Leadership track.

The College of Health and Human Service also offers Master of Science in Kinesiology, Master of Social Work, and Master of Science in Athletic Training

Degree Program	Dothan Campus	Montgomery Campus	Phenix City Campus	Troy Campus	Support Sites	Troy Online
Master of Science in Nursing	X^	X^	X^	X^		
Family Nurse Practitioner Track	X	X	X	X		
Healthcare Informatics and Nursing Leadership Track	X	X	X	X		
Doctor of Nursing Practice	X^	X^	X^	X^		
Master of Science in Kinesiology				X		X
Coaching Concentration						X
Exercise Science Concentration				X^^		
Master of Science in Physical Education				X		X
Traditional Track						X
Alternative 5th year (Alt A) Track				X^^		
Master of Social Work	X	X	X	X		X
Direct Practice Concentration	X	X	X	X		X
Organizational Leadership and Management Concentration						X
Master of Science in Athletic Training				X		
Family Nurse Practitioner Certificate	X	X	X	X		
Healthcare Informatics and Nursing Leadership Certificate	X	X	X	X		
Nursing Education Certificate	X	X	X	X		

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

^ All courses are offered online in 16-week semesters. ^^Offered as a blended program

MASTER OF SCIENCE IN NURSING (M.S.N.)

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 Nursing Program is designed to provide graduates of baccalaureate programs in nursing the opportunity to develop the advanced knowledge and clinical skills required for leadership positions in nursing. The program prepares Nursing Informatics Specialists, Nurse Executives and Family Nurse Practitioners. Students are accepted for admission to the MSN tracks every semester. Fall admission is recommended for students who wish to pursue full-time study. Post MSN certificate options are offered in Family Nurse Practitioner, Healthcare Informatics and Nursing Leadership, and Nursing Education. The MSN program is offered online with faculty based on the Troy, Montgomery, Dothan, and Phenix City campuses in Alabama.

The Master of Science in Nursing Family Practitioner (FNP) track is designed to prepare students to assess, diagnose, treat, and manage the healthcare needs of individuals across the life span who are culturally diverse and live in rural and urban areas. The program is offered online; however, there are a limited number of mandatory on campus requirements. Students complete clinical requirements in their locale.

The Master of Science in Nursing Healthcare Informatics and Nursing Leadership (HINL) track is designed to prepare students to meet the growing needs of a diverse and complex healthcare system. Students will select one area of focus: Nursing Informatics or Nursing Leadership. Students are prepared with the knowledge and skills necessary to excel as nurse informatics specialists or nurse administrators. Courses are offered fully online and there are no on campus requirements for students in the Healthcare Informatics and Nursing Leadership track.

MSN Student Learning Outcomes

Upon successful completion of the MSN degree the graduate will be able to achieve the following end-of-program student learning outcomes:

1. Incorporate advanced knowledge and theories from nursing and related disciplines to continually improve nursing care across diverse settings;
2. Integrate leadership, management and education principles into advanced nursing care that utilizes ethical and critical decision-making;
3. Apply the evolving standards and principles of quality improvement and safety for advanced nursing within a defined setting;
4. Evaluate research outcomes and current evidence in conjunction with culturally-appropriate, patient-centered care for the purpose of selectively integrating research findings into the practice setting;
5. Manage informatics and communication technologies to enhance, integrate, and coordinate appropriate patient care;
6. Develop interdisciplinary advocacy strategies to impact healthcare policy at the system level;
7. Communicate, collaborate and consult as a leader and member of intraprofessional and interprofessional teams for improvement of health care outcomes;
8. Integrate clinical prevention interventions for the provision of culturally responsive advanced nursing care to individuals and populations in a global society;
9. Demonstrate role competencies in a specialized area of advanced nursing practice at the master's level.

Accreditation

The master's/post-master's certificate nursing program at Troy University at the Dothan, Montgomery, Phenix City, and Troy Campuses located in Dothan, Montgomery, Phenix City, and Troy, AL is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Rd. NE, Suite 1400, Atlanta, GA, 30326. (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's/post-master's certificate nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

Prerequisite Requirements

Candidates for admission must hold the baccalaureate degree in nursing.

Admission Requirements

Note: *Meeting minimal admission requirements does not assure admission.*

Application Deadlines:
July 1 for Fall Semester
November 1 for Spring Semester
May 1 for Summer Semester

Unconditional Admission
1. Hold a baccalaureate degree in nursing (BSN) from a regionally accredited university and a nationally accredited nursing program (ACEN, NLNAC, CCNE, CNEA). Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
2. Overall undergraduate grade point average (GPA) of 3.0 on a 4.0 scale, or 3.0 on a 4.0 scale in the nursing major;
3. Current unencumbered RN licensure;
4. Undergraduate health assessment course or the equivalent.
5. Two letters of professional reference;
6. Minimum of one year experience as a registered nurse is required for the Family Nurse Practitioner track.

Conditional Admission
1. Hold a baccalaureate degree in nursing (BSN) from a regionally accredited university and a nationally accredited nursing program (ACEN, NLNAC, CCNE, CNEA). Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
2. Overall undergraduate GPA of 2.5 on a 4.0 scale or 2.5 on a 4.0 scale in the nursing major.
3. Current unencumbered RN licensure.
4. Undergraduate health assessment course or the equivalent.
5. Two letters of professional reference.
6. Minimum of one year experience as a registered nurse is required for the Family Nurse Practitioner track.

Temporary admission is not applicable for Nursing Licensure Programs; this includes the MSN and DNP degrees.

A student admitted conditionally to the graduate nursing program must clear conditional admission after nine semester hours. The student must attain an overall GPA of 3.0 on a 4.0 scale. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student may petition for readmission. Note; To facilitate success in the program, a student admitted under conditional status should pursue a part-time course of study.

Transfer Credit

In accordance with the University's transfer policy a maximum of twelve semester hours taken at another regionally accredited institution of higher education with a "B" grade or better may be applied toward the degree. These courses must be comparable to Troy University courses and must be reviewed by the graduate nursing faculty who will make a recommendation to the Dean of the College of Health and Human Services and the Graduate Dean. For students completing the Master of Science in Nursing, all transfer credits used to satisfy degree requirements may not exceed five years at the time of the degree completion.

Degree Requirements

A student completing the coursework with a 3.0 or better GPA, fulfilling candidacy requirements, and successfully completing the required comprehensive examination requirement will be awarded the degree.

NOTE: 1. Requirements for the MSN degree must be satisfied within five years of the initial enrollment for that degree.

NOTE 2. Grades below "C" are not acceptable for meeting requirements for a subsequent course.

NOTE 3. Students must earn a grade of "B" or better in NSG 6691: Research and Evidence for Advanced Nursing Practice.

NOTE 4. Successful completion of NSG 6697: Scholarly Inquiry II meets the comprehensive examination requirement.

Requirements for Students in Clinical Courses

All students must maintain RN licensure, current CPR certification, professional liability insurance, proof of annual physical examination, negative drug screen and a clear background check when enrolled in clinical nursing courses. Professional liability insurance is available through the School of Nursing. Students are responsible for their own medical care if needed in the clinical setting. Students are also responsible for personal transportation costs incurred during the program.

Students must meet Center for Disease Control (CDC) and Occupational Safety and Health Administration (OSHA) guidelines.

Laboratory Fees for the MSN Program:

NSG 6696, 6697	$ 37.50
NSG 6613, 6666, 6668	$ 67.50
NSG 6630	$ 90.00
NSG 6636, 6637	$135.00
NSG 6680	$180.00

Note: Fees subject to change annually

Curriculum

FAMILY NURSE PRACTITIONER (FNP) TRACK
Minimum Total Hours: 47, 705 clinical clock hours

Required Core Courses (14 sh)
Nursing Core Courses
NSG   6604   2   Theories in Nursing
NSG   6605   2   Healthcare Economics
NSG   6660   3   Foundations of Advanced Nursing Practice

Research Courses
NSG   6691   3   Research and Evidence for Advanced Nursing Practice
NSG   6692   2   Data Analysis and Interpretation in Quantitative Research
NSG   6696   1   Scholarly Inquiry Practicum I
NSG   6697   1   Scholarly Inquiry Practicum II

Nursing Specialty Courses (27 hrs)*
NSG   6612   3   Advanced Health Assessment
NSG   6613   3   Advanced Health Assessment Preceptorship
NSG   6645   3   Family and Cultural Theories in Advanced Nursing Practice
NSG   6649   3   Advanced Pharmacology
NSG   6665   3   Primary Care I: Pediatrics and Women's Health
NSG   6666   3   Primary Care I Preceptorship: Pediatrics and Women's Health
NSG   6667   3   Primary Care II: Adults and Geriatrics
NSG   6668   3   Primary Care II Preceptorship: Adults and Geriatrics
NSG   6671   3   Advanced Pathophysiology

Role Courses (6 hrs)*
NSG   6670   1   Role Synthesis Seminar
NSG   6680   5   Family Nurse Practitioner Internship

Optional
NSG   6695   1-4 Thesis

HEALTHCARE INFORMATICS AND NURSING LEADERSHIP TRACK
Minimum Total Hours: 37, 480 clinical hours

Required Core Courses (14 sh)
Nursing Core Courses
NSG   6604   2   Theories in Nursing
NSG   6605   2   Healthcare Economics
NSG   6660   3   Foundations of Advanced Nursing Practice

Research Courses
NSG   6691   3   Research and Evidence for Advanced Nursing Practice
NSG   6692   2   Data Analysis and Interpretation in Quantitative Research
NSG   6696   1   Scholarly Inquiry Practicum I
NSG   6697   1   Scholarly Inquiry Practicum II

Nursing Specialty Courses (23 sh)
NSG   6630   2   Introduction to Nursing Leadership and Technology Practicum
NSG   6631   3   Concepts of Healthcare Informatics and Leadership

NSG	6632	3	Theoretical Foundations of Nursing informatics and Leadership
NSG	6633	3	Healthcare Systems
NSG	6634	3	Roles in Nursing Leadership and Informatics
NSG	6635	3	Applied Principles of Leadership and Technology in Healthcare
NSG	6636	3	Advanced Nursing Practice Internship I
NSG	6637	3	Advanced Nursing Practice Internship II

Optional

NSG	6695	1-4	Thesis

POST-MASTER'S CERTIFICATE OPTIONS

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 post-master's certificate options provide lifelong learners with the opportunity to specialize in an area other than that obtained in their MSN program. A MSN degree is required. Those who complete the certificate option earn a certificate of completion, not another master's degree, and are eligible to apply for the appropriate specialty certification exam.

Accreditation

The master's/post-master's certificate nursing program at Troy University at the Dothan, Montgomery, Phenix City, and Troy Campuses located in Dothan, Montgomery, Phenix City, and Troy, AL is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Rd. NE, Suite 1400, Atlanta, GA, 30326. (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the master's/post-master's certificate nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

Admission Requirements

1. Graduate of nationally accredited MSN Program (ACEN, NL-NAC, CNEA, or CCNE).
2. Current unencumbered RN licensure in the state in which the student plans to have clinical experiences.
3. Two letters of professional reference.
4. Minimum of one year experience as a registered nurse.

Curriculum

FAMILY NURSE PRACTITIONER CERTIFICATE
Minimum Semesters: 5
Minimum Total Hours: 33 sh, 705 clinical clock hours

The post-master's certificate in Family Nurse Practitioner Option consists of five semesters/11 courses offered by Troy University's School of Nursing and requires 33 semester hours and 705 clinical clock hours for completion. Students who begin in Fall semester can complete the FNP certificate option in five semesters. The program is open to graduate students who have completed a MSN

program and meet the requirements. There are a limited number of mandatory on campus requirements. There is a certification exam available with completion of this certificate.

Required Nursing Specialty Courses (27 sh)

NSG	6612	3	Advanced Health Assessment
NSG	6613	3	Advanced Health Assessment Preceptorship
NSG	6645	3	Family and Cultural Theories in Advanced Nursing Practice
NSG	6649	3	Advanced Pharmacology
NSG	6665	3	Primary Care I: Pediatrics and Women's Health
NSG	6666	3	Primary Care I Preceptorship: Pediatrics and Women's Health
NSG	6667	3	Primary Care II: Adults and Geriatrics
NSG	6668	3	Primary Care II Preceptorship: Adults and Geriatrics
NSG	6671	3	Advanced Pathophysiology

Required Role Courses (6 sh)

NSG	6670	1	Role Synthesis Seminar
NSG	6680	5	Family Nurse Practitioner Internship

HEALTHCARE INFORMATICS AND NURSING LEADERSHIP CERTIFICATE
Minimum Semesters: 4
Minimum Total Hours: 23 sh, 480 clinical clock hours

The post-master's certificate option provide lifelong learners with the opportunity to specialize in an area other than that obtained in their Master of Science in Nursing (MSN) program. An MSN degree is required. Those who complete the certificate option earn a certificate of completion, not another master's degree, and are eligible to apply for the appropriate specialty certification exam.

The post-master's certificate in Healthcare Informatics and Nursing Leadership Option consists of four semesters/8 courses offered by Troy University's School of Nursing and requires 23 semester hours and 480 clinical clock hours for completion. Students will be accepted into the program only in fall semester and can complete the program in two years or four semesters attending fall and spring semesters. The program is offered completely online and is open to graduate students who have completed a MSN program and meet the requirements for admission.

Required Nursing Specialty Courses (17 sh)

NSG	6630	2	Introduction to Nursing Leadership and Technology Practicum
NSG	6631	3	Concepts of Healthcare Informatics and Leadership
NSG	6632	3	Theoretical Foundations of Nursing Informatics and Leadership
NSG	6633	3	Healthcare Systems
NSG	6635	3	Applied Principles of Leadership and Technology in Healthcare
NSG	6636	3	Advanced Nursing Practice Internship I

Required Role Courses (6 sh)

NSG	6634	3	Roles in Nursing Leadership and Informatics
NSG	6637	3	Advanced Nursing Practice Internship II

NURSING EDUCATION CERTIFICATE
Minimum Semesters: 3
Minimum Total Hours: 15 sh, 180 clinical clock hours

The post-master's certificate provides the opportunity for master's prepared nurses to complete specialty courses for role preparation as a nurse educator. Those who complete the certificate option earn a certificate of completion, not another master's degree, and are eligible to apply for the appropriate specialty certification exam.

The post-master's certificate in Nursing Education Option consists of 5 courses offered by Troy University's School of Nursing and requires 15 semester hours and 180 clinical clock hours for completion. The program is offered online and is open to graduate students who have completed a MSN program and meet the requirements for admission.

Required Nursing Specialty Courses (12 sh)
NSG   6672   3   Teaching and Learning Theories in Nursing Education
NSG   6673   3   Teaching Strategies in Nursing Education
NSG   6674   3   Curriculum Design and Development in Nursing Education.
NSG   6675   3   Assessment and Evaluation in Nursing Education

Required Role Courses (3 sh)
NSG   6676   3   Nursing Education Preceptorship

DOCTOR OF NURSING PRACTICE (DNP)

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 Doctor of Nursing Practice (DNP) is a terminal degree and prepares the graduate to provide the most advanced level of nursing care for individuals, families and communities. The objectives for the program are consistent with the American Association of Colleges of Nursing's (AACN) specifications for practice doctoral programs in nursing in accordance with The Essentials of Doctoral Education for Advanced Nursing Practice. Fall admission is recommended for students who wish to pursue full-time study.

Upon successful completion of the Doctor of Nursing Practice the graduate will be able to achieve the following end-of-program student learning outcomes:

1.   Evaluate advanced knowledge and theories from nursing and related disciplines for advanced practice nursing at the highest level.
2.   Design quality, cost effective and innovative nursing care models based on the knowledge of interrelationships among nursing, organizational, political, and economic sciences.
3.   Incorporate systems engineering concepts to prevent and solve complex health care delivery problems.
4.   Translate research to transform nursing practice and support evidence-based nursing practice for diverse patient populations and organizations.
5.   Foster leadership for the advancement of interprofessional collaboration and integration of information and technology for quality improvements in patient care and healthcare systems.
6.   Develop effective practice standards for managing ethical issues inherent in patient care, health care organizations and research.
7.   Initiate changes in health care systems through the design and implementation of health policies that strengthen the health care delivery system.
8.   Evaluate system responses to health and illness as a basis for clinical prevention and population health services in rural and urban settings within a global market.
9.   Demonstrate role competencies in a specialized area of advanced practice nursing as a Doctor of Nursing Practice.

Accreditation

The Doctor of Nursing Practice program at Troy University at the Dothan, Montgomery, Phenix City, and Troy Campuses located in Dothan, Montgomery, Phenix City, and Troy, AL is accredited by the: Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Rd. NE, Suite 1400, Atlanta, GA, 30326. (404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Doctor of Nursing Practiceprogram is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at http://www.acenursing.us/accreditedprograms/programSearch.htm

Admission Requirements for the Doctor of Nursing Practice

Doctorate of Nursing Practice (DNP) students will be admitted only under unconditional admission status. Conditional admission is not available for DNP applicants.

Admission to the program will be limited to the number of available spaces. To be considered for unconditional admission to the DNP program the applicant must:

1. Hold the required degree from a nationally-accredited program (ACEN, NLNAC, CCNE, CNEA). Applicants are admitted as:
    • Post BSN candidates
    • Post MSN candidates
2. Earned a minimum cumulative GPA of 3.0 (4.0 scale) on all nursing coursework if post-baccalaureate applicant or on all graduate coursework if post-masters applicant.
3. Submit an official transcripts for all post-secondary academic study
4. Possess a current unencumbered license as a registered nurse in Alabama or in the state where clinical practice will occur.
5. Submit two letters of professional reference that address academic ability , professional competence, and leadership potential in nursing.
6. Complete a successful interview by the Nursing Graduate Admissions Committee
7. Submit a 800 to 1000 word essay describing professional goals and how completion of the DNP program will enhance future roles and practice.
8. Submit a Resume that includes education, work experience in nursing, research experiences, publications, presentations, community service, professional memberships and service.
9. Possess a valid certification in advanced practice nursing from a nationally recognized credentialing body or be eligible to take a nationally recognized certification exam.

Note: *This requirement applies only to post-MSN applicants.*

10. Submit documentation of academic clinical hours. Note: This requirement applies only to post-MSN applicants.

Temporary admission is not applicable for Nursing Licensure Programs, this includes the MSN and DNP degrees.

Clinical Hour Requirements for the Doctor of Nursing Practice
DNP students must achieve a combined 1,000 clinical hours at the post-baccalaureate (MSN and DNP) level prior to graduating from the DNP program. If a student eligible for admission to the Post-Masters DNP program enters the program with fewer than 280 clinical hours, then the student is required to take the following course to achieve those hours:

NSG 8880 (1-3) semester hours Directed Professional Practicum

Transfer Credit

After DNP Coordinator evaluation of course syllabi, a maximum of 12 credit hours of coursework may be accepted from only an existing Master of Science in Nursing towards the DNP degree.

Curriculum

DOCTOR OF NURSING PRACTICE (DNP)
POST BACCALAUREATE PROGRAM
Family Nurse Practitioner
Minimum Total Hours: 70

Advanced Nursing Core (17 sh)

NSG	6604	2	Theories in Nursing
NSG	8801	3	Healthcare Informatics & Data Management
NSG	8804	3	Policy & Politics in Healthcare
NSG	8805	3	Principles of Epidemiology
NSG	8822	3	Leadership in Organizations & Systems
NSG	8826	3	Health Disparities from a Systems Perspective

Advanced Nursing Specialty (24 sh)

NSG	6612	3	Advanced Health Assessment
NSG	6613	3	Advanced Health Assessment Preceptorship for FNP
NSG	6649	3	Advanced Pharmacology
NSG	6671	3	Advanced Pathophysiology
NSG	6665	3	Primary Care I: Pediatrics and Women's Health
NSG	6666	3	Primary Care I Preceptorship: Pediatrics and Women's Health
NSG	6667	3	Primary Care II: Adults and Geriatrics
NSG	6668	3	Primary Care II Preceptorship: Adults and Geriatrics

Scholarly Inquiry Methods for Evidence-based Practice (12 sh)

NSG	6691	3	Research and Evidence for Advanced Nursing Practice
NSG	8802	3	Applied Biostatistics
NSG	8812	3	Foundations of Evidence-based Practice
NSG	8815	3	Evaluation Methods for Improvement of Clinical Outcomes

Advanced Nursing Roles (6 sh)

NSG	6670	1	Role Synthesis Seminar
NSG	6680	5	Family Nurse Practitioner Internship

Practice Synthesis (8-12 sh)

NSG	8810	1	Synthesis of Evidence Based Practice I: Project Identification
NSG	8820	2	Synthesis of Evidence Based Practice II: Project Development
NSG	8830	2-4	Synthesis of Evidence Based Practice III: Project Implementation
NSG	8840	3-5	Synthesis of Evidence Based Practice IV: Project Evaluation

Synthesis and Evaluation (3 sh)

NSG	8850	3	Dissemination

Total Hours: 70-74

Advising Notes: For potential students who hold a MSN without a clinical specialty the following is a possible course of study if approved by an academic adviser:

Advanced Nursing Core (15 sh)

NSG	8801	3	Healthcare Informatics & Data Management
NSG	8804	3	Policy & Politics in Healthcare
NSG	8805	3	Principles of Epidemiology
NSG	8822	3	Leadership in Organizations & Systems
NSG	8826	3	Health Disparities from a Systems Perspective

Advanced Nursing Specialty (24 sh)

NSG	6612	3	Advanced Health Assessment
NSG	6613	3	Advanced Health Assessment Preceptorship for FNP
NSG	6649	3	Advanced Pharmacology
NSG	6671	3	Advanced Pathophysiology
NSG	6665	3	Primary Care I: Pediatrics and Women's Health
NSG	6666	3	Primary Care I Preceptorship: Pediatrics and Women's Health
NSG	6667	3	Primary Care II: Adults and Geriatrics
NSG	6668	3	Primary Care II Preceptorship: Adults and Geriatrics

Scholarly Inquiry Methods for Evidence-based Practice (9 sh)

NSG	8802	3	Applied Biostatistics
NSG	8812	3	Foundations of Evidence-based Practice
NSG	8815	3	Evaluation Methods for Improvement of Clinical Outcomes

Advanced Nursing Roles (6 sh)

NSG	6670	1	Role Synthesis Seminar
NSG	6680	5	Family Nurse Practitioner Internship

Practice Synthesis (8-12 sh)

NSG	8810	1	Synthesis of Evidence Based Practice I: Project Identification
NSG	8820	2	Synthesis of Evidence Based Practice II: Project Development
NSG	8830	2-4	Synthesis of Evidence Based Practice III: Project Implementation
NSG	8840	3-5	Synthesis of Evidence Based Practice IV: Project Evaluation

Synthesis and Evaluation (3 sh)

NSG	8850	3	Dissemination

Total Hours: 65-69

DOCTOR OF NURSING PRACTICE (DNP)
POST BACCALAUREATE PROGRAM
Nursing Leadership
Minimum Total Hours: 62

Advanced Nursing Core (16 sh)
NSG 6604 2 Theories in Nursing
NSG 6605 2 Healthcare Economics
NSG 8804 3 Policy & Politics in Healthcare
NSG 8805 3 Principles of Epidemiology
NSG 8822 3 Leadership in Organizations & Systems
NSG 8826 3 Health Disparities from a Systems Perspective

Advanced Nursing Specialty (17sh)
NSG 6630 2 Introduction to Nursing Leadership and
Technology Practicum

NSG 6631 3 Concepts of Health Care Informatics and
Leadership
NSG 6632 3 Theoretical Foundations of Healthcare
Informatics & Leadership
NSG 6633 3 Health Care Systems
NSG 6634 3 Roles in Nursing Leadership and Informatics
NSG 6635 3 Applied Principles of Technology and
Leadership in Healthcare

Scholarly Inquiry Methods for Evidence-based Practice (12 sh)
NSG 6691 3 Research Methodology
NSG 8802 3 Applied Biostatistics
NSG 8812 3 Foundations of Evidence-based Practice

NSG 8815 3 Evaluation Methods for Improvement of
Clinical Outcomes

Advanced Nursing Roles (6 sh)
NSG 6636 3 Advanced Nursing Practice Internship I
NSG 6637 3 Advanced Nursing Practice Internship II

Practice Synthesis (8-12 sh)
NSG 8810 1 Synthesis of Evidence Based Practice I: Project
Identification
NSG 8820 2 Synthesis of Evidence Based Practice II:
Project Development
NSG 8830 2-4 Synthesis of Evidence Based Practice III:
Project Implementation
NSG 8840 3-5 Synthesis of Evidence Based Practice IV:
Project Evaluation

Synthesis and Evaluation (3 sh)
NSG 8850 3 Dissemination

Total Hours: 62-66

Advising Notes: For potential students who hold a MSN without a clinical specialty the following is a possible course of study if approved by an academic adviser:

Advanced Nursing Core (14 sh)
NSG 6605 2 Healthcare Economics
NSG 8804 3 Policy & Politics in Healthcare
NSG 8805 3 Principles of Epidemiology
NSG 8822 3 Leadership in Organizations & Systems
NSG 8826 3 Health Disparities from a Systems Perspective

Advanced Nursing Specialty (17 sh)
NSG 6630 2 Introduction to Nursing Leadership and
Technology Practicum
NSG 6631 3 Concepts of Health Care Informatics
and Leadership
NSG 6632 3 Theoretical Foundations of Healthcare
Informatics and Leadership
NSG 6633 3 Health Care Systems
NSG 6634 3 Issues in Nursing Informatics and Leadership
NSG 6635 3 Applied Principles of Technology and
Leadership in Healthcare

Scholarly Inquiry Methods for Evidence-based Practice (9 sh)
NSG 8802 3 Applied Biostatistics
NSG 8812 3 Foundations of Evidence-based Practice
NSG 8815 3 Evaluation Methods for Improvement of
Clinical Outcomes

Advanced Nursing Roles (6 sh)
NSG 6636 3 Advanced Nursing Practice Internship I
NSG 6637 3 Advanced Nursing Practice Internship II

Practice Synthesis (8-12 sh)
NSG 8810 1 Synthesis of Evidence Based Practice I: Project
Identification
NSG 8820 2 Synthesis of Evidence Based Practice II:
Project Development
NSG 8830 2-4 Synthesis of Evidence Based Practice III:
Project Implementation
NSG 8840 3-5 Synthesis of Evidence Based Practice IV:
Project Evaluation
Synthesis and Evaluation (3 sh)
NSG 8850 3 Dissemination

Total Hours: 57-61

DOCTOR OF NURSING PRACTICE (DNP)
POST MASTERS PROGRAM
Minimum Total Hours: 35

Advanced Nursing Core (15 sh)
NSG 8801 3 Healthcare Informatics & Data Management
NSG 8804 3 Policy & Politics in Healthcare
NSG 8805 3 Principles of Epidemiology
NSG 8822 3 Leadership in Organizations & Systems
NSG 8826 3 Health Disparities from a Systems Perspective

Scholarly Inquiry Methods for Evidence-based Practice (9 hrs)
NSG 8802 3 Applied Biostatistics
NSG 8812 3 Foundations of Evidence-based Practice
NSG 8815 3 Evaluation Methods for Improvement of
Clinical Outcomes

Practice Synthesis (8-12 hrs)
NSG 8810 1 Synthesis of Evidence Based Practice I: Project
Identification
NSG 8820 2 Synthesis of Evidence Based Practice II:
Project Development
NSG 8830 2-4 Synthesis of Evidence Based Practice III:
Project Implementation
NSG 8840 3-5 Synthesis of Evidence Based Practice IV:
Project Evaluation

Synthesis and Evaluation (3 hrs)
NSG   8850   3   Dissemination

Total Hours: 35-39

Requirements for Students in Clinical Courses

All students must maintain RN licensure, current CPR certification, professional liability insurance, proof of annual physical examination, negative drug screen and clear a background check when enrolled in clinical nursing courses. Professional liability insurance is available through the School of Nursing. Students are responsible for their own medical care if needed in the clinical setting. Students are also responsible for personal transportation costs incurred during the program.

Students must meet Centers for Disease Control (CDC) and Occupational Safety and Health Administration (OSHA) guidelines.

Laboratory Fees for the DNP Program:

NSG 6613, 6630, 6666, 6668	*$67.50*
NSG 6636, 6637, 6680	*$180.00*
NSG 8810, 8820, 8830, 8840	*$225.00*

Progression

DNP students must achieve a grade of "B" or better in NSG 6691 Research Methodology (if BSN-DNP) and NSG 8812 Foundations of Evidence-Based Practice in order to meet Graduate School requirements.

Students who earn a grade of "C" or less in more than one 8000 level course must repeat the second course and achieve a grade of "B" or higher. If the course to be repeated is a prerequisite for a subsequent course, the student may not progress. If two grades of "C" are earned in the same semester, the DNP Program Coordinator will select the course to be repeated.

Graduate students may earn no more than six semester hours of grades below "B". Students who earn more than six semester 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.

Competency Evaluations

Prior to completing NSG 8820: Synthesis of Evidence Based Practice II: Project Development, the student must complete the Initial Competency Evaluation by successfully presenting the DNP Synthesis Project Proposal. Prior to completing NSG 8840: Synthesis of Evidence Based Practice IV: Project Evaluation, the student must complete the Final Competency Evaluation by successfully presenting the DNP Synthesis Project.

Degree Requirements

Graduation from the DNP program requires completion of a prescribed plan of study. Consistent with recommendations from the AACN, the DNP program requires three academic years for post-baccalaureate and two years for post-master's options. Therefore, the number of credits required for graduation from the DNP program will depend upon prior degree. All credits used to satisfy the degree requirements for the DNP must not exceed eight years at the time of degree completion.

Graduation requirements include:
- Completion of all prescribed coursework with a 3.0 GPA or better
- Submission of an approved comprehensive e-Portfolio
- Completion of a minimum of 1000 hours of graduate level clinical practice as part of a supervised academic program
- Successful completion of the Synthesis Project

DNP Synthesis Project

Doctor of Nursing Practice (DNP) students will identify, develop, implement, evaluate, and disseminate findings of a clinical project that has systems level impact for the improvement of healthcare outcomes for a population group within a specific nursing practice. Specific courses in the DNP curriculum guide the completion of this project.

Transfer Credit

A maximum of twelve semester hours taken at another regionally accredited institution of higher education with a "B" grade or better may be applied toward the degree. These courses must be comparable to Troy University courses and must be reviewed by the graduate nursing faculty who will make a recommendation to the Dean of Health and Human Services. For students completing the Doctorate of Nursing Practice, all transfer credits used to satisfy degree requirements may not exceed eight years at the time of the degree completion.

MASTER OF SCIENCE IN KINESIOLOGY

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 (M.S.) degree in Kinesiology offers advance study in the science of human physical activity, particularly as movement, exercise, and sport applied to health promotion and disease prevention. The mission of the Kinesiology program is to advance the discovery, development, interpretation, dissemination, and application of knowledge that relates the study of human movement and physical activity to human well-being. As members of the American Kinesiology Association (AKA), Society of Physical Educators (SHAPE), American College of Sports Medicine (ACSM), and the North American Society for Psychology of Sport and Physical Activity (NASPSPA). The Faculty at Troy University are committed to the process of learning in order to better prepare students entering the various fields of human movement.

- This degree is ideal for:
- Students who wish to continue their education in a doctoral program.
- Students who wish to continue their education in a professional school such as medicine, physical therapy, occupational therapy, etc.
- Certified physical/health education teachers who wish to further their education in human movement.
- Sport coaches who wish to continue their education to better prepare them for high school, collegiate or professional coaching.

Prerequisite Requirements

Candidates for admission must hold a baccalaureate degree in Kinesiology or related field.

Admission Requirements

Unconditional Admission
1. Applicants must have a baccalaureate degree from a regionally accredited four-year institution. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
2. Applicants must have an overall grade point average of 2.75 on a 4.0 scale with the last 30 hours being at least a 3.0 GPA.
3. All hours attempted in the term in which the 30 semester hours were reached will be used to calculate the grade point average.
4. Applicants must also submit a statement of purpose letter.

Conditional Admission
1. Students not satisfying the unconditional admission requirements may be conditionally admitted to the program pending satisfactory completion of the first 9 semester hours with a 3.0 grade point average. Once the student has completed 9 semester hours with at least a 3.0 grade point average they will be granted unconditional admissions Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.
2. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student must petition for readmission.

Enrollment Start

Due to course prerequisites and program flow students will only be allowed to enroll at the program start. Students will only be admitted starting Term 1 for the coching concentration (completely online) and fall semester for the exercise science concentration (blended program). Exceptions to the start will need prior permission from the KHP graduate program coordinator.

Transfer Credit

A maximum of 12 semester hours taken at another regionally accredited institution of higher learning, with a grade of "B" or better, can be applied toward the degree. These courses must be comparable to Troy University's courses and must be approved by the KHP graduate faculty.

Degree Requirements

Successful completion of the courses listed below with an overall grade point average of 3.0 or better and successful completion of the required comprehensive examination is necessary to fulfill requirements for the degree. If a student makes a "D" or "F" in a core or concentration course, the course must be retaken. If the student earns a "D" or "F" in an elective course, the course may be retaken, or another elective taken in its place. The student can satisfy the research component requirement by successfully completing KHP 6617 and KHP 6691 with a grade of "B" or better.

Options
The M.S. Exercise Science concentration is offered with a choice between a thesis and a non-thesis option. The Coaching concentration is non-thesis only.

Thesis Option
The M.S. with a thesis is for those who wish to engage in research and are considering or planning on pursuing a Ph.D. (Many Ph.D. programs require completion of a master's thesis.). The thesis track student will not take the graduate comprehensive examination.

Non-thesis Option
This option prepares people for professional jobs by equipping them with knowledge of and providing them with an appreciation for the research process, so they can be a consumer of research. Students are required to complete an internship in their field of interest. The non-thesis track student will also take the graduate comprehensive examination.

Students may choose one of the two areas of emphasis:
- Coaching
- Exercise Science

Required Core Courses (9 sh)

KHP	6604	3	Statistical Analysis and Interpretation
			OR
EDU	6653	3	Evaluation & Assessment
KHP	6617	3	Research Methods I
KHP	6691	3	Research Methods II

Coaching Concentration

KHP Required Core	9 semester hours
Coaching Concentration	21 semester hours
Total	30 semester hours

Coaching Concentration Courses:

PSY	6631	3	Psychological Foundation of Education
KHP	6602	3	Motor Skills and Human Performance
KHP	6631	3	Programs in Health and Physical Education
KHP	6672	3	Sport Psychology
KHP	6673	3	Ethics in Sport
KHP	6680	3	Practicum in Physical Education
KHP	6690	3	Internship

Exercise Science Concentration

Non-thesis Option

KHP Required Core	9 semester hours
Exercise Science Concentration	24 semester hours
Total	33 semester hours

Thesis Option

KHP Required Core	9 semester hours
Exercise Science Concentration	18 semester hours
Thesis I	3 semester hours
Thesis II	3 semester hours
Total	33 semester hours

Exercise Science Concentration Courses:

KHP	6602	3	Motor Skills and Human Performance
KHP	6620	3	Physical Fitness: A Critical Analysis
KHP	6623	3	Biomechanics of Sport Techniques
KHP	6650	3	Sport Nutrition and Exercise Metabolism
KHP	6670	3	Exercise Physiology
KHP	6671	3	Advanced Exercise Physiology

Select one
KHP   6690   3   Internship
KHP   6672   3   Sports Psychology

OR

KHP   6694   3   Thesis I
KHP   6695   3   Thesis II

MASTER OF SCIENCE IN PHYSICAL EDUCATION

The Master of Science degree in Physical Education offers advanced study in movement education for physical educators. The Master of Science in Physical Education Traditional Program is ideal for those physical Educators who already hold a teaching certification and a bachelors degree in physical education. The Master of Science in Physical Education Alternative Fifth Year Program (Alt-A) is ideal for those that currently hold a BS in another subject (other than physical education) but are seeking teacher certification. These programs are recognized and approved by the Alabama State Department of Education as teacher certification programs, thus carrying the masters level pay increase. The Master of Science in Physical Education Programs are jointly shared between the Department of Kinesiology and Health Promotion and the College of Education. Students will only be admitted in Term 1 for the MS PE traditional (which is offered completely online) & Term 1 or Fall semester for MS PE Alt A (which is offered as a blended program). For further information on the Master of Science in Physical Education, please refer to the College of Education's section in the graduate catalog.

MASTER OF SOCIAL WORK

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 Troy University Master in Social Work Program derives its mission from the University's goal of preparing students to demonstrate competence in their chosen field and to encourage excellence in student learning. The purpose of the Master in Social Work Program is to prepare students for advanced social work practice. The Program is dedicated to enhancing the quality of life beginning with, and progressing through, the individual system and increasingly complex levels of social organization. The basic aim is to prepare the graduate with advanced social work knowledge, values, and skills to practice within the context of a diverse, multicultural, global, and technologically oriented society. Teaching, learning, and service are exercised in an atmosphere that prizes and upholds the traditions, values, and ethics of the social work profession.

Accreditation Statement

The Master in Social Work Program is accredited by the Council on Social Work Education (CSWE) and program graduates will be eligible to sit for the social work examination. Social work licensure is required in the state of Alabama for those in the practice of social work.

Objectives

The Master in Social Work derives the program's objectives in accordance with the Council on Social Work Education Educational Policy Handbook. Students will be able to:

1.   Demonstrate Ethical and Professional Behavior
Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels.

2.   Engage Diversity and Difference in Practice.
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity.

3.   Advance Human Rights and Social, Economic, and Environmental Justice.
Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education.

4.   Engage in Practice-Informed Research and Research-Informed Practice.
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice.

5.   Engage in Policy Practice.
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels.

6.   Engage with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

7.   Assess Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

8.   Intervene with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

9.   Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities.

Program Eligibility

All students must be admitted to Troy University Graduate School. There is not a conditional admission based on grade point average. All students holding an earned baccalaureate degree from a college or university accredited by a recognized regional accrediting association are eligible for application to the Two Year (60) hour program. Students must have a 2.5 (4.0 scale) or a 3.0 grade point average on the last 30 semester hours taken.

Students holding a Bachelor's degree in Social Work (BSW) from a CSWE accredited program and have a 3.0 grade point average in the last 30 semester hours of Social Work course work are

eligible to apply for Advanced Standing. Advanced Standing applicants may receive a MSW upon successful completion of 30 semester hours of Concentration Curriculum. The Director of the MSW Program is responsible for determining academic eligibility for Advanced Standing Placement. The Director is also responsible for answering questions related to academic credit applied to the degree program in adherence to accreditation and policy standards.

An additional requirement of being able to complete the MSW Program is the production of a current (within 30 days) criminal background check for Foundation and Concentration Practicum. Providing the background check does not guarantee acceptance into a Practicum setting or eligibility to sit for licensure. Students applying to this program should be aware of the potential ramifications of a positive criminal background check and the potential of not being able to complete this program. Ongoing participation requires the continual development and demonstration of the highest standards of ethical, interpersonal, and professional engagement.

Program Initiation

The Master of Social Work face to face program admits students each fall/term 1. The Advanced Standing (one-year) program is offered in a face to face and online format. The two-year program is offered in an online format. The two-year program admits students term 1. The Direct Practice Concentration of the Master of Social Work Advanced Standing online program admits students term 3. The Organizational Leadership and Management Concentration of the Master of Social Work Advanced standing online program admits students term 1. The online programs are offered to MSW students who have been admitted to the online MSW program only or with Director approval.

Applications may be submitted throughout the year. Acceptance notification will be issued in April and June for the face-to-face program and the Organizational Leadership Concentration online program. Acceptance notification will be issued in December for the Direct Practice Concentration online program.

Program Prerequisites

All applications must have an undergraduate or graduate statistics course prior to attendance. If this requirement has not been met students may take: PSY 3301, QM 2241, MTH 2210 or the Director of the MSW program approved equivalent.

Admission Requirements

Unconditional Admission
In addition to meeting University graduate school admissions requirements, the student must also submit the following admission requirements:

1. Two reference letters from the following list: applicant's most recent academic adviser, department chair, dean, college instructor, most recent employer, and no more than one personal reference chosen by the applicant. These references must attest to the applicant's potential in forming effective interpersonal relationships, aptitude for graduate study, appropriate vocational goals relevant to the program, and personal and professional self-development.

2. A résumé that includes personal information including topics such as, but not limited to, educational and work history, personal and professional goals, professional affiliations, volunteer work, awards, articles/grant work, and references.

3. A personal statement written in APA format (500-750 words) addressing the following: a) reason for seeking a Master in Social Work degree; b) relevant experiences which have shaped this decision; c) future expectations post-graduation.

Conditional Admission
1. Students not satisfying the unconditional admission requirements may be conditionally admitted to the program pending satisfactory completion of the first 9 semester hours with a 3.0 grade point average. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission.

2. Students not satisfying conditional admission requirements will be dropped from the program for one calendar year, after which time the student must petition for readmission.

Temporary Admission
Temporary Admission may be granted to applicants who have not submitted the letter of recommendation, student acknowledgement form, entrance exams or official undergraduate transcript. Temporary admission is only for one semester or term and must follow the requirements outlined under Conditional Admission.

Transfer Credit

In addition to University transfer requirements, the Masters in Social Work will accept master's level courses from a CSWE accredited Social Work program. Any other transfer credits must be reviewed and approved by the Director of the MSW program.

Practicum Requirements

Students are required to complete supervised practicum course(s) in the sequence set by the program. The student must have a current (within 30 days) national criminal background check, liability insurance, and all required documentation (shots, drug screens etc.) as required by the University and practicum site prior to participation. Providing the background check does not guarantee acceptance into a Practicum setting or eligibility to sit for licensure. Students applying to this program should be aware of the potential ramifications of a positive criminal background check and the potential of not being able to complete this program.

Degree Requirements

Foundation Curriculum
The foundation curriculum allows students to develop the foundation level competencies named above. This includes a minimum of thirty (30) semester hours of required study. The foundation practicum (6 semester hours) requires a minimum of 400 contact hours in the field.

Concentration Curriculum (30 Semester Hours)

The concentration curriculum allows students to develop competencies associated with either Direct Practice (DP) or Organizational Leadership and Management (ORGM). This includes a minimum of thirty (30) credits of required study. The Concentration Practicum is 9 semester hours requiring a minimum of 500 clock hours in the field.

MSW Requirements

Two Year 60 Semester Hour Foundation Program

Foundation Courses	30 sh
Core Concentration Courses	24 sh
Electives	6 sh
Total	**60 sh**

Advanced Standing 30 Semester Hour Program

Core Concentration Courses	24 sh
Electives	6 sh
Total	**30 sh**

Two Year Program Foundation Courses (30 semester hours):
The following are required foundation courses for all students who do not hold a BSW degree from an accredited institution.
All courses are 3 semester hours except for Practicum courses.

SWK 6601	3	Social Welfare Policy and the Social Work Profession
SWK 6604	3	Human Behavior in the Social Environment I
SWK 6605	3	Human Behavior in the Social Environment II
SWK 6606	3	Direct Practice Methods with Individuals and Families
SWK 6608	3	Theory and Practice with Groups
SWK 6612	3	Foundation Pre-Practicum and Seminar
SWK 6614	3	Cultural Diversity
SWK 6691	3	Foundation Research Methods*
SWK 6696	2	Foundation Practicum and Seminar I* (134 Contact Hours)
SWK 6697	2	Foundation Practicum and Seminar II* (134 Contact Hours)
SWK 6698	2	Foundation Practicum and Seminar III* (134 Contact Hours)

*A grade of "B" or better is required.

Total Foundation Curriculum: 30 semester hours

Upon successful completion of foundation courses and selection of a concentration, students may enroll in the appropriate concentration courses.

Concentration Curriculum (30 Semester Hours)

The concentration curriculum allows students to develop competencies associated with either Direct Practice (DP) or Organizational Leadership and Management (ORGM). This includes a minimum of thirty (30) credits of required study. The Concentration Practicum is 9 semester hours requiring a minimum of 500 clock hours in the field.

Direct Practice Concentration Core Requirements (24 sh)
A student choosing the Clinical Practice concentration is required to enroll in:

SWK 7701	3	Advanced Social Work Practice with Individuals and Families
SWK 7703	3	Direct Practice Evaluation*
SWK 7705	3	Assessment and Psychopathology
SWK 7707	3	Advanced Social Work Practice with Groups
SWK 7769	3	Advanced Direct Practice Senior Seminar
SWK 7796	3	Concentration Practicum I* (170 hours)
SWK 7797	3	Concentration Practicum II* (170 hours)
SWK 7798	3	Concentration Practicum III* (170 hours)

*A grade of "B" or better is required.

Organizational Leadership and Management Core Requirements (24 sh)
A student choosing the Organizational Leadership and Management concentration is required to enroll in:

SWK 7730	3	Organizational Leadership and Management Practice Evaluation*
SWK 7732	3	Program Design and Development
SWK 7734	3	Advanced Policy Analysis
SWK 7736	3	Organizational Leadership and Management
SWK 7738	3	Organizational Leadership and Management Senior Seminar
SWK 7796	3	Concentration Practicum I* (170 hours)

SWK 7797	3	Concentration Practicum II* (170 hours)
SWK 7798	3	Concentration Practicum III* (170 hours)

*A grade of "B" or better is required.

Program Electives (6 sh)

SWK 6620	3	Social Work with Women
SWK 6622	3	Crisis Intervention
SWK 6645	3	Principles of Non-Profit Organizations
SWK 7720	3	Special Topics (Social Work with Abusing and Neglecting Families)
SWK 7722	3	Social Work in Health Care Settings
SWK 7724	3	Topics in Grant Writing and Program Development
SWK 7726	3	Social Work with Military Families

MASTER OF SCIENCE IN ATHLETIC TRAINING

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

The Master of Science in Athletic Training (MSAT) professional level program is designed to prepare graduates to advance the quality of healthcare provided to its patients through interdisciplinary patient-centered education. The MSAT Program is committed to providing students with enriching evidence-based didactic, clinical, and research experiences that foster supervisory, leadership, communication, and critical thinking skills to become effective team members, life-long learners, and advocates for patients, the public, and the healthcare profession. The goals and objectives of the program are guided by, but are not limited to, the criteria and guidelines set forth in the Standards for Accreditation of Professional Athletic Training Programs by the Commission on Accreditation of Athletic Training Education (CAATE).

Mission Statement
The MSAT Program mission is committed to provide students with evidence-based didactic, clinical, and research experiences that foster leadership, communication, and critical thinking skills. Our goal is to produce practitioners who are knowledgeable, caring, responsive and self-directed individuals, and who will enrich the profession and their communities through advocacy and leadership.

Program Student Learning Outcomes:
Upon graduation, students will:
1. Demonstrate a mastery of the foundations of human movement science in relation to athletic training.
2. Articulate a philosophy of practice that includes ethical leadership, goals for professional development, and a commitment to advocacy for the profession of athletic training.
3. Demonstrate the ability to prevent, evaluate, and treat the acute injuries and common medical conditions of physically active individuals and to provide appropriate medical referral.
4. Design, produce, and present peer-reviewed research as it relates to the practice of evidence-based athletic training.
5. Practice in collaboration with other health care and wellness professionals.

Pre-requisite Requirement

Candidates for admission are recommended to hold a baccalaureate degree in exercise science or related field. Additionally, completion of prerequisite coursework outlined below with a minimum of "C" is required. Candidates with all prerequisites completed at the time of application may be given preference over those still completing courses. Courses older than eight years will not be accepted. Applicants can only be enrolled in a maximum of two pre-requisite courses at the time of application.

Online courses are not accepted for anatomy, physiology, chemistry or physics. Hybrid course will be accepted if the lab component is delivered in a face-to-face format. If any of the above courses are shown to be online, verification of a face-to-face lab will have to be provided and approved by program administration.

- Physics I – A minimum of 4 credits (including lab*) for science majors
- Statistics – A minimum of 3 credit hours
- Chemistry I & II – A minimum of 4 credits (including a lab*) for each course (8 credits total) for science majors
- Human Anatomy & Physiology – A minimum of 8 credits (including two labs*) for science majors - Anatomy and physiology courses for non-science majors and non-human anatomy and physiology course are not acceptable.
    - Option 1: One semester of Human Anatomy with lab and one semester of Human Physiology   with lab
    - Option 2: Two semesters of Anatomy and Physiology combined courses with a lab each (A&P I and A&P II)
- General Psychology# – A minimum of 3 credit hours – Any course taken within a psychology department/unit will be acceptable
- Exercise Physiology – A minimum of 3 credit hours
- Pathophysiology #- A minimum of 3 credit hours
- Human Nutrition# - A minimum of 3 credit hours
- Kinesiology# - A minimum of 3 credit hours
- Sports Medicine#* course or equivalent* – A minimum of 1 credit hours (recommended)

*Students can find this course online at Troy University

*Submission of transcripts from required courses and/or degree conferring institution may be required to verify acceptance by the program administration; KHP 1100 Introduction to Sports Medicine will be offered online every regular term, as well as Term 5 during the summer

Admission Requirements for the Master of Science in Athletic Training

Note: *Incomplete applications will NOT be reviewed. An on-campus interview, by invitation only, may be required after the initial application review process is complete. Admission to the MSAT program is competitive. Meeting minimal admission requirements does not guarantee an applicant an interview or admission to the program. Admissions decisions will be made once per academic year. Incoming students must begin the program Fall semester.*

All applications must submit all required application material outlined below to both the Troy University Graduate School as well as ATCAS no later than March 31st for Fall semester start. We require all candidates to complete a program interview mid-to-late April. Those students that will be not be able to complete an on-campus interview will be offered an interview via video conferencing. Students will be notified of their status with the MSAT program and be allowed to hold a seat by the beginning of May.

Applicants must apply to both the Troy University Graduate Admissions and the Athletic Training Centralized Application System (ATCAS). For information on general TROY graduate admissions requirements that apply to all prospective students, please visit the Admissions section of the Graduate Catalog. All requested materials must be submitted by the established deadline.

The Master of Science in Athletic Training program participates in the Athletic Training Centralized Application Service, known as ATCAS. Prospective students must apply online using the ATCAS application. In addition to the ATCAS application, applications must also submit a Troy University application for graduate admission. Both the ATCAS application and the Troy University Graduate application must be submitted by the posted application deadline.

All application materials MUST be sent directly to ATCAS. Supporting documents (transcripts, forms of recommendation, etc.) should not be sent directly to the MSAT program or Troy University of Graduate Studies and will not be reviewed. To learn more about the ATCAS application process, visit http://caate.net/apply-now/.

Application Deadlines:
All applications must be submitted to ATCAS no later than March 31st for Fall semester start. We reserve the right to require program interviews mid-to-late April. Students will be notified of their status with the MSAT program and be allowed to hold a seat by the beginning of May.

Unconditional Admission
1. Applicants must have baccalaureate degree from a regionally accredited four-year institution. Students with a baccalaureate degree from an unaccredited or otherwise accredited institution should see Unaccredited or Otherwise Accredited Student Admission. Applicants who have attended a college/university outside of the United State must also provide a course-by-course credential evaluation with GPA calculation.
2. Applicants must have an overall grade point average of minimum 3.0 on a four-point scale;
3. Completed ATCAS application including all document required for ATCAS;
4. One official transcript from each college/university attended received by ATCAS;
5. Three (3) completed forms of recommendation received by ATCAS;
6. Submitted proof of Basic Life Support for the Healthcare Provider CPR certification received by ATCAS;
7. Submitted documentation of completion of a minimum of 100 observation hours with an Athletic Trainer (BOC certified) in a high school, collegiate, clinical, and/or professional sports setting received by ATCAS;
8. On campus interview.

Upon acceptance, a non-refundable fee of $500 is required to secure admission into the program. For those students that have received their undergraduate degree from Troy University will receive a $250 waiver. By virtue of this fee, you will be claiming acceptance of a seat in the program. Course registration will be contingent upon the payment of this fee.

International applications, American citizens or permanent residents who learned English as a second language must score at least a 575 (paper) or a 90 (internet) on the Test of English as a Foreign Language (TOFL) or a score of a 6.5 on IELTS.

Conditional Admission
Conditional Admission does not apply to this program.

Transfer Credit

A maximum of six semester hours taken at another regionally accredited institution of higher education with a "B" grade or better may be applied toward the degree. These courses must be comparable to Troy University courses and must be reviewed by the graduate athletic training faculty adviser who will make a recommendation to the Department Chair then the Dean of the College of Health and Human Services and the Graduate Dean. For students completing the Master of Science in Athletic Training, all transfer credits used to satisfy degree requirements may not exceed five years at the time of the course completion.

Degree Requirements

A student completing the coursework with a 3.0 or better GPA, fulfilling candidacy requirements, and successfully completing the required capstone requirement will be awarded the degree.

- **Note 1**: *Requirements for the MSAT degree must be satisfied within two years of the initial enrollment for that degree.*
- **Note 2:** *Grades below "C" are not acceptable for meeting requirements for a subsequent course.*
- **Note 3**: *Students must earn a "B" or better for their required Capstone project within AT 6665 Clinical Experience V.*
- **Note 4:** *Students must pass a comprehensive exam with a grade of 80% or better for continued progress in the program. This exam will be given to every student at the end of the third semester (mid-point of the program). Students must take the exam at that time and will be allowed a maximum of three (3) attempts. Failure to pass the examination in 3 attempts will result in a review by the AT Program Administration and may result in dismissal from the program. Students may not enroll in fourth-semester coursework until they have successfully completed the comprehensive exam.*

Additional Program Costs

Current expenses for tuition fees and other university fees are listed on the Troy University website. Students are also expected to pay for the following: appropriate clinical attire, transportation costs, annual background checks, annual drug tests, and semester TB skin tests.

Independent Learning

All students in the Master of Science in Athletic Training program are required to engage in independent learning, a process in which individuals take the initiative, with or without the help of others, to attain knowledge, skills, and professional behaviors. Activities such as case studies, critical analysis of literature, research/capstone projects, and clinical practica provide important independent learning experiences that give students ample opportunity to demonstrate and develop independent learning skills.

Curriculum

The MSAT degree program is a two-year full-time professional master's program requiring 57 credit hours beyond the bachelor's degree. The courses are taken in a prescribed sequence over 6 semesters, including 8 credit hours of clinical practice. Clinical practice occurs under the direct supervision of a certified and licensed athletic trainer.

Required Courses - 57 Credit Hours

Fall 1/Semester 1 - 10 credit hours

AT	6620	2	Foundations of Athletic Training
AT	L620	1	Foundations of Athletic Training Lab
KHP	6635	3	Kinesiology
AT	6640	3	Therapeutic Interventions
AT	6645	1	Professional Practice in Athletic Training

Spring 1/Semester 2 – 12 credit hours

KHP	6623	3	Biomechanics of Sport Techniques
KHP	6670	3	Exercise Physiology
AT	6631	4	Examination & Therapeutic Management I
AT	6661	2	Clinical Experience I

Summer 1/Semester 3 – 8 credit hours

AT	6610	2	Health Care Management & Quality Improvement
AT	6632	4	Examination & Therapeutic Management II
AT	6662	2	Clinical Experience II

Fall 2/Semester 4 – 9 credit hours

AT	6655	3	Research & Analysis in Sports Medicine
AT	6633	3	Examination & Therapeutic Management III
AT	6663	3	Clinical Experience III

Spring 2/Semester 5 – 9 credit hours

| AT | 6664 | 9 | Clinical Experience IV |

Summer 2/Semester 6 – 9 credit hours

KHP	6672	3	Sport Psychology
AT	6650	2	Pharmacological Considerations in Athletic Training
AT	6660	3	General Medical Concerns & Special Populations
AT	6665	3	Clinical Experience V

TROY UNIVERSITY

MSN: FAMILY NURSE PRACTITIONER

Graduate Degree Plan and Progress Record

47 Semester-Hour MSN-FNP Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)

2. Unconditional Admission

3. 47 (MSN-FNP) Semester hours of credit minimum

4. Meet residency requirements

5. No more than 6 semester hours below "B"

6. Overall GPA of 3.0

7. Completion of NSG 6691: Research Methodology with a "B" or better

8. All credit earned within 5 years of graduation

9. Successful completion of Comprehensive Examination/Thesis

10. Intent to Graduate filed

REQUIRED CORE COURSES: (7 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 6605	Healthcare Economics	2			
NSG 6660	Foundations of Advanced Practice	3			

RESEARCH: (7 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6691	Research and Evidence for Advanced Nursing Practice	3			
NSG 6692	Data Analysis and Interpretation in Quantitative Research	2			
NSG 6696	Scholarly Inquiry Practicum I	1			
NSG 6697	Scholarly Inquiry Practicum II	1			
Optional NSG 6695	Thesis	4			

NURSING SPECIALTY: (27 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6612	Advanced Health Assessment	3			
NSG 6613	Advanced Health Assessment Preceptorship	3			
NSG 6645	Family and Cultural Theories in Advanced Nursing Practice	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6665	Primary Care I: Pediatrics and Women's Health	3			
NSG 6666	Primary Care I Preceptorship: Pediatrics and Women's Health	3			
NSG 6667	Primary Care II: Adults and Geriatrics	3			
NSG 6668	Primary Care II Preceptorship: Adults and Geriatrics	3			
NSG 6671	Advanced Pathophysiology	3			

FNP ROLE COURSES: (6 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6670	Role Synthesis Seminar	1			
NSG 6680	FNP Internship	5			

THESIS (Optional): (1-4 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6695	Thesis				

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file

☐ 2. Temporary, Conditional, 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 & consequences

☐ 7. Petition for Incomplete grade

☐ 8. Student participation in course and program evaluation

☐ 9. Other

Admission Status:	Date	Initials
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

2021-2022

TROY UNIVERSITY
MSN: HEALTHCARE INFORMATICS AND NURSING LEADERSHIP
Graduate Degree Plan and Progress Record
37 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)

2. Unconditional Admission

3.   34 semester hours of credit minimum

4. Meet residency requirements

5. No more than 6 semester hours below "B"

6. Overall GPA of 3.0

7. Completion of NSG 6691: Research Methodology with a "B" or better

8.   All credit earned within 5 years of graduation

9. Successful completion of Comprehensive Examination/Thesis

10. Intent to Graduate filed

REQUIRED CORE COURSES: (7 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 6605	Healthcare Economics	2			
NSG 6660	Foundations of Advanced Nursing Practice	3			

RESEARCH: (7 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6691	Research and Evidence for Advanced Nursing Practice	3			
NSG 6692	Data Analysis and Interpretation in Quantitative Research	2			
NSG 6696	Scholarly Inquiry Practicum I	1			
NSG 6697	Scholarly Inquiry Practicum II	1			
Optional: NSG 6695	Thesis				

NURSING SPECIALTY: (23 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6630	Introduction to Nursing Leadership Technology Practicum	2			
NSG 6631	Concepts of Healthcare Informatics and Leadership	3			
NSG 6632	Theoretical Foundations of Nursing Informatics and Leadership	3			
NSG 6633	Healthcare Systems	3			
NSG 6634	Roles in Nursing Leadership and Informatics	3			
NSG 6635	Applied Principles of Leadership and Technology in Healthcare	3			
NSG 6636	Advanced Nursing Practice Internship I	3			
NSG 6637	Advanced Nursing Practice Internship II	3			

Optional: (1-4 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6695	Thesis	3			

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file
☐ 2. Temporary, Conditional, 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 & consequences
☐ 7. Petition for Incomplete grade
☐ 8. Student participation in course and program evaluation

☐ 9. Other _____

Admission Status:	Date	Initials
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

2021-2022

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Master's Program
DNP Graduate Degree Plan and Progress Record
35 - 39 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 35 Semester hours of credit minimum
4. Meet synthesis requirements
5. No more than 6 semester hours below "B"
6. Overall GPA of 3.0
7. Completion of research requirement with a "B" or better

8. All credit earned within 5 years of graduation
9. Successful completion of Competency Evaluations
10. Intent to Graduate filed
11. Completion of 1000 clinical hours at graduate level
12. Committee Approval of DNP Synthesis Project Proposal
13. Successful completion of e-Portfolio
14. Successful completion of DNP Synthesis Project

ADVANCED NURSING CORE: (15 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 8801	Healthcare Informatics & Data Management	3			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	3			
NSG 8826	Health Disparities from a Systems Perspective	3			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE : (9 Semester Hours)

NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

PRACTICE SYNTHESIS: (8-12 Semester Hours)

NSG 8810	Synthesis of Evidence Based Practice I: Project Identification	1			
NSG 8820	Synthesis of Evidence Based Practice II: Project Development	2			
NSG 8830	Synthesis of Evidence Based Practice III: Project Implementation	2-4			
NSG 8840	Synthesis of Evidence Based Practice IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Dissemination	3			

ITEMS TO BE DISCUSSED:

☐ 1. Unconditional Admission
☐ 2. Availability of faculty for academic advising
☐ 3. Petition for transfer credit once unconditionally admitted
☐ 4. Class attendance
☐ 5. Drop and Withdrawal procedures;deadlines & consequences
☐ 6. Petition for Incomplete grade
☐ 7. Student participation in course and program evaluation
☐ 8. Other _____

OFFICE USE ONLY:

TYPE	DATE	INITIALS
Unconditional Admission		
Synthesis Requirements Met		
DNP Synthesis Proposal Approved		
DNP Synthesis Project Approved		

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Baccalaureate Program
Family Nurse Practitioner
DNP Graduate Degree Plan and Progress Record
(Advising Note: For students with a non-clinical MSN)
65-69 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Successful completion of e-Portfolio
2. Official transcript(s)
3. Unconditional Admission
4. 65 -69 Semester hours of credit
5. Meet synthesis requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0

8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Intent to Graduate filed
11. Completion of 1000 clinical hours at graduate level
12. Committee Approval of DNP Synthesis Project Proposal
13. Successful completion of DNP Synthesis Project

ADVANCED NURSING CORE: (15 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 8801	Healthcare Informatics & Data Management	3			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	3			
NSG 8826	Health Disparities from a Systems Perspective	3			

ADVANCED NURSING SPECIALTY : (24 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6613	Advanced Health Assessment Preceptorship for FNP	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6671	Advanced Pathophysiology	3			
NSG 6665	Primary Care I: Pediatrics and Women's Health	3			
NSG 6666	Primary Care I Preceptorship: Pediatrics and Women's Health	3			
NSG 6667	Primary Care II: Adults and Geriatrics	3			
NSG 6668	Primary Care II Preceptorship: Adults and Geriatrics	3			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE : (9 Semester Hours)

NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

ADVANCED NURSING ROLES : (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6670	Role Synthesis Seminar	1			
NSG 6680	Family Nurse Practitioner Internship	5			

PRACTICE SYNTHESIS: (8-12 Semester Hours)

NSG 8810	Synthesis of Evidence Based Practice I: Project Identification	1			
NSG 8820	Synthesis of Evidence Based Practice II: Project Development	2			
NSG 8830	Synthesis of Evidence Based Practice III: Project Implementation	2-4			
NSG 8840	Synthesis of Evidence Based Practice IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Dissemination	3			

ITEMS TO BE DISCUSSED:

- ☐ 1. Unconditional Admission
- ☐ 2. Availability of faculty for academic advising
- ☐ 3. Petition for transfer credit once unconditionally admitted
- ☐ 4. Class attendance
- ☐ 5. Drop and Withdrawal procedures; deadline and consequences
- ☐ 6. Petition for an Incomplete grade
- ☐ 7. Student participation in course and program evaluation
- ☐ 8. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Synthesis Requirements Met		
Test Scores		
DNP Synthesis Proposal Approved		
DNP Synthesis Project Approved		

2021-2022

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Baccalaureate Program
Family Nurse Practitioner
DNP Graduate Degree Plan and Progress Record
(Advising Note: For students without a MSN)
70 - 74 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 70-74 Semester hours of credit
4. Meet synthesis requirements
5. No more than two grades below "B"
6. Overall GPA of 3.0
7. Completion of research requirements with a "B" or better

8. All credit earned within 5 years of graduation
9. Intent to Graduate filed
10. Completion of 1000 clinical hours at graduate level
11. Committee Approval of Synthesis Project Proposal
12. Successful completion of e-Portfolio
13. Successful completion of DNP Synthesis Project

ADVANCED NURSING CORE: (17 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 8801	Healthcare Informatics & Data Management	3			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	3			
NSG 8826	Health Disparities from a Systems Perspective	3			

ADVANCED NURSING SPECIALTY : (24 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6613	Advanced Health Assessment Preceptorship for FNP	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6671	Advanced Pathophysiology	3			
NSG 6665	Primary Care I: Pediatrics and Women's Health	3			
NSG 6666	Primary Care I Preceptorship: Pediatrics and Women's Health	3			
NSG 6667	Primary Care II: Adults and Geriatrics	3			
NSG 6668	Primary Care II Preceptorship: Adults and Geriatrics	3			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE : (12 Semester Hours)

NSG 6691	Research and Evidence for Advanced Nursing Practice	3			
NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

ADVANCED NURSING ROLES : (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6670	Role Synthesis Seminar	1			
NSG 6680	Family Nurse Practitioner Internship	5			

PRACTICE SYNTHESIS: (8-12 Semester Hours)

NSG 8810	Synthesis of Evidence Based Practice I: Project Identification	1			
NSG 8820	Synthesis of Evidence Based Practice II: Project Development	2			
NSG 8830	Synthesis of Evidence Based Practice III: Project Implementation	2-4			
NSG 8840	Synthesis of Evidence Based Practice IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Dissemination	3			

ITEMS TO BE DISCUSSED:

- ☐ 1. Unconditional Admission
- ☐ 2. Availability of faculty for academic advising
- ☐ 3. Petition for transfer credit once unconditionally admitted
- ☐ 4. Class attendance
- ☐ 5. Drop and Withdrawal procedures; deadline and consequences
- ☐ 6. Petition for an Incomplete grade
- ☐ 7. Student participation in course and program evaluation
- ☐ 8. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Synthesis Requirements Met		
Test Scores		
DNP Synthesis Proposal Approved		
DNP Synthesis Project Approved		

2021-2022

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Baccalaureate Program
Nurse Leader
DNP Graduate Degree Plan and Progress Record
(Advising Note: For students without a MSN)
62 - 66 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 70-74 Semester hours of credit
4. Meet synthesis requirements
5. No more than two grades below "B"
6. Overall GPA of 3.0
7. Completion of research requirements with a "B" or better
8. All credit earned within 5 years of graduation
9. Intent to Graduate filed
10. Completion of 1000 clinical hours at graduate level
11. Committee Approval of Synthesis Project Proposal
12. Successful completion of e-Portfolio
13. Successful completion of DNP Synthesis Project

ADVANCED NURSING CORE: (16 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6604	Theories in Nursing	2			
NSG 6605	Healthcare Economics	2			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	3			
NSG 8826	Health Disparities from a Systems Perspective	3			

ADVANCED NURSING SPECIALTY : (17 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6630	Introduction to Nursing Leadership & Technology Practicum	2			
NSG 6631	Concepts of Healthcare Informatics and Leadership	3			
NSG 6632	Theoretical Foundations of Healthcare Informatics & Leadership	3			
NSG 6633	Health Care Systems	3			
NSG 6634	Roles in Nursing Leadership and Informatics	3			
NSG 6635	Applied Principles of Technology & Leadership in Healthcare	3			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE : (12 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6691	Research and Evidence for Advanced Nursing Practice	3			
NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

ADVANCED NURSING ROLES : (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6636	Advanced Nursing Practice Internship I	3			
NSG 6637	Advanced Nursing Practice Internship II	3			

PRACTICE SYNTHESIS: (8-12 Semester Hours)

NSG 8810	Synthesis of Evidence Based Practice I: Project Identification	1			
NSG 8820	Synthesis of Evidence Based Practice II: Project Development	2			
NSG 8830	Synthesis of Evidence Based Practice III: Project Implementation	2-4			
NSG 8840	Synthesis of Evidence Based Practice IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Dissemination	3			

ITEMS TO BE DISCUSSED:

- ☐ 1. Unconditional Admission
- ☐ 2. Availability of faculty for academic advising
- ☐ 3. Petition for transfer credit once unconditionally admitted
- ☐ 4. Class attendance
- ☐ 5. Drop and Withdrawal procedures; deadline and consequences
- ☐ 6. Petition for an Incomplete grade
- ☐ 7. Student participation in course and program evaluation
- ☐ 8. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Synthesis Requirements Met		
Test Scores		
DNP Synthesis Proposal Approved		
DNP Synthesis Project Approved		

2021-2022

TROY UNIVERSITY
DOCTOR OF NURSING PRACTICE - Post Baccalaureate Program
Nurse Leader
DNP Graduate Degree Plan and Progress Record
(Advising Note: For students with a non-clinical MSN)
57-61 Semester-Hour Program

Name: [   ]   Student ID#: [   ]   Campus: [   ]

Address: [   ]   Email: [   ]

DEGREE REQUIREMENTS:

1. Successful completion of e-Portfolio
2. Official transcript(s)
3. Unconditional Admission
4. 62 Semester hours of credit
5. Meet synthesis requirements
6. No more than two grades below "B"
7. Overall GPA of 3.0

8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Intent to Graduate filed
11. Completion of 1000 clinical hours at graduate level
12. Committee Approval of DNP Synthesis Project Proposal
13. Successful completion of DNP Synthesis Project

ADVANCED NURSING CORE: (14 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6605	Healthcare Economics	2			
NSG 8804	Policy & Politics in Healthcare	3			
NSG 8805	Principles of Epidemiology	3			
NSG 8822	Leadership in Organizations & Systems	3			
NSG 8826	Health Disparities from a Systems Perspective	3			

ADVANCED NURSING SPECIALTY : (17 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6630	Introduction to Nursing Leadership & Technology Practicum	2			
NSG 6631	Concepts of Healthcare Informatics and Leadership	3			
NSG 6632	Theoretical Foundations of Healthcare Informatics & Leadership	3			
NSG 6633	Health Care Systems	3			
NSG 6634	Roles in Nursing Leadership and Informatics	3			
NSG 6635	Applied Principles of Technology & Leadership in Healthcare	3			

SCHOLARLY INQUIRY METHODS FOR EVIDENCE-BASED PRACTICE : (9 Semester Hours)

COURSE NO	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 8802	Applied Biostatistics	3			
NSG 8812	Foundations of Evidence-Based Practice	3			
NSG 8815	Evaluation Methods for Improvement of Clinical Outcomes	3			

ADVANCED NURSING ROLES : (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
NSG 6636	Advanced Nursing Practice Internship I	3			
NSG 6637	Advanced Nursing Practice Internship II	3			

PRACTICE SYNTHESIS: (8-12 Semester Hours)

NSG 8810	Synthesis of Evidence Based Practice I: Project Identification	1			
NSG 8820	Synthesis of Evidence Based Practice II: Project Development	2			
NSG 8830	Synthesis of Evidence Based Practice III: Project Implementation	2-4			
NSG 8840	Synthesis of Evidence Based Practice IV: Project Evaluation	3-5			

SYNTHESIS AND EVALUATION: (3 Semester Hours)

NSG 8850	Dissemination	3			

ITEMS TO BE DISCUSSED:

- ☐ 1. Unconditional Admission
- ☐ 2. Availability of faculty for academic advising
- ☐ 3. Petition for transfer credit once unconditionally admitted
- ☐ 4. Class attendance
- ☐ 5. Drop and Withdrawal procedures; deadline and consequences
- ☐ 6. Petition for an Incomplete grade
- ☐ 7. Student participation in course and program evaluation
- ☐ 8. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Synthesis Requirements Met		
Test Scores		
DNP Synthesis Proposal Approved		
DNP Synthesis Project Approved		

TROY UNIVERSITY
FAMILY NURSE PRACTITIONER CERTIFICATE
Certificate Plan and Progress Record
33 Semester-Hour FNP Post-Master's Certificate Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

CERTIFICATE REQUIREMENTS:

1. Official transcript(s)

2. Unconditional Admission

3. 33 (FNP-Certificate) Semester hours of credit minimum

4. Meet residency requirements

5. No more than 6 semester hours below "B"

6. Overall GPA of 3.0

7. All credit earned within 5 years of graduation

8. Intent to Graduate filed

NURSING SPECIALTY: (27 Semester Hours)

NSG 6612	Advanced Health Assessment	3			
NSG 6613	Advanced Health Assessment Preceptorship	3			
NSG 6645	Family and Cultural Theories in Advanced Nursing Practice	3			
NSG 6649	Advanced Pharmacology	3			
NSG 6665	Primary Care I: Pediatrics and Women's Health	3			
NSG 6666	Primary Care I Preceptorship: Pediatrics and Women's Health	3			
NSG 6667	Primary Care II: Adults and Geriatrics	3			
NSG 6668	Primary Care II Preceptorship: Adults and Geriatrics	3			
NSG 6671	Advanced Pathophysiology	3			

FNP ROLE COURSES: (6 Semester Hours)

NSG 6670	Role Synthesis Seminar	1			
NSG 6680	FNP Internship	5			

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file

☐ 2. Temporary, Conditional, 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 & consequences

☐ 7. Petition for Incomplete grade

☐ 8. Student participation in course and program evaluation

☐ 9. Other

Admission Status:	Date	Initials
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

2021-2022

TROY UNIVERSITY
HEALTHCARE INFORMATICS AND NURSING LEADERSHIP CERTIFICATE
Certificate Plan and Progress Record
23 Semester-Hour HINL Post-Master's Certificate Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

CERTIFICATE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 23 (HINL-Certificate) Semester hours of credit minimum
4. Meet residency requirements

5. No more than 6 semester hours below "B"
6. Overall GPA of 3.0
7. All credit earned within 5 years of graduation
8. Intent to Graduate filed

NURSING SPECIALTY: (17 Semester Hours)

NSG 6630	Introduction to Nursing Leadership and Technology Practicum	2			
NSG 6631	Concepts of Healthcare Informatics and Leadership	3			
NSG 6632	Theoretical Foundations of Nursing Informatics and Leadership	3			
NSG 6633	Healthcare Systems	3			
NSG 6635	Applied Principles of Leadership and Technology in Healthcare	3			
NSG 6636	Advanced Nursing Practice Internship	3			

HINL ROLE COURSES: (6 Semester Hours)

NSG 6634	Roles in Nursing Leadership and Informatics	3			
NSG 6637	Advanced Nursing Practice Internship	3			

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file
☐ 2. Temporary, Conditional, 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 & consequences
☐ 7. Petition for Incomplete grade
☐ 8. Student participation in course and program evaluation
☐ 9. Other

Admission Status:	Date	Initials
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

TROY UNIVERSITY

POST MSN NURSING EDUCATION CERTIFICATE

Certificate Plan and Progress Record

15 Semester-Hour Post-Master's Nursing Education Certificate Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

CERTIFICATE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 15 (NE-Certificate) Semester hours of credit minimum
4. Meet residency requirements

5. No more than 6 semester hours below "B"
6. Overall GPA of 3.0
7. All credit earned within 5 years of graduation
8. Intent to Graduate filed

NURSING SPECIALTY: (12 Semester Hours)

NSG 6672	Teaching and Learning Theories in Nursing Education	3			
NSG 6673	Teaching Strategies in Nursing Education	3			
NSG 6674	Curriculum Design and Development in Nursing Education	3			
NSG 6675	Assessment and Evaluation in Nursing Education	3			

REQUIRED ROLE COURSES: (3 Semester Hours)

NSG 6676	Nursing Education Preceptorship	3			

ITEMS TO BE DISCUSSED:

☐ 1. One term limit to have transcript(s) and test scores on file
☐ 2. Temporary, Conditional, 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 & consequences
☐ 7. Petition for Incomplete grade
☐ 8. Student participation in course and program evaluation
☐ 9. Other

Admission Status:	Date	Initials
Conditional		
Unconditional		
Residency		
Test Scores		
Comps		

TROY UNIVERSITY
KINESIOLOGY
Coaching Concentration
Graduate Degree Plan and Progress Record
30 Semester-Hour Program

Name: [ ]   Student ID#: [ ]   Campus: [ ]

Address: [ ]   Email: [ ]

DEGREE REQUIREMENTS:

1. Official transcript(s)
2. Unconditional Admission
3. 30 Semester hours of credit
4. Meet residency requirements
5. No more than two grades below "B"

6. Overall GPA of 3.0
7. Completion of research requirement with a "B" or better
8. All credit earned within 8 years of graduation
9. Successfully completed Comprehensive Exam
10. Intent to Graduate filed

REQUIRED CORE COURSES: (9 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
EDU 6653	Evaluation & Assessment	3			
KHP 6617	Research Methods I ("B" or better required)	3			
KHP 6691	Research Methods II ("B" or better required)	3			

COACHING CONCENTRATION : (21 Semester Hours)

KHP 6602	Motor Skills and Human Performance	3			
KHP 6673	Ethics in Sport	3			
KHP 6680	Practicum in Physical Education	3			
KHP 6631	Programs in Health and Physical Education	3			
KHP 6672	Sport Psychology	3			
KHP 6690	Internship				
PSY 6631	Psychological Foundations of Education	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
KINESIOLOGY
Exercise Science Concentration
Graduate Degree Plan and Progress Record
33 Semester-Hour Program

Name:

Student ID#:

Campus:

Address:

Email:

DEGREE REQUIREMENTS:

1. GRE, or equivalent exam, test scores admitted
2. Official transcript(s)
3. Unconditional Admission
4. 33 Semester hours of credit
5. Meet residency requirements
6. No more than two grades below "B"

7. Overall GPA of 3.0
8. Completion of research requirement with a "B" or better
9. All credit earned within 8 years of graduation
10. Successfully completed Comprehensive Exam
11. Intent to Graduate filed

REQUIRED CORE COURSES: (9 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
KHP 6604	Statistical Analysis and Interpretation	3			
KHP 6617	Research Methods I ("B" or better required)	3			
KHP 6691	Research Methods II ("B" or better required)	3			

EXERCISE SCIENCE CONCENTRATION : (18 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
KHP 6602	Motor Skills and Human Performance	3			
KHP 6620	Physical Fitness: A Critical Analysis	3			
KHP 6650	Sport Nutrition and Exercise Metabolism	3			
KHP 6670	Exercise Physiology	3			
KHP 6623	Biomechanics of Sport Techniques	3			
KHP 6671	Advanced Exercise Physiology	3			

NON-THESIS OPTION : (6 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
KHP 6690	Internship	3			
KHP 6672	Sport Psychology	3			

THESIS OPTION : (6 Semester Hours)

KHP 6694	Thesis I	3			
KHP 6695	Thesis II	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
Master of Social Work
Graduate Degree Plan and Progress Record
30-60 Semester-Hour Program

Name: [ ]   Student ID#: [ ]   Campus: [ ]

Address: [ ]   Email: [ ]

DEGREE REQUIREMENTS:

1. Bachelor's degree in Social Work or Foundation Courses
2. Official transcript(s)
3. 30-60 Hours of course work
4. Current criminal background check
5. No more than two grades below "B"
6. Overall GPA of 3.0 to graduate
7. All credit earned within 8 years of graduation

SOCIAL WORK FOUNDATION COURSES: For students who do NOT have a Bachelor's degree in Social Work
Foundation courses or their equivalent **are required for students with non-social work undergraduate degrees**.

○ Requires Foundation coursework to be completed   ○ Waiver of Foundation coursework granted

COURSE NO.	TITLE	HRS.	GRADE	TERM/YEAR	TRANSFER CREDIT
SWK 6601	Social Welfare Policy and the Social Work Profession	3			
SWK 6604	Human Behavior in the Social Environment I	3			
SWK 6605	Human Behavior in the Social Environment II	3			
SWK 6606	Direct Practice methods with Individuals and Families	3			
SWK 6608	Theory and Practice with Groups	3			
SWK 6612	Foundation Pre-Practicum and Seminar	3			
SWK 6614	Cultural Diversity	3			
SWK 6691	Foundation Research Methods	3			
SWK 6696	Foundation Practicum and Seminar (134 contact hours)	2			
SWK 6697	Foundation Practicum and Seminar II (134 contact hours)	2			
SWK 6698	Foundation Practicum and Seminar III (134 contact hours)	2			

CONCENTRATION CURRICULUM: The concentration curriculum allows students to develop competencies in one of two areas of specialization: Direct Practice or Organizational Leadership and Management. Each requires a total of 30 semester hours including a 9 hour Practicum.

Direct Practice Concentration Core Requirements (30 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SWK 7701	Advanced Social Work Practice with Individuals and Families	3			
SWK 7703	Direct Practice Evaluation (Grade of B or higher required)	3			
SWK 7705	Assessment and Psychopathology	3			
SWK 7707	Advanced Social Work Practice with Groups	3			
SWK 7769	Advanced Direct Practice Senior Seminar	3			
SWK 7796	Concentration Practicum and Seminar I (170 contact hours)	3			
SWK 7797	Concentration Practicum II (170 contact hours)	3			
SWK 7798	Concentration Practicum III (170 contact hours)	3			
SWK 7XXX	Advisor Approved Focused Elective	3			
SWK 7XXX	Advisor Approved Elective	3			

Master of Social Work

Organizational Leadership and Management Concentration Core Requirements: (30 Semester Hours)

COURSE NO.	TITLE	HRS	GRADE	TERM/YR	TRANSFER CREDIT
SWK 7730	ORGM Evaluation	3			
SWK 7732	Program Design and Development	3			
SWK 7734	Advanced Policy Analysis	3			
SWK 7736	Organizational Leadership and Management	3			
SWK 7738	Organizational Leadership and Management Senior Seminar	3			
SWK 7796	Concentration Practicum I (170 contact hours)	3			
SWK 7797	Concentration Practicum II (170 contact hours)	3			
SWK 7798	Concentration Practicum III (170 contact hours)	3			
SWK 7XXX	Advisor Approved Focused Elective	3			
SWK 7XXX	Advisor Approved Elective	3			

ITEMS TO BE DISCUSSED:

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

ADMISSION STATUS:

TYPE	DATE	INITIALS
Conditional		
Unconditional		
Residency		
Test Scores		

TROY UNIVERSITY
MASTER OF SCIENCE IN ATHLETIC TRAINING
Degree Plan
57 Semester-Hour Program

Name: _____   Student ID#: _____   Campus: _____

Address: _____   Email: _____

DEGREE REQUIREMENTS:

1. Acceptance into Troy University Graduate School
2. Bachelor's degree from regionally accredited four-year institution
3. Minimum of a 3.0 overall GPA
4. Recommended GRE score
5. Completed Athletic Training application & required documentation
6. Official Transcripts
7. Three completed forms of recommendation

8. Proof of BLS CPR certification
9. Minimum of 100 observation hours with a certified Athletic Trainer
10. Program Interview
11. No more than two grades below "B"
12. Intent to Graduate filed
13. All credit earned within 8 years of start date

REQUIRED CORE COURSES : (28 Semester Hours)

AT 6610	Health care Management & Quality Improvement	2			
AT 6620	Foundations of Athletic Training	2			
AT L620	Foundations of Athletic Training Lab	1			
AT 6631	Examination & Therapeutic Management I	4			
AT 6632	Examination & Therapeutic Management II	4			
AT 6633	Examination & Therapeutic Management III	3			
AT 6640	Therapeutic Interventions	3			
AT 6645	Professional Practice in Athletic Training	1			
AT 6650	Pharmacological Considerations in Athletic Training	2			
AT 6655	Research & Analysis in Sports Medicine	3			
AT 6660	General Medical Concerns & Special Populations	3			

REQUIRED CLINICAL COURSES : (17 Semester Hours)

AT 6661	Clinical Experience I	2			
AT 6662	Clinical Experience II	2			
AT 6663	Clinical Experience III	3			
AT 6664	Clinical Experience IV	9			
AT 6665	Clinical Experience V	1			

REQUIRED EXERCISE SCIENCE COURSES: (12 Semester Hours)

KHP 6623	Biomechanics in Sport Technique	3			
KHP 6635	Kinesiology	3			
KHP 6670	Exercise Physiology	3			
KHP 6672	Sport Psychology	3			

ITEMS TO BE DISCUSSED:

- [ ] 1. Unconditional Admission
- [ ] 2. Availability of faculty for academic advising
- [ ] 3. Petition for master's credit once unconditionally admitted
- [ ] 4. Class attendance
- [ ] 5. Drop and Withdrawal procedures; deadline and consequences
- [ ] 6. Petition for an Incomplete grade
- [ ] 7. Student participation in course and program evaluation
- [ ] 8. Selection of major adviser
- [ ] 9. Selection of dissertation committee
- [ ] 10. Petition for transfer credit
- [ ] 14. Other

OFFICE USE ONLY:

	DATE	INITIALS
Unconditional Admission		
Test Scores		
Comprehensive Exam		
Dissertation proposal		
Dissertation defense		

COURSE DESCRIPTIONS

ACCOUNTING

ACT 6625 **Specialized Study in the Area of Accounting (1-3)**
6626
6627 Study of problem or problems using research tech niques Selection of the problem must be approved by the student's adviser, instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in the General Regulations section. *Prerequisites: All business and accounting foundation courses or equivalent.*

ACT 6632 **Corporate Financial Reporting (3)**
A study of corporate financial accounting topics, including income and expense recognition, recording of assets and liabilities, and financial statement presentation.

ACT 6651 **Accounting Systems and Controls (3)**
An advanced study of accounting information systems concepts, applications, and control issues. Case studies will provide the students an opportunity to relate systems concepts to the actual problems encountered in the analysis, design, implementation, and utilization of computer-based information systems. *Prerequisites: Admission to Master of Accountancy degree program and completion of all MAcc foundation and accounting prerequisites.*

ACT 6652 **Financial Accounting Research (3)**
An individual study of specific accounting topics utilizing the accounting authoritative literature and written and oral communication of the results of the research. *A grade of "B" or better is required. Prerequisites: Admission to Master of Accountancy degree program and completion of all MAcc foundation and accounting prerequisites.*

ACT 6653 **Advanced Financial Reporting & Analysis (3)**
A study of advanced financial accounting topics from a practical perspective with emphasis on relevant pronouncements by professional organizations and governmental agencies. *Prerequisites: Admission to Master of Accountancy degree program and completion of all MAcc foundation and accounting prerequisites.*

ACT 6654 **Advanced Auditing and Assurance Services (3)**
A study of advanced auditing theory, standards, practices and problems encountered in the practice of public accounting. *Prerequisites: Admission to Master of Accountancy degree program and comple-tion of all MAcc foundation and accounting prerequisites.*

ACT 6655 **Advanced Management Accounting (3)**
A study of accounting as related to making decisions. Course will include readings, cases, and problems dealing with managerial accounting issues, accounting concepts, budgeting and cost control using accounting information in planning and control. *Prerequisites: Admission to Master of Accountancy degree program and completion of all MAcc foundation and accounting prerequisites.*

ACT 6656 **Professional Certification (3)**
A certification review course. This course requires co-enrollment in an independent professional certification review course designated by the School of Accountacy. Verification of enrollment is required. *Prerequisites: Admission to Master of Accountancy degree program and completion of all MAcc foundation and accounting prerequisites.*

ACT 6691 **Financial and Managerial Accounting for the Global Manager (3)**
A study of sources and classifications of accounting data, classification and behavior of revenues and costs, use of accounting data for profit planning and cost control, and use of accounting data for special analysis. *Prerequisite: Graduate standing, acceptance into the MBA program and all undergraduate business prerequisite courses or equivalents completed.*

ACT 6692 **Advanced Accounting Problems (3)**
A consideration of problems relating to pension plans, long-term leasing arrangements, refunding of bonds payable, stock options, allocation of income taxes, changing price levels, cash flow statements, and other financial accounting topics with emphasis on relevant pronouncements by professional organizations and governmental agencies. *Prerequisites: All business foundation courses or equivalent and ACT 3391, ACT 3392, ACT 3394, ACT 3396, ACT 4494, ACT 4495 and ACT 4497.*

ACT 6695 **Accounting Research & Communication (3)**
An individual study of specific accounting topics and written and oral communication of the results of the study. *A grade of "B" or better is required. Prerequisites: All business foundation courses or equivalent and ACT 3391, ACT 3392, ACT 3394, ACT 3396, ACT 4494, ACT 4495 and ACT 4497.*

ACT 6696 **Accounting Information Systems (3)**
An advanced study of accounting information systems concepts and applications. Case studies will provide the students an opportunity to relate systems concepts to the actual problems encountered in the

analysis, design, implementation, and utilization of computer based information systems. *Prerequisites: All business foundation courses or equivalent and ACT 3391, ACT 3392, ACT 3394, ACT 3396, ACT 4494, ACT 4495 and ACT 4497.*

ACT 6698   Advanced Auditing (3)
A study of advanced auditing theory, practice and problems encountered in the practice of public accounting. *Prerequisites: All business foundation courses or equivalent and ACT 3391, ACT 3392, ACT 3394, ACT 3396, ACT 4494, ACT 4495 and ACT 4497.*

ACT 6699   Contemporary Issues in Accounting (3)
A study of contemporary accounting issues and an analysis of how accounting practice is influenced by regulatory agencies, economic conditions, and professional accounting organizations. *Prerequisites: All business foundation courses or equivalent and ACT 3391, ACT 3392, ACT 3394, ACT 3396, ACT 4494, ACT 4495 and ACT 4497.*

ADULT EDUCATION

ADE 5560   Instructional Systems Development (3)
This course emphasizes systematically developed course design. Special attention is given to learning and instructional systems theory.

ADE 6600   Foundations of Adult Education (3)
An overview of adult education to give an understanding of characteristics of adults as learners as well as the history, philosophy, and nature of adult education. Includes exposure to fundamental adult education concepts such as lifelong learning, self-directed learning, and contract learning.

ADE 6605   Computer Based Instructional Technologies (3)
This graduate level advanced survey course is designed to prepare students to use classroom adaptable technologies. Emphasis is given to historical and social context, computer systems, software, hardware, and curriculum adaptation.

ADE 6606   Current and Emerging Instructional Technologies (3)
This course focuses on current and emerging instructional technologies. The emphasis of this class is on the instructional use of production software, desktop publishing, graphics, hypermedia, on-line services, optical technology, and telecommunications.

ADE 6608   Curriculum Integration of Technology (3)
The purpose of this course is to prepare students to apply knowledge and competency in instructional technologies in relation to curriculum design, diverse models, and teaching situations at all developmental levels. Included is evaluation of software, audio/visual production, and instructional design using technology as a basis for instruction.

ADE 6610   Workforce Development and Training (3)
This course will explore the differences in personnel training and workforce development. It will provide an exploration of the scope, values, and purposes of the field of Workforce Development. The course will address theories and application of adult training.

ADE 6612   Workforce Management and Organizational Development (3)
This course provides an introduction to the field of Workforce Management and Organizational Development (WMOD). It examines basic concepts and principles of human performance, the theoretical underpinnings of the field, research and application literature, and various approaches to solving human performance problems. A systematic approach to the analysis, design, development, implementation, and evaluation of performance improvement interventions within organizations is emphasized.

ADE 6617   Seminar in Personnel Planning and Leadership (3)
This course focuses specifically on an understanding of how leadership is distributed among leaders (formal and informal) and followers within an organization. Special emphasis will be given to building leadership capacity with an organization.

ADE 6620   Seminar in Communication and Human Relations (3)
An investigation of literature and research related to verbal and nonverbal communication, listening, and human relations appropriate to adult education.

ADE 6630   Programs for Adult Education (3)
A study of current concepts and objectives of adult education programs, courses and activities. Includes study of adult education programs and agencies serving diverse adult learners.

ADE 6640   Social Context of Adult Education (3)
This course examines the social context of adult education in terms of the impact of social, political, economic, global, and technological changes. Special emphasis will be given to the analysis of trends and issues, synthesis of complex concepts, and development of reflective practice.

ADE 6641   Organizational Behavior and Group Dynamics (3)
An overview of paradigms, theories, models, and constructs of organizational cultures designed to provide students with an understanding of group dynamics within organizations.

ADE 6645   Power, Politics and Organizational Change (3)
This course is designed for participants to understand the interwoven intricacies between the different forces within an organization and how to maneuver and persuade organizational outcomes.

ADE 6653   Educational Evaluation (3)
This course is designed to assist participants with the development of knowledge and skills that can be applied to successful student outcomes assessment and curriculum program evaluation. Specifically, the course will focus on planning and constructing teacher made tests and performance assessments. In addition, the course includes the study of basic models and approaches used in evaluating curriculum/programs for effectiveness.

ADE 6670   Adult Learning and Development (3)
This course is a study of the distinctive characteristics of adult development and the implications for adult learning. Emphasis will be given to the understanding of philosophical orientations related to the nature of adult learners and their learning processes; principles of motivation and effective facilitation geared toward adult learners; and social and cultural influences on adult learning.

ADE 6674   Methods and Strategies for Teaching Adults (3)
A study of methods and formats used in organizing educational materials for adult learners. Emphasis is given to designing effective instruction which matches methods and strategies to educational demands.

ADE 6680   Curriculum Development for Adult Education (3)
A study of concepts, learning theories, materials, and media related to curriculum and program development in adult education.

ADE 6691   Research Methodology (3)
The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. *A grade of "B" or better is required.*

ADE 6694   Special Problems in Adult Education (1-3)
A study of problem or problems using research techniques. Selection of problem to be approved by student's adviser and instructor under whom study is to be made. Study should contribute to student's program. Preparation of scholarly paper or project required and may involve oral defense.

ADE 6695   Thesis (1-6)
The thesis must be related to both the student's concentration area and adult education. Information regarding thesis guidelines and requirements may be obtained from the Graduate School office. *Grading system is Pass/Fail.*

ADE 6696   Practicum in Adult Education (1–3)
6697
6698   Supervised experiences related to instruction in area of specialization. Emphasis on application of skills, concepts, and principles acquired in previous courses. Grading system is Pass/Fail. *Prerequisite: Completion of coursework and approval of adviser are required.*

ADE 6699   Capstone (3)
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. Grading system is Pass/Fail. *Prerequisites: Completion of all core (ADE 6600, ADE 6640, 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.*

ANTHROPOLOGY

ANT 6620   The Rise and Fall of Complex Societies (3)
This course is a survey of the world's earliest complex societies and the legacy they left behind. Taught from the perspective of anthropological archaeology, the course will cover the basics of method and theory necessary to interpret the evidence of humanity's transition from a hunting and gathering life to sedentary life. This class compares the rise of complex societies in Americas, Africa, the Middle East, the Indian subcontinent, and East Asia. Evidence and theories put forth to explain the rise and collapse of different civilizations and how this knowledge can be used to both document the past and better understand contemporary life.

ANT 6625   Specialized Study in Anthropology (3)
This course provides the student an opportunity to pursue in-depth study on a topic or issue of personal interest under the guidance and direction of a department faculty member. May be repeated up to a total of six credit hours. See semester hour limits listed under General Regulations section.

ANT 6627   Anthropology of Sex and Gender (3)
This course offers a cross-cultural and anthropological approach to a study of gender and sex. The course will explore some of the main questions that have concerned anthropologist over the years, such as the concept of sex versus the concept of gender, the theoretical debate about the status of women, and the gendering of work and social relations. The course will also cover the relationship between the body, sex, and gender; the historical roots of West-

ern notions of the sexed body, third or alternative genders, and the intersections between gender, race, class, and ethnicity.

ANT 6630 Anthropological Perspectives of Religion (3)
This course introduces students to cross-cultural and anthropological approaches to the study of religion. The course will explore multiple religious beliefs,meanings, experiences, expressions, and practices across diverse environments. Through an engagement with anthropological works on topics such as ritual, sacrifice, and death, the course will cover how religion is understood, experienced, and expressed across the globe. By the end of this course, you will have the theoretical knowledge and analytical tools needed to critically examine dimensions of the religion and situate them within historical and global context. .

ANT 6633 Food Justice (3)
This seminar studies the vibrant and growing range of social movements around food an agriculture. We will begin by examining several theoretical and conceptual frameworks for understanding historical changes and current dynamics in the international food and agriculture system. We will then examine different positions in fraught debates around population growth, hunger, and the appropriate role of biotechnology and agribusiness relative to low-input , peasant agriculture in feeding a growing global population. The remainder of the course will examine several case studies of social movements around land, food, and agriculture. We'll end the term with a look at emerging paradigms and alternative models, and examine dynamic current debates around food sovereignty and food justice.

ANT 6635 Ethnographic Methods (3)
This course will explore the various methods used by cultural anthropologist to collect and evaluate ethnographic data.

ANT 6640 Forensic Anthropology (3)
This course is a broad overview of forensic anthropology, the application of the science of physical anthropology to the legal process. Students will learn the techniques used by forensic anthropologist to identify human remains, both skeletal and decomposed. Topics include the determination of age, sex, ancestry, stature, and unique features of a decedent from the skeleton and how these are used to establish a positive identification. An overview of trauma and other pathological conditions of the skeleton show how forensic anthropologist can provide information to help determine the cause and manner of death. Classes will be a combination of lecture and laboratory exercises.

ANT 6665 Advanced Readings in Anthropology (3)
This course is designed to allow graduate students the opportunity to acquire a basic background in Anthropology literature. The readings will be in spe-

cific areas in Anthropology. May be repeated (with different topic) for credit. See semester hour limits listed under Course Restrictions in General Regulations section.

ANT 6680 Field Techniques in Archaeology (3)
Advanced instruction in survey and excavation methods and techniques used in the discipline of archaeology.

ANT 6696 Selected Topics in Anthropology (3)
An examination of a particular subject which is not offered under the normal course offerings. May be repeated (with different topics) for credit. See semester hour limits listed under General Regulations section.

ART

ART 5581 Methods and Materials in Art (3)
Teaching methods, selection, organization, and use of art materials.

ART 5599 Advanced Studio Projects (3)
Supervised study and projects in an area not included in the student's undergraduate studies.

ART 6605 Seminar in Art History (3)
Historical inquiry into art with emphasis on sources and approaches to the visual arts as they interact with other facets of culture.

ART 6625 Specialized Study in Area of Art (1-3)
6626 An individualized study with studio art faculty.
6627 Total credit for any combination of enrollments in these courses may not exceed six semester hours. See semester hour limits listed under Course Restrictions in General Regulations section.

ART 6662 Seminar in Art Education (3)
A review of issues and research in art education and the visual arts.

ART 6664 Research in Art Education (3)
A review of contemporary research in art education and the presentation of a scholarly paper. *Prerequisite: ART 6662.*

ATHLETIC TRAINING

AT 6610 Health Care Management & Quality Improvement (2)
This course focuses on fundamental principles of administration and evaluation of the delivery of athletic training services in the context of the larger health care system. Strategies to achieve the best patient outcomes by collecting, analyzing, and effecting change using qualitative and quantitative information will be emphasized. *Prerequisite: AT 6645 Professional Practice in Athletic Training*

AT   6620   **Foundations of Athletic Training (2)**
Introduction to basic components of the athletic training profession including the prevention, recognition and evaluation and immediate care of athletic injuries. Medical terminology, emergency procedures, tissue healing, taping procedures, and documentation, and professional considerations will also be covered. *Corequisite: AT L620 Foundations Athletic Training Lab.*

AT   L620   **Foundations of Athletic Training Lab (1)**
The practice of basic components of the athletic training profession including the prevention, recognition and evaluation and immediate care of athletic injuries. Medical terminology, emergency procedures, tissue healing, taping procedures, and documentation, and professional considerations will also be covered. *Corequisite: AT 6620 Foundations of Athletic Training*

AT   6631   **Examination & Therapeutic Management I (4)**
The study of athletic training competencies as they relate to the evaluation of athletic-related injuries. In this class, students will learn basic principles and underlying theories relating to examination and treatment techniques and applies them to examination. *Prerequisite: Acceptance into MSAT Program.*

AT   6632   **Examination & Therapeutic Management II (4)**
The study of athletic training competencies as they relate to the evaluation of athletic-related injuries. The examination process emphasizes connecting identified impairments to the patient's functional abilities and then subsequent design of interventions to maximize participation. *Prerequisite: AT 6631 Examination & Therapeutic Management I.*

AT   6633   **Examination & Therapeutic Management III (3)**
This course will focus on application of the principles of prevention, examination, diagnosis, and treatment of patients with musculoskeletal conditions. The examination process emphasizes connecting identified impairments to the patient's functional abilities and then subsequent design of interventions to maximize participation. *Prerequisite: AT 6632 Examination & Therapeutic Management II.*

AT   6640   **Therapeutic Interventions (3)**
An overview of tissues response to injury, pain transmission, and pharmacology provide the foundation from which students will learn about physical agents and specific conditions from a medical perspective. Students will become familiar with the theoretical and practical application of physical agents as it relates to tissue response to injury and pain control. *Prerequisite: Acceptance into the MSAT Program.*

AT   6645   **Professional Practice in Athletic Training (1)**
The advanced study, writing and discussion of specialized topics and contemporary issues related to professional practice. Emphasis will be on historical perspectives, professional preparation, leadership, credentialing, governance, ethics, and scope of practice. *Prerequisite: Acceptance of the MSAT Program or Instructor of Record Approval.*

AT   6650   **Pharmacological Considerations in Athletic Training (2)**
This course provides a survey of pharmacology and convers key concepts related to the cellular actions, therapeutic uses, and side effects of major drug classes that are relevant to the practice of allied health clinicians. *Corequisite: AT 6660 General Medical Concerns & Special Populations.*

AT   6655   **Research & Analysis in Sports Medicine (3)**
This course is designed to introduce students' theoretical understanding of the profession, enhance their critical thinking ability, increase their writing skills, and advance the knowledge of the discipline. Students will learn about the design of a research proposal, including the identification of a problem, conducting a literature review, developing a hypothesis, understanding the steps of submitting to an Institutional Review Board, designing a study, and analyzing data through the use of statistical software programs.

AT   6660   **General Medical Concerns & Special Populations (3)**
Examination and discussion of general clinical medicine as well as issues related to sports nutrition, and behavioral health. Survey of injury and illness risk factors associated with sports participation by the pre-adolescent/adolescent, geriatric, disabled, male, and female athlete. *Corequisite: AT 6650 Pharmacological Considerations in Athletic Training.*

AT   6661   **Clinical Experience I (2)**
This initial supervised clinical experience provides students with an introduction to clinical care. This course emphasizes foundations of clinical care, including but not limited to the use of evidence-based practice, cultural competence, communication, ethical-decision making, documentation, and patient-centered care. A web-based didactic component is designed to facilitate critical thinking and reflection on practice while allowing the student to still be fully immersed in their clinical experience. . *Prerequisite: Acceptance into MSAT Program.*

AT   6662   **Clinical Experience II (2)**
This course provides students with interprofessional experience with a variety of healthcare providers. The clinical opportunity emphasizes examination and treatment of patient with non-musculoskeletal conditions. A web-based didactic component is designed to facilitate critical thinking and reflection on practice while allowing the student to still be fully immersed in their clinical experience *Prerequisite: AT 6661 Clinical Experience I.*

AT   6663   Clinical Experience III (3)
This supervised clinical experience provides students with continued clinical care opportunities. This course continues to emphasize foundations of clinical care including but not limited to the use of evidence-based practice, cultural competence, communication, ethical-decision making, documentation, and patient-centered care. Students will also be required to complete one surgical observation of their choosing. A web-based didactic component is designed to facilitate critical thinking and reflection on practice while allowing the student to still be fully immersed in their clinical experience. *Prerequisite: AT 6662 Clinical Experience II.*

AT   6664   Clinical Experience IV (9)
This full-time clinical experience is designed for immersion into supervised athletic training practice at any location chosen by the student based off of career goals. Students will be working closely with preceptors that closely resemble their own goal of clinical practice while continuing to gain continued experience in all aspects of athletic training practice. A web-based didactic component is designed to facilitate critical thinking and reflection on practice while allowing the student to still be fully immersed in their clinical experience. *Prerequisite: AT Clinical Experience III.*

AT   6665   Clinical Experience V (1)
This supervised clinical experience provides students with continued clinical care opportunities. This course continues to emphasize foundations of clinical care including but not limited to the use of evidence-based practice, cultural competence, communication, ethical-decision making, documentation, and patient-centered care. A web-based didactic component is designed to facilitate critical thinking and reflection on practice while allowing the student to still be fully immersed in their clinical experience. *Prerequisite: AT 6664 Clinical Experience IV.*

BIOLOGY

BIO   5505   Entomology (4)
A study of the orders of insects with the emphasis on morphology, taxonomy, and life cycles. *Prerequisites: General Biology.*

BIO   5513   Limnology (3)
A study of the physical, chemical, geological, and biological aspects of freshwater ecosystems as influenced by activities in surrounding watersheds. *Prerequisites: general biology, general ecology, general chemistry. Co-requisite: BIO L513*

BIO   L513   Limnology Lab (1)
Field and laboratory exercises in lake and stream science, including instrumentation, measurement, sampling, and analysis. *Co-requisite: BIO 5513*

BIO   5514   Food Microbiology (3)
This course focuses on topics in microbial metabolism, food spoilage, food preservation techniques, and foodborne pathogens and their control. Some molecular techniques will be introduced. *Prerequisites: BIO 3372/L372. Corequisite: BIO L514.*

BIO   L514   Food Microbiology Lab (3)
This lab focuses on advanced microbiological laboratory techniques including enumeration and analysis of bacteria in food, water, and dairy products. *Prerequisites: BIO 3372/L372. Corequisite: BIO 5514.*

BIO   5516   Microbial Ecology (3)
A study of the taxonomy, diversity, and ecology of microbial populations in ecosystems, with the emphasis on the roles that they play in biogeochemical cycles, their contributions to metabolic diversity, their interactions with animals and plants, their niches and bioremediation. *Prerequisites: microbiology, organic chemistry. Co-requisite: BIO L516*

BIO   L516   Microbial Ecology Lab (1)
Microbial ecology laboratory techniques including isolation, identification, and enumeration of microorganisms from aquatic and terrestrial environments. *Co-requisite: BIO 5516*

BIO   5520   Field Vertebrate Zoology (4)
A study of the basics of vertebrate identification, with emphasis on phylogeny, anatomy, morphology, life histories, habitats, distributions, and conservation. *Prerequisites: General Biology, General Chemistry*

BIO   5521   Population Ecology (3)
This course covers animal and plant populations, food supply, competition, disease, fecundity, distribution, and other environmental factors. Management of endangered species and protected ecosystems are included. *Prerequsites: General Ecology, Genetics, General Chemistry, Statistics. Co-requisite: BIO L521*

BIO   L521   Population Ecology Lab (1)
Field exercises in identifying ecological problems, formulating and testing hypotheses, and evaluating data using standard statistical methods. *Co-requisite: BIO 5521*

BIO   5525   Field Botany (4)
A survey of vascular plants from different habitats in southeast Alabama. Principles of plant taxonomy, including history and systems of classification and nomenclature, the use of dichotomous keys, and general herbarium techniques. Emphasis is placed on plant identification and habitat types. *Prerequisites: General Biology, General Ecology.* See semester hour limits listed under Course Restrictions in General Regulations section.

BIO 5547   Ornithology (3)
Biology, ecology, evolution, and the conservation of birds .*Prerequisites: General Biology, General Ecology or permission of the instructor Co-requisite: BIO L547*

BIO L547   Ornithology Lab (1)
Diversity, adaptations, classification, and field identification of birds. *Co-requisite: BIO 5547*

BIO 5550   Environmental History (3)
An introduction to environmental history of the United States from the 18th century to the late 20th century, emphasizing the post WWII period. The course will focus on the historical development of the science of ecology, the origins of environmental problems and solutions attempted by government and experts, and responses by grassroots activists over time. *Prerequisite: Graduate standing at Troy University.*

BIO 5551   Toxicology (3)
A study of the principles related to the adverse effects of chemicals on living organisms. *Prerequisite: Organic Chemistry, Anatomy and Physiology.*

BIO L551   Toxicology Lab (1)
An assessment of terrestrial and aquatic toxicity of chemical agents following standard protocols.

BIO 5571   Parasitology (3)
This course covers the taxonomy, structure, life histories, distribution, pathogenesis, and control of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. *Prerequisites: Any 3000-level BIO lecture and lab. Corequisite: BIO L571*

BIO L571   Parasitology Lab (1)
A laboratory study of parasitic protozoa, helminths, and arthropods, with the emphasis on those of medical importance. *Co-requisite: BIO 5571*

BIO 5576   Special Topics (1-4)
Specialized topics not generally included in course offerings. *Prerequisite: Permission of instructor*

BIO 5579   Environmental Assessment (3)
An examination of theory and practices required in performing stream environmental assessment as currently practiced by state and federal agencies in their attempt to preserve biological integrity. Sustainable management of natural resources and a systems approach to environmental problem solving will be emphasized. Topics covered include water quality, habitat assessment, indicator species used in ecological inventory with a concentration on macroinvertebrate and fish assemblages, and the index of biological integrity. *Prerequisites: BIO 1101/L101; 2202/L202 or 2229/L229. Corequisite: BIO L579.*

BIO L579   Environmental Assessment Lab (1)
Laboratory instruction and hands-on field training regarding stream environmental assessment as currently practiced by state agencies in their attempt to preserve biological integrity. Topics covered include measurement of water quality, habitat, and practice sampling techniques, with a concentration on fish and macroinvertebrate assemblages. In addition, students will learn the use of the index of biological integrity using their own collections of fish assemblages. *Prerequisites: BIO 1101/L101; 2202/L202 or 2229/L229. Corequisite: BIO 5579.*

BIO 5580   Histology (3)
A study of the microscopic anatomy and function of cell types and tissues of mammalian organs. *Prerequisite: general biology. Co-requisite: BIO L580*

BIO L580   Histology Lab (1)
A study of the microscopic anatomy of cell types and tissues of mammalian organs. *Co-requisite: BIO 5580*

BIO 5582   Molecular Biology (3)
The study of the fundamental principles of chromosomal organization and gene expression, with emphasis on the structure and function of nucleic acids and proteins. *Prerequisites: Genetics, Microbiology, Organic Chemistry. Co-requisite: BIO L582*

BIO L582   Molecular Biology Lab (1)
Experimental approaches in molecular analyses of nucleicacids and proteins, with the emphasis placed on common   techniques utilized in clinical and research settings. *Co-requisite: BIO 5582*

BIO 5592   Guided Independent Research (1-4)
Additional information is indexed under "Guided Independent Research and Study.

BIO 5594   Guided Independent Study (1-4)
Additional information is indexed under "Guided Independent Research and Study."

BIO 6601   Environmental and Biological Ethics (3)
Examination of major ethical theories as they apply to environmental, biological, and medical issues. The linkage of ethics to decision-making in social, public, and business policy. Course develops skills in understanding value systems and framing ethical positions.

BIO 6603   Environmental Management (3)
Concepts and practices underlying procedures for environmental resource management, including planning, organizing, and conducting programs.

BIO 6610   Principles and Methods for the Teaching Assistant (1-2)
This course will provide each student with significant "hands-on" experiences in college level instruction and develop the knowledge and skills teachers need

to implement inquiry-based instruction. Students will work under the direct mentorship and supervision of the course instructor and will be trained in techniques, current presentations, and teaching methods of laboratory-based biology. *(Students seeking one (1) semester hour credit will be required to assist in one laboratory course. Students seeking two (2) semester hours credit will be required to assist in two laboratory courses or laboratory courses with multiple sections.)*

BIO 6611   Global Pollution and International Environmental Policy (3)
An examination of global environmental issues, such as global climate change, ozone depletion, and acid precipitation. This course also deals with alternative in developing global policies and treaties to address these problems.

BIO 6612   Environmental Impact Studies and Risk Management (3)
An examination of practices used in analysis of land, water, and air to determine the impact of human activities such as construction, mining, clearing, and industrial operation. Planning approaches and ecological constraints, economic evaluation, and quantitative approaches to predict impact.

BIO 6617   Seminar in Environmental and Biological
6618   Sciences (1)
Presentations on interdisciplinary principles and concepts, current issues, and new studies and research from a variety of fields, with environmental science serving as a unifying theme. Faculty members and outside speakers will present guest lecturers. Candidates for the master's degree in the thesis option will present their research findings and conclusions.

BIO 6619   Environmental Negotiations and Conflict Resolution (3)
An examination of the approaches to resolving environmental disputes through alternative dispute resolution techniques.

BIO 6621   Environmental Toxicology (3)
This course is a foundation for scientific decision-making involving contaminants and their effects on biological systems. It covers the basic principles of environmental toxicology including bioaccumulation, the biological effects of toxicants from the molecular to global level of organization, and a basic understanding of the risk of environmental pollutants and the science of risk assessment. *Prerequisites: Eight semester hours or equivalent of chemistry*

BIO 6624   Public Health (3)
The impact of the environment on humans as well as the human impact on the environment serve as the dual focus of this course. Environmental agents of physical, chemical, and biological nature with adverse effect on human health will be considered. The physiological, molecular, cellular, genetic, and biochemical mechanisms of action of environmental carcinogens, toxins, pollutant, and other disease-causing environmental agents and the interaction of various environmental agents with biological systems will be addressed.

BIO 6625   Specialized Study in Biology (1-4)
6626   The student has the opportunity to engage in intensive study of a particular subject or learn a pertinent skill, which fits his/her academic and/or professional needs but is not available in the regular curriculum. This study may include educational activities or training outside of the University. The student will follow the guidelines that the Department established for the supervision and the pursuance of this study. Requires approval of the student's adviser and chairs.

BIO 6630   Pollution Science (3)
A study of pollution of atmosphere, surface water, and soil and groundwater from animate activities and inanimate processes. Adverse effects, fate, and transport of pollutants in air, soil, and water. *Prerequisite: general chemistry.*

BIO L630   Pollution Science Lab (1)
Theory and analytical techniques used in both field and laboratory for the analysis of air, water, and soil contaminants. *Prerequisite: general chemistry*

BIO 6632   Land Use Planning (3)
An introduction to land use planning and land use tools, including zoning and comprehensive planning. The course also examines the interaction between land use and environments and explores strategies to reduce environmental impacts and protect natural resources.

BIO 6635   Water Quality and Resources (3)
This course is designed to present the basic aspects of water quality, quantity, and policy to the students to help them make informed decisions on how to manage the social science issues related to water supply, demand, and sustainable water management within the U.S. and globally. This course specifically covers properties of water, ecological implications of water, water resources, hydrologic cycle, physical, chemical and biological characteristics of water, stream, lake and reservoir water quality, water pollution, best management practices, water laws, regulations, and standards, and water economics. This course is an elective for all concentrations within the Environmental and Biological Sciences program.

BIO 6641   Environmental Law, Permitting, and Regulatory Compliance (3)
A study of the steps needed and programs required to insure that public and private sector organizations are in compliance with federal and state environmental regulations. *Prerequisites: An undergraduate ecology or environmental course, or approval of adviser.*

BIO   6647   Environmental Economics (3)
Introduction to the micro and macro aspects of environmental economics. The course will explore the various economic and institutional means of controlling environmental problems for effectiveness, efficiency and equity.

BIO   6650   Spatial Analysis Using Geographical Information Systems (3)
A graduate level GIS course geared for beginners that presents the understanding behind the four functional and physical components of a GIS: data input; storage and retrieval; manipulation; and data output. Multiple GIS applications are also discussed. *Prerequisites: BIO 6630, BIO L630, or permission of chair. Co-requisite: BIO L650*

BIO   L650   Spatial Analysis Using Geographical Information Systems Lab (1)
This lab is intended for average computer users with little or no experience in ArcView GIS or any other GIS software. At the end of the labs, students will be able to use ArcView to view, query, analyze, chart, and map geographic data. *Co-requisite: BIO 6650.*

BIO   6655   Clinical Biochemistry (3)
This course is the discipline of pathology (or laboratory medicine) that is concerned with the detection and measurement of biochemical changes in disease. This course will give a succinct overview, the "big picture", and relevance of biochemistry and essential pathways that regulate and affect various disorders. Discussion of potential targets for research and drug development through the use of case studies will be included. *Prerequisites: Cell Biology/Lab, General Chemistry/Lab, Genetics or equivalent, or by permission of instructor.*

BIO   6660   Issues in Aquatic Ecology (3)
Case studies on the overexploitation and degradation of aquatic ecosystems and their resources, with a primary focus on freshwater systems. *Prerequisite: An undergraduate ecology course is highly recommended.*

BIO   6661   Conservation Biology (3)
Examination of the principles, practices, and philosophy of measuring, maintaining, and enhancing biological diversity. The course focuses on the applications of ecology, population biology, and genetics of the conservation of keystone and rare species and ecosystems. *Prerequisite: An undergraduate ecology course is highly recommended.*

BIO   6665   Sustainable Development (3)
This course will increase student awareness of sustainability issues concerning the future survival of humans and other organisms on the planet. The course specifically covers the following: biological diversity trends, human population growth, agriculture and food consumption issues, water use and supplies, global warming and effects on biological diversity, sustainable fisheries, forest products and services, and other issues.

BIO   6670   Special Topics (1-4)
6671   Specialized topics not generally included in course offerings. A maximum total of 4 semester hours is allowed for program credit.

BIO   6691   Research Methodology and Experimental Design (3)
This course will include hands-on statistical experience emphasizing hypothesis testing using a statistical software system. It will combine several elements of research methodology including developing a grant proposal that will include topic selection, literature search, question formulation, methods, statistics, and a budget. *Prerequisite: Three semester hours in probability and statistics or permission of instructor. A grade of "B" or better is required.*

BIO   6695   Thesis Research (1- 6)
Under the guidance of the student's adviser and the chair of the department, the student may pursue original research (independent acquisition and interpretation of data) in a particular area of environmental or biological science. The completion of a thesis is required. The results and conclusions must be successfully defended before the student's graduate committee. *Grading system is Pass / Fail. Prerequisites: 3.0 GPA and permission of the Chair of the Biological and Environmental Sciences department.*

BIOMEDICAL SCIENCE

BMS   6615   Medical Microbiology and Immunology (3)
Emphasizes the basic clinical applications of microbiology and immunology in the treatment and prevention of infectious diseases. *Prerequisite: Microbiology/Lab*

BMS   6625   Medical Cell Biology (3)
Focuses on the cellular and molecular bases of human diseases and disease processes. *Prerequisite: General Chemistry/Lab, Cell Biology/Lab, Microbiology/lab, or Genetics/Lab*

BMS   6630   Medical Pharmacology (3)
This course reviews the beneficial and harmful actions of drugs on the tissues and organs of the body. Provides the foundation for understanding drug actions in health and disease. *Prerequisites: General Chemistry/Lab and Physiology*

BMS   6635   Medical Physiology (3)
Reviews the functions of the various organ systems and their integration in the human body at an advanced level. *Prerequisites: Cell Biology*

BMS   6655   Clinical Biochemistry (3)
This course is the discipline of pathology (or laboratory medicine) that is concerned with the detection

and measurement of biochemical changes in disease. This course will give a succinct overview, the "big picture", and relevance of biochemistry and essential pathways that regulate and affect various disorders. Discussion of potential targets for research and drug development through the use of case studies will be included. *Prerequisites: Cell Biology/Lab, General Chemistry/Lab, Genetics or equivalent, or by permission of instructor.*

BMS 6660   Histology & Embryology (4)
The Histology and Embryology course is designed to help students develop an understanding of human tissues and organs at the microscopic level, as well as an understanding of the tissues and organs of the embryo and fetus. The course format will emphasize the link between the development of an organ or tissue with its mature structure and function. The lecture and laboratory portions of this course will overlap and reinforce each other, with lectures emphasizing concepts and laboratory exercises emphasizing identification of cell and tissue types. Prerequisite: Anatomy & Physiology with lab

BMS 6665   Neuroanatomy (4)
This graduate course is a comprehensive study of the anatomy of the human nervous system. Special emphasis will be placed on relating clinical disorders to the relevant neurological structures and pathways. *Prerequisites: Anatomy and Physiology, Biochemistry, Microbiology*

BMS 6695   Thesis Research (1-3)
Under the guidance of the student's adviser the Chair of the Department, the student may pursue original research (independent acquisition and interpretation of data) in a particular area of the biomedical sciences. The completion of a thesis is required. The results and conclusions must be successfully defended before the student's graduate committee. Grading system is pass/fail. Prerequisites: 3.0 GPA and permission of the Chair of the Department of Biological and Environmental Sciences.

BUSINESS

BUS 5501   Survey of Business Concepts I (3)
Survey of Business Concepts I provides a survey of key concepts in Management, Marketing, Management Information Systems, and Law that provides a foundation for further study in the MSM or MSHRM courses. Course will not transfer to any other programs. *Students must earn a grade of "B" or better in the course.*

BUS 5502   Survey of Business Concepts II (3)
Survey of Business Concepts II provides a study of key concepts in Accounting, Finance, Quantitative Management, and Economics that provides a foundation for further study in the MSM or MSHRM courses. Course will not transfer to any other pro-

grams. *Students must earn a grade of "B" or better in the course.*

BUS 6601   International Business Law (3)
A review of international business legal systems and international law as it applies to Multinational businesses operating in a Global environment to include: international sales, credits, and commercial transactions, international treaties, U.S. trade law and regulation of the international market place.

BUS 6607   Capstone Experience (1)
This course is a complement to the capstone course in the MBA program. It provides an opportunity to apply the concepts learned in earlier courses and in the capstone course by using an international business simulation. The course includes two program assessments. *A grade of "B" or better is required to complete this course successfully. The course may not be transferred into the MBA program from another institution. Co-requisite: BUS 6611.*

BUS 6605   Business & Professional Communication (3)
Development of skills to assist managers to communicate to both internal and external audiences, to conduct meetings, to negotiate, and to resolve conflict. Emphasis is placed on oral and written presentation skills using state of the art technologies and presentation software. *Prerequisite: All business foundation courses or equivalent.*

BUS 6600   Survey of Business Concepts (3)
An overview course of the business management field including the functional areas of economics, marketing, quantitative methods, human relations, and human resource management. *A grade of "B" or better is required.*

BUS 6610   Business Research Design (3)
Designed for the student to develop and demonstrate competency in business research methodology and techniques. This course teaches the business student proper research techniques and includes a research proposal. *A grade of "B" or better is required. Prerequisite: All business foundation courses or equivalent.*

BUS 6611   Global Business Strategy (3)
This course is the capstone course in the MBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. Formulation and implementation of strategies are stressed. The course includes two program assessments. *Prerequisites: Completion of a minimum of 24 sh in the MBA program with a B average or better including the following courses: ACT 6691, ECO 6655, FIN 6631, MKT 6661, MGT 6615, and QM 6640 or approval of the Department Chair. Students should be in their last term or semester of their program when completing this course. Co-requisite: BUS 6607. A grade of "B" or better is required. The*

course may not be transferred into the MBA program from another institution.

BUS 6612   Applied Business Research (3)
The study of applied research of business problems to develop managerial skills in the preparation and evaluation of a research project. A grade of "B" or better is required. *Prerequisite: All business foundation courses or equivalent.*

BUS 6613   Seminar in Business (3)
Study and analysis of current topics on the leading edge of business. A combination of core material, readings, and research reports on contemporary aspects of business. *Prerequisite: All business foundation courses or equivalent.*

BUS 6625   Specialized Study in the Area of Business
6626   Administration (1-3)
6627   Study of problem or problems using research techniques. Selection of the problems must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean The study should contribute to the student's program. Preparation of a scholarly paper is required and many involve and oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in student's program. *Prerequisite: All business foundation courses or equivalent.*

BUS 6686   Internship I (1)
Supervised professional business experience in a field setting. Required course for the MSHRM Internship Program. Permission of Internship Director and Authorization of the Designated School Official required. Must be accepted into the MSHRM Internship Program and enrolled in MSHRM program courses.

BUS 6687   Internship II (1)
Supervised professional business experience in a field setting. Required course for the MSHRM Internship Pro-gram. Permission of Internship Director and Authorization of the Designated School Official required. Must be accepted into the MSHRM Internship Program and enrolled in MSHRM program courses.

BUS 6688   Internship III (1)
Supervised professional business experience in a field setting. Required course for the MSHRM Internship Pro-gram. Permission of Internship Director and Authorization of the Designated School Official required. Must be accepted into the MSHRM Internship Program and enrolled in MSHRM program courses.

BUS 6689   Internship IV (1)
Supervised professional business experience in a field setting. Required course for the MSHRM

Internship Program. Permission of Internship Director and Authorization of the Designated School Official required. Must be accepted into the MSHRM Internship Program and enrolled in MSHRM program courses.

BUS 6691   Internship V (1)
Supervised professional business experience in a field setting. Required course for the MSHRM Internship Program. Permission of Internship Director and Authorization of the Designated School Official required. Must be accepted into the MSHRM Internship Program and enrolled in MSHRM program courses.

BUS 6694   Global Immersion (1-3)
This course will be developed as required by designated faculty. For example, a trip to visit a number of businesses engaged in export activity can be arranged, or an overseas trip conducted by a tour agency to visit overseas firms during a break period with a faculty member is feasible.

CHEMISTRY

CHM 5500   Special Topics in Chemistry (3)
A study of topics of special interest, such as advanced physical chemistry, advanced analytical chemistry, advanced organic, group theory, surface chemistry, and colloid chemistry. *Prerequisites: CHM 2242 and CHM 3343*

CHM 5503   Advanced Organic Chemistry (3)
A more in-depth study of many of the topics studied in Organic Chemistry I and II. Topics will include reaction mechanisms, synthetic methods, and structure determination using spectroscopic techniques. *Prerequisite: CHM 3357*

CHM 5544   Advanced Inorganic Chemistry (3)
This course covers the spectroscopy of inorganic molecules, detailed molecular orbital applications, descriptive chemistry of the transition elements, including organometalic and bioorganic compounds. *Prerequisites: CHM 2242, 5552 and L552*

CHM L544   Advanced Inorganic Laboratory (1)
A study of the preparation and characterization of inorganic compounds. Experience will be provided in techniques such as using a tube furnace and handling air-sensitive compounds with a glove bag and Schlenk line. *Co-requisite or prerequisite: CHM 5544*

CHM 5545   Instrumental Analysis (3)
A study of the operating principles of modern analytical instrumentation for determining composition and concentration. *Prerequisites: CHM 2242, CHM 3343: PHY 2253 and L253 or PHY 2263 and L263. Co-requisite: CHM L545*

CHM L545   Instrumental Analysis Laboratory (1)
The practical application of select modern analytical instruments to qualitative and quantitative examination of matter. Considerable attention is given to the instrument and elementary electronics involved in each. *Co-requisite: CHM 5545*

CHM 5552   Physical Chemistry I (3)
A study of the theory and applications of thermodynamics, reaction kinetics, and transport properties with an emphasis on the description of ideal/non ideal gasses and solutions. *Prerequisite: CHM 3343; PHY 2253 and L253 or PHY 2263 and L263; MTH 1126. Co-requisite: CHM L552*

CHM L552   Physical Chemistry I Laboratory (1)
An introduction to methods and techniques used in the physical chemistry laboratory, including experiments in calorimetry, phase equilibria, reaction kinetics, and transport properties. Co-requisite: CHM 5552

CHM 5553   Physical Chemistry II (3)
A continuation of CHM 5552 with an introduction to surface phenomena, quantum chemistry, and spectroscopy with an emphasis on properties of surfaces, atomic and molecular structure, molecular orbital theory, and photochemistry. *Prerequisite CHM 5552*

CHM L553   Physical Chemistry II Laboratory (1)
A continuation of CHM L552 with an introduction to methods and techniques in computational chemistry and spectroscopy. *Co-requisite or prerequisite: CHM 5553*

CHM 6625   Specialized Study in Area of Chemistry (1-4)
6626
6627   A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A Specialized Study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

CRIMINAL JUSTICE

CJ   6610   Principles of Administration (3)
A survey of the basic principles and functions of personnel administration with special attention paid to criminal justice applications.

CJ   6620   Current Trends in Criminal Law (3)
A critical review through case studies of recent trends and developments affecting the interpretation of major portions of the United States Constitution which safeguard personal liberties and those which

safeguard the public; an examination of principal trends and changes in the judicial processes in the light of historical experience.

CJ   6621   Current Issues in Corrections (3)
An analysis of the contemporary problems surrounding corrections. Examples of topics include, but are not limited to, police unionization, court reforms, correctional problems, community-based correctional philosophy, comparative issues, and contemporary problems related to correctional officers' retention and employment practices.

CJ   6622   Seminar in Administration of Justice (3)
A critical examination of the administration of the criminal justice system in America, including the myths and misconceptions it generates, the controversial issues and trends it produces, and the current and future policies and administrative decision making it promotes.

CJ   6624   Court Administration (3)
A study of the judicial process from the standpoint of its situational and legal basis, organization and management, and the technical aspects of the judicial function at both trial and appellate levels.

CJ   6625   Specialized Study (3)
This course provides the student an opportunity to pursue in-depth study on a topic or issue of personal interest under the guidance and direction of a department faculty member. *May be repeated up to a total of six credit hours. See semester hour limits listed under Course Restrictions in General Regulations section.*

CJ   6630   Juvenile Justice (3)
An examination of the agencies, institutions, and personnel that work with juvenile offenders. Of special interest will be how the police, courts and correctional agencies interact and deal with juvenile offenders, as well as a review of the current issues and proposals being discussed at the national level.

CJ   6635   Community-Based Corrections/Correctional Systems (3)
This course will advance the concept of the development of programs for offenders which substitute treatment in the community for institutionalization or imprisonment. Collectively, these programs constitute what is termed "Community-Based Corrections."

CJ   6638   Seminar in Civil Liberties Related to Corrections (3)
This course is concerned with prisoners' rights as they are guaranteed by the United States judicial system. Because of the ongoing nature of the process defining rights of prisoners currently, decisions of federal appellate and district courts as well as state courts are utilized. This course is a critical review

of recent trends and developments affecting personal liberties of incarcerated individuals.

CJ   6639   Seminar in Homeland Security (3)
Homeland Security introduces students to current public policies and issues relevant to the security of the United States. The coordination of federal, state, and local government agencies and nonprofit organizations which respond to threats is vital to the security of people, property, and our way of life. The course relies upon theories, concepts, and case studies to explore the challenges facing organizations which are a part of protecting our homeland security.

CJ   6640   Seminar in Law Enforcement (3)
An in-depth examination of the various issues and problems currently being experienced in American policing.

CJ   6642   Cyber and Information Threat Management (3)
Presented from an operational perspective, this course introduces students to the interdisciplinary field of cyber-security, discusses the evolution of information security into cybersecurity, and explores the relationship of cybersecurity to organizations and society. Students will be exposed to multiple cyber-security environments, technologies, processes, and concepts, analyze the threats and risks to/in these environments, and understand how to develop an appropriate strategy to mitigate potential cybersecurity impacts in the modern information environment.

CJ   6643   Transportation and Border Security (3)
This course provides students with an analysis of issues that concern the protection of our nation's borders and United States' policy regarding the safety of the US transportation system. Moreover, the course will analyze border security issues such as immigration, Mexican Drug Wars, physical border security strategies to include the use of the US military and the Bracero Program.

CJ   6644   Administrative Law (3)
A study of the legal environment in which the public administrator functions. The process and procedures of administrative agencies including administrative discretion, rule-making, investigating, prosecuting, negotiating, and settling; constitutional law, statutory law, common law, and agency-made law. Liability of governments and their officers. Selected cases and decisions.

CJ   6645   Ethics in Criminal Justice Organizations (3)
The study of philosophical and practical issues related to ethical decision making in criminal justice organizations. Emphasis is given to the analysis of ethical dilemmas confronting the contemporary criminal justice system and the development of analytical skills and a values framework to act as ethical criminal justice professionals.

CJ   6649   Statistics for Criminal Justice Research (3)
This course provides a review of advanced statistical techniques with emphasis upon their application in a criminal justice setting.

CJ   6650   Survey of Research Methods in Criminal Justice (3)
An analysis of research strategies employed to study the causes of crime and the societal response to it. *A grade of "B" or better is required.*

CJ   6652   Seminar in Corrections (3)
An in-depth examination of the various issues and problems in corrections with a special emphasis relating to administration and management.

CJ   6653   Seminar in Intelligence (3)
This course examines the principle roles of intelligence in a post 9-11 environment and in national security formulation. Moreover, the course covers the intelligence cycle (planning and direction, collection, processing, analysis and dissemination). It also covers key aspects of intelligence such as warning and surprise, denial and deception; covert action; oversight and civil liberties; role of policy makers, and intelligence reform.

CJ   6655   Selected Topics in Criminal Justice (3)
An examination of a particular subject which is not offered under the normal course offerings. May be repeated (with different topics) for credit. *See semester hour limits listed under Course Restrictions in General Regulations section.*

CJ   6656   Selected Topics in Security (3)
An examination of a particular subject which is not offered under the normal course offerings. May be repeated (with different topics) for credit. See semester hour limits listed under Course Restrictions in General Regulations section.

CJ   6660   Advanced Readings in Criminal Justice (3)
This course is designed to allow beginning graduate students the opportunity to acquire a basic background in criminal justice literature. The readings will be in specific areas in criminal justice. May be repeated (with different topics) for credit. *See semester hour limits listed under Course Restrictions in General Regulations section.*

CJ   6665   Emergency and Crisis Management (3)
An examination of the theory and practice of emergency management. Course reviews principles and practices of emergency and crisis management. The issues, policies and responses necessary to coordinate and collaborate with other agencies in an emergency situation will be examines. Application of these policies, issues and principles will involve using cases and scenarios.

CJ   6667   Intelligence Analysis (3)
Examines the disciplines of criminal and intelligence analysis as an evolving interdisciplinary approach to address and support the Homeland Security function, and complex investigations such as organized crime. The course is an integration of theory, software application for investigative analysis, and application of information management.

CJ   6669   Legal Aspects of Security (3)
A historical and legal exploration of security law in the United States.

CJ   6671   Organization Theory (3)
An examination of the theories of modern criminal justice organization, including current trends and development.

CJ   6680   Criminal Justice Study Abroad (3)
An examination of the differences in criminal justice system between the US and a chosen foreign country, unique crime problems faced by the chosen country, and their tactics to handle the problems.

CJ   6692   Agency Experience (3)
A supervised practice in an approved criminal justice agency. Reserved for students with no prior experience in a criminal justice setting.

CJ   6693   Master's Project (3)
An applied professional research project involving the analysis of a management or public policy problem, designed for the student who does not wish to write a thesis but nonetheless desires to prepare a major written work in the field of criminal justice.

CJ   6694   Thesis Practicum (3)
This course is designed to offer the student who elects to write a thesis an opportunity to review research strategies, initiate a literature search, and prepare preliminary drafts of the thesis. *The student will receive a letter grade of "IP" until the completion of the thesis. Enrollment is available ONLY to students in residence at the Troy, Alabama campus.*

CJ   6695   Thesis (3)
The completion and oral defense of the thesis. *Grading system is Pass / Fail. Enrollment is available ONLY to students in residence at the Troy, Alabama campus.*

COMMUNICATION STUDIES

COM 5531   Interpersonal Communication (3)
A study of theories of Communication behavior in relatively unstructured face-to-face situations, including small-group discussion.

COM 5541   Oral Interpretation (3)
A study and application of the principles and practices of oral interpretation (reading) of literature, including individual and ensemble performance.

COM 5542   Rhetoric (3)
A study of the historical development of rhetorical theory in Western thought from the Classical to the Contemporary periods and its relationship to practice and criticism. The course includes opportunities for advanced public speaking and small group discussion.

COM 6600   Communication and Influence (3)
This class is designed to increase the students' understanding of and ability to use social media in an advocacy role. Students will study argument, interaction and political communication in personal, print, and online environments. Emphasis is placed on persuasion theories and the role of messages as agents for change.

COM 6605   Strategic Communication Theories (3)
Students will explore communication theories from classical to current times along with their practical applications. Special attention is placed on crisis communication and the role of new technologies.

COM 6610   Leadership and Media Strategies (3)
Using leadership skills to approach communication effectively with a variety of media tools. Topics include media relations, media characteristics, media decisions, the impact of emerging communication technologies on the communication process, mentoring communication skills, presentation skills and media budgets.

COM 6620   Contemporary Issues in Strategic Communication (3)
The study of contemporary issues related to strategic communication and appropriate delivery mechanisms. Students will develop communication plans for critical audiences facing problematic situations.

COM 6625   Specialized Study in Area of Speech
6626   Communication (1-3)
6627   Under the supervision of the faculty course supervisor the student may pursue an extensive study of a particular area which fits his/her academic needs but is not available in the regular curriculum. Each proposal must be approved the preceding term by adviser, course supervisor, and department chair. *Total credit for any combination of enrollments in these courses may not exceed six hours. See semester hour limits listed under Course Restrictions in General Regulations section. Total specialized study hours may not exceed six semester hours.*

COM 6630   Strategic Communication and Emerging Media (3)
Students will examine the strategic use of emerging media in communication campaigns. Topics include

Internet usage, audience analysis, media relations, public relations media plans, social media advertising, blogs, electronic publishing and web design.

COM 6635   Strategic Organizational Communication (3)
This course allows students to discuss the impact of mediated communications within organizations and how to use digital and conventional communication technologies to reach diverse publics.

COM 6640   Global Communication (3)
The study of elements of cross-cultural communication and global markets. The course focuses on developing skills to improve communication across cultural barriers in a diverse environment. Students will learn about ethical and effective communication in diverse domestic work places and in the international business environment.

COM 6691   Strategic Communication Inquiry and Research (3)
The examination and evaluation of research methods used with strategic communication data. Students will apply this knowledge in a study of communication problems. Students may not enroll in COM 6699 without successfully completing this course. *A grade of "B" or better is required.*

COM 6699   Strategic Communication Capstone (3)
This course provides a culminating experience in which students will integrate the theoretical and practical strategic communication skills developed in prior courses. Students will apply these skills by developing an effective communication campaign. *A grade of "B" or better is required. This course is open only to students who have successfully completed 24 hours of coursework (including COM 6600, COM 6605, COM 6691 and JRN 6640) in the program. This course may only be taken in the students final term of the program.*

COM 8801   Topics in Communication (3)
This course examines the multifaceted world of communication in the 21st century: concepts, terms, and processes. Additionally, students explore the history, score and structure of communication in the United States and globally.

COM 8802   Seminar in Conflict and Communication (3)
Conflict in the organization influences communication. Students will explore conflict as a part of the communication process, analyzing issues, problem-solving, and critically thinking.

COM 8803   Survey of Communication Studies (3)
This course explores communication in the organization from the perspective of real-life issues, using case-studies.

COM 8804   Readings in Contemporary Issues in Communication (3)
This course explores contemporary issues in communication, evolving technologies, and how communication is impacted by changes in the globalization process.

COM 8805   Communication Capstone (3)
This course examines communication from a global leadership perspective. Communication in the complex organization impacts the culture and working environment of the organization. Communication will be explored through theory as well as real-life settings.

COM 8806   Seminar in Media Processes & Effects (3)
Communication as a medium is explored. The course examines the medium of communication as representation, reflection, and an influencer.

COUNSELING

CP   6600   Professional Orientation and Ethics (3)
An introductory course to the world of professional counseling. Course content includes historical overview, concepts, approaches, philosophy and development of the counseling profession. Professional roles, organizations, credentialing, legal/ethical issues, and professional standards of care are covered. *Prerequisites: Recommended first course.*

CP   6601   Legal, Ethical, and Professional Standards (3)
This course assists counseling personnel in acquiring information and understanding necessary to effectively deal with legal, ethical and professional standards of the counseling profession.

CP   6602   Seminar in the Prevention/Treatment of Chemical Dependency (3)
An examination of specified issues which must be addressed to promote successful recovery in the treatment of chemical dependency.

CP   6605   Foundations of Mental Health Counseling (3)
A study of the historical, philosophical, societal, cultural, economic, and political dimensions within mental health practice. This course will address the professional identity, functions, and issues facing mental health practitioners: principles, theories, and practice of community intervention and the human services network; fiscal and administrative management of programs; and public policy and governmental relations impacting mental health services.

CP   6610   Facilitation Skills and Counseling Techniques (3)
A focus on the development and application of basic facilitation skills necessary for becoming an effective helping professional.   Skills are developed through a combination of didactic, experiential, and demonstrated learning activities to train the begin-

ning counselor in the establishment and maintenance of therapeutic relationships.

CP   6616   Treatment of Addictive Family Diseases (3)
A study of typical characteristics of dysfunctional families. Provides the basis for suggested intervention techniques, appropriate areas of family education, and guidelines for effective therapy.

CP   6617   Treatment Theories and Modalities of Addictive Disease (3)
A study of historical perspectives and the most effective treatment and assessment approaches of addictive diseases.

CP   6618   Counseling Military Service Personnel and their Families (3)
Examines essential knowledge and current research on counseling issues that impact military personnel and their families. Analyzes the concerns that affect military families through pre-, during, and post-deployment, as well as significant issues for children and adults in school and agency settings. Also addresses issues relating to student veterans pursuing post-secondary education.

CP   6619   Assessment, Diagnosis, Treatment Planning, and Community Reintegration for Military Service Populations (3)
Utilizes essential knowledge and current research on counseling issues that impact military personnel and their families. Obtains, analyzes and applies assessments, evaluative data, and diagnostic information to the development of comprehensive treatment planning for behavioral symptoms, short-term objectives, long term goals and therapeutic interventions for military personnel and their family members in personal, educational, and community environments. Psychopharmacology treatment interventions are covered.

CP   6620   Readings in Counseling and Psychology (1-3)
6621   An independent exploration of the literature related
6622   to verbal and nonverbal communication, listening, and human relations under the supervision of a faculty member. An examination will be required upon the conclusion of the course. *This course may be offered as a seminar. See semester hour limits listed under Course Restrictions in General Regulations section.*

CP   6625   Specialized Study in Counseling (1-3)
6626   A study of a problem or a topic using research
6627   techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. *Approval by the student's adviser, the course instructor, and department chair is required. See semester hour limits listed under Course Restrictions in General Regulations section.*

CP   6633   Spiritual Issues in Counseling (3)
Spiritual issues in counseling is a course designed to assist students to become more informed about and aware of spiritual issues that affect themselves, their clients, and society. The topics discussed in class have to do with a survey of religious/spiritual traditions, assessing religious/spiritual dimensions, theories of religious/spiritual models, ethics of working with clients around religious/spiritual issues, and strategies and techniques for treatment interventions around religious/spiritual dimensions.

CP   6634   Drug Education, Prevention, and Intervention (3)
A study of commonly abused drugs, drug abuse prevention, and treatment techniques. Examines characteristics of people at high risk to become substance abusers/addicted.

CP   6635   Crisis Response Management (3)
This course provides community personnel, school personnel and other education and/or health professionals/paraprofessionals information about the nature of global and local disasters. Course content includes appropriate responses to a variety of crisis scenarios and information on major theories of crisis intervention.

CP   6636   Foundations of Student Affairs (3)
This course is designed to provide a comprehensive introduction to the field of student affairs in higher education through a review of its historical and philosophical influences; purpose, roles, and functions; and contemporary issues and trends.

CP   6637   Administration of Student Affairs Programs (3)
This course is designed to provide the knowledge and skills required for effective administration of student affairs in higher education. The course will focus on designing, managing, and evaluating student affairs programs.

CP   6638   Internship: Student Affairs Counseling (3)
This course provides supervised student affairs counseling experiences in the college environment. The experience is accompanied by scheduled on-campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student affairs service. *Prerequisite: CP 6650. Grading system is Pass/Fail.*

CP   6639   Internship: Student Affairs Counseling (3)
This course provides supervised student affairs counseling experiences in the college environment. The experience is accompanied by scheduled on-campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student affairs service. *Prerequisite: CP 6638. Grading system is Pass/Fail.*

CP   6641   School Counseling and Program Management (3)

In this course students will study planning, designing, implementing, and evaluating a comprehensive developmental school guidance program. The school counselor's role as an advocate and school leader will be emphasized. Historical perspective, new academic achievement, guidance curriculum and ethical and legal issues will be included.

CP   6642   Group Dynamics and Counseling (3)

The study of group dynamics and group counseling theories, including ethics, group leadership styles, types of groups, group counseling methods and skills, group developmental stages, and therapeutic factors of group work. Experiential activities included. *Prerequisite: CP 6610*

CP   6644   Community Counseling Services (3)

A study of multifaceted, comprehensive, community counseling and school psychological services, needs assessment, resource identification, program development, and program evaluation. Alternative models of service delivery and alternative sources of funding and program regulation are explored.

CP   6645   Current Trends in School Counseling (3)

The course is designed to provide the students with relevant information and current trends in the school counseling profession.

CP   6649   Theories of Counseling (3)

A study of the major theoretical approaches in counseling including the affective, behavioral, and cognitive theories. Application of theories to basic types of problems in the counseling relationship is included. Includes case studies, class demonstrations and role-playing.

CP   6650   Practicum (3)

This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed professional counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. Students enrolled in practicum must complete requirements in program major area. Students changing majors will be required to retake practicum in another program area. *Grading system is Pass / Fail. Prerequisites: Permission of instructor and department chair required. CP 6600, CP 6610, CP 6642, and CP 6649 are required for all programs. In addition, PSY 6669 and PSY 6670 are required for Clinical Mental Health; CP 6652 is required for Rehabilitation Counseling; CP 6641 is required for School Counseling.*

CP   6651   Counseling Diverse Populations (3)

A study of the psychological and sociological factors relative to cultural diversity. Special emphasis is placed on current practices utilized in counseling interventions with culturally diverse populations. Special emphasis is placed on current practices utilized in counseling interventions with diverse populations as well as increasing counselor sensitivity to the unique needs and experiences of such populations.

CP   6652   Rehabilitation Delivery and Process (3)

A study of the rehabilitation process including historical developments, philosophical bases, and legal aspects, with an emphasis on the operational aspects of rehabilitation service delivery systems.

CP   6654   Sexual Minority Issues in Counseling (3)

Examines essential knowledge and current research on counseling issues that impact Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, Ally and Two-Spirited populations. Analyzes the historical and current perceptions and concerns that affect LGBTQQ1A2S adults, adolescents and children. Examines counseling competencies, developmental models and treatment modalities in relation to these populations' needs.

CP   6655   Practicum: General Counseling (3)

This study provides an opportunity for the student to perform, under supervision, a variety of activities that a regularly employed counselor would perform. Practicum provides for the development of counseling skills under supervision. The student must complete 100 clock hours including a minimum of 40 hours of direct service with clients. Experiences are accompanied by regularly scheduled, weekly on-campus group supervision designed to provide opportunity for analysis and evaluation of supervised activity. *Grading system is Pass / Fail. Prerequisites: Permission of instructor and department chair required. CP 6600, CP 6610, CP 6642, CP 6649. This practicum does NOT meet criteria for licensure.*

CP   6656   Marriage, Family, and Sex Therapy Counseling (3)

The course is designed to provide the student with a conceptual framework for dealing with marriage, family, and sex problems. Students will be equipped with the skills necessary for working with all members of the family.

CP   6657   Internship: School Counseling (3)

This course provides supervised school based experience at both the elementary and secondary levels. The school-based experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship, to include 120 hours of direct student service. *Grading system is Pass/Fail. Prerequisite: CP 6650.*

CP　6658　Internship: School Counseling (3)
This course provides supervised school-based experience at both the elementary and secondary levels. The school based experience will be accompanied by scheduled on campus supervision with the university supervisor. Internship equals 300 clock hours, to include 120 hours of direct student service. Grading system is Pass/Fail. Prerequisite: CP 6657.

CP　6659　Internship: Mental Health (3)
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision.   Course equals 300 hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

CP　6660　Internship: Mental Health (3)
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. Grading system is Pass/Fail. *Prerequisite: Completion of CP 6650 and adviser approval.*

CP　6661　Internship: Mental Health (3)
This course provides an opportunity for the student to perform under supervision a variety of activities that a regularly employed professional counselor in an agency setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

CP　6662　Internship: Community Counseling (3)
This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. Grading system

is Pass/Fail. *Prerequisite: Completion of CP 6650 and adviser approval.*

CP　6663　Internship: Community Counseling (3)
This course provides supervised, on-the-job, experiences in Community Counseling. These field experiences are accompanied by weekly, on-campus, supervised sessions. Students must receive individual and group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

CP　6665　Internship: Addictions Counseling (3)
This course provides an opportunity for the student to perform a variety of activities that a regularly employed professional counselor in an Addictions Counseling Treatment setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail.*

CP　6666　Internship: Addictions Counseling (3)
This course provides an opportunity for the student to perform a variety of activities that a regularly employed professional counselor in an Addictions Counseling Treatment setting would be expected to perform. Experiences are accompanied by regularly scheduled, weekly group supervision. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail.*

CP　6670　Internship: Rehabilitation Counseling (3)
This course provides supervised experiences in a rehabilitation setting. The experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120 hours of direct service with clients. *Grading system is Pass/Fail. Prerequisite: Completion of CP 6650 and adviser approval.*

CP　6671　Internship: Rehabilitation Counseling (3)
This course provides supervised experience in a rehabilitation setting. The experience will be accompanied by scheduled on campus supervision with the university supervisor. Course equals 300 clock hours of internship. Students may take up to six semester hours of internship per semester with adviser approval. Each student must complete 120

hours of direct service with clients. *Grading system is Pass / Fail. Prerequisite: CP 6650*

CP 6680 Counseling Approaches to Working with Individuals who are Deaf/Hard-of-Hearing (3)
This course offers students an opportunity to learn the principles of deaf culture and apply medical, psychological, and sociological research/techniques to counseling with individuals who are deaf or hard-of-hearing. *Prerequisite: Permission of instructor.*

CP 6681 Seminar: Counseling Approaches to Working with Visual Impairment (3)
This course is taken in conjunction with the practicum/internship in rehabilitation counseling, offers students an opportunity to apply medical, psychological and sociological research/techniques to counseling with individuals who are visually impaired. *Prerequisite: Permission of instructor.*

CP 6682 Leadership and Advocacy: Deaf and Hard-of-Hearing Services (3)
The purpose of this course is to develop an appreciation for the organization, administration, and coordination of services for individuals who are deaf or hard-of-hearing. Strategies for consulting with various agencies, educating the general public, counseling with individuals who are deaf or hard-of-hearing. and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6652 or permission of instructor.*

CP 6683 Leadership and Advocacy: Visual Impairment (3)
The purpose of this course is to develop an appreciation for the organization, administration and coordination of services for the visually impaired. Strategies for consulting with various agencies, educating the general public, counseling with the visually impaired and their families as well as approaches for advocating for these populations will be explored. *Prerequisites: CP 6650, CP 6652, PSY 6653. Taken in conjunction with internship.*

CP 6685 Case Management (3)
A study of the case management process, including case findings, service coordination, referral and utilization of other disciplines, and client advocacy.

CP 6686 Job Development and Placement (3)
A study of the analysis of job development and placement in the rehabilitation process and related fields.

CP 6687 Job Development, Placement, and Workplace Accommodations for Individuals with Severe Disabilities (3)
This course is a study of effective job development and placement techniques and workplace strategies in the rehabilitation process for individuals who are Blind, Deaf, Hard-of-Hearing, Mentally Ill, and individuals who have Traumatic Brain Injuries, Spinal Cord Injuries, Learning Disabilities, and Multiple Disabilities.

CP 6691 Research Methodology (3)
The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. *Students enrolled in the Counseling and Psychology programs are required to take CP 6691 Research Methodology only at Troy University. This research course may not be substituted with another Troy University research course or one transferred from another university. A grade of "B" or better is required.*

CP 7700 Advanced Practicum in Group Leadership (3)
Supervised training in group leadership, including experiential and didactic activities, focusing on group facilitation. *Prerequisites: CP 6642 and CP 6650 or equivalents and permission of the instructor. Enrollment restricted to Ed.S. students..*

CP 7701 Seminar in Counseling and Student Personnel Work (3)
Individual readings and conferences, group discussions and reports focusing on the advanced student's special interest in counseling and human development. Emphasizes research findings.

CP 7702 Advanced Theories and Techniques of Counseling (3)
An in-depth study of current viable theories of counseling utilizing techniques appropriate for each framework. Some areas to be covered include the cognitive, affective, and eclectic approaches. *Prerequisite: CP 6649 or equivalent*

CP 7725 Advanced Studies in Counseling (1-3)
7726 A study of a problem or topic using research
7727 techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. *Approval by the student's adviser, the course instructor, and department chair is required.*

CP 7740 Theories of Counseling Supervision (3)
A focus on the theories and techniques utilized in counseling supervision will be studied. Students will experience components of the process involved in the supervisor/supervisee relationship and will be provided with basic supervisory skills. *Prerequisite: Advisor Approval*

CP   7753   Internship: Advanced Counseling (1-3)
7754   This course provides advanced graduate students
7755   with full-time, supervised, on-the-job experience in settings appropriate to their area of specialization. Experiences accompanied by weekly on-campus meetings designed to provide opportunity for analysis and evaluation of supervised activity. *Grading system is Pass/Fail.*

CP   7791   Research Seminar (1-3)
7792   This course provides in-depth assistance to pre-
7793   pare students for development of, research for, and preparation of theses or field project proposal.

CP   7794   Field Project (3)
An independent study of a problem of a practical nature which is encountered in a field setting. A proposal for the study and a written report of the findings must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings. *Grading system is Pass/Fail. Enrollment limited to Ed.S. students.*

CP   7795   Thesis (3-6)
7796   Research for and preparation of a scholarly paper
related to a counseling and guidance problem or situation under the supervision of the student's advisory committee. *Grading system is Pass/Fail. Enrollment limited to Ed.S. students.*

CRIMINOLOGY

CRM 5520   Crime Analysis (3)
The purpose of this course is to utilize analytical methods being used in crime intervention and prevention strategies. The course especially focuses on the analysis of crime in space, time, and individuals (e.g., offenders, targets, and victims).

CRM 6620   Drugs, Crime, and Justice (3)
This course provides a comprehensive examination of the drug problem and the link between crime and drug abuse. It describes traditional and modern approaches to solve the problem of drug abuse. The course also discusses and evaluates various criminal justice drug policies and their impacts on society.

CRM 6625   Evidence-Based Crime Prevention (3)
This course explores relationships between crime policy and empirical evaluation research. Students will learn to critically analyze empirical evidence regarding specific criminal justice and crime-related policies, identify factors that influence policy making, and describe challenges associated with evaluation research of crime-focused programs.

CRM 6630   Criminal Justice Policy (3)
This course provides an in-depth analysis of criminal justice policy and its association with the American Criminal Justice System. It examines the current nature of crime and criminal justice policies and evaluates their effectiveness, outcomes, and implications. Finally, this course discusses some contemporary issues and future trends related to criminal justice policy.

CRM 6636   Criminological Theory (3)
An in-depth overview of major criminological perspectives as well as their nature and extent, especially those found in the United States, and an analysis of the etiology of criminal behavior, criminal law, and the societal reaction to criminals.

CRM 6640   Seminar in Victimology (3)
This is a survey of the field of victimology. We shall examine the risks, and consequences of crime for its victims. Issues considered include victim-offender relationships, characteristics of victims, the nature, and consequences of the injuries they experience, and criminal justice response to crime victims.

CRM 6645   Seminar in Transnational Crime (3)
This course provides a comprehensive overview of the history of proliferation, and types of transnational crime. The course will also discuss the major issues related to criminal justice policies, national and international approaches to control transnational crime.

COMPUTER SCIENCE

CS   5545   Computer Architecture (3)
Functional descriptions of the major components of digital computer architectures are explored, explored, such as arithmetic and control units, memory hierarchies, channels and characterizations and interactions of individual major components of small and large computers. Also included are minicomputer architectures, specialized computer architectures, and distributed data processing architectures. *Prerequisite: CS 3310, CS 3365 or CS 4445*

CS   5549   Analysis of Algorithms (3)
This course discusses various algorithms that solve searching, sorting, and cryptographic problems. There are many candidate algorithms to solve such problems. Tradeoffs involved when choosing an algorithm are discussed. Sorting algorithms such as merge, insertion, quick, and heap, search algorithms such as binary search tree, red-black tree, hashing, and B-Trees are discussed. *Prerequisite: CS 3323*

CS   5550   Operating Systems Principles (3)
This course discusses what operating systems are, what they do, how they are designed and organized. Topics discussed include: process management (scheduling, intercommunication, synchronization, and deadlock handling), storage management (memory management and virtual memory management). I/O systems (hardware, interfaces, request-handling,

performance issues). Applications of these concepts in modern operating systems such as Windows and Unix are presented. Prerequisite: CS 3323

CS   6622   Introduction to Cyber Security (3)
This course provides an introduction to cyber security. Topics include security protocols and cryptography; cyber threats and defenses; attack modeling and risk analysis: cybercrime: cyber law. ethics and policies.

CS   6625   Specialized Study in Computer Science (1-3)
6626   This course involves the study of a problem or pro-
6627   blems using research techniques. Selection of **prob**
lem is to be approved by the student's advisor, instructor, college dean, and Dean of the Graduate School. The study should contribute to a student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in the specialized study courses may not exceed three (3) semester hours. The course may not be substituted for a required course. See semester hour limits listed under Course Restrictions in General Regulations.*

CS   6630   Introduction to Bioinformatics (3)
This course covers the computational methods for analyzing information about the sequence, structure, and function of biological molecules and systems, including DNA, RNA, proteins, metabolites, and other small molecules. Topics include: multiple sequence alignment, Hidden Markov Models, mathematical analysis of phylogenetic trees, physical mapping and assembly of sequences, genome rearrangement.

CS   6632   Computer Vision (3)
Computer Vision is a topic that combines techniques from several different subfields of applied mathematics and computer science. Broadly, computer vision algorithms are used to process, analyze, and understand static and motion picture data. Frequency/time-domain transformations and Machine Learning algorithms serve as the backbone of Computer Vision.

CS   6634   Cloud Computing (3)
This course will cover a wide range of cloud computing related concepts. Topics include but are not limited to cloud computing principles, economics, protocols, infrastructures, components, service architectures and implementations. In addition, Hadoop/map reduce as a programming model will be discussed.

CS   6635   Image Processing (3)
This course introduces fundamentals and research directions in image processing. Topics include but are not limited to image representation and description, image transformation and filtering, image enhancement, restoration and reconstruction, image segmentation, image compression, object recognition, as well as image information retrieval.

CS   6640   Advanced Database Concepts (3)
This course discusses design and implementation issues associated with relational and object-oriented databases. Topics include E-R modeling, relational modeling, normal forms, data storage, and concepts of object-oriented data modeling. *Prerequisite: CS 3323*

CS   6643   Theory and Design of Compilers (3)
The formal properties of grammars, lexical and syntactic analysis, macro generators, and code selection are presented. Additional topics include hardwire compilers, extensibility of languages, and implementation of simple compilers. *Prerequisite: CS 3372 or 3370*

CS   6645   Performance in Analytical Models (3)
The fundamental concepts and structures for understanding the different approaches in analytical structures. Techniques such as Indexing, Distributed Databases, Parallel Queries, Virtualization, Fitness Function Optimization, and Biological Computing will be covered.

CS   6646   Information Systems for Operations and Management (3)
Conceptual and practical foundations of information processing systems' support for management and decision-making functions are examined. Computer system project management, economic and legal considerations of management information systems, systems implementation and evaluation are additional topic areas covered in this course. *Prerequisite: CS 5547*

CS   6647   Simulation and Modeling (3)
The theory and design of modeling problems, validation and verification of simulation models for dynamic queuing and static Monte Carlo problems are reviewed. Discrete event and continuous simulation models are analyzed. Random number generation used in simulation languages and the implementation of models on computer hardware and software engineering using general purpose and simulation languages re presented in this course. *Prerequisite: CS 5547*

CS   6648   Optimization Modeling (3)
A systems approach is explored as it relates to using various algorithms to solve different classes of managerial problems with a computer. *Prerequisite: CS 3325 or CS 5547*

CS   6649   Special Topics in Computer Science (3)
A series of advanced topics in areas of computer science is offered. The course details a structured discussion of varied subjects to include technological updates, a more intense study of topics covered in other course offerings, and an introduction to advanced concepts such as artificial intelligence, the theory of computability, and formal languages. *Prerequisites: 12 semester hours of graduate credit*

CS   6660   Algorithmic Graph Theory (3)
Theory and algorithms for solving computational problems in graphs and hypergraphs. The topics may include minimum transversals, maximum matchings, trees and bipartite graphs, chordal graphs, planar graphs and graph coloring, hypertrees, chordal hypergraphs, planar hypergraphs and hypergraph coloring, colorability, perfection, and chromatic spectrum. *Prerequisites: CS 3323 and MTH 4420, or permission of the instructor.*

CS   6664   High-Performance Computing (3)
This course teaches the methods and technology of high-performance computing and its usage in solving scientific problems. Topics focus on advanced computer architectures, parallel algorithms, parallel languages, performance-oriented computing, and grid and cluster computing. *Prerequisite : CS 3323*

CS   6666   Computer Graphics (3)
This course covers the theory, design, implementation and applications of computer graphics. Topics include common graphics hardware, 2D and 3D transformations and viewing, basic raster graphics, concepts image processing, modeling, rendering, illumination, shadows, textures, programmable shaders, and animation. *Prerequisite : CS 3323*

CS   6668   Network Security (3)
The course covers theory and practice of communication security in computer systems and networks. Topics include authentication and access control, virtual networks, shared key encryption, public key encryption, and digital signature. *Prerequisite : CS 4445*

CS   6670   Applied System Analysis and Design (3)
Introduction to information systems development process. Systems analysis methods, covering activities, tools, and techniques for requirements gathering, modeling and specification. Systems design methods, including activities, tools and techniques for design, with an emphasis on architecture, rapid development and prototyping, and detailed design. Introduces classical approaches such as information engineering as well as object-oriented analysis and design. *Prerequisite: CS 4447 recommended*

CS   6672   Distributed Algorithms (3)
This course will study issues in distributed computing through models, algorithms and bounds, with an emphasis on fundamental problems. Topics in this course will include but not limited to basic models and complexity measures, leader election, mutual exclusion, consensus, fault-tolerance, broadcast and multicast, causality, synchronization, simulations among models. *Prerequisite: CS 3329*

CS   6674   Network and Information Security (3)
The goal for students in this course is to learn the fundamentals of network and information security. The topics include introduction to network security, basic cryptography, authentication, cipher techniques, attacks and defenses on computer systems, overview of essential concepts and methods for providing and evaluating security in information processing systems, importance of management and administration, social issues such as individual privacy and public policy.

CS   6676   Advanced Computer Network (3)
The goal of this course is to discuss contemporary issues of computer networks such as Wireless networks, Sensor networks, Optical Networks etc. Students are expected to review research papers and work on semester long projects. Topics will cover issues related to network communication protocol stacks and simulation of these computer networks. This course assumes good knowledge of object-oriented programming.

CS   6678   Advanced Artificial Intelligence (3)
Intelligent agents, problem-solving, search, knowledge representation and reasoning, planning, and reasoning with uncertain knowledge. Machine learning. Design and implementation of artificial intelligence systems including expert systems, planning, logic and constraint programming.

CS   6680   Advanced Software Engineering (3)
This course covers advanced theoretical concepts of software engineering. Topics include software development models, requirement analysis, project planning and management, software architecture and design, implementation, and testing and validation.

CS   6682   Machine Learning (3)
Introduction to Machine Learning, covering key algorithms in supervised, unsupervised, and reinforcement learning, such as Kernel Methods, Bayesian Networks, Hidden Markov Models, K-Means, etc. The class will also address key concepts and challenges in Machine Learning, such as the bias-variance tradeoff, generalization, regularization, boosting, etc. The course is project-based, with a focus on application in computational biology/bioinformatics. A basic knowledge of statistics and probability is a must.

CS   6699   Research and Thesis (1-6)
Guided research in Computer Science results in the preparation of a scholarly thesis. The thesis includes a discussion of the research design and methodology available to plan and conduct a systematic, thorough, critical, interpretive and analytical research in an area appropriate to the interest of the individual student and consistent with the degree program. The course requires students to prepare a thesis within guidelines provided by the faculty member and to defend it before a thesis committee.

DRAMA

DRA 5543   Theatre History I (3)
A history of the theatre from the origin of tragedy through English drama of the 17th century. A study of dramatic literature and elements of the theatre designed to enhance the student's appreciation of contemporary theatrical practices in the staging of the "classics".

DRA 5551   Directing I (3)
Script analysis and directing principles with studies in the direction of contemporary scenes one-act plays.

DRA 6625   Specialized Study in Area of Theatre (1-3)
Under the supervision of the faculty course supervisor, the student may pursue an extensive study of a particular area which fits his/her academic needs but is not available in the regular curriculum. Each proposal must be approved the preceding term by the student's advisor, the faculty course supervisor, and the department chair person. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. See semester hour limits listed under Course Restrictions in General Regulations section.*

EDUCATIONAL ADMINISTRA-TION & LEADERSHIP

EAL 6609   Communication and Problem Solving (3)
This course is designed to develop communication and problem solving skills required for effective leadership of people, processes, and organizations. Emphasis will be placed on verbal, interpersonal, and written communication, group dynamics, conflict resolution and consensus building. Special attention will be given to working diverse populations.

EAL 6625   Specialized Topics in Educational Leadership (3)
A seminar concerned with an in-depth examination of one topic that is acutely important to educational leadership. Students are expected to use primary resources, journals, and the Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written response will also be used.

EAL 6633   Leadership: Theory and Practice (3)
This course deals with the development of knowledge and skills needed for key leadership challenges such as vision, motivation, staff development, inclusive decision making and strategic planning are stress. The concept of leadership is discussed from both a theoretical and practical standpoint. Distinctions between management skills and leadership skills are emphasized. The ethical and moral aspects of leadership are examined.

EAL 6643   Administration of School Personnel (3)
This course develops capacities to effectively recruit, coordinate, and develop human resources within an educational environment. Administrative procedures such as facilities management, materials management, and technology management will also be discussed.

EARLY CHILDHOOD

ECE 5544   Internship Seminar (3)
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship. Grading system is Pass / Fail.

ECE 6618   Designing Prosocial Learning Environments (3)
An examination of early childhood education learning environments. Program models such as the English Infant School, the Open School, Montessori's Prepared Learning Environment and other selected models will be studied. In addition, techniques for creating, maintaining, and assessing an environment that fosters knowledge construction, integration of technology resources, the development of autonomy, and independence will be examined. Students will investigate and implement these techniques with young children.

ECE 6620   Inquiries into Physical Knowledge (3)
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding about their own questions related to young children's construction of physical knowledge and the facilitation and evaluation of that knowledge construction in the early childhood classroom. In addition, the students will interact with young children through observation and participation in the application of appropriate physical knowledge experiences and the investigation and evaluation of children's construction of knowledge.

ECE 6622   Parents as Partners in Education (3)
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to strengthen the school-parent relationship while developing mutual supporters for the total development of the young child. Pertinent topics include: stress and children, parents and families in crisis, and helping children cope with the future.

ECE 6625 **Specialized Study in Early Childhood Education**
6626 **(1-3)**
6627 A study of a problem using research techniques Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

ECE 6628 **Inquiries into Literacy Acquisition (3)**
This course is designed to explore emergent literacy and the role of developmentally appropriate practices for young children, N-3. The course includes emphasis on: role of the teacher and teaching reading to young children, children and multiple learning styles, the reading process, and developing a developmentally appropriate reading program for young children, N-3.

ECE 6630 **Inquiries into Representation (3)**
This course is designed to assist graduate students as they investigate and construct knowledge of symbolic representation in all of its form. Topics include: children's talk, play, art, writing process, music, movement and construction.

ECE 6631 **Historical Perspectives in Early Childhood Education (3)**
The purpose of this course is to assist graduate students in constructing a sense of identity with the field of early childhood education through an understanding of the past as a prologue to contemporary thought and practice. The philosophy, history, and impact of education from the time of Plato to the present will be examined with special emphasis on the major influences in early childhood education.

ECE 6632 **Authentic Assessment in the Early Childhood Classroom (3)**
The purpose of this course is to explore the investigation and evaluation of teaching and learning in the early childhood education program through the use of human and material resources. Purposes, types, and designs for developmentally appropriate evaluation will be examined.

ECE 6633 **Integrated Thematic Curriculum (3)**
The purpose of this course is to assist graduate students as they construct an operational knowledge of integrated thematic curriculum. The course will focus on theory, planning, implementation, and evaluation of an integrated thematic curriculum. Additionally, issues surrounding the implementation of innovative teaching methodology in traditional settings will be examined. This course serves as the capstone course for the MS ECE program and must

be taken as one of a student's final four courses. A grade of "B" or better is required. *Advisor approval required.*

ECE 6634 **Inquiries into Logico-Mathematical Knowledge (3)**
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding about their own questions related to young children's construction of logico-mathematical knowledge and the facilitation and evaluation of that knowledge construction in the early childhood classroom. In addition, the students will interact with young children through observation and participation in the application of appropriate logico-mathematical knowledge experiences and the investigation and evaluation of children's construction of knowledge.

ECE 6635 **Program Evaluation in Early Childhood (3)**
This course is designed for the education student to examine evaluation in early childhood and elementary education programs. Techniques and procedures concerning the design and implementation of evaluation in the total school program will be investigated.

ECE 6640 **Integrating Children's Literature (3)**
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to incorporate quality children's literature across the curriculum. Pertinent topics include award winning authors and titles found in children's literature among a variety of genre, along with developmentally appropriate techniques for focusing curriculum delivery through quality children's literature.

ECE 6674 **Early Childhood Internship Grades P-3 (6)**
The professional internship program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student withe the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.

ECE 7725 **Specialized Study in ECE (1-3)**
A study of the problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. *See semester hour limits listed under Course Restrictions in General Regulations section.*

ECE 7760   Leading for Learning in the School Environment (3)

This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.

ECE 7761   Effective Schools and Teachers (3)

This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.

ECE 7762   School Accreditation Process (3)

The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as: the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.

ECE 7763   Legal Issues and Ethics in Education (3)

The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

ECE 7790   Qualitative Research Methodology (3)

The purpose of this course is to provide graduate students with an introduction to qualitative research methodology. The historical development, rationale, and relationship to quantitative research will be examined. Qualitative research methods will include procedures for selection and sampling and for data collection and analysis. Students will read a variety of qualitative studies and conduct a brief qualitative research project. *Prerequisite: Course in research or tests and measurement. A grade of "B" or better is required.*

ECE 7793   Problem Analysis in ECE (3)

A study of processes involved in identifying, framing, evaluating analyzing, and seeking information about problems. Emphasis is given to information collection and processing. Students will select and analyze a problem related to early childhood education or elementary education. Restricted to students enrolled in an Education Specialist program.

ECONOMICS

ECO 6630   Advanced Macroeconomics (3)

A survey of modern economic theories of the business cycle. The mathematical methods employed in macro and micro-foundations of macroeconomics will also be covered.

ECO 6631   Advanced Microeconomics (3)

A mathematical analysis of consumer choice, firm production decisions, and market exchange. Mathematical methods employed in microeconomics will also be covered.

ECO 6632   Econometrics I (3)

An introduction to regression analysis as employed in cross sectional time series econometrics. The statistical and probability tools required for regression analysis will also be covered.

ECO 6633   Econometrics II (3)

A survey of important regression models employed in econometric analysis. Topics will vary according to the interest of instructor, but could include forecasting models, panel data analysis, limited dependent variable, and spatial econometrics.

ECO 6634   Mathematical Economics (3)

An introduction to fundamental mathematical methods used in economic analysis: overviews of differential calculus, linear algebra, constrained optimization, and comparative statics. Also includes an introduction to mathematical statistics as applied to econometrics.

ECO 6652   Macroeconomics and Forecasting (3)

An analysis of the courses of business cycles with the applications of macroeconomic theory and economic forecasting techniques available to the business manager. *Prerequisite: All business foundation courses or equivalent.*

ECO 6654   Labor Economics (3)

An overview of the forces of supply and demand as related to labor markets; wage determination and resource allocation in U.S. labor market operations; the interrelationship of labor and the national economy, wages, prices, and employment; and labor economics in the microenvironment. An introduction to wage determination policies and strategies in a competitive global marketplace. *Prerequisite: All business foundation courses or equivalent.*

ECO 6655   Managerial Economics for the Global Manager (3)
A study of the decision-making process of business managers when operating in a global economy. The efficacy of market based approaches to real world problems is considered. Various theories of the firm and managerial strategies are used to study the optimal decision-making rules for business firms when such firms must operate under conditions of uncertainty and in a global environment. *Graduate standing, acceptance into the MBA program, all undergraduate business prerequisite courses or equivalent completed.*

ECO 6657   International Trade and Economics (3)
Principles and problems of international economics, trade theory, international payments, and monetary policies, economic integration, international economic institutions and policies, and contemporary developments in political economy. *Prerequisite: All business foundation courses or equivalent.*

ECO 6660   Public Choice (3)
An analysis of government decision-making using economic models. Topics include voting, the theory of elections, interest groups, rent seeking, bureaucracies, and the organization of legislatures.

ECO 6661   Austrian Economics (3)
An introduction to the market process theory of the Austrian School of economics. Topics include spontaneous order, entrepreneurship, the discovery function of the market, information transmission, and the role of time and uncertainty in economic activity.

ECO 6662   History of Economic Thought (3)
An analysis of the development of economic thinking and the history of the discipline, including the contribution of major economists and trends in economic analysis.

ECO 6663   Economic Institutions and Prosperity (3)
Analysis of the role of institutions in an economic system and an examination of the types of institutions which allow for prosperity, growth, and human flourishing. Theories of institutional change may also be studied.

ECO 6664   International Economic Development (3)
Examination of theories and case studies of how nations develop and rise out of poverty. Topics would include the impact of foreign aid, comparative economic systems, and international trade. Specific countries of focus will vary with instructor.

ECO 6665   Monetary Theory and Policy (3)
Examination of the role of money, credit, and financial institutions in an economy, and the history of the development of money and financial institutions.

ECO 6666   Constitutional Economics (3)
Examination of the role constraints beyond election of government. Normative theories of constitutional constraints and comparative analysis of the performance of constraints will be covered. Theories of constitutional change will be examined.

ECO 6667   Economics of Public Policy (3)
Tools of economic theory used in the analysis of government sector policies. Topics will include normative vs. positive theories of government policy, cost-benefit analysis, theories of market failure, and comparative institutional analysis.

ECO 6668   Advanced Austrian Economics (3)
Further study of the Austrian theory of the market process. Topics include roles of the equilibrium construct in Austrian versus neoclassical price theory, capital theory, and the Austrian theory of business cycle. *Prerequisite: ECO 6661.*

ECO 6690   Master's Research (3)
Directed research on a selected topic of economics, with the advice and approval of a faculty advisor, culminating in a research paper of appropriate length and original scholarship.

ECO 6695   Thesis Hours (1-9)
Directed research on a selected topic of economics, based on a student's proposal, and with the advice and approval of a faculty advisor, culminating in a research paper of appropriate length and original scholarship. Pass/Fail

GIFTED EDUCATION

EDG 6666   Nature and Needs of Gifted Individuals (3)
This foundation course in the study of gifted education and talent development focuses on understanding gifted individuals, assessment and identification issues in finding gifted students in the schools, models often used to provide education for gifted students and developing support systems for programs for gifted learners.

EDG 6667   Creativity (3)
This course in creative thinking in gifted education focuses on understanding creativity and creative students. This course emphasizes the importance of helping children and adolescents become more self-actualized, creative individuals to better enable them to make important contributions to society.

EDG 6668   Integrating Thinking Skills into the Curriculum (3)
The focus of this course is the integration of critical and productive thinking skills into the curriculum for gifted learners. This course emphasizes an inquiry-based approach to differentiation of the curriculum content for gifted learners.

EDG 6669 **Teaching Methods in Gifted Education (3)**
This methods course in curriculum development in gifted education focuses on planning, designing, and developing appropriate curriculum for gifted students. This course emphasizes the connection between the needs of gifted learners and the cognitive, affective, social, and aesthetic areas of curriculum experiences.

EDG 6670 **Special Populations of Gifted Students (3)**
This course examines ways in which teachers can identify and plan for gifted children from special and underrepresented populations with particular emphasis on underachieving students, minority students, and students with physical, emotional, and learning disabilities.

EDG 6696 **Practicum in Gifted Education (3)**
Supervised experiences related to instruction in gifted education. The application of skills, concepts, and principles acquired in previous courses will be emphasized. *Prerequisite: EDG 6666, EDG 6667, EDG 6668, EDG 6669, and EDG 6670, or equivalents, or permission from instructor. A grade of "B" or better is required.*

EDUCATION

EDU 5590 **Global Identity: Connecting Your International Experience to Your Future (1-3)**
Studying abroad is a transformative experience that has the power to challenge our thinking and our perspective on the world. This course aims to attract students across disciplines, to promote interprofessional development, and to prepare them to expand their understanding of their global identity and communicate their growth in intercultural competence toward their personal and professional development. Students make connections between their study abroad experience and the broader range of skills connected with this experience, to become a competitive member of a global workforce.

EDU 6600 **Classroom Management and Behavior Intervention (3)**
This course is a study of current theory, research, and practice in psychology, sociology, leadership, and human behavior as related to school age students, the nature of the educational organization, and the role of the teacher in that organization. Emphasis is placed upon the formation of a positive, developmental philosophy for effective management of classroom resources and student behavior as well as the identification of some appropriate methods and techniques to apply this philosophy.

EDU 6603 **Planning For the Classroom (3)**
This course provides students with an overview of the K-12 classroom environment and the planning necessary to establish environments that are conductive for learning.

EDU 6606 **Current and Emerging Instructional Technologies (3)**
This introductory course focuses on current and emerging instructional technologies. The emphasis of this class is on the instructional use of computers, Microsoft Office applications, software, desktop publishing, graphics, hypermedia, and the internet. Prerequisite: permission of instructor.

EDU 6607 **Curriculum Integration of Technology (3)**
This course covers the evaluation, selection, and integration of various instructional software and web-based technologies into curricula, taking into consideration teaching and learning styles while relating technologies to instructional settings, diverse models, and developmental levels. Micro-lessons are produced using multimedia-authoring tools. *Prerequisite: EDU 6606 or permission of instructor.*

EDU 6611 **Educational Technology in the Curriculum (3)**
The purpose of this course is to advance pre-service and in-service teachers beyond simple computer literacy and basic understanding of Computer-Based Instructional Technologies. It will focus on more advanced educational use of multimedia and Internet based technologies. The student will explore technologies and learning tools that foster a more learner centered constructivist environment within their specific teaching area. Critical issues arising from the integration of these technologies such as development of interactive environments and new modes of communication and subsequent effects on the definition of learning will also be investigated.

EDU 6613 **Principles of Instructional Design (3)**
This course focuses on the development of instruction by using the Instructional Systems Design (ISD) approach based on the ADDIE Model. Students will develop the necessary pedagogical skills that will facilitate the analysis, design, development, implementation, and evaluation of instructional needs to synthesize appropriate teaching and learning curriculum.

EDU 6614 **Instructional Performance Design Systems (3)**
This course further exposes students to the pedagogies, processes, tools, and techniques that facilitate proficiency in developing instructional strategies and materials. This includes case study analysis and in-depth discussion of the literature to foster theoretical application and evaluation of instructional design products. *Prerequisite: EDU 6613*

EDU 6616 **E-Learning Design (3)**
A study of various forms of distance learning with emphasis on computer based systems and on-line learning. The course integrates relevant technology including multimedia authoring, web design, and internet delivery systems. The course concentrates on the development of web-based instructional materials and the management of internet-based courses and programs. Students design an educational web

site and develop a strategy to deliver web-based instruction. *Prerequisite: EDU 6606 and EDU 6613*

EDU 6617   Graphic Design in Multimedia Instruction (3)
A study of graphic design principles as they apply to the development of multimedia instructional courseware. The course integrates advanced graphics, multimedia authoring and web design software to teach the student relevant technology as it applies to instructional design. Students apply graphic design principles in developing a variety of multimedia instructional products working individually and in teams. *Prerequisite: EDU 6606 and EDU 6613*

EDU 6618   Advanced Multimedia Instruction (3)
An advanced course in computer based multimedia interactive course design. The course integrates course design software, multimedia authoring, web design and presentation graphics in the development of a multimedia lesson or course. The course concentrates on the total instructional process culminating complete multimedia class delivered either by disk or internet. Students develop their own video and audio elements learning the complete production process necessary for multimedia instructional products. *Prerequisite: EDU 6617*

EDU 6619   Instructional Media (3)
A study of graphic design principles as they apply to the development of multimedia instructional courseware and multimedia interactive course design. The course integrates advanced graphics, multimedia authoring and web design software to teach the student relevant technology as it applies to instructional design. The course integrates course design software, multimedia authoring, web design, social media and presentation graphics in the development of multimedia lesson or course. The course concentrates on the total instructional process in developing and delivering interactive online lessons or courses. Students develop their own video and audio elements learning the complete production process necessary for multimedia instructional process. *Prerequisite: EDU 6606 and EDU 6613*

EDU 6625   Specialized Study in Area of Education (1-3)
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This course focuses on the study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, the appropriate college dean, and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed 4 semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

EDU 6629   The Master Teacher (3)
This course is designed to assist the beginning graduate student in determining the expectations and attributes of the master teacher. Major emphasis will focus on effective teacher characteristics, skills and practices of teaching, as well as a review of the requirements for National Board for Professional Teaching Standards (NBPTS).

EDU 6630   Teachers and the Law (3)
This course is designed to help teachers become legally literate by providing them with information about the law that affects them, how the legal system works, and how that system can work for them.

EDU 6632   Seminar in Classroom Teaching (2)
This course is an inter-disciplinary seminar course designed for classroom teachers who desire to investigate in depth the techniques, procedures and strategies related to improving learning through improved teaching.

EDU 6645   The Nature of Intelligence (3)
This course provides a description and analysis of the quantitative and qualitative aspects of intelligence. It includes classic and contemporary theories of learning and their relationship to the understanding of individual differences.

EDU 6650   Global Education in the Elementary/Middle School (3)
This course is designed to instruct teachers about the complexities of citizenship in a world community, current issues, and concerns in this field, and methods of globalizing the existing elementary curriculum.

EDU 6653   Evaluation and Assessment (3)
A study of the basic statistical processes and measures used in education. Analysis of a variety of standardized tests and measurements procedures including construction, use and interpretation. Construction of teacher made tests and measuring devices.

EDU 6655   The Arts Curriculum (3)
This course prepares the teacher to provide a broad-based arts education program that includes history, interpretation, production, and appreciation. Emphasis is placed on utilizing the arts to enrich students learning in all curricular areas.

EDU 6656   Teaching the Bilingual Child (3)
This course prepares teachers to make classroom and instructional accommodations to meet the needs of the bilingual child. It also addresses facilitating home-school partnerships with families of bilingual children.

EDU 6658   Understanding Cultural Diversity (3)
Understanding of culturally different studies, the psychological and sociological factors that influence the counseling, teaching or training, and the employ-

ment of the culturally different. Special emphasis is placed on current practices utilized in overcoming the deficiencies in school, home, and work settings.

EDU 6665   Field Project (3)
The content of this course is variable, depending on student interests. The determination of the course content for each student will be made through collaboration between the student, the student's adviser, and the Instructor. Students may focus on supervised teaching, action research, or a project with a P-12 school system. *This course is open only to students enrolled in teacher education programs. The field project does not replace the comprehensive exam. Students are required to take the comprehensive exam.*

EDU 6672   The Wiregrass Writing Project (3)
The Wiregrass Writing Project is the local affiliate of the Alabama Writing Project and the National Writing Project. The National Writing Project strives to improve student writing achievement by improving the teaching and learning of writing in the nation's schools. The 165 sites operate on a teachers teaching teachers model. Successful writing teachers who attend this invitational summer institute will examine their classroom practice, conduct research of sound theory supporting particular approaches to the teaching of writing, and develop their own writing skills.

EDU 6680   The Alternative Experience Internship Grades K-6(3)
This field experience is designed only for students who are admitted to the Alternative Fifth-Year Experience Route Program in Elementary Education. The internship will consist of a minimum of 100 clock hours of instructional experiences in elementary classroom (K-6) settings. *Grading system is Pass/Fail.*

EDU 6682   Internship in Area of Specialization (3)
This field experience is designed for teacher education candidates who hold current graduate-level professional educator certification and desire additional certification in another field and/or level. Experiences include planning, teaching and supervised activities in an approved clinical setting. Grading system is Pass / Fail. *Prerequisite: Admission to the Teacher Education Program, completion of all required coursework, and approval from the Director of Teacher Education.*

EDU 6691   Research Methodology (3)
This course is a study and evaluation of a variety of research methods and types of reporting. *(May carry the prefix appropriate to the program of study i.e. SPE, SED, IED). A grade of "B" or better is required.*

EDU 6693   Quantitative Methods of Evaluation of Teaching and Learning (3)
This course is a study of descriptive and inferential statistics commonly used in the literature of psychology and education. Emphasis is placed on the application of statistical method to research design. Instruction deals specifically with measures of central tendency and variability, probability theory, estimation and significance, correlation and regression, analysis of variance, and chi-square. A grade of "B" or better is required.

EDU 6695   Thesis (3)
The thesis must be related to an educational problem or situation. Information regarding the thesis program may be obtained from the Dean of the Graduate School. *This course may be repeated. Grading system is Pass/Fail.*

EDU 6696   Practicum in Area of Specialization (1-6)
The Practicum is supervised experiences related to instruction in area of specialization. The application of skills, concepts, and principles acquired in previous courses will be emphasized. *Prerequisite: All Teaching Field courses must be completed.*

EDU 6698   Introduction to Research (3)
This course is designed to assist graduate students as they become competent consumers and producers of educational research. Purposes, designs, and characteristics of quantitative and qualitative research will be examined as students read and analyze a variety of studies. *A grade of "B" or better is required.*

EDU 6699   Research in Practice (3)
The purpose of this course is to provide graduate students in teacher education programs with an opportunity to design, implement, and write about practical quantitative or qualitative research related to their own teaching. Joint research projects with P-12 school systems are encouraged. *Prerequisite: EDU 6698 or EDU 6653. A grade of "B" or better is required.*

EDU 7706   Environmental Education: Teaching Across the Curriculum (3)
This course is designed to provide an interdisciplinary experience in teaching using an approach designed around environmental education themes. The graduate students will be immersed in teaching across the curriculum using issues related to the environment. The focus will be interdisciplinary and utilize hands-on learning experiences which will help to make learning meaningful and authentic.

EDU 7709   Seminar in Decision-Making for Teachers and Educational Administrators (3
The purpose of this course is to critically examine, analyze, and evaluate American public education in order to frame problems, identify possible causes, seek and collect information, delineate steps to solutions, and generate possible solutions to problems

facing schools today. Particular focus will be given to curriculum and instruction, financial, political, cultural, economic ethical and legal policies, and the impact of cultural diversity in American schools. *Restricted to students enrolled in an Education Specialist program.*

EDU 7725 **Specialized Study in Education (1-3)**
7726 Study of the problem using research techniques.
7727 Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

EDU 7730 **The Teacher Leader (3)**
The purpose of this course is to help teachers develop as teacher leaders in their schools. Major emphasis will focus on teacher leader characteristics, skills and effective practices in teacher leadership (recommended as the first course in the ELE/ECE Ed.S. programs).

EDU 7750 **Practicum in Area of Specialization (1-3)**
7752 The Practicum is a supervised application of the
7757 concepts, principles, and skills acquired by the students in previous course work. Students will explore and identify alternative solutions to the problems through group interaction. Students must receive a grade of "B" or better in EDU 7757.

EDU 7760 **Leading for Learning in the School Environment (3)**
This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.

EDU 7761 **Effective Schools and Teachers (3)**
This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.

EDU 7762 **School Accreditation Process (3)**
The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as: the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.

EDU 7763 **Legal Issues and Ethics in Education (3)**
The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

EDU 7764 **Models and Strategies for Instruction (3)**
The purpose of this course is to assist education specialist candidates as they explore a variety of instructional models throughout the educational and other learning environments. There will be an emphasis on current research of effective teaching and learning practices. Students will compare and contract different educational instructional practices and develop set of strategies to enhance the instructional environment.

EDU 7792 **Advanced Research in Education (3)**
This course is designed primarily for students planning to prepare a thesis. Particular attention is given to the research techniques related to the types of thesis study the student desires to undertake. (May carry the prefix appropriate to the program of study i.e. SPE, SED, IED). *A grade of "B" or better is required. Prerequisite: This course is restricted to Ed.S. candidates only.*

EDU 7795 **Thesis (1-6)**
Research for and preparation of a scholarly paper related to a school administration, supervision, and/or curriculum problem. The project will be under the direction of the student's advisory committee. *Grading system is Pass/Fail.*

ELEMENTARY EDUCATION

ELE 5544 **Internship Seminar (3)**
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the

state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. *This course must be taken concurrently with internship. Grading system is Pass / Fail.*

ELE 6600   Diagnostic Approach to Teaching Mathematics (3)
The diagnostic/prescriptive component of teaching mathematics will be studied with an emphasis on the interpretation of diagnostic materials

ELE 6601   The Art of Teaching Writing (3)
Course in which classroom teachers investigate and apply the art of teaching writing via whole language/natural approach. Focus on writing process.

ELE 6602   Seminar in Mathematics Education (3)
This course will look at recent research and publications relative to the teaching of elementary school mathematics. Not only will specific areas selected by the instructor be examined, but the students in the class will have the opportunity to suggest areas of particular interest to them. This course provides opportunities for the student to extend knowledge and skills necessary for developing programs, selecting appropriate methods and employing materials, and evaluating in mathematics instruction, kindergarten through grade 6.

ELE 6603   Seminar in Science Education (3)
This course will examine relevant research and a variety of instructional strategies appropriate in the field of natural science. Emphasis is placed on appropriate instruction and materials including technology for teaching science to students in grades K-6.

ELE 6604   Seminar in Language Arts Education (3)
This course is a seminar for elementary educators desiring to design and implement developmental programs of language arts instruction in view of recent research. An examination of the research in the language arts and current practices in teaching techniques will be pursued.

ELE   6605   Seminar in Social Science Education (3)
This course will examine relevant research and a variety of instructional strategies appropriate in the field of social science. Emphasis is placed on appropriate instruction and materials including technology for teaching social science to students in grades K-6.

ELE 6622   Parents as Partners in Education (3)
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to strengthen the school-parent relationship while developing mutual supporters for the total development of the young child. Pertinent topics include: stress and children, parents and families in crisis, and helping children cope with the future.

ELE 6625   Specialized Study in Elementary Education (1-3)
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A study of a problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.

ELE 6633   Integrated Thematic Curriculum (3)
The purpose of this course is to assist graduate students as they construct an operational knowledge of integrated thematic curriculum. The course will focus on theory, planning, implementation, and evaluation of an integrated thematic curriculum. Additionally, issues surrounding the implementation of innovative teaching methodology in traditional settings will be examined.This course serves as the capstone for MS ELE program and must be taken as one of a student's final four courses. A grade of "B" or better is required.

ELE 6635   Program Evaluation in Elementary Education (3)
This course is designed for the education student to examine evaluation in early childhood and elementary education programs. Techniques and procedures concerning the design and implementation of evaluation in the total school program will be investigated.

ELE 6640   Integrating Children's Literature (3)
The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to incorporate quality children's literature across the curriculum. Pertinent topics include: award winning authors and titles found in children's literature among a variety of genre, along with developmentally appropriate techniques for focusing curriculum delivery through quality children's literature.

ELE 6674   Elementary Internship Grades K-6 (6)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. Grading system is Pass/Fail.

ELE 7725   Specialized Study in Elementary Education (1-3)
7726
7727
A study of a problem using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Education. The study should contribute to the student's program. Preparation of a scholarly

paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

ELE 7736 Mentoring and Supervision in ELE (3)
This course is designed for the advanced sixth year education student to examine the faculty leadership roles of mentor/supervisor in ELE settings. Techniques and procedures will be investigated.

ELE 7760 Leading for Learning in the School Environment (3)
This course is designed to extend the teacher leader from the classroom to the school environment. Students will be provided a study of the processes involved in evaluating school settings and the problems faced by instructional leaders. Major emphasis will be placed on the transition to a teacher leading in the school environment. Characteristics of leading for learning will be explored. Topics that affect today's teacher leaders and positive ways to deal with instructional issues will also be investigated.

ELE 7761 Effective Schools and Teachers (3)
This course is designed to examine the knowledge base for effective schools to enable teacher leaders to develop skills in their own practices. There will be emphasis through in-depth study of the research literature on effective school settings. Students will critically examine, analyze, and evaluate the components and characteristics of effective school environments.

ELE 7762 School Accreditation Process (3)
The purpose of this course is to examine the local, state, regional, and national standards associated with school accreditation. The accreditation process in these areas will be reviewed and analyzed. Students will compare and contrast the different ways schools are accredited. Topics such as the accreditation process, school self-study procedures, validation/documentation, roles of school personnel, and creating school improvement plans will be investigated.

ELE 7763 Legal Issues and Ethics in Education (3)
The purpose of this course is to allow educational leaders to explore the organizational development and maintenance services required for effective operation of the schools within the legal framework established by local, state, and federal legislative and judicial requirements. Major emphasis will be given to studying legal issues and community relations. Legal issues and services related to exceptional children will be closely examined. The development of ethical standards, informed legal decision making, and emergency procedures for ensuring safety, as well as the political factors which impact schools, society and community relations will be studied.

ELE 7790 Qualitative Research Methodology (3)
The purpose of this course is to provide graduate students with an introduction to qualitative research methodology. The historical development, rationale, and relationship to quantitative research will be examined. Qualitative research methods will include procedures for selection and sampling and for data collection and analysis. Students will read a variety of qualitative studies and conduct a brief qualitative research project. *Prerequisite: Course in research or tests and measurement.*

ELE 7793 Problem Analysis in ELE (3)
A study of processes involved in identifying, framing, evaluating analyzing, and seeking information about problems. Emphasis is given to information collection and processing. Students will select and analyze a problem related to early childhood education or elementary education. *Restricted to students enrolled in an Education Specialist program.*

ENGLISH

ENG 5501 Chaucer (3)
A study of Chaucer's major poetry.

ENG 5502 Studies in Medieval Literature (3)
A study of non-Chaucerian British literature from the Middle Ages, including *Beowulf, Piers Plowman, Sir Gawain and the Green Knight, mystery plays, Le Morte d'Arthur, and other works.*

ENG 5503 English Renaissance Literature (3)
This course covers English prose and poetry of the 16th and early 17th centuries, with emphasis on Sidney, Spenser, Donne, and Jonson.

ENG 5504 Milton (3)
A study of Milton's poetry and major prose.

ENG 5505 History of the English Language (3)
A study of the development of English from the Anglo-Saxon period through the present, with reference to the Indo-European background of English.

ENG 5513 Modern Short Story (3)
An examination of 20th- and 21st-century short stories.

ENG 5515 Modern Drama (3)
A detailed study of selected British and/or American plays written between 1900 and present. Review of production history, subject matter, staging, and dramatic techniques. Several oral and written reports. List of plays may vary with each offering.

ENG 5516   Nineteenth-Century American Novel (3)
A study of representative American novels of the 19th century.

ENG 5526   Modern Poetry (3)
A study of 20th- and 21st- century poetry.

ENG 5527   Contemporary American Literature (3)
An examination of representative American literature from the postmodern period (1960-present), with special emphasis on the diversity of themes, styles, and cultural contexts influencing the literary marketplace. Course readings may vary with each offering.

ENG 5528   The Age of Johnson (3)
A study of the works of Samuel Johnson and his most important contemporaries, from about 1745 to 1798.

ENG 5530   Shakespeare I: The Tragedies (3)
A study of major and minor tragedies, with some attention to non-dramatic poetry. List of plays may vary with each offering.

ENG 5531   Shakespeare II: The Comedies (3)
A study of comedies and romances. List of plays may vary with each offering.

ENG 5532   Shakespeare III: The Histories (3)
A study of history plays, especially those concerning Wars of the Roses. List of plays may vary with each offering.

ENG 5533   Literary Criticism (3)
A study of the major literary critics and their works from classical times to the present.

ENG 5534   Romantic Period in English Literature (3)
A study of Romantic prose and poetry with emphasis on the writings of Blake, Coleridge, Wordsworth, Byron, Keats, and Shelley.

ENG 5535   The Bible as Literature (3)
This course studies select works for the Bible for their literary qualities, composition and preservation techniques, and the historical factors that determined inclusion or exclusion as a sacred text.

ENG 5542   Advanced Writing (3)
An intensive study of and practice in expository and argumentative prose. Requires writing several essays. Some evaluation of other students' writing.

ENG 5543   Southern Writers (3)
A study of works by writers from the American South from colonial times to the present.

ENG 5552   Medieval and Renaissance English Drama (3)
A survey of drama from the Middle Ages and Renaissance, excluding Shakespeare. Begins with brief study of folk and liturgical origins of drama, includes a few medieval mystery and morality plays, and features Renaissance plays by Heywood, Udall, Kyd, Marlowe, Beaumont, Fletcher, Jonson, and Webster.

ENG 5557   Form and Theory of Nonfiction Literature (3)
This course examines the theories behind various forms of nonfiction literature, whether autobiography, biography, the essay, diaries and/or travel writing, with special emphasis on the historical evolution of a particular form. List of readings will vary with each offering.

ENG 5560   Victorian Poetry (3)
A study of Victorian poetry, with emphasis upon the works of Tennyson, Browning, Arnold, and Hardy.

ENG 5561   Victorian Prose (3)
A survey of the works of major Victorian prose writers, with emphasis upon the works of Carlyle, Newman, Mill, Ruskin, Arnold, and Pater.

ENG 5562   The Arthurian Legend Through the Ages (3)
This course will examine the Arthurian legend not only in literary and historical works from its earliest traces in the Middle Ages to the present, but also in archaeology, the visual and decorative arts (especially painting and sculpture), manuscript decoration, film, music, and opera.

ENG 5565   African American Literature (3)
A study of selected works by significant African American writers from the eighteenth century to the present. Works include poetry, fiction, autobiography, and argumentative and expository prose.

ENG 5568   Methods and Approaches in Second Language Teaching (3)
This course traces the evolution of language teaching from the methods era (e.g., grammar translation method, audiolingual method) to post-methods approaches (e.g., task-based learning, content-based learning, communicative approaches). Students will develop a repertoire of teaching approaches and identify appropriate options for different language teaching scenarios.

ENG 5569   Principles, Techniques, and Materials in Second Language Teaching (3)
This course overviews the teaching principles, techniques, and materials relevant to an interactive approach to second language teaching. Students will expand their teaching repertoire by studying curriculum design, assessment measures, learner variables, techniques for teaching grammar/vocabulary/four skills (listening, speaking, reading, writing), and sociopolitical contexts for teaching ESL/EFL.

ENG 6601   Seminar in Chaucer (3)
A close examination of two major works of Chaucer and critical responses to them. Special consideration given to Chaucer's language and versification and the medieval social background to his writing.

ENG 6603   Seminar in Shakespeare (3)
A study of selected tragedies or comedies. Examination of various critical approaches. Extensive reading in relevant criticism. List of plays, as well as genre, may vary with each offering.

ENG 6605   Linguistic Approaches to Grammar (3)
Study of American English from point of view of modern linguistic theories. Special consideration given to structural grammar and its possibilities in classrooms.

ENG 6606   Theory and Practice of Analyzing Poetry (3)
A critical study of representative types of poetry, employing several approaches in analytical process.

ENG 6607   The Backgrounds of Victorian Literature (3)
A study of Victorian literature (1837-1900) as it reflects social, economic, political, educational, aesthetic, and religious concerns.

ENG 6608   Shakespeare's History Plays (3)
A study of eight plays, from *Richard II* to *Richard III*, concerning the Wars of the Roses. Supplemental reading in Shakespeare's sources and in twentieth- and twenty-first-century histories.

ENG 6609   The Backgrounds of Nineteenth-Century American Literature (3)
A study of literature (fiction, nonfiction prose, and poetry) as it reflects key issues, ideas, concerns, problems, and trends of the period. May be taught in conjunction with a course in American history.

ENG 6610   The Backgrounds of Twentieth-Century American Literature (3)
A study of literature (fiction, nonfiction prose, poetry, and drama) as it reflects key issues, ideas, concerns, problems, and trends of the period. May be taught in conjunction with a course in American history.

ENG 6613   Theory and Practice of Analyzing the Short Story (3)
A critical study of representative types of short stories employing theoretical approaches in the analytical process.

ENG 6620   Seminar in Restoration and 18th Century Literature (3)
A study of English prose and poetry in the Restoration and early 18th century, with emphasis on Dryden, Behn, Swift, and Pope.

ENG 6625   Specialized Study in Area of English (1-4)
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A study of problem or problems using research techniques. Selection of problem to be approved by student's adviser, instructor under whom study is to be done, and director of graduate studies. Study should contribute to student's program. Preparation of scholarly paper required and may involve oral defense. *Total credit for any combination of enrollments in these courses not to exceed four semester hours. A specialized study may be substituted for a required course only one time in student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

ENG 6630   Survey of SLA for Second Language Teachers (3)
SLA is the study of how language, social, and psychological factors influence language learning. A range of SLA topics are addressed from the perspective of language teaching: theories of human learning, theories of language acquisition, learning styles and strategies, communicative competence, cross-linguistic influences, and sociocultural factors.

ENG 6631   Survey of Sociolinguistics for Second Language Teachers (3)
Sociolinguistics is the study of how social, political, and educational factors affect language use. A range of Sociolinguistics topics are addressed from the perspective of language teaching: literacy, world Englishes, language standardization, language variation and change, multilingual education, language planning and policy, group identity/morality, and regional/social dialects.

ENG 6632   American Realism and Naturalism (3)
A seminar stressing critical approaches to the major works of such writers as James, Howells, Twain, Crane, and Dreiser.

ENG 6635   The Victorian Novel (3)
The study of the content and techniques of representative novels of the period with some consideration of these novels in relation to significant social, philosophical, and literary needs..

ENG 6636   The American Renaissance (3)
A seminar stressing critical approaches to the major works of Emerson, Thoreau, Hawthorne, Melville, Poe, and Whitman.

ENG 6638   Major American Writers: WWI to Present (3)
A study of major American writers who represent the various currents in American literature and thought from 1917 to present.

ENG 6641   Theory and Practice of Grammar Studies (3)
Advanced studies in descriptive grammar in conjunction with sentence structure and standards of usage. Special emphasis upon current procedures for presenting the various systems of grammar (particularly structural).

ENG 6642   Theory and Practice of Written Composition (3)
Advanced studies in expository and argumentative writing. Special emphasis upon procedures for presenting methods for organizing and developing various types of essays.

ENG 6643   Trends in Children's and Young Adult Literature (3)
A study of literature at the elementary, middle, and senior high levels. It includes reading the primary sources and studying the research and theory that support the use of children's and young adult literature in the classroom.

ENG 6648   Studies in the American Renaissance (3)
A study of the major works of the American Renaissance.

ENG 6651   Studies in Modern Novel (3)
A study of selected American, British, and/or European novels of the modern age.

ENG 6656   Studies in Literacy and the English Language (3)
Explores the rationale and practices for integrating the study of grammar and composition in the English language arts classroom.

ENG 6660   Introduction to Applied Linguistics (3)
This course introduces the main content areas and research practices of Linguistics and Applied Linguistics. Linguistics involves the systems of a language (phonology, morphology, syntax, semantics). Applied Linguistics requires familiarity with these systems for the purpose of researching and teaching the way language is used (e.g., Sociolinguistics, Second Language Acquisition).

ENG 6665   Studies in African American Literature (3)
A study of major works by African American writers.

ENG 6670   Seminar in Selected Topics (3)
6671   Maximum of two semesters. Study of topic of
6672   special interest and importance which is not covered in regularly offered courses for advanced graduate students. *See semester hour limits listed under Course Restrictions in General Regulations section.*

ENG 6680   Thesis Option in Literature (3)
An advanced study of a problem or issue in literary studies. Selection of topic must be approved by the student's thesis director, who will oversee the project. Final project must demonstrate knowledge of extant criticism on the topic and should contribute to the student's program. Oral defense of the thesis required before final approval. Recommended for students interested in pursuing doctoral work in literature.

ENG 6691   Research in Education (3)
Research strategies for English educators and procedures for evaluating the language arts. ENG 6691 is a prerequisite for ENG 6696 Practicum. *A grade of "B" or better is required.*

ENG 6696   Practicum in Area of Specialization, English (3)
Supervised experiences related to instruction in area of specialization. The application of skills, concepts, and principles acquired in previous courses will be emphasized. *Prerequisite: All courses in Teaching Field Component and ENG 6691 must be completed .*

FINANCE

FIN 6625   Specialized study in the Area of Finance (1-3)
6626   Study of problem or problems using research
6627   techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in the General Regulations section. *Prerequisite: All business foundation courses or equivalent.*

FIN 6631   Global Financial Management (3)
A comprehensive and advanced study of financial analysis, planning and control techniques for a business entity with emphasis on corporations in a global setting. *Prerequisite: Graduate standing, acceptance into the MBA program, all undergraduate business prerequisite courses or equivalent completed.*

FIN 6632   Investments (3)
An introductory investments course which identifies and analyzes various forms of investments (such as corporate bonds, common stock, preferred stock) and government securities (such as bonds, notes and bills). The course also includes discussion of the securities market, brokerage functions, and stock exchanges. Particular emphasis is placed on the selection of securities based on the degree of risk and expected rate of return. *Prerequisite: Graduate standing, acceptance into the MBA program, all undergraduate business prerequisite courses or equivalent completed. FIN 6631.*

FIN 6633   International Finance (3)
An examination of the foreign exchange market, exchange rate determination, international financial institutions, and the management of the risks associated with international business. *Prerequisite: FIN 6631.*

FIN 6634   Derivative Securities (3)
A study of options and futures markets, with emphasis on the nature of speculative transactions, pricing, and method of trading. *Prerequisite: FIN 6631.*

FIN 6651   Financial Institutions (3)
A comprehensive graduate study of financial markets and institutions. *Prerequisite: FIN 6631.*

FIN   6652   Problems in Financial Management (3)
Case discussions used to examine a broad range corporate finance issues and decisions. Topics include forecasting financial statements, capital budgeting, risk and return, estimation of capital costs, working capital analysis and business valuation. *Prerequisite: FIN 6631.*

FIN   6653   Finance Research (3)
A comprehensive graduate study of practical research in Finance. *Prerequisite: FIN 6631.*

FIN   6656   Analysis of Financial Data (3)
This course provides a study of the basic methods and techniques of data analysis in finance. It covers tolls such as regression and time series, including non-stationary models, multivariate concepts such as co-integration, and models of conditional volatility. *Prerequisite: FIN 6631.*

FIN   6657   Corporate Risk Management (3)
This course is a study of the analysis and treatment of the pure risks faced by corporations. The course includes development of the risk management process, analysis and uses of various techniques for managing identified exposures.

FIN   6658   Special Topics in Finance (3)
A study in unique topics in Finance. *Prerequisite: FIN 6631.*

GEOGRAPHY

GEO   5503   Conservation (3)
A study of the conservation of natural and human resources with emphasis on population expansion as the major element in a changing ecology.

GEO   5506   Urbanism (3)
A study of the historical, physical, economic, and social evolutions of urbanized areas. Emphasis on contemporary urban problems with implications for policy and planning.

GEO   5511   Demography (3)
An analysis of past and present population changes, population characteristics and the interrelationship of population and other social, economic, environmental, and political factors.

GEO   5512   Geography of Latin America (3)
This course covers Latin American countries and colonies and their strategic and economic importance to the U. S. *NOTE: Not open to education majors.*

GEO   5526   Geography of the Russian Realm (3)
An analysis of the physical and cultural elements of Russia and the other former republics of the Soviet Union.

GEO   5535   Historical Geography of North America (3)
An analysis of the physical and cultural factors in the development of North America from early European settlement to the present.

GEO   5550   Introduction to Geographic Information Systems (3)
This course provides an overview of the theory and general principles of geographic information systems (GIS) and hands-on experience in its use. It introduces various methods of geographic data processing and analysis using computer-based mapping software and data gathering techniques, including global positioning systems.

GEO   5595   Selected Topics in Geography (3)
This course focuses on a topic of a timely nature and/or special interest. Course may be taken twice for a maximum of six hours toward degree requirements. *See semester hour limits listed under Course Restrictions in General Regulations section.*

GEO   6625   Specialized Study in Area of Geography (1-6)
**   6627**
A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made, and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

GEO   6650   Geography of the Global Economy (3)
An examination of the global economy from colonialism to the present. Social, political, and environmental factors associated with the diffusion and intensification of world trade are examined.

GEOSPATIAL INFORMATICS

GIS   5530   Crime Mapping (3)
An Introduction to analyzing and mapping crime and other public safety data using commercial and open-sourced geographic information system (GIS) software. Students will learn skills to make and analyze maps and will develop a solid foundation and develop further expertise in crime mapping with GIS.

GLOBAL LEADERSHIP

GLOL   8801   Global Leadership Seminar (1)
This course is an advanced seminar for doctoral students in global leadership. Candidates will be exposed to a comprehensive examination of the factors that impact global leaders. The course will focus on the development of the students' ability to think

critically about the complexity of the direct, indirect, and interactive impact of factors on leading within multinational organizations that operate worldwide. Attention is given to global ethical, diversity, and conflict management, research and practices. The course includes theoretical orientation and theory-to-practice experiences using case studies, demonstrations, guest speakers, and simulations. Written projects will focus on critical thinking, problem solving, decision making and information literacy. Students meet each year with professors, distinguished leaders, practitioners, academic advisors, external coaches and mentors to work on the development of their skills. (Course credit is one hour for each yearly seminar for a total of 3 hours credit.)

GLOL 8802   Introduction to Doctoral Study in Global Leadership and Innovation (3)

In this course the doctoral student explores the rationale for pursuing a doctorate in global leadership within the context of personal preferences, professional competencies and organizational politics. The student is provided an orientation to the doctoral program including expectations and skills required in anticipation of the tremendous demand for performance. Participation skills, professional writing competencies, and analytical ability in a structural collegial environment are required.

GLOL 8803   Global Leadership (3)

Global Leadership is designed to enable doctoral candidates to understand the foundational concepts and develop the analytical skills needed to be an effective global leader in a variety of education and related settings. Candidates will explore their own leadership, personality and cognitive styles and learn how these may affect the performance of others within the organization. This course will build upon fundamental leadership theory and further explore historical and contemporary global leadership theories, models and perspectives. The course will focus on performance-based projects and exercises as well as provide opportunities to individually reflect and write about the concepts explored and skills gained throughout the course.

GLOL 8804   Innovation in Global Leadership (3)

Students will examine innovation through an analysis of theory, measurement, diffusion, strategy, costs, tools, models, applications, benchmarking, and future trends. Global organizations will be studied by analyzing infrastructure for innovation, motivation for innovation by the global leader, the measure of innovation and the use of innovation to promote the competitive advantage of the global organization as well as the role of the global leader in 80 quality growth and innovation, the use of social networks and innovation, and the use of knowledge sharing, adaptation and innovation.

GLOL 8805   Cultures, Values and Ethics in a Global Environment (3)

This course will address diverse, cultural, ethic, social and special populations in the global environment. The changing culture of global higher education; disparate cultural norms across borders, including the importance of vales and ethics for the global leader will be considered. The course rests on the assumption that leadership is a subset of ethics rather than ethics being a subset of leadership studies; the ethics of what and who global leaders are, what they do, and how they do it in their changeling environment will be examined. Ethical and cultural issues related to leadership will be assessed though case studies concerning leaders in a variety of contexts and cultures. The course looks at how leaders convey values through actions, language, and as role models

GLOL 8806   Policy and Politics in Global Leadership (3)

In this course the doctoral student is exposed to numerous contemporary issues in the field of global leadership. Candidates will research selected topics to gain a broad perspective of the field of global leadership as it applies to various organizations and locations. Candidates will evaluate relevant data and draw conclusions and implications based upon the data, research and class discussions.

GLOL 8807   Internship in Global Leadership (3)

In this course the candidate identifies various types of global higher education institutions or global organizations and plans a program of study in the institution of choice. Candidates will explore issues, challenges and opportunities in the institution through practicum experiences under professional supervision provided by practicing professionals and Troy University faculty (May be repeated to a maximum of 9 semester hours.)

GLOL 8898   Writing the Dissertation in Global Leadership (3)

The purpose of this course is to begin to prepare students to undertake a major research study, specifically the dissertation. Requirements and expectations of doctoral candidates, as well as technology that can be used will be addressed. This course will assist the doctoral candidate to refine and/or define a dissertation topic and develop the rationale for a particular research agenda. This course is designed to prepare candidates to develop a dissertation proposal for presentation to a committee and to gain the knowledge necessary to complete the dissertation. The outcome from the course is the prospectus.

GLOL 8899   Dissertation (3)

This course is designed to assist candidates as they complete the development of a dissertation proposal, present the proposal to the committee for approval, conduct a study, analyze, present and discuss data, complete and defend the dissertation. The candidate will be enrolled in this course for a minimum of 9 semester hours. The instructor of record will serve

as the committee chair for the dissertation (May be repeated.).

HIGHER EDUCATION

HEA 8801   Introductory Seminar in Higher Education (3)
This course provides doctoral students with an opportunity to examine globalization from the viewpoint of global higher education. Students develop a global perspective and develop their focus a focus from an organizational perspective as a leader who promotes a global perspective among colleagues. Specifically, this course examines higher education from the changing context of globalization.

HEA 8802   Global Higher Education Leadership (3)
This course provides doctoral students with an opportunity to examine globalization form the viewpoint of globally competent educators. Students should begin to understand and develop a global perspective and create a focus on becoming a global leader who promotes a global 87 perspective among students and colleagues. This course examines education in the changing context of globalization; surveys educational policy and practices globally; and permits students to study the impact of globalization on education.

HEA 8803   Global Perspectives in Higher Education (3)
This course is designed to examine the role of global leaders in emerging social, economic, and political contexts that are changing the nature of higher education, altering how higher education organizations are viewed, and are transforming how the global leader interacts in a changing environment. A broad range of issues will be explored that are critical to the success of the global leader that can affect relationships and impact organizations. Particular attention will be paid to issues of leadership and management in diverse global organizations.

HEA 8804   Disruption and Innovation in Global Higher Education (3)
In this course doctoral students in global leadership are provided an opportunity to examine disruption and innovation from the viewpoint of global higher education. Students will begin to understand and develop a knowledge of the perceived interrelationship of the two factors specifically influencing higher education in the US and the world.

HEA 8805   Contemporary Issues in Global Higher Education (3)
In this course the doctoral student is exposed to numerous contemporary issues in the field of global leadership. Candidates will research selected topics to gain a broad perspective of the field of global leadership as it applies to various organizations and locations. Candidates will evaluate relevant data and draw conclusions and implications based upon the data, research and class discussions.

HEA 8806   Advanced Seminar in Higher Education (3)
This course provides examines globalization from the viewpoint of global higher education. Students develop a focus from an organizational perspective as a leader who promotes a global perspective among colleagues. This course requires the student to synthesize and apply higher education knowledge through work based in real-life settings.

HISTORY

HIS   5501   Historiography of French Revolution and Napoleon (3)
An exploration of the major historiographical works and historiographical controversies of the French Revolution and Napoleonic era. *Prerequisites: Successful completion of HIS 6630, IR 5551, Or SS 6691*

HIS   5502   Historiography of Europe from 1815-1900 (3)
An exploration of the major historiographical works and historiographical controversies of European history from the Congress of Vienna to 1900. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691*

HIS   5503   Historiography of Contemporary Europe (3)
An exploration of the major historiographical works and historiographical controversies of 20th century European history. Prerequisites: *Successful completion of HIS 6630, IR 5551, or SS 6691. Note: May be taken for MSIR credit.*

HIS   5504   Historiography of Military History of the United States (3)
An exploration of the major historiographical works and historiographical controversies of war in American history, from the colonial period through the Vietnam War. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691. Note: May be taken for MSIR credit.*

HIS   5505   Historiography of the Old South (3)
An exploration of the major historiographical works and historiographical controversies of the Old South. Prerequisites: *Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   5506   Historiography of the New South (3)
An exploration of the major historiographical works and historiographical controversies of the New South, through the Civil Rights Movement. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   5509   Historiography of England to 1688 (3)
An exploration of the major historiographical works and historiographical controversies of English history through the Glorious Revolution. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5510   Historiography of England since 1688 (3)
An exploration of the major historiographical works and historiographical controversies of English history beginning with the reign of William and Mary. Prerequisites: *Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5511   Historiography of Colonial America (3)
An exploration of the major historiographical works and historiographical controversies of colonial America, beginning with European discovery. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5512   Historiography of American Revolution and New Nation (3)
An exploration of the major historiographical works and historiographical controversies of the American Revolution and the new nation up to 1800. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5513   Historiography of Sectionalism, Civil War and Reconstruction (3)
An exploration of the major historiographical works and historiographical controversies of territorial expansion, slavery and sectional strife, and the resulting Civil War and Reconstruction. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5514   Historiography of Gilded Age and Progressive Era (3)
An exploration of the major historiographical works and historiographical controversies of American history between 1877 and 1920. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5515   Historiography of Contemporary America (3)
An exploration of the major historiographical works and historiographical controversies of American history after World War II. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5517   Historiography of Jacksonian America (3)
An exploration of the major historiographical works and historiographical controversies of American history from approximately 1800 to 1850, focusing on the Age of Jackson. P*rerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5520   Historiography of the Vietnam War (3)
An exploration of the major historiographical works and historiographical controversies of the Vietnam War, focusing on the historical period of 1946-1975. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5521   Historiography of African American History (3)
An exploration of the major historiographical works and historiographical controversies of African American history from the 17th century to the present.

Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.

HIS 5522   Historiography of History of American Gender (3)
An exploration of the major historiographical works and historiographical controversies of American gender history from the 17th century to present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5523   Historiography of American Diplomatic History (3)
An exploration of the major historiographical works and historiographical controversies of American diplomatic history from the 1760s to the present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5530   Historiography of Civil Rights Movement (3)
An exploration of the major historiographical works and historiographical controversies of the Civil Rights Movement from the late 19th century to the present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5533   Historiography of Modern Russia (3)
An exploration of the major historiographical works and historiographical controversies of Modern Russia from the development of the revolutionary movements and tsarist reform attempts to the disintegration of the USSR. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5537   Historiography of Interwar and World War II America (3)
An exploration of the major historiographical works and historiographical controversies of American history from the end of World War I to the end of World War II. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5538   Historiography of the Cold War (3)
An exploration of the major historiographical works and historiographical controversies of the history of the Cold War from its origins to the collapse of the Soviet Union. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5540   Historiography of the History of American Minorities (3)
An exploration of the major historiographical works and historiographical controversies of the history of American ethnic, racial, cultural, social, and religious minorities. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5541   Historiography of American Constitutional Development (3)
An exploration of the major historiographical works and historiographical controversies of American Constitutional development from the 1780s to the

present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5542 Historiography of Renaissance and Reformation (3)
An exploration of the major historiographical works and historiographical controversies of the Renaissance and Reformation. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5543 Historiography of Age of Absolutism (3)
An exploration of the major historiographical works and historiographical controversies of the age of Absolutism during the 16th and 17th centuries. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5544 Historiography of Enlightenment Europe (3)
An exploration of the major historiographical works and historiographical controversies of Enlightenment Europe focusing on the 18th century. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5545 Historiography of Modern Germany (3)
An exploration of the major historiographical works and historiographical controversies of German history from the Revolutions of 1848 to the present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5548 Historiography of the West in American History (3)
An exploration of the major historiographical works and historiographical controversies of the American West from European contact to the present *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5550 Historiography of Environmental History (3)
An exploration of the major historiographical works and historiographical controversies of environmental history from the 18th century to the late 20th century, emphasizing the post-World War II period. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5553 Historiography of Late Antiquity (3)
An exploration of the major historiographical works and historiographical controversies of Mediterranean and European history during the 3rd through 8th centuries. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5564 Historiography of the Crusades (3)
An exploration of the major historiographical works and historiographical controversies of the Crusades. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5567 Historiography of Medieval Europe (3)
An exploration of the major historiographical works and historiographical controversies of Medieval Europe, the Byzantine and Islamic worlds from the 7th century to the eve of the Renaissance. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5574 Historiography of Modern Eastern European (3)
An exploration of the major historiographical works and historiographical controversies of Modern Eastern Europe from the Revolutions of 1848 through the collapse of the Soviet block and beyond. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 5595 Historiography of Selected Topics in History (3)
An exploration of the major historiographical works and historiographical controversies of a designed topic of specific and/or current interest and importance, which is generally not covered in regularly offered courses by the department. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691. See semester hour limits listed under Course Restriction in General Regulations section.*

HIS 6600 Seminar in 19th Century American History (3)
Study of topics in 20th century American History. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6603 Seminar in 18th Century American History (3)
Study of topics in 18h century American history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6604 Seminar in Modern France (3)
Study of topics in modern French history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6610 Seminar in Comparative Revolutions (3)
Study of historical topics of various revolutions, including the American, French, Russian, and other revolutions. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6611 Seminar in 19th Century Europe (3)
Study of topics in 19th century European history, emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6612 Seminar in 20th Century Europe (3)
Study of topics in 20th century European history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6613 Seminar in British History (3)
Study of topics in British history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6614 Seminar in Contemporary Japan (3)
Study of topics in contemporary Japanese history from the Meiji reforms to the present. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6615 Seminar in Latin American History (3)
Study of topics in Latin American history, emphasizing on the 20th century. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6630 Foundations of Graduate Study in History (3)
Introduces the student to the basics of graduate work. Topics covered include the methods of historical research, writing, and citation as well as general themes and topics in historiography.

HIS 6632 American Historiography (3)
An overview of the major historical works and historiographical controversies in American history. Emphasis on discussion and students producing a major research paper. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6634 European Historiography (3)
An overview of the major historical works and historiographical controversies in European history. Emphasis on discussion and students producing a major research paper.

HIS 6640 Seminar in 17th century American History (3)
Study of topics in 17th century American history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6641 Seminar in Slavery (3)
Study of topics in slavery, focusing on American slavery. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6642 Seminar in Ethnicity/Race in America (3)
Study of topics in race/ethnicity in American history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6643 Seminar in War and American Society (3)
Study of topics in war and society in American history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6650 Seminar in the History of Science (3)
Study of topics in the history of science. Emphasis on discussion and student producing a major research paper based on primary documents. Prerequisites: *Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6651 Thematic Historiography (3)
6652
An exploration of the major historical works and historiographical controversies in a specific topic not generally covered by the curriculum. Emphasis placed on discussion and students producing a major research paper. Designed to fulfill the historiography component for the thematic secondary field. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6653 Seminar in Gender History (3)
Study of topics in gender history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6660 Seminar in Holocaust and Genocide (3)
Study of topics in the history of the Holocaust and genocide. . Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6665 Seminar in Medieval History (3)
Study of topics in medieval history. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS 6666 Seminar in Renaissance and Reformation Europe (3)
Study of topics in the history of the European Renaissance and Reformation. Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6667   Seminar in Age of Absolutism and Enlightenment (3)
Study of topics in age of absolutism and the Enlightenment in Europe. . Emphasis on discussion and student producing a major research paper based on primary documents. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6670   Historiography of the Middle East (3)
An exploration of the major historiographical works and historiographical controversies of the Middle East from the rise of Islam to the modern era. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6671   Historiography of Modern East Asia (3)
An exploration of the major historiographical works and controversies of East Asian history since the rise of imperialist and militarist Japan in Asia in the 1930s. The course focuses on China, Japan, Korea, and Vietnam. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6672   Historiography of Africa (3)
An exploration of the major historiographical works and controversies of African history, focusing on the 19th and 20th centuries. . Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.

HIS   6673   Historiography of Colonial Latin America (3)
An exploration of the major historiographical works and controversies of Latin American history from pre-Columbian times to the independence movements of the early 19th century. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6674   Historiography of Modern Latin America (3)
An exploration of the major historiographical works and controversies of Latin American history from the early 19th century to the present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6675   Historiography of History of Mexico (3)
An exploration of the major historiographical works and controversies of Mexican history from pre-Columbian times to the present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6676   Historiography of the ABC powers(3)
An exploration of the major historiographical works and controversies of the Latin American history, focusing on the ABC powers- Argentina, Brazil, and Chile. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6677   Historiography of the history of the Caribbean (3)
An exploration of the major historiographical works and controversies of Caribbean history from pre-Columbian history to the present. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6678   Historiography of Women, Health, and History (3)
An exploration of the major historiographical works and controversies of women, health, and history in the western world. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6679   Historiography of Infectious Diseases and History (3)
An exploration of the major historiographical works and controversies of infectious disease in history from the Neolithic revolution to the present, focusing on a specific case study. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6680   Teaching College History (3)
This course examines issues and pedagogy of teaching college level history. Students will produce a course syllabus, develop and present lectures, and develop assessments for their course content. Students will also observe a variety of teaching styles and begin to understand benefits and problems of a variety of course delivery methods. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691.*

HIS   6694   Thesis Hours (3)
**   6695**   Directed research in selected areas of history, based on a student's proposal, related to the student's needs, and with the advice and approval of a faculty thesis advisor, and culminating in a research paper of appropriate depth and original scholarship. *Grading will be on a Pass/Fail basis. Prerequisite: Successful completion of 30 semester hours of graduate level history courses and admission to candidacy.*

HIS   6696   Seminar in Selected Topics in History (3)
**   6697**   A study of a specific topic not generally covered by the curriculum. Emphasis placed on discussion and students producing a major research paper based on primary sources. *Prerequisites: Successful completion of HIS 6630, IR 5551, or SS 6691. See semester hour limits listed under Course Restrictions in General Regulations section.*

HUMAN RESOURCE MANAGEMENT

HRM 6603   Human Resource Management (3)
The study of the management of people at work with emphasis on recruiting, selecting, training and evaluating personnel. The study of the use of technology to streamline HR activities. Must be taken during the first term. *Prerequisite: Graduate standing, admission into the MBA, MSM, or MSHRM programs and all undergraduate prerequisite courses or equivalents completed.*

HRM 6604   Labor Relations (3)
A broad survey of relevant laws, court decisions, and administrative agency rulings relating to union/man-

agement relations. An introduction to the techniques, strategies, and objectives of contract negotiation, collective bargaining, and contract administration in union/management relations. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6605   Legal Environment of Employment Decisions (3)
This course is designed to help the student understand the law as it applies to the management of human resources. Its coverage is aimed at preparing the managers of human resources to recognize legal problems, to know the legal impact of decisions on personnel matters and to be knowledgeable of the law as it might impact individuals in organizations. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6619   Seminar in Human Resource Administration (3)
Analysis and discussion of current problems and issues in HRM. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6622   Workforce Planning and Staffing (3)
A study of theory, principles, and legal requirements for effective workplace planning, recruitment selection, and employment in organizational settings. The course provides an in-depth analysis of tools, techniques and statistical concepts applied to the fundamental HR function of workforce planning and staffing. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6623   Talent Development (3)
A study of concepts and practices critical to identifying human resources training and developmental needs critical to ensuring organizational effectiveness. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6625   Specialized Study in the Area of Human
6626   Resource Management (1-6)
6627   Study of a problem or problems using research techniques. The study topic requires approval of the student's adviser, the instructor under whom study is to be made, the college dean and the graduate dean. The course requires preparation of a scholarly paper or project and may involve an oral defense. *Total credit for any combination of enrollments in these courses is not to exceed six semester hours. A specialized study, with prior approval, may be substituted for only one required course in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section. Prerequisite: All business foundation courses or equivalent.*

HRM 6632   Compensation and Benefits (3)
This course is designed to provide the student with both the theoretical and practical knowledge to design, administer, and evaluate compensation sys-

tems. It will address the application of both tangible and intangible forms of compensation to attract, motivate and retain employees. *All business foundation courses or equivalent are required for MBA, MSM, and MSHRM programs.*

HRM 6635   Employee Relations, Health, and Safety (3)
This course is designed to develop the students understanding of major employment laws and sound employee relations practices that promote positive employee relationships, employee engagement, and retention. The course examines key employee relations funsctions such as developing corporate culture, promoting effective organizational communication, advancing diversity, equity, and inclusion, resolving issues of employee misconduct, fostering employee safety, health and wellness, and ensuing legal compliance. *Prerequisite: All business foundation courses or equivalent.*

HRM 6641   People Analytics (3)
An examination of the metrics, data analysis methods, and data interpretation that are central to creating evidence-based human capital management practices that support business strategy. Applications will relate to talent acquisition, training and development, diversity and inclusion, compensation, performance management, employee safety, and retention. While the course takes an applied perspective, basic competency in Excel or SPSS and related statistical techniques (e.g., ANOVA, correlation, regression) is required. *Prerequisite: All business foundation courses or equivalent. oooooi*

HRM 6645   International Human Resource Management (3)
A survey of theory and practice of human resource management in global firms and issues of cross cultural communication and behavior affecting organizational effectiveness in culturally diverse organizations. *Prerequisite: All business foundation courses or equivalent.*

HRM 6689   Human Resource Management Internship (3)
Must be unconditionally admitted to the Master of Science in Human Resources Management program, must have less than one year's work experience in the Human Resources Management field, must not be currently employed in any capacity by a firm or organization sponsoring the internship, must have completed at least four required courses by the start of the semester in which the internship begins (i.e., courses should include HRM 6603 and at least one of the following courses: HRM 6622, HRM 6623, or HRM 6632, as approved by the student's academic adviser). At least one semester prior to registration for the internship, students must submit a written request to the faculty adviser who will supervise the internship. The request should include the student's reasons for wanting to participate in the internship program as well as the goals the student hopes to achieve. The internship request must be approved prior to registration for credit.

HRM 6698   Strategic Human Resource Management (3)
This course focuses on an integration of theories and concepts related to the formulation and implementation of human resource strategies to support business strategies. Students analyze case studies, identify problems and their causes, and propose solutions both orally and in writing. The course is also designed to broaden the student's exposure to the classical and contemporary literature of human resource management. *A grade of B or better is required. Prerequisites: Successful completion of all required HRM core courses. Entrance into HRM 6698 may be permitted with Department head approval as long as only one core course has not been completed and it is being taken concurrently with HRM 6698.*

HEALTH SERVICES ADMINISTRATION

HSA 6625   Specialized Study in the Area of Healthcare
6626   Management (1-3)
6627   Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program.

HSA 6635   Strategic Management in Health Care Organizations (3)
Focuses on the formulation, implementation, and evaluation of strategy in health care financing/delivery organizations. Emphasizes concepts dealing with industry structure; the strategic management process; achieving and sustaining competitive advantage.

HSA 6680   Health Services Administration and Policy (3)
Focuses on the unique characteristics of the U.S. healthcare delivery system; acquaints students with increased understanding of the context of health services administration and healthcare policy; and examines key factors and forces impacting total health system performance in the United States.

HSA 6681   Legal and Social Issues in Health Administration (3)
Includes an examination of legal and ethical aspects of contemporary issues associated with the health services administration process.

HSA 6682   Healthcare Planning and Management (3)
This course stresses application of traditional management concepts to a variety of health service operational issues, analyzes similarities and differences in management of health service organization (HSO) and other organizational models, formulates new organizational designs and management practices appropriate to current HSO environments, and evaluates adequacy of new models.

HSA 6683   Healthcare Economics (3)
This course stresses economic analysis applied to the health services sector.

HSA 6684   Managed Care: Origins, Organizations, and Operations (3)
Covers managed care programs, structures, practice models, role of physicians and other clinicians, capitation, cost-accounting and forms of reimbursement.

INTERDISCIPLINARY STUDIES

IDS 6600   Interdisciplinary Studies (3)
This course may involve some combination of the following: study abroad, service projects, internships, research, extracurricular activities, field trips, and cultural study and exploration - related to one's discipline. Experiences are designed for personal and professional growth, development as global citizens. and global leaders, to enhance academic knowledge, and improve critical thinking skills.

INTERDISCIPLINARY EDUCATION

IED 5544   Internship Seminar (3)
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. *This course must be taken concurrently with internship. Grading system is Pass/Fail.*

IED 6655   Interdisciplinary Internship in Grades P-12 (6)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. *Grading system is Pass/Fail.*

INSTRUCTIONAL LEADERSHIP AND ADMINISTRATION

*Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Instructional Leadership & Administration program.

ILA 6603   Tools for Managing Educational Resources (3)
This course teaches instructional leadership candidates the skills and knowledge needed to conduct

school business. Candidates will learn to manage a school's educational resources. This course will focus on the following areas: organizational skills, financial planning, facilities management, technology usage, and principles and best practices needed to manage a school.

ILA   6607   Readings in Leadership (3)
This course explores current literature and thinking in the field of organizational and administrative theory and practice pertaining to instructional leadership.

ILA   6609   Communication and Problem Solving (3)
This course is designed to improve the instructional leadership candidates' skills in communication and problem solving. Emphasis will be placed on listening skills, group dynamics, conflict resolution and consensus building. Special attention will be given to these topics while working with ethnically diverse populations.

ILA   6610   Grant Writing (3)
This course explores how to write a grant and discusses alternative ways of fundraising. Particular attention will be given to grant writing protocols and procedures, as well as dynamics involved in responding to a Request for a Proposal, and understanding the school system's bureaucratic structures.

ILA   6611   Community Relationships
The instructional leader realizes that there is great power in the community that can assist in increasing student achievement. This course will provide strategies that will enable the instructional leader to involve the community in meaningful ways and will result in significant student achievement.

ILA   6613   Legal Dimensions of Education (3)
Public schools are among the most regulated industries in the United States. Constitutional, Legislative, and Judicial mandates control everything from the length of the school day/year to who is qualified to teach. This course will examine the legal precedents that impact instructional leaders. Distinct attention will be given to special education law, Constitutional freedoms, personnel law, civil law and to federal and state mandates related to student accountability.

ILA   6625   Specialized Topics in Instructional Leadership (3)
A seminar concerned with an in-depth examination of one topic that is acutely important to instructional leadership. Candidates are expected to use primary resources, journals, and the Internet to research and discuss the topic. The primary format of the class will be discussion, although group exercises, individual presentations and written responses will also be used.

ILA   6633   Instructional Leadership (3)
This course examines the essence of instructional leadership. It considers the importance of being able to develop and articulate a vision. The focus of the course centers on those leadership abilities and traits that promote student achievement for all students.

ILA   6640   Building and Maintaining Collaborative Learning Environments (3)
With the changes mandated by the 2007 reauthorization of the Individuals with Disabilities Act (IDEA), it is vital for instructional leaders to be aware of their responsibilities in the development and maintenance of collaborative learning environments. This course will present the most up-to-date research related to collaborative learning environments as well as how to establish and promote them.

ILA   6643   Human Resource Administration   (3)
This course is designed to deal with the selection, staffing, and development of all school personnel. Salary schedules, personnel policies, and fringe benefits will be studied.

ILA   6658   Working with Diverse Populations (3)
According to recent demographic predictions, the American classroom will continue to increase in diversity. According to some estimates, within the next 20 years ethnic minorities will become the majority. To succeed in this changing world, instructional leaders must be prepared to lead a diverse learning environment. This course will provide instructional leadership candidates with the skills, abilities, dispositions, and strategies to foster learning environments where all children including those with special needs, can experience success.

ILA   6662   Orientation to Practicum (2)
This course is designed to orient the instructional leadership candidate to the expectations and requirements of the instructional leadership administration program. Course content includes assessments of learning approaches as well as leadership aptitudes and skills. The residency and mentoring components of the programs, as well as other program requirements are covered.

ILA   6663   Practicum I (2)
The purpose of this course is to provide instructional leadership candidates with school-based experiences at the elementary, middle, secondary grade levels as well as the central office level supervised by full-time university faculty members and approved local mentors. The intern will gain school-based experiences in planning, for continuous improvement, teaching and learning, human resource development, diversity, community and stakeholder relationships, and technology.

ILA   6664   Practicum II (2)
The purpose of this course is to provide instructional leadership candidates with school-based experiences at the elementary, middle, secondary grade levels as well as the central office level supervised by full-time university faculty members and approved local

mentors. The intern will gain school-based experiences in leading, teaching, and learning.

ILA 6684   Curriculum and Instructional Strategies (3)
Which instructional practices support the highest gains in student achievement? If one reads the publicity enclosed with new programs, they all do! How is the busy instructional leader to know how to separate the genuine instructional practice from the fad? This course examines the current research that supports student learning and engagement. In order for instructional leaders to promote effective learning environments, they must be able to understand, identify, and apply effective learning theories and methodologies.

ILA 6691   Research Methods (3)
This course is a study and evaluation of a variety of research methods; including but not limited to quantitative, qualitative, and action research, and reporting formats used in education and the social sciences

ILA 6692   Using Data to Make Decisions (3)
This course focuses on basic statistical processes and measures used in education. It provides an opportunity for the student to analyze a variety of standardized prognostic, diagnostic, and achievement tests. Candidates will also learn to collect data from teacher and student observations to obtain knowledge concerning teacher evaluation..

ILA 7700   Adult Learning Theories and Managing Change (3)
This course will focus on the examination of how adults learn in instructional settings and managing change. The adult learners' characteristics will be examined. Adult learning theory and current trends on advancement in adult learning and managing change will be examined. The focus will be on preparing the student to make better instructional decisions and use of resources in the education and training of adults.

ILA 7702   Diverse Populations and Involving Parents/ Community Stakeholders in the School Setting (3)
The focus of this course is on the successful school for all students and exploring the critical issues of diversity. Issues relating to diversity and the implications for parental and community involvement will be analyzed. Candidates will explore the construct of diversity as it relates to: race, gender, military status, culture, sexual orientation, and second language learners. Through coursework, readings, group work, and field experiences students will be challenged to examine best instructional and leadership practices to develop sensitive and proactive responses to all members of the school community.

ILA 7703   Law, Ethics, and Policy Development (3)
This course considers the relationship between policy and school operations. The candidate will have

the opportunity to explore firsthand the creation, development and evaluation of policy, specifically educational policy. A review of ethics and the law will help to understand the role that policy plays in the daily affairs of education.

ILA 7717   Mentoring (3)
The purpose of this course is to prepare educational leaders to serve as role models and mentors for individuals. The educational leaders will develop methods, techniques and organize mentorship programs. Leaders will develop a knowledge base upon which to make informed reflective decisions about mentorship programs in diverse educational settings.

ILA 7740   Creating Effective Learning Environments (3)
Instructional leaders must work within the framework of the Individual with Disabilities Education Act (IDEA) in order to effectively create, develop and maintain a highly efficient learning environment. This course will present best practices and the most up to date research related to the creation of effective learning environments within the public schools. The focus of the course will be both theoretical and practical in nature. As a result of the course, instructional leaders will be able to establish, develop, maintain and evaluate instruction in order to build an effective learning environment.

ILA 7746   Organization and Human Resource Develoment (3)
The greatest asset any organization possesses is its employees. Current research indicates that organizations routinely report 80% of the expenses go to employee compensation. This figure underscores the need for skills to increase the performance of this very important asset. This course examines the leadership of human resources and what it takes to create an environment where employees can thrive.

ILA 7791   Current Trends and Issues in Instructional Leadership (3)
Examines the trends and issues that arise impacting educational policy.   Emphasizes group and individualized integration of theory and application of professional knowledge toward a given trend and / or issue affecting public education from a national, state, or school-based level.

ILA 7792   Advanced Comprehensive Research Strategies (3)
This course is intended to explore the concepts of quantitative and qualitative research methods application for research in education. Participants apply their skills in research design by completing a proposal for a substantive study related to the improvement of instructional services. *A grade of "B" or better is required.*

ILA   7793   Program Evaluation (3)
This course focuses on a variety of concepts and strategies associated with effective planning in Educational and Human Services organizations.

ILA   7794   Research in Action (3)
The purpose of this course is to provide instructional leaders with a study of the processes involved in identifying, framing, evaluating, analyzing and seeking information about problems faced by schools. The goal for the student is to propose a research and implement a study that examines a problem currently impacting the K-12 school setting.

ILA   8801   Visionary Leadership (3)
Educational leaders need to have vision, continuously learn, take risks, be decisive and ethical, understand and care about people in the organization, and empower the organization's workforce to be creative and take ownership of their jobs. Focus areas include the role of being a visionary leader, examination of leadership styles, strengths and limitations of effective leaders, as well as qualities of leadership that are needed in crisis.

ILA   8802   Finance and Governance (3)
The course addresses educational finance and governance. Educational policy, as a part of finance is a focus, as the social and political positions of leaders and public influence governance specifically in planning, development and implementation of the finances including budgeting, purchasing, human resources, and business management. Emphasis is placed on processes and procedures, which effectively and equitably meet the instructional needs of the district or state while supporting increased student achievement.

ILA   8803   Educational Law (3)
This course will focus on the education-related litigation and the implications of court rules for educational leaders as well as related changes in policies affecting the educational environment. The focus will be current federal and state laws as they apply to the state and districts and educational settings, personnel, and other entities

ILA   8804   Human Resources (3)
This course examines the principles of human resources at the district, regional, and state level. Topics include planning, organizing, staffing, directing, controlling, communication, decision-making, priority setting to meet organizational and institutional goals. The course also examines tools and techniques for selection, training, compensation, and performance appraisal. Focus areas include knowledge of diversity in the workplace, cultural values, ideals, principals, ethics, and the role of leadership

ILA   8805   Analysis and Design of Educational and Instructional Systems (3)
This course examines the analysis and design of educational and instructional systems including the structure and infrastructure of technology used in face-to-face and distance education. The course will emphasize evaluative processes such as strategic planning and needs assessments for systems that lead to improved student achievement.

ILA   8806   Advanced Seminar in Instructional Leadership and Administration (3)
This course is an advanced seminar for doctoral students in leadership in the field of instructional leadership and administration. In their coursework, candidates have been exposed to a comprehensive examination of the factors comprise education in the 21st century in instructional leadership and administration. Therefore, the theme of the seminar is innovation and related phenomena and processes in organizations. There is a focus on the interaction between leadership and culture, approached as a set of norms a set of related practices, language and values, that marks gender, resilience, racial and ethnic groups, countries, and national and transnational social movements: why certain leaders and leadership styles have evolved; the roles of social movements, changes in societal views regarding leadership and what resources, if any, it offers leaders. Students chose a topic in educational leadership at the district, regional, or national or international level and research their topic, construct a literature review, and complete a final project on the topic related to their dissertation.

INTERNATIONAL RELATIONS

IR   6600   Selected Topics in International Relations (3)
An examination of a specifically defined topic of special and/or current interest and importance, which is not covered in regular course offerings in the International Relations program. A selected topic in International Relations course can only be used as an elective in the program. See semester hour limits listed under Course Restrictions in General Regulations section.

IR   6601   Research Methods in International Relations (3)
An investigation of the research methodologies employed in the study of International Relations including research design, variables and hypotheses, citations and reference, qualitative analysis and quantitative techniques. *Note: MSIR candidates must achieve a grade of "B" or better in IR 6601 to complete degree program requirements.*

IR   6603   Introduction to International Relations (3)
A survey of the discipline of International Relations (IR) introducing IR theory, power, national interests, instruments of foreign policy, international law and

organizations, international political economy, comparative government, and research methodology.

IR   6602   Geostrategic Studies (3)
An examination of the political, military, economic and cultural effects of geography in historical and contemporary terms: specific emphasis is placed on the role of geography in the formulation of military-political policy in land power, sea power, airpower, and outer space. Comprehensive geopolitical theories will be employed as analytical tools in the course.

IR   6610   International Organizations (3)
An examination of the evolution and functions of international organizations; political structures and international systems for the collective use of power and cooperative action among states; and the impact of international Non-Governmental Organizations (NGO) and other types of transnational relations and organizations on global affairs.

IR   6611   Comparative Government (3)
A comparative analysis of state governments in the world with an emphasis on political cultures, governmental institutions and political processes that lead to differences and international tensions.

IR   6612   Comparative Public Policy (3)
This course examines the process of policy making in a cross-comparative framework that illustrates how different nation states, both in the developed and the developing worlds, formulate and implement public policy.

IR   6614   International Law (3)
An examination of the sources and development of international law from historical, political, legal, and philosophical standpoints, with emphasis on substantive areas of law.

IR   6615   Comparative Politics of North Korea (3)
This course examines North Korea politics, economics, and society. The course will review the establishment of the North Korean state and its contemporary political institutions, as well as the economy and state-society relations. While North Korea will be viewed through theoretical lenses, the course will address practical policy dilemmas when dealing with North Korea

IR   6616   East Asian Security (3)
This course provides an examination of East Asian security issues using international relations and comparative politics theories. Topics include nuclear proliferation in North Korea, military upgrades in China, territorial disputes, rising nationalism, Association of Southeast Asian Nations (ASEAN), and the United States' role in the region.

IR   6617   Chinese Security (3)
China's rise in the international affairs has given Beijing a means to advance its global interests. This course will consider China's vulnerabilities and interests and consider the government's response. This course examines Beijing's identity and interests and then moves on to consider the strategic elements that determine China's policy responses. This course examines China's access to energy, food, and raw materials, currency and trade exposure, military modernization, and Beijing's instruments of power.

IR   6618   Chinese Intelligence in International Relations (3)
Understanding Chinese Intelligence is a critical strategic element for the United States and its allies. We begin with a classical and strategic examination of Chinese espionage and look at its historical development. We will examine Beijing's cyber strategy, capacity, and strategic use and look at industrial espionage. Finally, we will examine counter-intelligence and asses overall Chinese intelligence capabilities.

IR   6620   International Political Economy (3)
An examination of the interrelationships between international politics and economics covering theories of International Political Economy, states and markets, trade, foreign investment, international monetary affairs, foreign aid, state development strategies, and globalization.

IR   6621   East Asian Political Economy (3)
This course provides an examination of East Asian political economy issues using international relations and comparative politics theories. Topics include economic development in Japan, China, and on the Korean Peninsula, economic development and democratization, regional and global economic integration and discussion of the relationship of economics to security in the region.

IR   6622   European Security (3)
This course provides an examination of European security issues using international relations and comparative politics theories. Topics include political and military integration, examining both NATO and the European Union, NATO expansion, relations between Western Europe and Russia, European peacekeeping, the United State-Europe relationship, and comparative security and foreign policy.

IR   6623   Arab-Israeli Conflict (3)
This course focuses on the Arab-Israeli conflict since 1948 with a special focus on the challenges to conflict resolution on both the Arab and Israeli sides and the role great powers play in Middle Eastern politics. The course will begin by examining the major historical events from the birth of Israel to the present day. Attention will be given to important groups, events, movements that will allow the complexity of this relationship to come to light. Additionally, the course will focus on the relationship between the

West, particularly Europe and the United States, and the Middle East.

IR   6624   Geopolitics of Eurasia (3)
This course provides an examination of geopolitical issues and power politics across Eurasia. Topics include the Putin Doctrine, Russian regional hegemony and the legacy of the Soviet Union, regional integration, the role of natural resources in power politics, and the increasing prominence of Central Asia in international politics.

IR   6625   Specialized Study in International Relations(3)
6626   A study of a problem or problems using research
6627   techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the department chair. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *A specialized study may be substituted for a required course only once in a student's program. It may, however, be substituted for one or two electives. Prerequisite: IR 6601. See semester hour limits listed under Course Restrictions in General Regulations section.*

IR   6628   International Political Geography (3)
An analysis of the reciprocal effects of geography and political organization on the behavior of states including boundaries and frontiers, national resources, spatial strategy and maritime power.

IR   6631   Intercultural Relations (3)
An analysis of the influence of culture on interstate relations including theories, concepts, and applications.

IR   6632   Arctic and Antarctic Security (3)
The course focuses on development and security in the most northern and southern regions of the world. The economic importance of polar politics has increased due to international competition for natural resources resulting from global growth in population and industry. The strategic importance of the Arctic and Antarctic has increased due to easier access resulting from warmer weather and stronger ships. The combination of competition and access has heightened the danger of environmental degradation and military conflict in these two previously neglected regions. *Note: This course is listed in the Graduate Catalog as an elective in two concentrations: Global Studies and National Security Affairs. It may also be taken as a "remaining elective" in the Regional Affairs concentration.*

IR   6634   Tradition, Revolution, and Change (3)
An interdisciplinary, cross cultural approach to the study of comparative cultural change and its impact on the international system; it examines the origins, processes, and outcomes of sociopolitical change within various nations and states.

IR   6635   National Security Policy (3)
An examination of the structures, motivations, and major objectives of national security policy making from a comparative perspective with particular emphasis on the politics of national defense in the United States.

IR   6636   Diplomacy (3)
This course provides an examination of diplomacy in International Relations, viewed from both theoretical and practical perspectives. Topics will include fundamentals in the practice of statecraft, including negotiation and conflict resolution, and the difference between public and private diplomacy, ethics and morality in diplomacy, and the continually evolving nature of diplomatic practices.

IR   6637   Counter Insurgency and Irregular Warfare (3)
This course examines the development of Irregular Warfare (IW) since the Second World War. Various aspects of this type of warfare will be examined from the counter-insurgency (COIN) to Foreign Internal Defense (FID) conducted by three democracies: Britain, France, and the United States will be discussed. The central focus of this course will be American IW. Further, Irregular Operations on land, air, and sea will be thoroughly analyzed. There will also be a discussion role of technology in these type of conflicts.

IR   6638   European Political Economy and the European Union (3)
This course provides an examination of European political economy issues using international relations and comparative politics theories, with specific attention to the European Union. Topics include models of economic and political integration, the evolution, development, structure and function of the E.U., and economic relations between E.U. countries and the world.

IR   6639   Russian Security (3)
In 2014, events in Ukraine shocked the world. Russia became the first major country since World War II to forcefully invade another country and assimilate new territory. The Crimean crisis and the resulting civil war in Ukraine in which Russia took an active role not only surprised the rest of the world, but also surprised Russian security experts. This class looks at the evolutions of Russian security following the collapse of the Soviet Union. It examines a resurgent Russia and its security needs. Further, this class analyzes whether the world has entered another Cold War with Russia.

IR   6640   Government and Politics of Developing Nations (3)
An analysis of the government and politics of developing states including economic, social, and cultural perspectives and strategies pursued for growth and development.

IR   6641   Comparative Politics of Latin America (3)
An examination of Latin American politics, legal systems, economics, culture, military power, geography, and their impact on Latin American regional relations and linkages to the world system.

IR   6642   Comparative Politics of Russia and Eastern Europe (3)
An examination of Russia and Eastern Europe's politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR   6643   Russian Intelligence in International Relations: From the KGB to the FSB (3)
The election of 2016 in the United States was unique in that all of the United States Intelligence agencies claimed that the Russian Federation had tried to influence the presidential election in favor of Donald Trump. This technique of hybrid war is nothing new to Russian intelligence agencies. In fact, the Russian intelligence agencies have consistently been honing their skills to act as an efficient wear in the security of the Russian Federation. This class will examine the history of the Russian Intelligence services, their decline during the initial post-Soviet period, and their meteoric resurgence following the ascension of Vladimir Putin, himself a Russian Intelligence operative, to the presidency of the Russian Federation.

IR   6644   Comparative Politics of the Middle East (3)
An examination of Middle East politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR   6645   Comparative Politics of East Asia (3)
An examination of Asian politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR   6646   Comparative Politics of South Asia (3)
An examination of the intrastate and global relationships of South Asia; the course will focus on India and Pakistan, but also cover Bangladesh, Sri Lanka, and additional states in South Asia to engage the student in the security, political, cultural, and social aspects of the region..

IR   6647   Comparative Politics of Western Europe (3)
An examination of Western Europe and the European Union, including state and EU politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR   6648   Comparative Politics of Sub-Saharan Africa (3)
An examination of Sub-Saharan politics, legal systems, economics, culture, military power, geography, and their impact on regional relations and linkages to the world system.

IR   6649   Cyber Warfare and International Relations(3)
This course introduces students to the literature and methodological approaches related to the study of cyberwar/cyberterrorism and international relations. Topics covered include: Targeting, Weapons, Tactics, Defense, International Law and Policy, Digital Authoritarianism, and a study of selected cases.

IR   6650   Environmental Security, Conflict and Development (3)
An analysis of how environmental issues such as resource scarcity, desertification, loss of biodiversity, global warming, etc., may influence development and/or affect the national security of nation-states, communities and individuals. The course also examines the evolution and function of global environmental governance institutions including international organizations (IGOs), transnational non-governmental organizations (NGOs), and legal/regulatory structures.

IR   6651   Contemporary American Foreign Policy (3)
An examination of the foreign policies processes of the United States including historical traditions, political institutions, economic and military capabilities, the Congress, the Presidency, interest groups, the media, and public opinion.

IR   6652   Theory and Ideology in International Relations (3)
An examination of historical and contemporary theories in international relations; the role of political, economic, ethnic, religious and other belief systems or philosophical approaches within the global system.

IR   6655   International Conflict Management (3)
An analysis of responses to international conflict and approaches to establishing peace and peacekeeping at the local, national, and global levels to include theoretical constructs about conflict management techniques such as mediation, negotiation, escalation, de-escalation, termination, and outcomes.

IR   6656   International Power and Influence (3)
A theoretical and empirical examination of how nations use political, military, and economic resources to influence the behavior of other nations including the effectiveness of political communications, public relations, foreign aid, economic sanctions, threats of force, and limited uses of force.

IR   6657   Middle Eastern Security (3)
This course provides an examination of Middle Eastern security issues using international relations and comparative politics theories. Topics include conflict between Sunni and Shi'a Muslims, conflicts involving ethnic and religious minorities such as Kurds and Druze, democratization, relations and tensions with the West including recent military and development operations, and Saudi Arabia's "special relationship"

with the United States, and conflict involving non-state actors, and nuclear politics with Iran.

IR   6658   Middle Eastern Political Economy (3)
This course provides an examination of Middle Eastern political economy issues using international relations and comparative politics theories. Topics include the politics of oil, the role of Islam, the legacy of colonialism in economic development, the impact of globalization on economics in the region and the potential for economic reforms.

IR   6659   Russian Hybrid Warfare (3)
This course opens with a historical and conventional examination of hybrid warfare and considers how it is employed by Russia against the West. It looks at the place hybrid warfare has within the Russian strategic framework and considers its dimensions and how it is manifested in particular regions.

IR   6660   Military Strategy and International Relations (3)
An examination of the core ideas of classical and contemporary military strategists, the international context that inspired their strategic concepts, and a review of the interaction and influence of armed forces and their leadership and strategies on national security policies and interstate relationships.

IR   6661   U.S. Intelligence in International Relations (3)
An examination of the purposes, structure, development, and operations of state intelligence programs, with a particular focus on the U.S. Intelligence community.

IR   6662   Conflict Processes (3)
This course introduces students to the literature and methodological approaches relating to the study of war and violent conflict as political and social processes. It focuses on causes and patterns of conflict at the interstate and intra-state levels. Topics include the bargaining theory of war, the role of domestic politics in conflict, economics and conflict, civil wars, and militarized interstate disputes.

IR   6664   European Nationalism (3)
Nationalism is an ideology that has risen to the forefront of European politics in the last decade. This course provides a theoretical and empirical examination of nationalism in Europe. The course will start with a discussion of the foundations of nationalist thought, before turning to discussion of nationalist political parties in Greece, Hungary, and Bulgaria. After discussing nationalist political parties, we will discuss the role that nationalism plays in ethnic conflict using the case of the former Yugoslavia as a case study. Finally the course will also deal with the effects of violence on feelings of ethno-nationalism, and the course will culminate in a discussion that have to their own questions the bond that individuals have to their 'nation.' In addition to learning about a variety of nationalist parties and movements in Europe, students will also learn about minority

groups (such as Jews and the Roma) that often find themselves victimized by nationalist,

IR   6665   Readings in International Relations (3)
A guided program of readings and study in international relations related to the needs of the student. Enrollment must be approved by the department chair. *See semester hour limits listed under Course Restrictions in General Regulations section.*

IR   6668   Thesis (3)
6669
A directed research in selected areas of international relations, based on a student's proposal, related to the student's needs, and with the advice and approval of a faculty thesis adviser, and culminating in a research paper of appropriate depth and scholarship. The final, bound product must be approved by a faculty committee composed of the thesis adviser and a faculty reader. The first course will cover the paper design and supporting research; the second course will be undertaken to support the actual writing of the thesis. *Prerequisites: IR 6601 and the satisfactory completion of 30 semester hours in the MSIR program. Grading system is Pass/Fail.*

IR   6671   European Intelligence in International Relations (3)
Understanding European Intelligence culture and strategic environmentalist a critical strategic element for the United States and its allies. We begin with a focus on European intelligence culture, its role in strategic thought, and the current European security environment. The course includes a case study of British intelligence and the role of intelligence in fighting terrorism in Europe. We will consider intelligence sharing and cooperation, how to fix the intelligence crisis, and contemporary lessons.

IR   6681   Tribalism and Colonialism in Africa (3)
An investigation of the politics that govern tribalism and colonialism, the sociological influences it has induced, and how the two concepts impact the people of Africa today.

IR   6684   Violence in Latin America (3)
An examination of the nature, origins, and impact of organized violence in Latin America societies and efforts to control it. This course focuses on violence by insurgents against the state, by the state against the people, and by subnational groups against the people and each other.

IR   6685   Terrorism and Political Violence (3)
An examination of the origins and significance of contemporary political violence with an emphasis on the phenomenon of terrorism. The course employs an interdisciplinary, case-study approach.

IR   6686   Latin American Security (3)
This course provides an examination of Latin American security issues using international relations and comparative politics theories. Topics include the pro-

duction and trafficking of narcotics, human trafficking and immigration, and the formulation of US drug and immigration policy.

IR   6687   Latin American Political Economy (3)
A critical analysis of the origins, development, consolidation and limitations of free trade and economic integration in the Western Hemisphere; special attention will be given to the complex political, economic and social forces that support, hinder and otherwise shape such international economic agreements.

IR   6688   Political Islam (3)
An advanced seminar dealing with the theology and practice of Islam and its impact on international, legal, political, security, and social issues.

IR   6690   Capstone (3)
This course serves as the capstone course for the MSIR program and requires students to conduct a significant research project in an IR topic chosen by them in consultation with the instructor. Students will have 6 weeks to produce a conference level paper (5,000+ words) that will be graded by at least two faculty members. Note: MSIR candidates must achieve a grade of "B" or better in IR6690 to complete degree program requirements. Prerequisites: Students must have completed all other IR core courses (IR 5551, IR 6601, IR 6620, IR 6652) as well as at least 15 hours of MSIR electives prior to enrolling in this course.

INFORMATION SYSTEMS

IS   6625   Specialized Study in the Area of Information
**   6626   Systems (1-3)**
Study of problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study must contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. *Prerequisite: All business foundation courses or equivalent.*

IS   6660   Introduction to Data Analytic Strategies and
**   Applications (3)**
This course focuses on developing new insights and understanding of organizational performance based on data and quantitative methods. The course introduces the fundamentals of interpreting data, performing data analysis, understanding the data, visualizing the data and communicating with the data into actionable insights. Topics of study include qualitative and quantitative data analysis, fundamental tools and techniques for data manipulation using

software tools, visualization, and decision making methodologies.

IS   6662   Big Data Analytics and Business Decision
**   Support (3)**
This course introduces the concepts and practices of Big Data analytics and its application to executive business decisions that enhance business competitiveness. Students will learn how to utilize Big Data methodologies and analytic software to interpret and visualize large data sets into meaningful and useful information for business use. The course also includes case studies in how major businesses have used big data to gain new perspectives and insights that enabled new competitive advantages and marketing advantages.

IS   6672   Information Systems and Business Strategy (3)
Considers the role of operations and information systems in defining competitive business strategies. Structural decisions (product design, marketing, and finance) as well as issues that cross corporate boundaries (strategies for distribution, supply management and global operations) are addressed. Examines emerging issues such as global manufacturing, e-commerce, sourcing strategies, manufacturing automation and environmental issues. *Prerequisite: All business foundation courses or equivalent.*

IS   6674   Information Systems in the Global Economy (3)
Theoretical and practical applications for managing computerized information systems; planning and control functions of the firm; emphasis on case studies of design projects; the application of human and organizational issues of Management Information Systems (MIS); current academic research into the analysis, design, and implementation of computer information systems. *Prerequisite: All business foundation courses or equivalent.*

IS   6675   Information Security and Assurance in a Global
**   Economy (3)**
This course introduces the various technical and administrative aspects of information security and assurance within a global networked environment and provides the foundation for understanding the key issues related to them. Topics covered include inspection and protection of information assets, detection of and reaction to internal and external threats, determining the levels of protection needed, and the design of a consistent, reasonable information security architecture along with an implementable process. Other topics include technical and managerial aspects of a wide range of policies and issues relating to reporting and monitoring, upgrading and patching, intrusion detection, maintenance and mining of security logs, backup and recovery, and global issues related to trans-border data flow and intellectual property rights. *Prerequisites: Graduate standing, admission into the MBA program and all undergraduate business prerequisite courses or equivalent completed.*

IS   6676   E-Commerce for Global Business (3)
Introduces state-of-the-art concepts and applications which are emerging in the field of electronic commerce. Prerequisite: *All business foundation courses or equivalent.*

IS   6677   Leadership Series on Information Technology (Seminar Course) (3)
This course consists of seminars and a final semester student research paper. Seminars will be given by information technology (IT) leaders; each seminar will be followed by a session of questions and informal gathering. Seminar topics and speakers chosen based on the progression of other courses in the program and will have an international context. Each semester, students have the opportunity to complement their in-class learning experience with related practical experience from IT leaders. At the end of the semester, students must submit a quality written research paper to be presented in class or at a conference.

IS   6678   International Information Technology Project Management (3)
This course discusses the processes, methods, techniques, tools, issues, and practices that organizations use to manage their international information systems projects. The course covers a systematic methodology for initiating, planning, executing, controlling, and closing projects. This course assumes that project management in a global organization is a complex team based activity, where various types of technologies including project management software as well as software to support group collaboration are an inherent part of the project management process. This course also acknowledges that project management involves both the use of resources from within the firm, as well as contracted from outside the organization. *Prerequisites: Graduate standing, admission into the MBA program and all undergraduate business prerequisite courses or equivalents completed.*

IS   6679   Management Information Systems (3)
Conceptual and practical foundations of information systems to include support of management and decision-making functions, computer system project management, economic and legal considerations of management information systems, and system implementation/evaluation. *Prerequisite: All business foundation courses or equivalent.*

JOURNALISM

JRN   6600   Media Management (3)
In this course, students will examine the competitive environment facing today's media, the various management principles that may be applied to media companies, and media management crisis.

JRN   6615   Public Relations and Strategic Communication
Students will examine how the changing media environment affects outreach methods and explores practical solutions to achieve communication goals. Emphasis is placed on crisis public relations problems. Topics include the importance of research, designing a strategic communication program, advertising and the pervasive effect of public relations.

JRN   6635   International Advertising (3)
This course examines the global dimensions of advertising communication; the analysis of economic, cultural ethical/legal, and media conditions affecting international advertising and its methods.

JRN   6640   Communication Law and Ethics (3)
This course provides students with an in-depth understanding of existing communication ethics, regulations and policies along with their application to media. Students will study how these legal doctrines and ethical considerations have evolved and will continue to evolve.

KINESIOLOGY AND HEALTH PROMOTIONS

KHP   6602   Motor Skills and Human Performance (3)
In an interdisciplinary approach, students will be exposed to a systematic analysis of motor skills and human performance. Students will learn how to observe, evaluate and diagnose, and apply interventions to improve motor skill performance.

KHP   6604   Statistical Analysis and Interpretation (3)
This course requires graduate students to utilize statistical fundamentals, analyses, and interpretation of statistics. Statistical information includes, but is not limited to, sampling, hypothesis testing, regression, frequency distributions, t-tests, parametric and non-parametric statistical techniques, multivariate data analysis (MANOVA), and others using SPSS and other statistical software.

KHP   6610   Physical Education, Sport and the Law (3)
The course is designed to provide students with an in-depth awareness and understanding of legal responsibilities of sport managers, coaches, and administrators. Emphasis will be placed upon critically analyzing the legal theories, structures, statutes, case law, and standards that apply to the sport industry and that impact sport organizations. Substantive legal areas include tort, constitutional, antitrust, intellectual property, agency, contract, and business law.

KHP   6615   Organizational Behavior & Leadership in Sport (3)
In this course students will study the basic concepts, theories and organization of administration including

financial management as applied to sport, physical education, and recreation.

KHP 6616   Sport Finance (3)
This course is designed to provide students with information concerning advanced theory in finance, accounting, and managerial control of budgets.

KHP 6617   Research Methods I (3)
An independent exploration of the literature and current research in the fields of Health Education and Physical Education. *A grade of "B" or better is required*

KHP 6620   Physical Fitness: A Critical Analysis (3)
This course is designed to prepare the student for the American College of sports Medicine (ACSM) Health Fitness Specialists (HFS) certification. The course will examine the process of pre-participation health screening and risk stratification, administration of physical fitness assessments, and interpretation of results and the development of appropriate exercise prescriptions used in the evaluation and improvement of human fitness. *Prerequisite: KHP 6650*

KHP 6623   Biomechanics of Sport Techniques (3)
This course is designed to prepare the student for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification. The course explores basic biomechanical concepts and their application in the analysis of sport technique. Students will apply scientific knowledge to examine sport-specific testing assessments and interpretation of results, and practice the implementation of safe and effective training techniques for the goal of improving athletic performance. *KHP 6650*

KHP 6625   Specialized Study in KHP (1-3)
6626
6627
A study of the problem or problems using research techniques. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate Director of Graduate Studies. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

KHP 6631   Programs in Health and Physical Education (3)
The course reviews appropriate curriculum for children of various age levels. Particular attention is devoted to a study of the capacities, attitudes, and needs of pupils as they are related to health and physical education. The principles, problems and procedures in the development of a health and physical education curriculum are thoroughly examined.

KHP 6632   Critical Issues in Sport and Fitness Management and Health and Physical Education (3)
Recognition, discussion, and systematic analysis of controversial issues and problems encountered in the conduct of professional activities in health and physical education.

KHP 6635   Kinesiology (3)
This course is a clinically oriented human anatomy course. This course is designed to provide an advanced analysis of human functional anatomy, with primary emphasis being placed on the articular, skeletal, and muscular systems.

KHP 6640   Sport Marketing: Physical Education, Athletics, Recreation and Intramurals (3)
The purpose of this course is to teach educators how to create a marketing plan. The emphasis is on following a ten-step procedure designed primarily for the non-profit sector and learning the theoretical base required to complete the process accurately and proficiently.

KHP 6650   Sport Nutrition and Exercise Metabolism (3)
This course examines established dietary requirements of athletes relative to performance, training, and recovery. Emphasis will be placed on the use of peer reviewed literature to understand the importance of pre– and post-event nutrition, nutritional issues faced by athletes, and possible ergogenic strategies, foods, and dietary supplements. Examination of metabolic pathways and will allow advanced interpretation of the metabolism and macronutrients during conditions of exercise and disordered metabolism.

KHP 6670   Exercise Physiology (3)
This course examines acute and chronic physiological responses to the respiratory, cardiovascular, and musculoskeletal systems to the demands of exercise. Contributions made by aerobic and anaerobic metabolism to energy production will be examined. The contribution of various physiological variables will be investigated to facilitate an understanding of the physiological basis of human performance.

KHP 6671   Advanced Exercise Physiology (3)
This course will allow students to experience and explore advanced concepts, topics, and laboratory techniques related to exercise physiology. Material covered in this course will prepare students to interpret, conduct, and share advanced material with their peers. Students will have the opportunity to implement an advanced research project or commence thesis-related research. *Prerequisite: KHP 6650*

KHP 6672   Sport Psychology (3)
The course is designed for the student with a vocational interest in athletic coaching within the educational environment. Psychological theories will be applied to the teaching of sports skills and the development of individuals into efficient team units.

KHP 6673   Ethics in Sport (3)
The course is examines ethical matters and issues relating to sport and physical activity.

KHP 6674   Entrepreneurship in Sport (3)
The course provides the student with an awareness and understanding of basic concepts and problems in starting a business.

KHP 6680   Practicum in Physical Education (3)
A supervised application of concepts, principles, instructional, curriculum, and delivery skills acquired by students in previous coursework. Students will identify issues regarding classroom management, testing, and evaluation in physical education. Students will explore innovative ideas for the classroom and research peer reviewed journals for information for application in the classroom setting.

KHP 6690   Internship (3)
A 400-hour supervised experience in planning, staging, and evaluating a formal practicum in related field.

KHP 6691   Research Methods II (3)
This course examines the variety of research methods and reporting methods used in health & physical education research. A grade of "B" or better is required. *Prerequisite: KHP 6604 and KHP 6617 with a "B" or better.*

KHP 6694   Thesis I (3)
Independent research leading to the preparation of a scholarly paper related to sport and fitness management topic under the supervision of the student's advisory committee. The student's advisory committee will administer an oral examination covering the research and findings. Grading system is Pass/Fail.

KHP 6695   Thesis II (3)
Independent research leading to the preparation of a scholarly paper related to sport and fitness management topic under the supervision of the student's advisory committee. The student's advisory committee will administer an oral examination covering the research and findings. Grading system is Pass/Fail.

LAW

LAW 6600   Business Law for Accountants (3)
This course focuses on the legal implications of business transactions, particularly as they relate to accounting and auditing. It includes, but is not limited to, such topics as contracts, commercial paper, secured transactions, business organizations, and real and personal property. This course is designed to give a review of basic legal principles and to enable a student to recognize and understand their legal significance in business transactions. *Prerequisite: LAW 2221 or equivalent and all business foundation courses or equivalent.*

LAW 6610   Legal Issues for Accountants (3)
This course focuses on the legal implications of business transactions, particularly as they relate to accounting and auditing. It includes, but is not limited to, such topics as ethics, professional and legal responsibilities, agency, contracts, Uniform Commercial Code, debtor-creditor relationships, government regulation of business, and business structure. This course is designed to give a review of basic legal principles and to enable a student to recognize and understand their legal significance in business transactions. *Prerequisite: All business and accounting prerequisites.*

ORGANIZATIONAL LEADERSHIP

LDR 8801   Introductory Seminar in Organizational Leadership (3)
This course provides doctoral students with an opportunity to examine globalization from the viewpoint of organizational leadership. Students develop a global perspective and develop their focus a focus from an organizational perspective as a leader who promotes a global perspective among colleagues. Specifically, this course examines organizational leadership from the changing context of globalization.

LDR 8802   Seminar in Supervision, Mentoring, and Coaching(3)
This course examines advanced definitions and determinations of staffing needs, supervision, and management and coordination problems, which include methods in supervision, mentoring, and coaching. These methods focus on but are not limited to policies and practices relating to the functions of employee engagement concerning recruitment, selection, assignment, salary planning,scheduling, promotion, separation, grievances, reassignment, records, development programs, in-service training, evaluation, benefits and services.

LDR 8803   Seminar in Leading Change and Transformation (3)
We recognize on some fundamental level that we shape and are shaped by self and organizations. The purpose in this course is to bring greater skilled application and meaning-making to the increasingly volatile, uncertain, complex, and ambiguous world of organizational life as applied to organizational environments. Part one of the course involves setting the foundation and framing concepts of change along with an individual visit to a student selected organization and interview of someone in a leadership role. In Part two of the course, begins with a process of exploring what change means within ourselves at the intrapersonal and interpersonal levels. The focus will then go on to the study of classic theories and progress to the critical analysis of emerging models. We will work to understand what brings (and does not

bring) sustainable change to self, others, and organizations and how different leadership models can be applied to this learning. The second part of this class concludes with resistance and immunity to change and applying what we have learned to our own environment. Part three of the course begins with a follow-up visit to the same organization for a second interview of that same person in a leadership role. The second visit, interview and engagement are a metaphor in how we reframe and re-look learning, assumptions, blind spots, challenges, and resistance from the beginning of the course. The final class culminates with a student-led Socratic final exam. Mastery of theoretical constructs, best practice models, and in a nested systemic analysis applied to leaders and organizations will be required of all students to be successful in the course. Collectively, the readings, class experiences, and interviews become an integrative understanding of change and are presented in a final presentation of individual and organizational change recommendations. Our effort is to consider the process of and resistance to change, from the intra-personal to the Eco global levels, that is essential to prepare ourselves to lead in the world of now as well as in the rapidly approaching future that awaits us all.

LDR 8804   Seminar in Human Resource Development (3)
This course examines the major conceptual frameworks for understanding human behavior within organizations, the competencies required for effective leadership and the major functions of human resource development as an integral part of overall management as applied to organizations.

LDR 8805   Seminar in Planning and Management of Groups and Teams (3)
This course is designed both for current and aspiring global leaders. It is designed to examine the role of global leaders in emerging social, economic, and political contexts that are changing the nature of education,altering how educational organizations are viewed, and are transforming how they are led. A broad range of planning and management issues relating to groups and teams within organizations will be explored that are critical to the success of global leaders and issues that can affect relationships and impact global organizations. Particular attention will be paid to issues of management in diverse organizations and across countries and regions in the global environment.

LDR 8806   Advanced Seminar in Organizational Leadership (3)
This course is an advanced seminar in organizational leadership that addresses individual and global issues. Students form an organization in the class and take on roles of key stakeholders based on personal interests and inter-group requirements. Each group or division of students will appropriately organize to achieve divisional and organizational goals decided upon in the first and/or second class session. Students

develop a focus from an organizational perspective as a leader who promotes a global perspective among colleagues. Specifically, this course requires the student to synthesize and apply organizational leadership knowledge through work based in real-life settings.

MARINE BIOLOGY (MB)

Offered at Dauphin Island Sea Lab (DISL) only

Courses are offered during the summer semester only. Since course offerings change, check the current DISL summer bulletin for specific course offerings and descriptions and contact the Marine Biology Adviser at Troy. The courses listed below are taught at Dauphin Island Sea Lab in the summer only. The faculty members are recruited from many colleges and universities within and outside Alabama. The courses are identified by an MB prefix. All Marine Biology courses for graduate students have the prerequisites of General Chemistry and Ecology, or the equivalents.

MB   5502   Marine Invertebrate Zoology (4)
A study of the natural history, systematics, and morphology of marine invertebrates from a variety of habitats in the Gulf of Mexico. Participation in extended field trips is part of the course.

MB   5503   Marine Vertebrate Zoology (4)
A study of the biology of marine vertebrates emphasizing systematics, behavior, physiology, and ecology of local forms.

MB   5504   Marine Botany (4)
A general survey of algae and vascular plants associated with the marine and estuarine environment.

MB   5510   Introduction to Oceanography (4)
A general introduction to the physics, chemistry, geology, and biology of the oceans.

MB   5519   Marine Aquaculture (2)
Techniques in live animal culture with an emphasis on basic principals that can be applied to the culture of any organism for research, display, or commercial profit.

MB   5523   Marine Ecology (4)
Lecture and laboratory studies of bioenergetics, community structure, population dynamics, predation, competition, and speciation in marine ecosystems.

MB   5528   Shark and Ray Biology (2)
An introduction to the biology of sharks and rays, with special emphasis on regional shark fauna and field techniques.

MB   5532   Biology and Conservation of Marine Turtles (2)
An overview of the biology and conservation of marine turtles, including identification, distribution, nesting behavior, migratory behavior, and feeding ecology.

MB   5535   Environmental Application of Geographic Information Systems (2)
This course of learning applied mapping and analysis with GIS and will leverage other geospatial techniques including remote sensing, geo-visualization, and spatial analysis with particular emphasis on environmental applications. *Prerequisites:CHM 1143/L143, BIO 2229/L229*

MB   5538   Coastal Wetlands Ecology (4)
The course will focus on coastal and near shore wetland areas, with an emphasis on the biogeochemical processes that occur within.

MB   5560   Introduction to Neurobiology (4)
The study of the structure, development, physiology, and pharmacology of the nervous systems and sense organs. *Prerequisite: Permission of the instructor.*

MASTER OF BUSINESS ADMINISTRATION

MBA 6611   Business Strategy (3)
This course is the capstone course in the MBA program. It integrates the skills and knowledge developed in earlier courses and emphasizes case analysis. Formulation and implementation of strategies are stressed. The course includes an end-of-course comprehensive examination. A grade of "B" or better is required to complete this course successfully. The course may not be transferred into the MBA program. Students are required to complete the graduate Educational Testing Service Major Field Test and a Capstone Examination in this course. *Prerequisites: Completion of a minimum of 24 semester hours in the MBA program, with a "B" average or better, including the following courses: ACT 6691, ECO 6655, FIN 6631, MKT 6661 and QM 6640; or approval of the department chair. Students should be in the last term of their program when completing this course.*

MANAGEMENT

MGT 6615   Ethical Leadership and Management in a Global Economy (3)
Equips students with the critical leadership skills and solid understanding of today's ethical theory they need to become effective business leaders in today's turbulent times. The class explores the latest thinking in leadership theory and contemporary practices at work within organizations throughout the world. Closely connects theory to recent world events, such as the Wall Street meltdown, ethical scandals, and political turmoil. Students examine emerging topics, leadership vision and courage, leading virtual teams and actual leadership decisions. *A grade of "B" or better is required.*

MGT 6625   Specialized Study in Management (1-6)
6626
6627
Study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor under whom the study is to be made, and the appropriate dean. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. No more than three semester hours credit of this course may be transferred in from another institution. See semester hour limits listed under Course Restrictions in General Regulations section. Prerequisites: All business foundation courses or equivalent.*

MGT 6645   Quantitative Methods in Management (3)
An introduction to statistics as applied to business problems. The course is designed to develop students' ability to apply inferential statistical methods to decision making in business. *Prerequisites: All business foundation courses or equivalent.*

MGT 6670   Seminar in International Management (3)
A survey of theories and issues related to managing the internationalization of business firms and multinational management.

MGT 6673   Operations Management (3)
An analysis of the conditions under which production and management of goods and services take place in business organizations with attention to the delineation of roles played by management and labor in carrying out both production and service delivery, and application of selected quantitative techniques to support those processes. *Prerequisites: All business foundation courses or equivalent.*

MGT 6674   Ethics in Business (3)
Examination of ethical problems and conflicts encountered by managers attempting to fit their organizations to the larger social environment. Addresses ethics, codes of ethics, social responsibility of organizations in domestic and global environments. *Prerequisites: All business foundation courses or equivalent.*

MGT 6675   Theory of Organizations (3)
The study of general business management from a structural standpoint: planning, organizing, staffing, directing, and controlling. *Prerequisites: All business foundation courses or equivalent.*

MGT 6677   Systems Management (3)
The study, design, implementation and operation of a system within the organization. *Prerequisites: All business foundation courses or equivalent.*

MGT 6681   Organization Development and Change (3)
A study of management concepts and practices useful in improving organizational performance. Theories and concepts applicable to making organizations

more hospitable to people and more productive in accomplishing their goals and objectives are identified and discussed. Special attention is paid to strategic interventions and change in both private and public sector organizations and in the global arena.

MGT 6682   Leadership and Motivation (3)
The course examines the foundational concepts of leadership, reviews traditional theories of leadership, and investigates critical issues in leadership and motivation as they apply in the contemporary workplace. Applications develop critical thinking skills about the concepts. *Prerequisites: All business foundation courses or equivalent.*

MGT 6685   Management Strategy (3)
Study of the integrative functions of senior management in long-range strategic planning and decision making to support implementation. This is a capstone course which utilizes all the skills and knowledge developed earlier in the program. It focuses on policy problems and planning beyond the boundaries of the firm. It emphasizes advanced case analysis and computer simulation. *The course may not be transferred into the MSM program. Students are required to complete the graduate Educational Testing Service Major Field Test and a Capstone Examination in this course. A grade of "B" or better is required. Prerequisites: Must have completed 18 semester hours to include BUS 6610 (with a grade of "B" or higher), and MGT 6600, MGT6627, MGT 6671, and FIN 6631 (all with a grade of "C" or higher) and one other 3 SH course in either the concentration or an elective with a grade of "C" or higher.*

MARKETING

MKT 6661   Global Strategic Marketing (3)
This course is a comprehensive survey of strategic marketing concepts used to provide value to customers in a global business context. Topics focus on the application of marketing theories and concepts to address problems and take advantage of opportunities. *Prerequisites: Graduate standing, acceptance into the MBA program, all undergraduate business prerequisite courses or equivalent completed.*

MASTER OF SCIENCE IN MANAGEMENT

MSM 6610   Theories of Organizational Behavior (3)
This course is the study of the theories and concepts of individual leaders and group behaviors within organizations. The course examines important behavioral processes, including learning, perception, attitudinal structuring, values, motivation, communication, conflict, quality, and social reinforcement. Emphasis is placed on the relationship of these processes to individual and group performance and their implications for leadership and decision-making.

Prerequisite: Admission into the MSM degree program.

MSM 6630   Management Information Systems for Leaders (3)
Conceptual and practical foundations of information systems to include support of management and decision-making functions, computer system project management, economic and legal considerations of management information systems, and system implementation/evaluation. *Prerequisite: Admission into the MSM degree program.*

MSM 6633   Leading and Developing High Performance Teams (3)
An in-depth study of the process of developing a new team or revitalizing an existing team. The course will involve the study and application of current theories of team development and performance in the work setting. Special emphasis will be placed on the leadership of work teams in both face-to-face and virtual settings for effective performance and member satisfaction.

MSM 6635   Leadership of Innovation and Change (3)
The study of management concepts and practices useful in improving organizational performance. Theories and concepts applicable to making organizations more hospitable to people and more productive in accomplishing their goals and objectives are identified and discussed. Special attention is paid to strategic interventions and change in both private and public sector organizations and in the global arena. *Prerequisite: Admission into the MSM degree program.*

MSM 6640   Foundations of Leadership and Motivation (3)
The course examines the foundational concepts of leadership, reviews traditional theories of leadership, and investigates critical issues in leadership and motivation as they apply in the contemporary workplace. Applications develop critical thinking skills about the concepts. *Prerequisite: Admission into the MSM degree program.*

MSM 6645   Continuous Improvement (3)
Analysis of Total Quality Management (TQM) and the driving philosophy, including leadership, human resource management and human resource development, strategic planning, implementation, methods, benchmarking, results, and the principles of closing the loop. Case analyses used to illustrate TQM as a systemic approach to organizational effectiveness using the Baldrige Criteria. *MSM core requirement; potential MBA unspecified elective; potential MSHRM elective. Prerequisite: MSM 6610.*

MSM 6650   Strategic Management (3)
Study of the integrative functions of senior management in long-range strategic planning and decision making to support implementation. This is a capstone course which utilizes all the skills and knowl-

edge developed earlier in the program. It focuses on policy problems and planning beyond the boundaries of the firm. It emphasizes advanced case analysis and computer simulation. *Prerequisite: completion of at least 15 semester hours in the MSM core. Students should be in their last term or semester of their program when completing this course. A grade of "B" or better is required.*

MSM 6655   Advanced Leadership (3)
The leadership concentration capstone course provides an in-depth examination of leadership theory and practical applications. Aspects of leadership are examined relative to change management, implementation, and communication, with an emphasis on ethical behavior, team and global leadership, team development, the learning organization, role modeling, and employee development. Analysis of cases and workplace situations focus on integrating theory and application.

MATHEMATICS

Note: Multivariable calculus and a course in proof techniques or its equivalent or permission by the Chair of the Department are required prerequisites for all graduate mathematics courses.

MTH 5512   Discrete Mathematics (3)
Topics include counting techniques such as Pigeonhole Principle, permutations, combinations, binomial coefficients, inclusion-exclusion, and relations and graphs. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.

MTH 5520   Graph Theory (3)
The elements of graph theory including: trees; bipartite, chordal and planar graphs; graph coloring; graph traversals; and flows This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisites: Permission of instructor.*

MTH 5522   Numerical Analysis (3)
This course covers topics including finite differences, interpolation, numerical integration and differentiation, solutions of equations of one variable, linear systems, and numerical solutions of ordinary differential equations. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.

MTH 5524   Real Analysis I (3)
A study of the real number system, completeness, limits, continuity, sequences, differentiation, and the Riemann integral. This course contains additional

graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.

MTH 5525   Real Analysis II (3)
A study of sequences and series of functions, series, and a continuation of the integral to include the Fundamental Theorem of Calculus. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisite: MTH 4424 or MTH 5524.*

MTH 5526   Complex Analysis (3)
A study of complex numbers, elementary functions and their mappings, complex limits and power series, analytic functions, integrals, contour integral, and Cauchy integral formula. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.

MTH 5536   Number Theory (3)
This course covers divisibility, congruences, prime numbers, Fermat's theorem, Diophantine equations, number theoretic functions, quadratic reciprocity. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.

MTH 5541   Abstract Algebra I (3)
A study of properties of the integers, modular arithmetic. Elementary theory of groups, finite groups, subgroups, cyclic groups, permutation groups. Group isomorphisms and homomorphisms. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisite: MTH 3331.*

MTH 5542   Abstract Algebra II (3)
This course covers the elementary theory of rings, polynomial rings, divisibility, unique factorization domains. Integral domains, ideals, factor rings, divisibility in integral domains. Elementary theory of fields. Extension fields. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisite: MTH 4441 or MTH 5541.*

MTH 5560   Topology (3)
An introduction to metric and topological spaces and associated topics, separation axioms, compactness, and connectedness. This course contains additional

graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.

MTH 6600   Modern Topics in Mathematics (3)
An investigation of current topics in mathematics that are generally not covered in regularly offered graduate courses in the mathematics graduate curriculum. *Prerequisites will be determined by the topic under investigation.*

MTH 6601   Metric Education for Elementary Teachers (3)
A study of the materials and methods program of instruction with workshops in selected school systems. *Prerequisite: Admission by permission of instructor.*

MTH 6610   History of Mathematics (3)
The course is designed to acquaint the secondary mathematics teacher with the historical development of mathematics with particular attention given to the techniques of the period studied.

MTH 6612   Advanced Discrete Mathematics (3)
This course is a study of discrete mathematical structures and associated concepts-which may include graphs and hypergraphs, Boolean Algebra, modeling computation-properties of these structures and their applications.. *Prerequisite: MTH 4412, MTH 5512 or permission of instructor.*

MTH 6615   Advanced Topology (3)
Generalization of such topics as functions, continuous functions, open, closed, compact and connected sets, arbitrary topological spaces. *Prerequisites: MTH 4424 or 5524, MTH 4426 or 5526 or permission of instructor*

MTH 6616   Mathematical Models (3)
An introduction to the modeling process. Students will practice creative and empirical model constructions, analyze models and do independent model research. Application using paired data will be included.

MTH 6620   Advanced Concepts of Algebra (3)
This course covers topics including rings and fields, polynomial rings and factorization, and Galois theory. *Prerequisite: MTH 4442 or 5542 or permission of instructor*

MTH 6621   Foundations of Mathematics (3)
A study of the axiomatic nature of mathematics, theory of sets, cardinal and ordinal numbers, continuum hypothesis and axiom of choice.

MTH 6624   Applied Combinatorics (3)
This course includes topics from computational aspects of discrete optimization problems from graph, hypergraph and combinatorial design theory. These aspects include complexity, algorithms

for solving such problems, and their contemporary applications.

MTH 6625   Specialized Study in Area of Mathematics (3)
6626
6627
A study of a problem or problems using research techniques. Selection of problem must be approve by student's adviser, instructor under whom the study is to be made, and the appropriate director of the Graduate School or Dean of Arts and Sciences. *Note: Total credit for any combination of enrollments in these courses may not exceed six semester hours. See semester hour limits listed under Course Restrictions in General Regulations section.*

MTH 6630   Design Theory (3)
Latin Squares, mutually orthogonal ltin squares, orthogonal and perpendicular arrays, Steiner triple systems, block designs, difference sets, and finite geometries. Topics of current interest and research in combinatorial design theory will be explored. (areas may include: latin squares, embeddings, enclosings, Wilson's constructions, quadruple systems, Hadamard designs, graph designs, orthogonal arrays, and computational models. *Prerequisite: MTH 4412 or MTH 4420 or permission of instructor.*

MTH 6632   Non-Euclidean Geometry (3)
A study of non-Euclidean geometries with emphasis given to their logical development.

MTH 6633   Advanced Linear Algebra (3)
A study of linear and orthogonal transformations, orthogonal and unitary matrices, numerical linear algebra, and applications. Spectral theory and duality. *Prerequisite: MTH 3331 or permission of instructor*

MTH 6640   Advanced Concepts of Analysis (3)
A study from the classical theory of point sets in Euclidean space and the theory of functions of one or more real variables to topology, continuous functions, and Lebesgue integral and the Henstock integral. *Prerequisites: MTH 4425 or MTH 5525*

MTH 6650   Trends in Technology and Problem Solving in Secondary Mathematics Instruction (3)
A comprehensive study of contemporary teaching strategies that incorporate current technologies and effective problem solving approaches for use by the mathematics educator in the modern secondary school mathematics program. Emphasis will be placed upon the effective use of calculators, writing, and computer software in the mathematics curriculum.

MTH 6691   Research in Education (3)
A study of a variety of research and evaluations methods in the teaching of mathematics. *A grade of "B" or better is required.*

MUSIC

MUS 6600   Band Performance (1)
This course covers rehearsal/performance through band literature

MUS 6601   Choral Performance (1)
This course covers rehearsal/performance through choral literature

MUS 6605   Advanced Music Technologies (3)
Advanced educational use of multimedia and internet based music technologies.

MUS 6607   Literature and Techniques for the Beginning/ Middle School Band (3)
A study of the materials and techniques utilized in the beginning/middle school band program. Listening and score analysis will be included.

MUS 6610   Advanced Woodwind Pedagogy (3)
A study of teaching techniques, materials, and repertoire for woodwind instruments.

MUS 6612   Advanced Music Program Administration (3)
An intensive study of the administration, curriculum, organization, and teaching techniques of school music programs.

MUS   Private Instruction (1)
Private instruction is available in the following areas:
    6614   Piano
    6615   Organ
    6616   Voice
    6617   Clarinet
    6618   Oboe
    6619   Flute
    6620   Bassoon
    6621   Saxophone
    6622   Trumpet
    6623   Horn
    6624   Trombone
    6628   Compositional Techniques
    6644   Guitar
    6645   Euphonium
    6646   Tuba
    6647   Percussion
    6648   Conducting

MUS 6625   Specialized Study in Area of Music (1- 3)
    6626   The student has the opportunity to engage in inten-
    6627   sive study of a particular subject or learn a pertinent skill, which fits his/her academic and/or professional needs, but is not available in the regular curriculum. See semester hour limits listed under Course Restrictions in the General Regulations section.

MUS 6630   Collaboration for Inclusion (3)
This course is designed to provide advanced students with an in-depth study of current literature and research on collaboration and consultation as a service delivery model to meet the challenge of educating students with disabilities in the regular classroom.   Specifically, this course focuses on collaborative-related issues for teachers who work with students with disabilities. *Prerequisite: A survey of Special Education Course is required if not previously completed.*

MUS 6631   Advanced Rehearsal Techniques (3)
Teaching music through performance in context.

MUS 6638   Literature Analysis (3)
Historical and theoretical analysis of masterworks for band or choir.

MUS 6639   Computer-based Music Notation (3)
An exploration of music notation software. Students will use industry standard notation software to design and produce musical scores, parts, and assignments to be used in a K-12 educational setting.

MUS 6653   Educational Evaluation in Music (3)
Advanced study in music assessment.

MUS 6654   Music Pedagogy 1 (1)
Alabama Music Educators Association Conference. Attendance and written portfolio is required.

MUS 6655   Music Pedagogy 2 (1)
Troy University High School Honor Band or Choir Clinic. Attendance and written portfolio is required.

MUS 6656   Music Pedagogy 3 (1)
Troy University Middle School Honor Band Clinic. Attendance and written portfolio is required.

MUS 6657   Advanced Brass Pedagogy (3)
A study of teaching techniques, materials, and repertoire for brass instruments.

MUS 6658   Advanced Percussion Pedagogy (3)
A study of teaching techniques, materials, and repertoire for percussion.

MUS 6660   Legal Issues in Music Education (3)
This course will provide an overview of our legal system, examine court cases in music/music education and identify the implications studied from this review to assist the practicing music educator

MUS 6662   Advanced Arranging (3)
A study of advanced arranging and scoring concepts for instrumental or choral ensembles.

MUS 6670   Practical Band Instrument Repair (3)
This course covers the maintenance, repair, and supervision of equipment used by music educators.

MUS 6680   Leadership in Music Education (3)
The course will focus on principles of leadership as they relate to the music educator and conductor.

MUS 6685 Music Pedagogy 4 (1)
Attendance and written portfolio required.

MUS 6686 Music Pedagogy 5 (1)
Troy University Summer Band Clinic. Attendance and written portfolio required.

MUS 6691 Research Methods (3)
Research methods will provide the student with a detailed examination of types of research and reporting and a working knowledge of research terminology and data analyses as applied to the field of music.

MUS 6696 Practicum (2 credit hours)
Application of professional knowledge, skills, and attitudes through discussion of historical and philosophical highlights of music education. Includes completion of an individual music project/presentation.

NURSING

[Course credit hours/contact hours (if different) per week are noted in parentheses]

NSG 6604 Theories in Nursing (2)
Explores the evolution and importance of knowledge and theory in nursing, mechanisms for developing and critiquing theory, and the analysis and application of theories in nursing practice.

NSG 6605 Healthcare Economics (2)
An introductory course in health economics, designed to provide the student with the elements of economic analysis as applied to the area of healthcare and healthcare policy.

NSG 6610 Power, Politics, and Policy Formulation in Nursing (3)
Analysis of the relationship of power, politics, and policy formulation to nursing and healthcare.

NSG 6612 Advanced Health Assessment (3)
Designed to prepare an expert clinician in health assessment of patients across the lifespan. Advanced content in history and interviewing processes, physical examination, and documentation of assessment findings are included. The clinical diagnostic process is emphasized. *Prerequisite or Co-requisite: NSG 6649 and NSG 6671. Corequisite: NSG 6613*

NSG 6613 Advanced Health Assessment Preceptorship (3/9)
Preceptorship course designed for clinical application of skills in advanced health assessment, clinical diagnosis and management, and maintenance of health promotion/disease prevention in the role of the primary care family nurse practitioner. *Prerequisites or Co-requisite: NSG 6671 and 6649 Co-requisite: NSG 6612.*

NSG 6625 Specialized Study in Advanced Nursing (1/4)
6626
6627 Under supervision of a faculty member, student may pursue study in selected area applicable to the prac-

tice of nursing which fits his/her academic needs but is not available in the regular curriculum. Total credit for any combination of enrollments in these courses may not exceed four semester hours. F, Sp, Su See semester hour limits listed under Course Restrictions in General Regulations section.

NSG 6630 Introduction to Nursing Leadership and Technology Practicum(2/8)
The first clinical immersion experience in the selected advance nursing practice roles, nursing leadership and/or nursing informatics. The course focus is on the integration of nursing leadership and technology into healthcare delivery. Students participate in relevant clinical practice with either a nursing administrator or nursing information technology expert. *Prerequisites NSG 6631 and NSG 6632 Co-requisite: NSG 6633*

NSG 6631 Concepts of Healthcare Informatics and Leadership (3)
Focuses on an examination of the concepts and core principles that are essential for nurse informatics specialists and nursing leaders to operate within a dynamic healthcare environment. Course topics include foundations of practice, data management, healthcare technology, organizational structure, human capital management, care delivery systems, continuous performance improvement, and practice applications.

NSG 6632 Theoretical Foundations of Nursing Informatics and Leadership (3)
Explores the foundation of nursing informatics, organizational leadership, and nursing administration, related theories and sciences. Identifies nursing and healthcare data sets, classifications systems, and nomenclatures utilized in practice. Students also explore transformational leadership, emotional intelligence, strategic planning principles, shared leadership/governance, and leading and sustaining change.

NSG 6633 Healthcare Systems (3)
Centers on the understanding of the Advanced Practice Nurse's role to practice dimensions of leadership and technology within today's healthcare system. Explores the planning, analysis, design, implementation, and evaluation of clinical information systems. Includes strategies for developing a strategic plan and issues in project management along with major design and implementation issues. Students will also explore managerial functions of planning, organizing, leading, and evaluating across the healthcare system. Prerequisite: NSG 6631, NSG 6632 Co-requisite: NSG 6630

NSG 6634 Roles in Nursing Leadership and Informatics (3)
Focuses on the role of the advanced practice nurse in the healthcare environment. Emphasizes concepts, research, issues and trends relative to the practice of the nursing informatics specialist and nursing leader within the healthcare environment. Prerequisites:

NSG 6630, NSG 6633 NSG 6635, NSG 6636. Co-requisite NSG 6637

NSG 6635   Applied Principles of Leadership and Technology in Healthcare (3)
Prepares students with the knowledge and skills to integrate management and informatics concepts into clinical practice. Nursing leadership content addresses the application of fiscal planning, execution, and accountability, and risk management within practice. Nursing informatics content addresses ergonomics, electronic health records, clinical decision support systems, and emerging technologies. Prerequisites: NSG 6630, NSG 6633 Co-Requisite 6636

NSG 6636   Advanced Nursing Practice Internship I (3/12)
First of two internship courses that facilitate the application of nursing leadership or nursing informatics within field experiences to provide the student an opportunity to work collaboratively with healthcare systems. Students may select to intern with a nursing leader, a nursing information technology expert, or a combination of roles. Students will participate in relevant clinical practice to meet the demands of changing patient care services. Prerequisites: NSG 6630, NSG 6633 Co-Requisite NSG 6635.

NSG 6637   Advanced Nursing Practice Internship II (3/12)
Second of two internship courses that provides students with an immersion experience in one of the selected advance nursing practice roles, nursing leadership or nursing informatics. The course focus is on the application and synthesis of knowledge and skills acquired in all previous courses. Students participate in relevant clinical practice with either a nursing administrator or nursing information technology expert. Prerequisites: NSG 6636, NSG 6635; Co-requisite: NSG 6634.

NSG 6645   Family and Cultural Theories in Advanced Nursing Practice (3)
Provides the student with in-depth knowledge of family and cultural assessment. Further analysis of diverse cultures and multi family structures enhance the student's application of family and/or cultural theories and advanced nursing interventions.

NSG 6649   Advanced Pharmacology (3)
Presents knowledge and theory critical to management of the pharmacological needs of a variety of populations across the lifespan. Discusses major classification of drugs and protocols for administration and use of technology in management of drug therapy.

NSG 6660   Foundations of Advanced Nursing Practice (3)
Provides content that enables students to focus on the advanced nursing practice. Emphasizes the theoretical bases critical to leadership and analyzes current issues in relation to advanced practice.

NSG 6665   Primary Care I: Pediatrics and Women's Health (3)
Focuses on advanced knowledge and theory base in the assessment and care of children and women of child-bearing age. Health promotion is emphasized, but the practitioner is also prepared to deliver complex multifaceted care to patients in primary care settings. *Prerequisites: NSG 6612 and 6613. Co-requisite: NSG 6666.*

NSG 6666   Primary Care I Preceptorship: Pediatrics and Women's Health (3/9)
Clinical preceptorship course in the advanced practice role of the family nurse practitioner with pediatric patients and women of childbearing age in primary care settings. *Prerequisites: NSG 6612, 6613. Co-requisite: NSG 6665.*

NSG 6667   Primary Care II: Adults and Geriatrics (3)
Focuses on advanced knowledge and theory base in the assessment and management of care of adult and geriatric patients. Health promotion is emphasized, but the practitioner is also prepared to deliver complex multifaceted care to clients in primary and rehabilitative settings. *Prerequisites for MSN students: NSG 6604, 6660, 6665, 6666, 6691, 6692. Co-requisites: NSG 6668. Prerequisites for DNP students: NSG 6604, 6665, 6666, 6691. Co-requisites: NSG 6668.*

NSG 6668   Primary Care II Preceptorship: Adults and Geriatrics (3/9)
Clinical preceptorship course in the advanced practice role of the family nurse practitioner with adult and gerontological patients in the primary and rehabilitative care settings. Prerequisites: NSG 6665, 6666. Co-requisite: NSG 6667.

NSG 6670   Role Synthesis Seminar (1)
Provides a forum for the analysis and synthesis of role behaviors specific to the family nurse practitioner. Emphasis is on the role, patterns of health promotion, primary care, and professional, social, and political issues related to the role. *Prerequisites: All core FNP specialty courses. FNP students only: Co-requisite: NSG 6680.*

NSG 6671   Advanced Pathophysiology (3)
Provides an in-depth study of pathophysiologic processes across the lifespan to correlate changes that occur at the cellular and system level with the development, clinical manifestations, and management of various disease states.

NSG 6672   Teaching and Learning Theories in Nursing Education (3)
Introduces the basic principles and theories of education and their impact on student learning. Focuses on teaching and learning, learning styles, and the needs of diverse learners to include the generational and cultural differences of today's learners. Prepares students to function within the educational environment

and to facilitate learning and learner development and socialization effectively.

NSG 6673   Teaching Strategies in Nursing Education (3)
Presents instructional strategies to enhance learning experiences in nursing education. Instructional methods will include collaborative educational models as large and small group teaching, team-based, interactive and case-based learning. Strategies will include the use of simulation and clinical teaching at the bedside with a focus on educator behaviors that stimulate achievement of learners. With an appreciation of diversity in learning styles, strategies will be discussed that apply to technology into instruction to develop and deliver curricula.

NSG 6674   Curriculum Design & Development in Nursing Education (3)
Explores a brief history of curricula, philosophical foundations of curriculum design, and contemporary influences on nursing program curricula. Progresses through the steps of curriculum design and development, specifically for undergraduate and graduate nursing programs. Nursing course design is a focus. An overview of types of learning experiences appropriate for course objectives is included. Prepares students for role competencies in curriculum design and development.

NSG 6675   Assessment and Evaluation in Nursing Education (3)
Presents models and methods for assessment and evaluation in nursing education. Focuses on principles for construction of test and written assignments and the interpretation of findings for the evaluation of learning outcomes in traditional and online classroom and clinical settings. Addresses development of plans for course and program evaluation. Reviews ethical and legal considerations for assessment and evaluation in nursing education. Prepares students for role competencies in assessment and evaluation as a nurse educator.

NSG 6676   Nursing Education Preceptorship (3/12)
The course provides experiential learning necessary for students to apply those theories of teaching and learning, teaching strategies, curriculum design and evaluation to instructional design in nursing education. Involves supervised experience in the role of nurse educator.

NSG 6680   Family Nurse Practitioner Internship (5/20)
Internship course designed to provide extensive clinical experience with a broad spectrum of patients to allow students opportunities to strengthen clinical skills in specific areas. *Prerequisites: All core and FNP specialty courses. Co-requisite: FNP students only: NSG 6670.*

NSG 6685   Global Identity (1-3)
Studying abroad is a transformative experience that has the power to challenge our thinking and our perspective on the world. This course aims to attract students across disciplines, to promote inter-professional development, and to prepare them to expand their understanding of their global identity and communicate their growth in intercultural competence toward their personal and professional development. Students make connections between their study abroad experience and the broader range of skills connected with this experience, to become a competitive member of a global workforce,

NSG 6691   Research and Evidence for Advanced Nursing Practice (3)
Reviews the processes for ethical conduct of research and translation of evidence for nursing practice and patient outcomes. Emphasis is on the rigorous critique, utilization and generation of research and evidence relevant to advanced practice nursing. *A grade of "B" or better is required.*

NSG 6692   Data Analysis and Interpretation in Quantitative Research (2)
Examines basic statistical methods for analyzing, interpreting, and evaluating quantitative data. The focus is on developing knowledge necessary to critically evaluate research reports and selected data.

NSG 6695   Thesis (4 minimum)
Prerequisites: NSG 6691, 6692. Pass/Fail.

NSG 6696   Scholarly Inquiry Practicum I (1/2)
Faculty-guided experience to further develop the student's knowledge of a special area of interest utilizing research-based inquiry or evidence-based practice. Students must take this course during their final Fall semester. *Grading system is Pass/Fail. Prerequisites: NSG 6604, 6660, 6691, 6692.*

NSG 6697   Scholarly Inquiry Practicum II (1/2)
Faculty-guided experience for implementation and evaluation of student's scholarly inquiry. *Grading system is Pass / Fail. Prerequisite: NSG 6696. Successful completion of this course meets the MSN comprehensive exam requirement.*

Thesis Option
Students who plan to progress to doctoral education will be encouraged to pursue the thesis option in preparation for the doctoral dissertation. Students should discuss with their adviser the option prior to filing their degree plan.

DOCTOR OF NURSING PRACTICE

NSG 8801   Healthcare Informatics and Data Management (3)
Provides an overview of the planning, implementation, and evaluation of clinical information systems. Assists student in recognizing the applications of nursing informatics in healthcare systems. Includes a historical review of the evolution of nursing infor-

matics and current trends. Prepares student with knowledge and skills necessary to retrieve, manage, and generate data relevant to evidence-based practice.

NSG 8802   Applied Biostatistics (3)
Builds on prior knowledge of basic statistical concepts, including descriptive statistics and the components of statistical inference (p-values and hypothesis testing). Emphasizes ethically generated application and results rather than clinical theory. Focuses on application of statistical methods that evaluate evidence-based nursing practice including inferential statistics (t-test, ANOVA, risk index, linear and multiple regression, and other multivariate tests). Requires writing narrative and tabular results using APA format.

NSG 8804   Policy and Politics in Healthcare (3)
Addresses healthcare policies and political forces that shape them. Analyzes the adequacy and impact of current legislation; federal, state, local and workplace policies; and best practice guidelines for patient-centered care, and advanced practice roles. Emphasizes the leadership role of the DNP in areas of analyzing, formulating and implementing healthcare policies. Explores the interrelationships between policies and nursing, organizations, politics, and the economics of healthcare.

NSG 8805   Principles of Epidemiology (3)
Presents concepts, principles, and methods of the epidemiological approach to disease and intervention, identification of cause of disease, response to disease outbreak, disease surveillance, evaluation of screening and prevention measures, and ethical issues in epidemiological research. Applies biostatistical concepts necessary to interpret findings of epidemiological studies and to critically evaluate application to evidence-based practice. Examines distribution and determinants of disease risk in human populations across the lifespan with an emphasis on disease prevention and early detection.

NSG 8810   Synthesis of Evidence Based Practice I: Project Identification (1)
Orients and introduces the DNP Synthesis Project which focuses on the identification and initial development of the DNP Synthesis Project for improvement of nursing practice or patient outcomes within a specialized area of advanced practice. Requires the identification of feasible DNP Synthesis Project idea, synthesis of evidence-based literature, selection of a DNP Synthesis Project Chair and committee and initiation of an e-portfolio. Requires completion of a minimum of 60 clinical hours for the development of DNP role competencies. *Co-requisite: NSG 8812.*

NSG 8812   Foundations of Evidence-Based Practice (3)
Explores issues related to evidence-based practice. Emphasizes the process of evaluating evidence for best practices within healthcare delivery systems.

Equips the advanced practice nurse with the skills needed to identify, critically appraise, and utilize best evidence to recognize and comprehend concurrent needs and demands of patients, communities, and organizations and direct appropriate interventions for the improvement of outcomes. *Co-requisite: NSG 8810.*

NSG 8815   Evaluation Methods for Improvement of Clinical Outcomes (3)
Appraises the methods of evaluation of clinical and program outcomes as they guide safe and effective patient and aggregate health care. Focuses on application of evidence-based models and middle range nursing theories to methodologies and evaluation methods; measurement of study variables related to evidence based practice; and nurse-sensitive outcomes. Synthesizes clinical, patient, aggregate and economic outcomes. Contributes to the development of DNP Synthesis Project methods and outcomes. *Pre-requisite: NSG 8812 Co-requisite: NSG 8820*

NSG 8820   Synthesis of Evidence Based Practice II: Project Development (2)
Develops the methodology for an evidence-based DNP Synthesis Project with a systems-level impact for the improvement of nursing practice or patient outcomes within a specialized area of advanced practice. Explores the impact of ethical, safe and effective patient and organizational outcomes in the translation of evidence into practice. Culminates in the defense of the DNP Synthesis Project proposal, compliance with the regulations involving human subjects and approval from Troy University's Institutional Review Board. Requires completion of a minimum of 120 clinical hours for the development of DNP role competencies. *Pre-requisite: NSG 8810. Co-requisite: NSG 8815*

NSG 8822   Leadership in Organizations and Systems (3)
Prepares students to lead and manage the challenges of a global, dynamic, and changing healthcare environment. Analyzes and evaluates nursing leadership and evidence-based management theories critical to leading in today's healthcare systems. Focuses on integration and application of concepts of leadership, management, business planning, and evaluation of population-based efforts to provide affordable quality care. Prepares the student to utilize these concepts in articulating a vision encompassing evidence-based care.

NSG 8826   Health Disparities from a Systems Perspective(3)
Explores health disparity and diversity as a result of economics, class structures, cultural background and social stigmas. Critically analyzes the impact of local, national, and international social issues on health care delivery. Examines prominent social issues for the development of appropriate clinical guidelines and policy for patients, groups, and organizations. Analyzes healthcare models for accuracy

and appropriateness based on evidence of cultural health seeking behaviors of groups.

NSG 8830   Synthesis of Evidence Based Practice III: Project Implementation (2-4)
Focuses on implementation of an evidence-based DNP Synthesis Project with a systems-level impact for the improvement of nursing practice or patient outcomes within a specialized area of advanced practice. Requires integration of knowledge of nursing theory, evidence-based nursing practice, physiologic and pathophysiologic foundations, ethical and legal principles and healthcare systems. Involves development of datasets for analysis of DNP Synthesis Project outcomes. Requires completion of a minimum of 120 clinical hours and up to 240 clinical hours. *Prerequisite: NSG 8820.*

NSG 8840   Synthesis of Evidence Based Practice IV: Project Evaluation (3-5)
Emphasizes the evaluation, synthesis and critique of DNP Synthesis Project outcomes to support quality clinical or organizational practices. Requires completion of a final paper to the DNP Advisory Committee and presentation to faculty and peers. Concludes with reflection and evaluation of achievement of DNP role competencies. Requires completion of a minimum of 180 clinical hours and up to 240 clinical hours. *Prerequisite: NSG 8830.*

NSG 8850   Dissemination (3)
Emphasizes preparation and submission of a manuscript to a professional peer-reviewed journal for dissemination of the DNP Synthesis Project. Includes selection of best fit journals and conferences, review of manuscript submission process, and techniques (guidelines) for scholarly writing. Examines ethical issues related to publication and dissemination. *Corequisite: NSG 8840.*

NSG 8880   Directed Professional Practicum (1-3)
Provides the DNP student with the opportunity to obtain required clinical hours for completion of the program. 1000 post-BSN clinical hours. Students enrolled in this course will engage in practical professional activities with a preceptor who will facilitate achievement of student-developed learning objectives. These activities may relate to advanced practice or leadership competencies depending upon students' chosen DNP track. This course is capable of providing 60-180 contact hours.

PUBLIC ADMINISTRATION

PA 6601   Research Methods in Public Administration (3)
An introduction to basic, applied, and evaluative research methodologies and data analysis techniques. Students apply these methodologies to issues, programs, and research problems in the field of public administration. *A grade of "B" or better is required.*

Pre-requisite: PA 6610. In special circumstances, may be waived by the Department Chair

PA 6603   Economics for Public Management (3)
An introduction to economic theory emphasizing the application of selected micro-economic and macro-economic theories to issues in public administration.

PA 6604   Workforce Planning and Staffing (3)
A study of theory, principles, and legal requirements for effective workforce planning, recruitment, selection, and employment in public and non-profit organizational settings. The course provides an in-depth analysis of tools, techniques and statistical concepts applied to the fundamental HR function of workforce planning and staffing. *Prerequisite: PA 6624.*

PA 6605   Training and Development (3)
A study of concepts and practices critical to identifying human resources training and development needs critical to ensuring organizational effectiveness.

PA 6606   Issues in Managing the Public Workforce (3)
A study of concepts and practices to introduce the student to public sector employee performance management requirements, sound employee/labor relations practices, how compensation is determined and the various pay systems and benefits, special monetary incentives, and tangible and intangible awards to motivate, retain, and recognize employee performance of today's multi-generational workforce.

PA 6607   Performance Measurement and Management for Public and Non-profit Organizations (3)
This course focuses on how performance measurements are becoming increasingly important in public and non-profit settings. It will ground students in the fundamentals of performance measurement systems and demonstrate how they are critical from a mission, strategic, funding, transparency and accountability perspective. It will cover not only how to select appropriate measures, but also how to implement a performance measurement system and use performance measures in managing an organization. In addition, the course will highlight the need for leadership and management acumen to ensure success in achieving meaningful, significant and lasting results.

PA 6608   Comparative Public Administration (3)
This course employs a global comparative approach to introduce students to the structures, behaviors, and processes of public administration with an emphasis on exploring the role of public management systems within the wider political and democratic frameworks in which they function in a global environment.

PA 6610   Global Challenges in Public Administration (3)
An introduction to contemporary global challenges, including the need for more inclusivity, that face leaders in both public and nonprofit organizations

in an increasingly multicultural and interdependent global society. This course will introduce students to the role of government and basic management skills needed to meet those challenges from a global perspective including policy making, leadership, management, and ethics.

PA   6620   Theory of Organizations (3)
An introduction to the major theoretical approaches and debates in organization theory including core concepts and key issues arising from the classical and contemporary influences. Emphasis is on the evolution of organization theory in the United States and the elements that distinguish public from private organizations.

PA   6622   Public Policy (3)
An overview of the theoretical orientations underlying the public policy process and the conceptual framework for differentiating types of public policies. Students examine current issues and policies from various theoretical and practical perspectives. *Prerequisite: PA 6601*

PA   6624   Public Human Resource Management (3)
A survey of the basic principles, functions, and constitutional issues involved with managing public employees. Specific functions addressed include planning, job analysis, position classification, recruitment and selection, staffing, performance management and appraisal, labor-management relations, training, and other personnel functions.

PA   6625   Specialized Study in Public Administration (3)
A study of problem(s) in a public or nonprofit organization using research design and methodologies and producing a scholarly paper that contributes directly to the student's curriculum. The Director of t*he MPA Program must approve the topic. PA 6625 may substitute for a required concentration course only once in a student's program and only if taken for three credit hours.*

PA   6630   Strategic Planning (3)
A study and application of decision making models with emphasis on understanding the role and importance of strategic planning in public and nonprofit organizations.

PA   6631   Program Evaluation (3)
An overview of the theoretical foundations and techniques of program evaluation including need assessments, outcome evaluations, surveys, program outcomes, and impact evaluation(s). *Prerequisite: PA 6601.*

PA   6632   Arbitration, Collective Bargaining, and Labor Relations (3)
This course examines the fundamentals of labor relations, exploring a range of issues including employee rights to strike and specific statute addressing collective bargaining on the federal and local levels. The course provides a practical experience in collective bargaining and arbitration through participation in a bargaining exercise. Specific differences between public and private collective bargaining and labor relations are explored in depth.

PA   6640   Intergovernmental Relations (3)
An examination of the administrative, fiscal, and legal issues that govern relations among the various governmental entities in the United States.

PA   6641   Social Marketing in Public Administration (3)
The primary objective of this course is the application of traditional marketing principles and techniques to the challenges and rewards of influencing positive public behavior. Social marketing offers a revolutionary approach to solving a range of social concerns, such as public health, safety, emergency management, environmental protection, financial well-being, and community involvement.
Prerequisite: Graduate Student of good standing.

PA   6643   Advanced Public Human Resource Management (3)
This course is designed to help the student understand the law as it applies to the management of human resources. Its coverage is aimed at preparing the managers of human resources to recognize legal problems, to know the legal impact of decisions of personnel matters and to be knowledgeable in general of the law as it might impact individuals in organizations. Prerequisite: PA 6624.

PA   6644   Administrative Law (3)
An overview of the legal environment of public administration. The focus is on the powers and procedures of administrative agencies including administrative discretion, rule-making, investigations, prosecuting, negotiating and settlement based on Constitutional law, statutory law, common law, and agency-made law and the liability of governments and their officers.

PA   6646   Organizational Behavior (3)
A study of the various theoretical perspectives that help to explain complex organizational behavior in public and nonprofit organizations in the global environment.

PA   6650   Governmental Budgeting & Financial Management(3)
A survey of concepts, principles, processes, and practices in governmental budgeting at national, state, and local levels and the interrelationships of planning, programming, and budgeting strategies.

PA   6660   Readings in Public Administration (1-3)
A study of problem(s) in a public or non-profit organization using analytical methods with a public policy focus and producing a scholarly paper that contributes directly to the student's curriculum. *The Director of the MPA Program must approve the*

topic. PA 6660 may substitute for a concentration course only once in a student's program and only if taken for three credit hours.

PA 6661 Global Challenges in Leadership and Management (3)

Global change is driven by effective leaders who can identify key problems that need to be solved, understand their root causes and barriers to overcome, develop strategies to address those barriers, design effective coalitions through advocacy and partnerships, and evaluate performance to maximize the impacts of the approach that has been implemented. Effective leadership requires an understanding of the management tools to ensure success, organizational sustainability, and maximum outreach. This course will introduce students to the role of government and basic management skills from a global perspective including: policy making, organizational vision and direction, regulations, strategic planning and implementation processes, basic budgeting methods, leadership skills and intercultural team dynamics, and group facilitation, negotiation, and conflict resolution techniques.

PA 6663 Global Health Administration (3)

The aim of this course is to accomplish an overview of the multi-topic study of global health. The course is compromised of the comprehensive exploration of various health systems, the disparities in healthcare and nutrition on a global level, the burden of disease, child health regional variations, pharmaceuticals access and other low- and middle income countries health equity issues.

PA 6664 Global Perspectives in Local Government (3)

Today's world is characterized by ever-increasing interconnectedness and interdependence in economic, political, environmental, and social issues. Cities are becoming more ethnically culturally, linguistically, and economically diverse as migration becomes less costly and barriers to immigration decrease. Local government is changing. The growing diversity and less unified common identity in our cities, common identity in our cities, workplaces, businesses, schools create a need for globally competent leaders, public officials, administrators, and educators. This course provides an overview of the social, cultural, economic, and pragmatic issues faced by public local public officials as they traverse the channels of local landscape.

PA 6665 Organizational Leadership (3)

An introduction to the major theoretical perspectives in organizational theory and behavior including core concepts and key issues arising from classical and contemporary influences which mold organizational leadership and behavior in public and nonprofit organizations in the global environment.

PA 6666 Foundations of Nonprofit Organizations (3)

A survey of the history, theory, and political, organizational, legal, financial, personnel, and service contexts unique to nonprofit management.

PA 6667 Executive Leadership in Nonprofit Organizations (3)

An examination of the managerial tools and professional practices for developing the internal and external capacity of nonprofits. Topics include working with boards, volunteers, and communities; developing partnerships with public, private and other nonprofit organizations; marketing the program; planning special events; and influencing policy directions through lobbying.

PA 6668 Grant Management for Public and Non-Profit Organizations (3)

An overview of strategies and techniques integral to identifying potential funding resources and planning, developing, and writing grant proposals. Topics include program development and grant opportunities, the funding acquisitions processes, stewardship of funds and project management strategies including evaluation, dissemination, and continuation plans.

PA 6674 Ethics in Public Administration (3)

A study of the philosophical and practical issues related to ethical decision making in the public sector. Emphasis is on the analysis of ethical problems and the development of analytical skills and values framework to act ethically in public service roles.

PA 6675 Public Health Services Administration and Policy (3)

The course provides a framework for developing and analyzing a range of U.S. public health policy areas and issues; acquaints students with increased understanding of the context of public health administration and healthcare policy; and examines key factors and forces impacting total public health system performances in the United States.

PA 6676 Legal and Social Issues in Public Health Administration (3)

An examination of the legal and ethical aspects of contemporary legal and social issues within the public health services administration process.

PA 6677 Public Health Preparedness & Emergency Response (3)

The course provides an overview of public health's involvement and response strategies to various natural and unnatural emergencies and the domestic and international responses to disasters, outbreaks, and epidemics.

PA 6678 Introduction to Public Health (3)

An introduction to the mission, roles, issues, and context of public health, community health, and health systems, including the history and mission of

public health as well as a comprehensive exploration of the essential services and core functions of public health, social justice, and human rights.

PA   6679   E-Governance (3)
The course studies concepts and methods of e-Government strategies to include planning, implementing, and evaluating information technology used to deliver government services.   Topics include e-Government strategy, the use of Web 3.0 and social media, policy concerns, and how to assess the performance and function of e-Government applications and strategies.

PA   6694   Internship (3)
A practical learning experience in a public or non-profit organization that includes a written paper analyzing a problem pertinent to the student's concentration.

PA   6699   Capstone in Public Administration (3)
The required outcome assessment course using case analyses, research papers, and/or experimental learning projects that emphasize the application of analytical skills and knowledge gained from curriculum courses to administrative, organizational, and policy problems. To enroll in PA 6699, students must have a 3.0 grade point average or better and take PA 6699 as the final core course or, with the approval of their faculty advisor, in conjunction with the final core course in the MPA program. To successfully complete this course, the student must achieve a grade of "B" or better. Students should retain core course textbooks for use in PA 6699. Prerequisite: 3.0 grade point average or better and completion of all required core courses. In special circumstances, may be waived by the student's faculty advisor.

PA   8801   Introductory Seminar in Public Administration (3)
This course provides doctoral students with an opportunity to examine globalization from the viewpoint of public administration. Students develop a global perspective and develop their focus a focus from an organizational perspective as a leader who promotes a global perspective among colleagues. Specifically, this course examines public administration from the changing context of globalization.

PA   8802   Readings in Public Administration (3)
This directed reading class requires candidates to read, critically analyze, and discuss articles representing primary source literature in the field of public administration. The course will focus on the development of the students' ability to think critically from a micro perspective (individual) to a macro (organization) perspective with the goal of identifying promising areas for future research. The focus will be on theoretical and empirical approaches to understanding current phenomenon in the field. Contributions to the literature will be explored and evolving questions as well as areas for possible research.

PA   8803   Advanced Readings in Public Administration (3)
This course provides the student with an opportunity to gain or enhance public administration knowledge and to explore an area of interest related to public service research or the delivery and/or administration of public services. Enrollment must be approved by the department chair.

PA   8804   Seminar in Public Administration I (3)
This course provides an in-depth understanding of specific issues in public administration. Emphasis throughout the course will be on critical thinking and reading. Attention is given to 85 theoretical and empirical approaches to understanding public administration phenomenon that have emerged within the last half century. Key questions will be explored, together with contributions to the literature, and evolving questions, as well as areas for future research. This seminar course includes theoretical orientation and theory-to-practice experiences using case studies, demonstrations, guest speakers, experts in the field, and simulations.

PA   8805   Seminar in Public Administration II (3)
This course provides an in-depth understanding of specific issues in public administration. Emphasis throughout the course will be on critical thinking and reading, as well as class discussion. Specifically, this exploration will include critical analysis of the claims, assumptions, definitions, and values underpinning the key ideas associated with public administration. Attention is given to theoretical and empirical approaches to understanding public administration phenomenon that have emerged within the last half century. Key questions will be explored, together with contributions to the literature, and evolving questions, as well as areas for future research. This seminar course includes theoretical orientation and theory-to-practice experiences using case studies, demonstrations, guest speakers, experts in the field, and simulations.

PA   8806   Advanced Seminar in Public Administration (3)
This course provides examines globalization from the viewpoint of public administration. Students develop a focus from an organizational perspective as a leader who promotes a global perspective among colleagues. Specifically, this course requires the student to synthesize and apply public administration knowledge through work based in real-life settings. Instructional Leadership and Administration.

NOTE: Courses from disciplines other than Public Administration (CJ and IR) used as PA concentration selections are described in the Catalog sections pertaining to those programs.

PHYSICS

PHY 5500   Topics in Physics (3)
This course focuses on selected topics in the field of physics. These may include geophysics, biophysics,

nuclear power and waste, relativity, health physics, astrophysics, mathematical methods in physics, particle physics.

PHY 5511 Advanced Modern Physics (3)
Foundations of statistical physics, solid state physics, nuclear physics, elementary particles, astrophysics, and cosmology. Prerequisite: PHY 5510

PHY 5520 Mechanics (3)
A study of the kinematics and dynamics of particles and systems of particles.

PHY 5530 Electromagnetic Fields (3)
A study of vector fields, dielectric and magnetic media, fields in conductors, electric and magnetic circuit elements. Maxwell's equations and boundary condition problems in one, two and three dimensions.

PHY 5591 Guided Independent Research (1)
A laboratory based physics research project under the direction of a faculty member. The project must culminate in a written report with the results presented at a department seminar.

PHY 5593 Guided Independent Study (3)
An independent study for advanced students under the direction of a faculty member.

PHY 6600 Advanced General Physics (3)
This course explores the scientific view of the world as it has developed from the earliest theories of Aristotle, Euclid and Newton to modern theories such as Einstein's relativity and quantum mechanics. *Prerequisite: Eleven hours of college physics or permission of instructor.*

PHY 6625 Specialized Study in Area of Physics (1-3)
6626
6627 A study of a problem or problems using research techniques. Selection of a problem must be approved by the professor under whom the study is to be made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

POLITICAL SCIENCE

POL 6605 Foundations of Public Administration (3)
An overview of the history and intellectual foundation of public administration including the major ideas, developments, theories, concepts, and contributors to the growth of public administration and its practice in the United States. The students is introduced to the case analysis method.

POL 6622 Comparative Government (3)
A comparative analysis of state governments in the world with am emphasis on political cultures, governmental institutions and political processes that lead to differences and international tensions.

POL 6624 Intercultural Relations (3)
An analysis of the influence of culture on interstate relations including theories, concepts, and applications.

POL 6636 Selected Topics in Political Science (3)
A n examination of a specifically defined topic of special and/or current interest and importance, which is not covered in regular course offerings in the Political Science Concentration.

POL 6649 Leadership in Public Administration (3)
A survey of leadership theories, styles, and strategies in the contemporary public and nonprofit workplace..

POL 6650 American Politics (3)
An examination of the American government, institutions, and political structure.

POL 6657 Contemporary American Foreign Policy (3)
An examination of the foreign policies processes of the United States including historical traditions, political institutions, economic and military capabilities, the Congress, the Presidency, interest groups, the media, and public opinion.

POST SECONDARY EDUCATION

PSE 6660 Trends and Issues in Adult Education (3)
This course focuses on current trends in adult education. It includes a comprehensive investigation of current issues in adult education and an examination of how historical events and ides have influenced those issues and trends. Special emphasis will be given to the analysis of trends and issues and formation of judgments based on supportable information.

PSE 6665 Field Project in Post Secondary Education (3)
This course helps students make connections between theoretical knowledge and practical situations. The content of this course is variable, depending on the individual student's interests, present situation, and future plans. The determination of the content for each student will be made through collaboration between the student, the student's adviser, and the instructor of the course. Students may focus on supervised teaching, action research, or a project with a major field agency. *Prerequisites: This course is open only to students enrolled in the Masters of Science in Post Secondary Education program who have completed 18 hours of coursework including the research class.*

PSE 6670 Psychological Foundations of the Adult Learner(3)
An in-depth study of research findings and psychological concepts related to the nature of adult learners and learning processes; principles of motivation, effective instructional design geared toward adult learners; and social and cultural influences on adult learning. Emphasis will be given to the understanding of critical and variable attributes of adult learners.

PSE 6680 Curriculum Development for Adult Education (3)
A study of concepts, learning theories, materials, and media related to curriculum and program development in adult education.

PSE 6691 Research Methodology (3)
The study and evaluation of research methods commonly used in the social sciences. The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APA) is required. *A grade of "B" or better is required.*

PSE 6695 Thesis (3-6)
The thesis must be related to both the students' concentration area and post secondary education. Information regarding thesis guidelines and requirements may be obtained from the Graduate School office. *Grading system is Pass/Fail.*

PSE 6699 Capstone in Post Secondary Education (3)
This course is a culminating experience that helps students integrate and apply the knowledge they have gained through their previous coursework. Emphasis is placed on challenging students to view the post secondary educational process from many perspectives. Students complete field experiences appropriate to their concentration areas and analyze case studies drawn from real-life situations. Students also create a personal philosophy of post secondary instruction. *Prerequisites: This course is open only to students enrolled in the Master of Science in Post Secondary Education program. Students may take this class only during their last two semesters of coursework.*

PSYCHOLOGY

PSY 5501 Psychological Tests and Measurements (3)
The selection, evaluation, administration, scoring, interpretation and use of tests of intelligence, proficiency, interests, personality, aptitude and social adjustment.

PSY 5556 Gerontology (3)
The study of aging. Emphasis on biomedical, psychological, and social aspects of middle and late adulthood.

PSY 5559 Applied Behavior Analysis (3)
Training and experience in design, execution, and evaluation of behavior modification programs for professionals in fields of counseling, education, rehabilitation and psychology. Provides study of key concepts of classical and operant conditioning, as well as discussion and application of specific strategies building on conditioning principles.

PSY 6606 Interventions for Children and Adolescents (3)
This course examines the behavioral characteristics of children and adolescents including their emotional, social, and cognitive behaviors. Emphasizes intervention, assessment, diagnoses, teaching, and prevention.

PSY 6607 Introduction to Infant/Early Childhood Mental Health (3)
This is a graduate level course and will provide an overview of the trajectory of early human development for infants and their families. Influences that lead to mental health wellbeing and influences that can push development off track will be examined through the lens of attachment, neurobiology, ethics, and biopsychosocial factors. A clinical mental health and reflective perspective will be employed to inform understanding, case conceptualization, assessment and treatment of infants and their families. Student taking this course will conduct a series of three observations modified version of the "Tavistock method of Infant Observation" and receive a minimum of two hours of reflective supervision/consultation via an online platform every week during this course. Course readings and recordings are pulled from clinical and nonclinical infant/early childhood mental health and parent mental health sources. Prerequisite: Advisor's approval

PSY 6609 Infant/Early childhood Testing and Evaluation (3)
This is a graduate level course and is intended to provide an understanding of various models of assessment by examining biopsychosocial development and cultural formation of infants and their families through a reflective lens of attachment, neurobiology, ethics, case conceptualization, and other factors using clinical observations of infants, families, and relationships; informal and formal assessments. Student taking this course will conduct a series of three observations modified version of the "Tavistock method of Infant Observation" and receive a minimum of two hours of reflective supervision/consultation via an online platform every week during this course. Course readings and recordings are pulled from clinical and nonclinical infant/early childhood mental health and parent mental health sources. Prerequisite: PYS 6607.

PSY 6610 Physiological Dynamics of Alcohol & Other Drugs (3)
A study of physiological and psychological dynamics and resultant behavioral implications in use of alcohol and other drugs. Based on assessment of dynamics and behavior and application of diagnostic procedures using appropriate manuals and materials.

PSY 6612 Infant/Early Childhood Neuroscience, Diagnosis & Treatment Planning (3)
This is a graduate level course and will examine current theory, research and clinical practice regarding Neuroscience and Diagnosis and Treatment Planning for Infants and Early age children in the context of their family system. A specific area of examination will be the use of the Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood (DC:0-5). Neuroscience and interpersonal neurobiology will be discussed and considered together with ethics, cultural and other specific influences when diagnosing and designing appropriate treatment plans for this population. Student taking this course will conduct a series of three observations modified version of the "Tavistock method of Infant Observation" and receive a minimum of two hours of reflective supervision/consultation via an online platform every week during this course. Course readings and recordings are pulled from clinical and nonclinical infant/early childhood mental health and parent mental health sources. Prerequisite: PYS 6607, PYS 6609

PSY 6613 Objective Personality Assessment (3)
An introduction to objective personality assessment. The student will learn basic administration, scoring procedures, and utilization of assessment results in clinical practice for various objective personality and temperament measures. Application of objective personality instruments and computer scoring will be explored. *Prerequisites: PSY 6645 or similar graduate course and PSY 6669 or similar graduate course.*

PSY 6615 Reflective Supervision (3)
This is a graduate level course and will focus on understanding and engaging in Reflective Supervision exploring historical formation and current use of Reflective Supervision. The Reflective Interaction Observation Scale (RIOS™) will be used to understand and to practice Reflective supervision/consultation. Attention will be given to establishing, maintaining and improving the reflective alliance. Additionally, course work will include understanding Reflective supervision models, which will include but not be limited to fields of mental health counseling, early child care, psychology, social work, nursing, K-12 education, and any persons involved in working with infants/early aged children and their families. Student taking this course will conduct a series of three observations modified version of the "Tavistock method of Infant Observation" and receive a minimum of two hours of reflective supervision/consultation via an online platform

every week during this course. Course readings and recordings are pulled from clinical and nonclinical infant/early childhood mental health and parent mental health sources. Prerequisite: PSY 6607, PSY 6609, PSY 6612.

PSY 6620 Introduction to Play Therapy (3)
This course is designed to promote the development of a historical, theoretical and ethical basis for the practice of play therapy. This course must be taught by a registered play therapist.

PSY 6625 Specialized Study in Psychology (1-3)
6626
6627
A study of a problem or topic using research techniques or a guided program of readings. Preparation of a scholarly paper is required and may involve an oral defense. A specialized study may be substituted for only one required course or elective in a student's program. Approval by the student's adviser, the course instructor, and department chair is required. *See semester hour limits listed under Course Restrictions in General Regulations section.*

PSY 6628 Principles of Behavior Analysis (3)
Students will develop competence in the use of technical terminology pertaining to the concepts and principles of behavior analysis.

PSY 6630 Ethics and Professionalism in Behavior Analysis (3)
Students will develop an understanding of legal constraints and ethical guidelines pertinent to behavioral research and practice. They will also develop an understanding of the Behavior Analysis Certification Board Compliance Code and Disciplinary Systems.

PSY 6631 Psychological Foundations of Education (3)
An overview of educational psychology, including research findings and philosophical concepts related to nature of learner and learning process; principles of motivation and educational evaluation; and educational concepts representing different schools of psychological theory.

PSY 6632 Research Methods in Behavior Analysis (3)
Students will develop competence in measurement of behavior, data collection and analysis, graphic representation, and experimental design with particular emphasis on single-subject design.

PSY 6633 Advanced Psychology of Learning (3)
A study of the historical roots and contemporary principles and theories of human learning and their applications to educational practices. Emphasis of this course is on contemporary perspectives and developments; field and cultural influences on learning; and the relation of individual and group adjustment to school learning.

PSY 6635 Vocational Psychology and Career Development (3)
This course covers the procedures used in obtaining, organizing, integrating, and utilizing educational and occupational information including electronic media. Career development theories, scope of the world of work, decision making strategies and counseling for career development including information on the relationship between career choice and life style. Attention is given to the appraisal of interest, aptitude and personality measurements.

PSY 6636 Wechsler Scales (3)
An exploration of the theory, nature, and measurement of human intelligence. Techniques of administering the Wechsler scales are taught include but are not limited to the following: WAIS-III, WISC-III, WPPSI-R, WIAT, and WMS. The student administers, scores, and interprets test batteries and writes satisfactory reports. *Prerequisites: PSY 6645 and adviser approval.*

PSY 6637 Stanford Binet and Others (3)
This course requires the administration, scoring, interpretation and reporting of psycho-educational batteries, including Binet IV, Woodcock Johnson, PIAT, and Kaufman. This course will include measures of intelligence, academic achievement, adaptive behavior, behavior rating, and perceptual-motor skills. The primary focus will be upon those instruments commonly used in schools excluding the Wechsler scales. *Prerequisites: PSY 6645, PSY 6636, and adviser approval.*

PSY 6638 Philosophy of Cognitive Development (3)
An investigation of educational philosophies and human development as they relate to cognitive development and teaching of thinking skills.

PSY 6641 Behavior Assessment (3)
Students will develop competence in a broad range of common behavioral assessments, including preference assessments, skill-based assessments, and functional behavior assessment and analysis.

PSY 6643 Behavior Change Procedures (3)
Students will develop competence in a broad range of common behavioral interventions, including differential reinforcement procedures, token economies, and behavioral contracts.

PSY 6644 Bio-Psychology (3)
A study of the physiological correlates of behavior focusing on the cells of the nervous system, the structure and functions of the nervous system, psychopharmacology, drug abuse, and research techniques.

PSY 6645 Evaluation and Assessment of the Individual (3)
The study of knowledge, understanding and skills necessary to obtain records, appraise information and write reports regarding individuals. Involves integration and use of data from interviews, standardized tests, scales, inventories, other procedures, including individual and group methods of assessment. *Prerequisite: CP/EDU 6691 (with a grade of B or better), or permission of instructor*

PSY 6647 Organizational Behavior Management (3)
Students will develop competence in personnel supervision and management. They will also develop competency in selecting and implementing interventions designed to improve personnel performance and safety.

PSY 6648 Theories of Personality (3)
A critical analysis of major theories and systems of personality.

PSY 6649 Experimental Analysis of Behavior (3)
Students will develop competence in understanding how principles of behavior are discovered and described in the context of basic research.

PSY 6650 Practicum: Psychometry (3)
This course provides field supervised experiences preparatory to the Internship in School Psychometry/School Psychology. At least 100 hours of prescribed experiences in school psychometry/psychology must be completed at approved schools (K-12) and must be supervised by an approved school psychometrist or school psychologist. *Prerequisites: PSY 6636 and PSY 6637*

PSY 6653 Measurement and Evaluation (3)
A study of basic statistical processes and measures used in education, counseling, and psychology. Analysis of a variety of standardized tests and measurement procedures including construction, use, and interpretation. Construction of teacher/counselor-made tests and measuring devices.

PSY 6654 Behavioral Theory and Philosophy (3)
Students will develop competence in the history and philosophy of behaviorism, theoretical approaches to understanding behavior, and interpretation of behavior in terms of the concepts and principles of behavior analysis.

PSY 6655 Internship: Psychology Assessment (6)
This course will provide a clinical internship appropriate to the specialty and practice of psychological technician. Training will be six months in duration and consist of at least 500 hours, 250 of which hours must be in direct contact with patients/clients. The student will be supervised for at least one hour per each five hours of client contact. At least 60% of supervision will be provided by a licensed psychologist. *Grading system is Pass/Fail.*

PSY 6656 Special Topics in Behavior Analysis I (3)
An examination of selected topics or issues in behavior analysis.

PSY   6657   Special Topics in Behavior Analysis II (3)
An examination of selected topics or issues in behavior analysis.

PSY   6659   Cognitive and Behavioral Interventions (3)
This is a study of the basic principles and techniques of cognitive and behavioral systems of intervention. Applications of these techniques are applied to the problems of children and adults in school, home, and clinic settings are presented.

PSY   6662   Internship: Psychometry (3)
This course includes at least 300 hours of prescribed experiences in school psychometry, completed at approved schools (K-12), and supervised by an approved school psychometrist or school psychologist. *Grading system is Pass/Fail. Prerequisites: PSY 6650 and approval of instructor*

PSY   6664   Assessment of Disabling Conditions (3)
This course covers client assessment in the rehabilitation process and knowledge and skills required by the counselor in order to provide quality services to the individual. *Prerequisite: PSY 6653 or permission of instructor.*

PSY   6668   Human Lifespan and Development (3)
A study of the nature and needs of individuals at all developmental levels. Problems of human adjustment faced at all stages of development from conception through retirement, including adjustment issues in the home, school, work place, social groups, and retirement. An understanding of developmental crises in human behavior is also a goal of this course.

PSY   6669   Behavior Pathology (3)
A study of psychopathological disorders with emphasis on the psychological, social, and biological origins. The current classification system used by the American Psychiatric Association is used as a foundation. Diagnosis and treatment planning are emphasized.

PSY   6670   Diagnosis and Treatment Planning (3)
A course designed to assist mental health professionals in the understanding and application of a multi-axial system (current edition of the Diagnostic and Statistical Manual). Also included is a comprehensive treatment planning strategy for development statements of behavioral symptoms, short-term objective, long term goals and therapeutic interventions. Psychopharmacology treatment interventions are covered. *Prerequisite: PSY 6669.*

PSY   6671   Concentrated Supervised Fieldwork I (3)
Students will develop skills in professional practice and research. Students will develop competence in behavior-analytic skills and defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

PSY   6672   Concentrated Supervised Fieldwork II (3)
Students will develop skills in professional practice and research. Students will develop competence in behavior-analytic skills and defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

PSY   6673   Concentrated Supervised Fieldwork III (3)
Students will develop skills in professional practice and research. Students will develop competence in behavior-analytic skills and defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

PSY   6674   Concentrated Supervised Fieldwork IV (3)
Students will develop skills in professional practice and research. Students will develop competence in behavior-analytic skills and defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

PSY   6676   Concentrated Supervised Fieldwork V (3)
Students will develop skills in professional practice and research. Students will develop competence in behavior-analytic skills and defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

PSY   6677   Concentrated Supervised Fieldwork VI (3)
Students will develop skills in professional practice and research. Students will develop competence in behavior-analytic skills and defining a research problem, designing a method to address the problem, and conducting and reporting an investigation that carries out the method to conclusion.

PSY   6679   Infant/Early Childhood Internship
This is a graduate level course and the purpose of the Infant/Early Childhood Internship is to promote the student's understanding and integration of knowledge and skills developed through courses and field placement experiences focused on infant and early childhood mental health. Through direct observation of infant/early age child and family development, assigned readings, group discussion, and class presentations, the developmental and relationship needs of infants/early aged children, parents, families, ethics, and standard of care will be deeply explored. Students will be encouraged to explore their own response to being with infants and families and will be required to write about these experiences. Student taking this course will conduct a series of three observations modified version of the "Tavistock method of Infant Observation" and receive a minimum of two hours of reflective supervision/consultation via an online platform every week during this course. Course readings and recordings are pulled from clinical and nonclinical infant/early childhood

mental health and parent mental health sources. Prerequisite: PSY 6607, PSY 6609, PSY 6612, PSY 6615.

PSY 6680   Thesis I (3)
Independent research related to behavior analysis under the supervision of the student's advisory committee. A thesis proposal must be approved by the student's advisory committee. *Grading is Pass/Fail.*

PSY 6681   Thesis II (3)
Independent research related to behavior analysis under the supervision of the student's advisory committee. A thesis defense must be approved by the student's advisory committee. *Grading is Pass/Fail.*

PSY 6688   Medical/Psychosocial Aspects of Disability (3)
A study of medical and psychological information related to the disabled persons and to their families. Aspects of personal and social adjustment will be emphasized.

PSY 6693   Psychological and Educational Statistics (3)
A study of variety of descriptive and inferential statistics commonly used in psychology and education. Emphasizes application of statistical methods to research design. *A grade of "B" or better is required. Prerequisite: ADE/CP/EDU 6691.*

PSY 7700   Professional School Psychology (3)
This course provides a knowledge base specific to the professional practice of school psychology and includes legal and ethical issues, professional standards, models of service delivery, roles of the school psychologist, modern technology, and assessment. *Enrollment limited to Ed.S. students.*

PSY 7725   Specialized Study in Psychology (1-6)
7726   Under supervision of faculty member selected by
7727   student and approved by adviser and faculty super visor, student may pursue extensive study of paticular area which fits his/her academic needs but is not available in regular curriculum. Department will establish guidelines for supervision and pursuance of study. *See semester hour limits listed under Course Restrictions in General Regulations section.*

PSY 7753   Internship: School Psychology (3-6)
At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor.*

PSY 7754   Internship: School Psychology (3)
At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state require-

ments for internship experiences. *Prerequisites: PSY 6650 and approval of instructor.*

PSY 7755   Internship: School Psychology (3)
At least 300 hours per three-semester-hour course of prescribed experiences in school psychology, completed at approved schools (K-12), and supervised by an approved school psychologist. The student is advised to check national and multi-state requirements for internship experiences. *Prerequisites: PSY 6650 and approval of instructor.*

PSY 7794   Field Project (3)
An independent study of a problem of a practical nature that is encountered in a field setting. A proposal for the study and a written report of findings must be approved by the student's advisory committee. The advisory committee may administer an oral examination covering the research findings.

PSY 7795   Thesis (3)
Independent research for and preparation of a scholarly paper related to a school psychology problem under the supervision of the student's advisory committee. A research proposal and the written paper must be approved by the student's advisory committee. The advisory committee will administer an oral examination covering the research findings. *Grading system is Pass/Fail.*

QUANTITATIVE METHODS

QM 6640   Data Analysis for Global Managers (3)
This applied course provides the skills managers need to analyze data quantitatively and to make decisions using spreadsheet modeling tools. As a basic understanding of statistical concepts is assumed, the focus will be on the application of these concepts. Topics covered include probability distributions, statistical inference, regression analysis, time series analysis and forecasting, quality management, and an introduction to simulation. *Prerequisites: Graduate standing, admission into the MBA program and all undergraduate business prerequisite courses or equivalent completed.*

QM 6641   Management Science (3)
An analysis of the probabilistic and deterministic quantitative techniques available to business managers involved in the decision- making process of the marketplace. Included is an evaluation of the models and processes now available for problem-solving purposes. *Prerequisite: QM 6640*

QM 6655   Introduction to Project Management (3)
This course provides an introduction to effective project management theory, tools, and techniques used throughout the entire project sequence, from pre-project definition through post-project evaluation. Prerequisites: Admission into the MSM degree program. Undergraduate statistics course within 8

years preferred, or demonstrated proficiency in statistics.

QM 6660　Seminar in Project Management (3)
This course provides an extension of QM 6655. Varied project approaches in different types of organizations are examined. The extensive use of project management software will enhance the student's knowledge of project management and his or her value to the organization. Prerequisites: Graduate standing. Admission into the MSM degree program, QM 6655

QM 6665　Advanced Project Management (3)
An application of project management theories and practice in the workplace. Prerequisite: QM 6655

READING

RED 6603　Special Topics in Literacy (3)
An in-depth investigation of an approved topic designated by the instructor and the student for further research and exploration of a particular topic in literacy education.

RED 6625　Specialized Study in Area of Literacy (1-3)
A study of a problem or problems using research techniques. Selection of the problem must be approved by the student's adviser, the instructor` under whom the study is to be made, the appropriate college dean, and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

RED 6630　Directed Reading Practicum (3)
This course is designed to provide the future teacher with directed practice in providing reading interventions to individual students or small groups of students in school settings. Experiences in the planning and preparation of lessons, modification of lesson procedures, and materials to fit student needs and the ongoing evaluation of student progress are included.

RED 6670　Advanced Study of Literacy (3)
This course will require students to examine, in depth, the science of reading. Reading subskills, including phonological awareness, fluency and comprehension, will be covered, as well as specific teaching methodologies proven effective for literacy instruction. These strategies will include explicit and systematic instruction, guided practice, error correction, corrective feedback, and multisensory language instruction. Course content will emphasize specific

teaching methodologies to improve reading comprehension.

RED 6674　Literacy in the Content Areas Grades 6-12 (3)
The examination of research-based methods and materials for teaching reading and writing in grades 6-12. Field experiences required.

RED 6675　Literacy Instruction for Diverse Populations (3)
A study of English language learners and culturally and academically diverse learners and an examination of appropriate instructional strategies for those learners. Field experiences required.

RED 6678　Literacy and Multicultural Diversity (3)
A course designed to help teachers explore the cultural values, language structures, and belief systems of the major racial, ethnic, and national groups found in today's classrooms. Specifically, methods, materials, and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced. Children's literature and instructional activities that would increase self esteem and understanding of cultural diverse groups and their contributions to society will be explored.

RED 7778　Teaching Reading to Culturally Diverse Groups Through Literature (3)
A course designed to help teachers explore the cultural values, language structure and belief systems of the major racial, ethnic, and national groups found in today's classrooms. Specifically methods, materials and evaluation instruments and techniques which would maximize learning efficiency for these culturally diverse groups will be introduced.

RESEARCH

RES 8801　Mixed Methods in Research Methodology (3)
This course provides an overview of mixed methods research, particularly as it relates to educational research. Specifically, mixed methods research is put into historical context, and examined as a third research paradigm. In doing so, attention is given to the progression and methodological uncertainties related to the definition, philosophical assumptions, designs and analytic approaches. The applied nature of the course will address strategies for conducting, reporting, and evaluating mixed methods research in education.

RES 8802　Qualitative Research Methodology (3)
This course provides an overview of qualitative research, particularly as it relates to educational research. Specifically, qualitative is put into historical context, and examined as a research paradigm. In doing so, attention is given to the progression and methodological uncertainties related to the definition, philosophical assumptions, designs and analytic approaches. The applied nature of the course

will address strategies for conducting, reporting, and evaluating qualitative in education.

RES 8803 Quantitative Research Methodology (3)
This course is a study of descriptive and inferential statistics. Emphasis is placed on the application of statistical method to research design. Instruction deals specifically with measures of central tendency and variability, probability theory, estimation and significance, correlation and regression, analysis of variance, and chi-square. A grade of "B" or better is required.

RES 8804 Assessment and Evaluation in Global Leadership (3)
This course provides an overview of assessment and evaluation as an inquiry process. The course will review the philosophy and practice of assessment and evaluation. The course will further examine the usefulness and appropriateness of various program evaluation methodologies (quantitative, qualitative, mixed methods), theories of evaluation usage and practice, and theories of valuing in the global environment. Additional emphasis is placed upon the practical application of evaluation theories, designs, models and techniques for use in assessment.

GENERAL SCIENCE

SCI 5503 Conservation (3)
The conservation of natural and human resources with emphasis on population expansion as the major element in a changing ecology.

SCI 5560 Science and Society (3)
A study of the social, political and economic implications of scientific discovery, innovation, and implementation. *Prerequisites: Twelve hours of coursework in science or permission of instructor*

SCI 5595 Selected Topics in Science (3)
Specialized topics not generally included in course offerings. *Course may be taken twice for a maximum of six hours toward degree requirements. Prerequisite: Eight hours of coursework in science or permission of instructor. See semester hour limits listed under Course Restrictions in General Regulations section.*

SCI 6625 Specialized Study in Area of Science (1-4)
6626
6627 A study of a problem or problems using research techniques. Selection of a problem must be approved by the professor under whom the study is made and the Dean of Arts and Sciences. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed four semester hours. A specialized study may be substituted for a required course only once in a student's program.*

See semester hour limits listed under Course Restrictions in General Regulations section.

SECONDARY EDUCATION

SED 5544 Internship Seminar (3)
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship.

SED 6695 Secondary Internship Grades 6-12 (6)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester.

SECOND LANGUAGE INSTRUCTION

SL 6610 Survey of SLA for SL Teachers (3)
This course will look at recent research and publications relative to second language teaching. Not only will specific areas selected by the instructor be examined but the students in the class will have the opportunity to suggest areas of particular interest to them. This course provides opportunities for the student to extend knowledge and skills necessary for developing programs, electing appropriate method and employing materials, and evaluation in second language teaching.

SL 6615 Intro to Linguistics (3)
The purpose of this course is to provide students with a foundational understanding of the complex multifaceted system that we call language. Through lectures, discussions, and problem solving, students will develop an understanding of the various components that constitute language acquisition and to describe the interlanguage of language learners. In the first mid-term, the areas of psycholinguistics, sociolinguistics and animal communication as they relate to second-language learning will be explored.

SL 6620 Survey of Sociolinguistics for Second Language Teachers (3)
Sociolinguistics is the study of the systematic relations of language varieties and social groups. A wide variety of phenomena are investigated in sociolinguistics, including social, regional and stylistic variation, pidgins and creoles, multilingualism, age and

gender differences, relationship between language and culture, etc. The goal of the course will be to gain understanding and an awareness of the socio-cultural factors that influence the way people use different language varieties to communicate with each other.

SL   6630   Principles, Techniques & Materials in SL Teaching (3)

This course overviews the teaching principles, techniques and materials relevant to an interactive approach to second language teachers. Students will expand their teaching repertoire by studying curriculum design, assessment measures, learner variables, techniques and materials for teaching grammar/vocabulary/four skills (listening, speaking, reading and writing) and sociopolitical contexts for teaching ESL/EFL. Prerequisite(s): SL 6035 Methods and Approaches to Second Language Teaching.

SL   6635   Methods & Approaches in SL Teaching (3)

This course will look at recent research and publications relative to SECOND LANGUAGE TEACHING. Not only will specific areas selected by the instructor be examined, but the students in the class will have the opportunity to suggest areas of particular interest to them. This course provides opportunities for the student to extend knowledge and skills necessary for developing programs, selecting appropriate methods and employing materials and evaluating in language teaching.

SL   6640   Teaching Language Skills (3)

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of language and develop techniques to teach a new language and its background culture connected to the language. This class will help participants to develop instructional strategies and practical tools for integrating culture into a language acquisition classroom.

SL   6645   Grammar (3)

The purpose of this course is to assist graduate students as they investigate and construct a deeper understanding of and develop techniques to teach a new language and its grammar connected to the language. This class will help participants to develop instructional strategies and practical tools for integrating grammatical instruction into a language acquisition classroom.

SL   6653   Assessment & Evaluation (3)

The purpose of this course is to provide students with an overview of the skills, techniques and information necessary to become competent in the process of second language assessment and research. Students will be required to learn and practice various forms of assessment and research. The learning structure of this course will consist of interactive instructor presentations, learning activities, group discussions,

independent readings and practice of assessments and research procedures.

SL   6691   Research Methodology (3)

This course will examine issues and recent research on second language acquisition (SLA). The course will provide information necessary to understand and apply research processes, synthesize knowledge and writing, and plan and organize research problems for interpretation and application of research results. Application of these skills in the form of a written project using the Publication Manual of the American Psychological Association (APS) is required. This research course may not be substituted with another research course or one transferred from another university. A grade of "B" or better is required).

SL   6695   Thesis (1-3)

The thesis must be related to a Second Language Instruction problem or situation. Information regarding the thesis program may be obtained from the Dean of the Graduate School. This course may be repeated. Grading system is Pass/Fail. *Prerequisite(s): All 9 of the Core Courses must be completed.*

SL   6696   Practicum (3)

Supervised experiences related to instruction in area of specialization. The application of skills, concepts and principles acquired in previous courses will be emphasized as well as all the principles of the SIOP Model. *Prerequisite(s): All 9 of the Core Courses must be completed.*

SL   6699   Capstone (1-3)

This course helps students make connections between theoretical knowledge and practical situations. The content of this course is variable, depending on the individual student's interests, present situations and future plans. The determination of the content for each student will be made through collaboration between the student, the student's advisor and the instructor of the course. Students may focus on supervised teaching, action research or a project with a major field agency. *Prerequisite(s): All 9 of the Core Courses must be completed.*

SOCIOLOGY

SOC 5506   Urban Society (3)

Historical, physical, economic, and social evolutions of urbanized areas. There is an emphasis on contemporary urban problems with implications for policy and planning.

SOC 5515   Sociology of Gender (3)

Provides an analysis of the conceptualization of gender, reinforced with a focus on the methods of studying gender, historical perspectives on gender, biological and social bases of gender, and how gender intersects with other stratification systems within

societies. Using a multicultural perspective, special emphasis is placed on how gender is manifested in the family, work as well as other major social institutions.

SOC 5556   Gerontology (3)
Multidisciplinary overview of characteristics, strengths, and problems of older persons; diversity in aging process involving gender, race, ethnicity, subculture; services to older adults; gerontology as an academic discipline and a field of practice.

SOC 5560   Sociology of Health, Medicine and Illness (3)
The sociological perspective applied to medicine. Topics include changing ideas of disease causation, the role of practitioners and patients, the institutional setting, differential delivery of health services, differential patterns of morbidity and mortality and the politics of health.

SOC 6615   Trends in Globalization (3)
Examines the accelerated rise of globalization since the 1970s and its effect on individuals, families, communities, society, and the world. Students will learn about theories of globalization; and the effects of globalization on cultural, economic, and political life. Topics to be addressed include: the shift from a developmental economy to global economy, culture and globalization, migration and family structures, and global identity formations,

SOC 6618   Criminology(3)
This seminar will introduce you to the major criminological theories, concepts of deviance and crime as well as some correlates of crime. We will also trace the origins of criminological theories and examine their underlying assumptions and contributions to criminology and recent debates about criminological theory in the literature. Finally, we will evaluate some recent theoretical developments in criminology focusing on the extent to which they move us beyond traditional perspectives. Throughout, we will be especially concerned with the following issues: 1) evolution of central concepts in criminology over time; 2) unique contributions of each theory to our understanding of crime; 3) relationships among theoretical concepts; and 4) operationalization of theoretical concepts in empirical research and assessment of research findings relevant to these theoretical concepts.

SOC 6620   Peace, Conflict, and Human Rights (3)
This curse will conduct and in-depth investigation of the multiple ways to create the conditions where social justice can flourish from global to local levels. Themes will include non-violence, conflict resolution, human rights, social inequality, and the role of ethnic and religious affiliations in current wars and conflict at home and abroad. This course will also explore non-violent struggles at the international level and the nation-state level.

SOC 6622   Sociology of the Family (3)
An in-depth analysis of sociological perspectives on family behaviors and relationships. Readings and discussions will focus on major changes that occurred in the social institution of the family since the middle of last century. The course will investigate sociological theories about the family and use empirical approaches to better understand family life. Discussion will consider theories, explanations, and debates about changing family forms and asses the implications of contemporary family change for research and public policy. Class topics include families through the lens of gender, race and class variations, fertility intentions and childlessness, non-marital child bearing and teen pregnancy, transition to adulthood, marriage and cohabitation, parenting, divorce, remarriage, step families, multigenerational, and aging families, and same sex couples as parents.

SOC 6625   Specialized Study in Area of Sociology (3)
6626
6627
A study of a problem or problems using research techniques. Selection of problem must be approved by the professor under whom the study is to be made and the Dean of the Graduate School. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

SOC 6628   Gender, Crime, and Justice (3)
This course is designed to explore the important and under-studied intersection between gender/women and crime. The word intersection is used because the status structures commonly used by criminologist, and sociologist never occur alone. Another way of saying this is that scientists study a number of social demographics or correlates of crime at the same time. Thus, in this class women involvement in crime, whether as victims or as offenders, or as professionals engaged in the criminal justice system, a number of these variables have to be investigated (studied) at the same time. We will explore the nature and extent of women as victims, offenders, and workers in the criminal justice system. We will investigate the relationship between victimization and offending, and study the details of women in the criminal justice as offenders or workers (professional as law enforcement officers, court personnel, correctional workers, etc.) A major focus will be to learn about the major debates and topics within criminology relating to gender and crime. In addition to the above ideas, we will look at women fear of crime, women limited mobility economically, crime policies that impact the lives the women as victims, offenders, and professionals.

SOC 6631   Deviant Behavior (3)
This course focuses upon the social and cultural factors as they apply to deviance. The work of other disciplines in the study of deviation is reviewed and evaluated. Special emphasis is given to the different sociological approaches in the area of deviance; selected types of social deviation are examined and analyzed through these different sociological perspectives. The course is structured as a service course that has a pragmatic and interdisciplinary appeal to people in education, business, counseling, criminal justice and agency work, as well as to those who wish to further their training in sociology.

SOC 6632   Minorities in the U. S. Social Structure (3)
An in-depth theoretical and methodological study of racial and cultural minorities in America society will be undertaken in this course. This course includes directed readings on the intersecting dimensions of inequality that are woven through life in contemporary societies. The goal of the course will be movement away from unidimensional analyses and movement toward thought and scholarship that consider the multiple effects of cross-cutting oppressions and privileges.

SOC 6633   Race, Crime, and Justice (3)
Explores the relationship between the criminal justice system and racial minorities in the United States. Seeks to understand some of the economic, political, and sociological reasons why racial minorities, particularly African-Americans, are over represented in the criminal justice system. Explores normative issues of justice and equity in broader social interactions that influence and are influenced by crime and the criminal process.

SOC 6635   Sociology of Education (3)
This course is structured to conduct a thorough survey of education in contemporary society. Emphasis will be placed on examining education as a social institution and the school as a social organization. The educational system's role in creating inequality and the contribution of formal education to individuals' physical and mental well-being will also be examined. Topics will include the dynamics of race, class, and gender in education, standardized testing, school choice issues, and the current state of higher education.

SOC 6636   Social Inequality (3)
Examines theories, definitions, and measurement of poverty and implications of recent research on the poor; considers social consequences and strategies to combat poverty.

SOC 6640   Death and Dying (3)
An overview of historical aspects of death and dying will be conducted in this course In addition, the biomedical, economic, social, and psychological issues surrounding death and dying in the 21st century in America will be explored in depth. Both individuals as well as societal attitudes toward death and the dying process will be covered, including; an exploration of the death system, variations of grief, hospice and palliative care, end of life issues and decisions, the bereavement, grief and mourning process and funeral process. A theoretical and applied approach will be utilized in this course.

SOC 6644   The Sociology of Cinema (3)
This course is designed to critically examine sociological issues within American society via the lens of cinema.

SOC 6646   Food and Society (3)
Explores the central role of food in social life, considering similarities and differences in the sociality of food across communities, places, regions, and nation-states. The sociological significance of food is approached from multiple perspectives: institutionally as part of economic and political systems; interpersonally, as an important element of identity and socialization; organizationally, as part of the community and family structure; and as an embodiment of class, culture, age, and gender..

SOC 6655   Sociological Social Psychology (3)
This course provides and in-depth exploration of the topic of social psychology. Subtopics to be examined as part of this course include the self, emotion, motivation, group dynamics, and collective behavior, as well as the theoretical paradigms of symbolic interactionism, social exchange, and social constructionism. Emphasis will be placed on the similarities and differences between the sociological and psychological approaches to social psychology.

SOC 6665   Sociological Theory (3)
Theoretical analysis of social inequality with emphasis on how social class status, power, and culture, shape social relations and determine life chances. Emphasis will also be given to an examination of how social inequality affects attitudes, opinions, and political choices of individuals and groups. Topics that are covered include family, educational opportunities, religious practices, status attainment, and social mobility.

SOC 6680   Selected Topics in Sociology (3)
6681   Sociological examination of a designated topic of special and/or current interest and importance that is generally not covered in regularly offered courses in the department.

SOC 6690   Internship 1 in Sociology (3)
Application of skills and knowledge of Sociology in government agency, public service institution or similar situation under the supervision of a faculty member. *Prerequisite(s):SS 6690, SS 6691, SS 6698, and approval of the student's academic adviser and/ or graduate coordinator.*

SOC 6691 Internship 2 in Sociology (3)
Advanced application of skills and knowledge of Sociology in government agency, public service institution or similar situation under the supervision of a faculty member. *Prerequisite(s): successful completion of SS 6690, SS 6691, SS 6698, SS 55XX Internship 1 in Sociology and approval of the student's academic adviser and/or graduate coordinator.*

SOCIAL SCIENCE

SS 6610 Grant Writing in the Social Sciences (3)
In the non-profit world as well as in social science research, grant writing is a valuable skill to acquire. This course will explain how to research potential funding sources not only in the social sciences but also in the social service sector. It will also provide hands-on experience in writing well-crafted proposals.

SS 6630 Quantitative Analysis in the Social Sciences (3)
This course is designed to teach what social scientists do with the data they gather. Particular attention is given to descriptive and inferential statistics, the relationship between research and policy, evaluation research and research ethics. Special emphasis is given to utilization of SPSS.

SS 6680 Internship 1 in Social Science (3)
Application of skills and knowledge of Social Science in government agency, public service institution or similar situation under the supervision of a faculty member. *Prerequisite(s):SS 6690, SS 6691, SS 6698, and approval of the student's academic adviser and/ or graduate coordinator.*

SS 6681 Internship 2 in Social Science (3)
Advanced application of skills and knowledge of Social Science in government agency, public service institution or similar situation under the supervision of a faculty member. *Prerequisite(s): successful completion of SS 6690, SS 6691, SS 6698, SOC 55XX Internship 1 in Social Science and approval of the student's academic adviser and/or graduate coordinator.*

SS 6690 Seminar in Social Sciences (3)
This course will focus on current issues in the Social Sciences and prepare the student for transition into a Social Science career or further graduate study at the doctoral level.

SS 6691 Survey of Research Methods in the Social Sciences (3)
This course is designed to provide you with a comprehensive overview of the research methods used in the social sciences. Topics covered will include both qualitative and quantitative research methods, the nature of social scientific research, how to operationalize a research problem, quantitative research techniques, qualitative research techniques, research instrumentation, sampling procedures, data collection, data analysis, the presentation of research results, and the ethical concerns of social scientific research. ⌶P SEP⌶

SS 6693 Thesis Practicum (3)
During this course, the student, under the supervision of the instructor, will design and implement a plan to collect and analyze data in preparation for the completing of the thesis.

SS 6695 Thesis (3)
During this course, the student, under the supervision of the instructor, will use data collected during SS 6693 Thesis Practicum to write a thesis as partial fulfillment of the requirements for the Master's degree.

SS 6696 Introduction to College Teaching (3)
The purpose of this course is to introduce students to college and university level teaching. This class will present the responsibilities of college teaching, introduce learning outcomes, teaching strategies and different forms of learning evaluation. This class is designed for those who are interested in teaching in Social Sciences as the college/university level.

SS 6698 Social Theory (3)
A survey of theoretical approaches used historically and currently in the Social Sciences.

SOCIAL WORK

SWK 6601 Introduction to Social Policy Development and the Effects Community and Organizations (3)
This course is designed to assist students in developing a working understanding of American social policy, and the system, its response to human need and its relation to the organized profession of social work. Emphasis is placed on identifying and examining social, political, economic, legal and cultural concepts that influence policy formation, program development and service delivery. This course also explores the effects of social policy at the community level, including organizations, formulating coalitions, engaging in participatory planning and economic development.

SWK 6604 Human Behavior In The Social Environment I (3)
The overall purpose and primary focus of this course is the exposure to and acquisition of knowledge about the development of human behavior within the social systems of individuals, families, groups, communities, institutions, and organizations. This course will provide through a series of lectures, participatory discussions and in-class activities, a framework with which to gain a professional understanding of human behavior from an ecological systems perspective.

SWK 6605   Human Behavior in the Social Environment II (3)

The overall purpose and primary focus of this course is the exposure to and acquisition of knowledge about the development of human behavior within the social systems of individuals, families, groups, communities, institutions, and organizations as this relates to the adult to elderly aspects of the life span. This course will provide through a series of lectures, participatory discussions and in-class activities, a framework with which to gain a professional understanding of human behavior from an ecological systems perspective.

SWK 6606   Direct Practice Methods with Individuals and Families (3)

This course focuses on direct social work practice with individuals and families based on an ecological multi-level systems framework and a strengths perspective. Knowledge, skills and values essential to the professional relationships (including mutuality, collaboration and respect for the client system) are developed. Knowledge, skills and values essential to implementation of a variety of social work roles are acquired through examination and analysis of appropriate practice models through experiential classroom activities and critiques of case studies.

SWK 6608   Theory and Practice with Groups (3)

This course is an introduction to theory and practice with diverse groups to assist students in developing a contextual understanding of group dynamics over the course of the group process. Viewed through the lens of race, culture, and gender, this course will emphasize group functioning within a strengths-based, resiliency framework.

SWK 6612   Foundation Pre-Practicum and Seminar (3)

This course is designed to prepare the Foundation student to enter into Foundation Practicum. Students will draw upon all previous foundation coursework to successfully apply and secure an approved Foundation Practicum placement. In this course, students will be required to submit the necessary documentation to be approved to take the block (3) of Foundation Practicum and Seminar classes. Prerequisites: Must have approval of academic advisor.

SWK 6614   Cultural Diversity (3)

The purpose of this course is to provide students with an opportunity to examine and integrate current trends, issues, and dynamics as they relate to professional social work practice with diverse individuals, families, groups, and communities. The effects of race, class, ethnicity, age, disability, and sexual orientation are examined as related to interpersonal, inter-group, inter-group, and inter-system power struggles and differences.

SWK 6620   Social Work Practice with Women (3)

This course is designed to facilitate an understanding and appreciation of diversity among women utilizing multiple practice perspectives (including feminist theories). In addition, it is designed to foster a critical understanding of the dynamics and consequences of social and economic injustices, inclusive of but not limited to discrimination and oppression in formulating our assessment and treatment plans with women and the critically assessment and challenge of policies that negatively impact women.

SWK 6622   Crisis Intervention (3)

Direct Practice techniques for dealing with crisis. Crisis theory, stress management and time-limited intervention will be examined.

SWK 6645   Principles of Non-Profit Organizations (3)

This seminar in non-profit organizations is designed to aid helping professionals students develop a basic understanding and knowledge of the history, operation, and structure of non-profit organizations including management and leadership roles.

SWK 6691   Foundation Research Methods (3)

Basic principles of developing, testing, refining, and using scientific knowledge for direct social work practice are presented. Consideration is given to the development of theory, formulation of testable problem statements, the design of appropriate strategies for obtaining and analyzing relevant information, drawing conclusions and applications for use in professional practice, and communication of findings to others.

SWK 6696   Foundation Practicum and Seminar I (2)

The Foundation Field Practicum and Seminar engages the student in an assigned human service agency. In addition to providing an orientation to the practicum experience, this course directs the student's study of the practicum client population and agency, promotes the student's self-assessment and learning goals for professional social work development. This course is the first 134 contact hours at an agency; a second course (SWK 6697, 134 contact hours); and a third course (SWK 6698, 134 contact hours) will complete a total of 402 contact hours at the same agency. Prerequisites: Approved by Director of Field Education

SWK 6697   Foundation Practicum and Seminar II (2)

The Foundation Field Practicum and Seminar engages the student in an assigned human service agency. In addition to providing an orientation to the practicum experience, this course directs the student's study of the practicum client population and agency, promotes the student's self-assessment and learning goals for professional social work development. This course is the second 134 contact hours at the same agency. There will be a third course (SWK 6698, 134 contact hours) completing the Foundation Practicum requirements of 402 contact hours. Prerequisites: Approved by Director of Field Education

SWK 6698   Foundation Practicum and Seminar III (2)
The Foundation Field Practicum and Seminar engages the student in an assigned human service agency. In addition to providing an orientation to the practicum experience, this course directs the student's study of the practicum client population and agency, promotes the student's self-assessment and learning goals for professional social work development. This course is the third and final 134 contact hours at the same agency, completing the Foundation Practicum requirements of 402 contact hours. Prerequisites: Approved by Director of Field Education

SWK 7701   Advanced Social Work Practice with Individuals and Families (3)
Advanced practice with individuals within family systems and community environments are addressed. The course builds form the knowledge acquired in SWK 6606, SWK 6604, and SWK 6605 by expanding the conceptual dynamics of the ecological perspective related to individuals. Topics will include assessing individuals within a family and community context using multiple theoretical orientations.

SWK 7703   Direct Practice Evaluation (3)
This course is the second research course in the graduate social work curriculum. Building upon the principles of social science research methods acquired in SWK 6691, the content of this course focuses upon the linkages between individual and family centered social work practice and evidenced based social work research.

SWK 7705   Assessment and Psychopathology (3)
This course provides an overview of social work assessment methods applicable to family-centered clinical practice. Topics include the basic principles of social work assessment (including reliability and validity) and a review of common methods of empirically supported assessment methods.

SWK 7707   Advanced Social Work Practice with Groups (3)
This advanced clinical practice course teaches group practice skills development for use as a primary treatment modality in clinical social work practice. Theoretical and practice principles of group work are emphasized to enhance understanding and use of "group" as a complex system of roles and interrelationships in a highly experimental format.

SWK 7720   Special Topics (Social Work with Abusing and Neglecting Families) (3)
This course is a critical examination of current knowledge about the causality and interventions to prevent or remedy child abuse and neglect (more recently referred to as child maltreatment). Attention is given to ethical and cultural issues in defining and intervening with abusive and neglectful families. Legal aspects and implications for social policy and social work practice for prevention and remediation with families are emphasized. The course provides specialized content for graduate students interested in social work practice with families and children. It builds upon foundation content in social policy, social work theory and practice, and research provided during the first year of the graduate study in social work.

SWK 7722   Social Work in Health Care Settings (3)
This course enables students to explore and evaluate the issues involved in offering effective psychosocial interventions in a health care setting, understand managed care, compete within this environment, and influence the quality of health care. Emphasis on a holistic approach to health care will examine the biological, behavioral, cognitive, emotional, and spiritual components of the client within the health care system. The importance of these components as they interact with the individual's gender, ethnicity, and sexual orientation will also be explored. The complex but necessary interaction of the individual's experiences with family, social, political, and legal systems will also be examined. Finally, and with equal importance, the student's attitudes and feelings regarding the practice of social work in health care will be explored.

SWK 7724   Topics in Grant Writing and Program Development (3)
This course examines current issues, major concepts, and principles in grant writing (primarily) and program development (secondarily). Specific content is focused on development of proposals for human service agencies and related programs. The components of a human service proposal are examined including: needs assessment, objectives, program designs and models, evaluation designs, budgeting, and future funding.

SWK 7726   Social Work with Military Families (3)
The course is designed as an elective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with military personnel, Veterans, and their families. Students will learn about the role of social work within the military and the Department of Veterans Affairs in meeting the needs of active duty service members, National Guard and Reserve members, Veterans and their families. Students will develop a working understanding of the history of military social work, aspects of the military culture that they will need to know in order to be able to develop a strong therapeutic alliance, social and mental health needs and issues facing this ethnically and culturally diverse population, military social work policies and services, and needed advocacy efforts in that regard, evidence-based and other mental health interventions with emerging empirical support for this population, and other ethnic and cultural diversity issues in military social work.

SWK 7730   ORGM Evaluation (3)
This course is designed to teach the integration of systems of care practices with the essential tools of

ongoing assessment and development. There is a direct linkage between SWK 7730 and SWK 7732 (Program Design and Development). The student will examine quantitative tools such as Logic Models, Tylerian model, and other utilitarian models in addition to qualitative tools such as action research, participants' model, and other pluralistic models.

SWK 7732   Program Design and Development (3)
The student learns current issues, theories, policies, and methods in the development and management of nonprofit organizations, with emphasis upon strategic planning; resource acquisition through marketing, fund-raising, and grants; financial and managerial accounting; and human resources development, including the board, staff, and volunteers. *Prerequisites: Graduate student, completion of core curriculum.*

SWK 7734   Advanced Policy Analysis (3)
This course is designed to provide students with the ability to analyze contemporary social welfare policy issues and programs and to understand the relationship between social policy theory and social work practice. The course focuses on historical, political, economic, and other social conditions that influence policy development in the United States and some other countries.

SWK 7736   Organizational Leadership and Management (3)
This course examines current issues, theories, policies, and methods in the development and management of organizations, with emphasis upon strategic planning; resource acquisition through marketing, fundraising, and grants; financial and managerial accounting; and human resources development, including the board, staff, and volunteers. *Prerequisites: Foundation Courses completed*

SWK 7738   Organizational Leadership and Management Senior Seminar (3)
This course is conceptualized as a mechanism for students to draw upon all previous courses in the MSW program and integrate and apply all that they have learned. The course is taken concurrently with the final block field placement. Students demonstrate mastery of the current issues, theories, policies, and methods in the development and management of organizations.

SWK 7740   Social Work Practice with Children and Adolescents (3)
The overall purpose and primary focus of this course is to address Social Work practice methods when working with children and adolescents as well as identify the diverse issues and concerns impacting them. Unique aspects of working with children an adolescent that will also be discussed in this course include impacts at home and at school, ethical and legal consideration as well as best practice methods when working with parents, guardians and educators.

SWK 7742   Social Work in School Settings (3)
This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select an apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Students will acquire the skills needed to effectively practice as a school social worker to enhance student learnings and achievement.

SWK 7769   Advanced Direct Practice Senior Seminar (3)
This course is conceptualized as a mechanism for students to draw upon all previous courses in the MSW Program and integrate and apply all that they have learned. The course is taken concurrently with the final block field placement. Students demonstrate mastery of the theoretical and empirically-based knowledge from all components of the curriculum, and the ability to apply this knowledge in advanced social work practice with children, youth, and families.

SWK 7796   Concentration Practicum I (3)
Placement in a social service agency which provides the opportunity to practice and develop beginning professional social work skills under the joint supervision of a faculty and an agency supervisor. Includes a weekly seminar plus a minimum of 170 hours in a concentration agency setting. This is the first of three required practicum courses. *Prerequisites: Completion of all Foundation Courses. Must have approval of Director of Field Education.*

SWK 7797   Concentration Practicum II (3)
Placement in a social service agency which provides the opportunity to practice and develop beginning professional social work skills under the joint supervision of a faculty and an agency supervisor. Includes a weekly seminar plus a minimum of 170 hours in a concentration agency setting. This is the second of three required practicum courses. *Prerequisites: Completion of all Foundation Courses. Must have approval of Director of Field Education.*

SWK 7797   Concentration Practicum III (3)
Placement in a social service agency which provides the opportunity to practice and develop beginning professional social work skills under the joint supervision of a faculty and an agency supervisor. Includes a weekly seminar plus a minimum of 170 hours in a concentration agency setting. This is the third of three required practicum courses. *Prerequisites: Completion of all Foundation Courses. Must have approval of Director of Field Education.*

SPORT MANAGEMENT

SM   6600   Foundations of Sport Management (3)
This course is designed to introduce graduate students to the field of sport management. Various topics related to sport management and related fields will be discussed. *Students must enroll in this course during their first semester of graduate school.*

SM   6602   Motor Skills and Human Performance (3)
In an interdisciplinary approach, students will be exposed to a systematic analysis of motor skills and human performance. Students will learn how to observe, evaluate and diagnose, and apply interventions to improve motor skill performance.

SM   6604   Statistical Analysis and Interpretation (3)
This course requires students to utilize statistical fundamentals, analyses, and interpretation of statistics. Statistical information includes, but is not limited to, sampling, hypothesis testing, regression, frequency distributions, t-tests, parametric and non-parametric statistical techniques, multivariate data analysis (MANOVA), and others using SPSS and other statistical software.

SM   6605   Global Perspectives in Sport (3)
This course examines sport as a global phenomenon and will investigate historical, cultural, economic, and governance perspectives from around the globe. A requirement of this course is participation in Study Abroad.

SM   6610   Sport and the Law (3)
The course is designed to provide students with an in-depth awareness and understanding of legal responsibilities of sport managers, coaches, and administrators. Emphasis will be placed upon critically analyzing the legal theories, structures, statutes, case law, and standards that apply to the sport industry and that impact sport organizations. Substantive legal areas include tort, constitutional, antitrust, intellectual property, agency, contract, and business law.

SM   6614   Risk Management in Sport (3)
Sport organizations are required to ensure safety and, as a result, they may be held liable for injuries. While safety and risk management are not viewed as being overly complicated, the specific understanding of safety principles and risk management decisions that assist sport managers to provide reasonably safe environments may be more problematic. This class will examine various theories of risk management as managerial functions in modern sport organizations as applied, but not limited to negligence, premises liability, product liability, financial considerations, and harassment.

SM   6615   Organizational Behavior & Leadership in Sport(3)
In this course students will study the basic concepts, theories and organization of administration including financial management as applied to sport, physical education, and recreation.

SM   6616   Sport Finance (3)
This course is designed to provide students with information concerning advanced theory in finance, accounting, and managerial control of budgets.

SM   6617   Research Methods I (3)
This course explores principles, methods, and strategies for planning, designing, evaluating, and applying research in sport and/or related fields. A grade of "B" or better is required. Prerequisites: *SM 6600 Foundations of Sport Management and a total of 18 hours of SM courses.*

SM   6618   Sport Economics (3)
This course assists students in understanding past and contemporary trends in economics and sport economics research. In addition, major economic concepts and frameworks related to and outside of sport are researched and discussed.

SM   6620   Physical Fitness: A Critical Analysis (3)
This course is designed to prepare the student for the American college of Sports Medicine (ACSM) Health Fitness Specialist (HFS) certification. The course will examine the process of pre-participation health screening and risk stratification, administration, of physical fitness assessments and interpretation of results and the development of appropriate exercise prescriptions used in the evaluation and improvement of human fitness. *Prerequisite: SM 6650*

SM   6623   Biomechanics of Sport Techniques (3)
This course is designed to prepare the student for the National Strength and Conditioning Association (NSCA) Certified Strength and Conditioning Specialist (CSCS) certification. The course explores basic biomechanical concepts and their application in the analysis of sport technique for goal of improving athletic performance. *Prerequisite: SM 6650*

SM   6624   Sociological Aspects of Sport (3)
This course focuses on the advanced recognition, discussion, and systematic review and analyses of sociological and ethical issues in sport. Topics discussed will include but are not limited to: the development of sport and the sports industry; the political and cultural significance of sport; the part played by sport in international relationships; the relationship between sport, gender, class and ethnicity; a range of sports-related issues such as health, drugs, and violence, and the management of sports activities both in educational establishments and in the wider society.

SM 6625 **Specialized Study in Sport Management (1-3)**
6626 Study of problem or problems using research
6627 technique. Selection of problem must be approved by student's adviser, instructor under whom the study is to be made, and the appropriate Director of Graduate Studies. The study should contribute to the student's program. Preparation of a scholarly paper is required and may involve an oral defense. *Total credit for any combination of enrollments in these courses may not exceed six semester hours. A specialized study may be substituted for a required course only once in a student's program. See semester hour limits listed under Course Restrictions in General Regulations section.*

SM 6630 **Applied Sport Analytics (3)**
Throughout this course students will develop skills in working with descriptive and inferential statistics as well as modeling techniques and data visualization through the use of the R programming language to explore issues and challenges present in sport business settings. Students will discuss and analyze topics in sport through the use of cutting-edge data analytics approaches.

SM 6632 **Critical Issues in Sport Management (3)**
This course focuses on the recognition, discussion, and systematic analysis of controversial issues and problems encountered in the conduct of professional activities in sport.

SM 6633 **Sport Consumer Behavior (3)**
This course examines the sport consumer as a decision maker by reviewing their social, cultural, and psychological influences on purchasing decision-making processes. Also, this course allows for students to gain an in depth review of such influences emphasizing their implications for marketing strategies.

SM 6639 **Sport Communication (3)**
Students in this course will explore and apply communication theories to the sport industry. Emphasis will be on the examination of public and media relations with a special focus on organizational communication to external and internal publics.

SM 6640 **Sport Marketing (3)**
The purpose of this course is to teach the sports manager how to create a marketing plan. The emphasis is on following a ten-step procedure designed primarily for the non-profit sector and learning the theoretical base required to complete the process accurately and proficiently.

SM 6641 **Sport Facility and Event Management (3)**
This course is designed to provide the student with information concerning the planning, design, organization, and administration of sport and recreational facilities, with an added emphasis on event management.

SM 6642 **Managing Sport and Physical Activity Organizations (3)**
This course focuses on the conceptual analysis of management in sport. The field of sport management is described in terms of the services within the field, and management itself is viewed as the coordination of the processes of production and marketing of those services. Students will discuss and demonstrate knowledge in managerial functions of planning, organizing, leading and evaluating problems associated with the production and marketing of services within the field of sport management. *Prerequisite: SM 6600*

SM 6644 **Human Resource Management in Sport (3)**
This course focuses on management of human resources within sport and physical activity organizations. The course will explore the organizational processes of job design, staffing, leadership, performance appraisal, and reward systems. Desired outcomes of job satisfaction are examined along with organizational commitment. *Prerequisite: SM 6600*

SM 6645 **Revenue Generation in Sports (3)**
This course will explore the contemporary trends in revenue generation of professional and amateur sport teams and programs. The course will analyze and produce skills essential to the revenue production and sales process commonly found in business and sport business.

SM 6650 **Sport Nutrition and Exercise Metabolism (3)**
This course examines established dietary requirements of athletes relative to performance, training, and recovery. Emphasis will be placed on the use of peer reviewed literature to understand the importance of pre– and post-event nutrition, nutritional issues faced by athletes, and possible erogenic strategies, foods, and dietary supplements. Examination of metabolic pathways will allow advanced interpretation of the metabolism a of macronutrients during conditions of exercise and disordered metabolism. *Prerequisite: SM 6670*

SM 6670 **Exercise Physiology (3)**
This course examines acute and chronic physiological responses of the respiratory, cardiovascular, and musculoskeletal systems to the demands of exercise. Contributions made by aerobic and anaerobic metabolism to energy production will be examined. The contribution of various physiological variables will be investigated to facilitate an understanding of the physiological basis of human performance.

SM 6671 **Advanced Exercise Physiology (3)**
This course will allow students to experience and explore advanced concepts, topics, and laboratory techniques related to exercise physiology. Material covered in this course will prepare students to interpret, conduct, and share advanced material with their peers. Students will have the opportunity to imple-

ment an advanced research project or commence thesis-related research. *Prerequisite: SM 6650*

SM   6672   Sport Psychology (3)
The course is designed for the student with a vocational interest in athletic coaching within the educational environment. Psychological theories will be applied to the teaching of sports skills and the development of individuals into efficient team units.

SM   6673   Ethics in Sport (3)
The course examines ethical matters and issues relating to sport and physical activity.

SM   6674   Entrepreneurship in Sport (3)
The course provides students with an awareness and understanding of basic concepts and problems in starting a business.

SM   6675   NCAA Governance, Compliance and Institutional Control (3)
This course is designed to give graduate students an understanding of the history, purposes, fundamental policies, and administrative organization of the NCAA. The student will gain sufficient working knowledge of the Operating Bylaws of the NCAA Manual and learn to apply NCAA rules and regulations to compliance related scenarios. In addition the student will learn the basic principles of institutional control of an intercollegiate athletics program and the basic components and applications of an institutional compliance program.

SM   6680   Practicum in Sport Management (1-9)
6681   A supervised application of the concepts, principles
6682   and skills acquired by the studenst in preveious course work. Problems in the area of financial managemnt personnel supervision, fitness managements, sport management, and curriculum dvelopment will be identified. Studenst will explore and identify alternative solutions to problems through group interactions. *Permission of the instructor is required.*

SM   6690   Internship (3)
A 400-hour supervised experience in planning, staging and evaluating a formal practicum in related field. *Prerequisite: Permission of instructor.*

SM   6691   Research Methods II (3)
This course examines the variety of research methods and reporting methods used in sport & fitness management research. *Prerequisite: SM 6600, SM 6604, and SM 6617*

SM   6694   Thesis I (3)
Independent research related to sport and fitness management topic under the supervision of the student's advisory committee. A thesis proposal must be approved by the student's advisory committee. Grading system is Pass/Fail.

SM   6695   Thesis II (3)
Independent research leading to the preparation of a scholarly paper related to sport and fitness management topic under the supervision of the student's advisory committee. The student's advisory committee will administer an oral examination covering the research and findings. Grading system is Pass/Fail.

SM   8801   Statistical Analysis and Interpretation (3)
This course examines the fundamentals, analyses, and interpretation of statistics. Statistical information to include sampling, hypothesis testing, regression, frequency distributions, t-tests, parametric/nonparametric statistical techniques, multivariate data analysis (MANOVA), and others using SPSS and other statistical software.

SM   8803   Research Methods I (3)
The purpose of this course is to introduce the student to broad and practically oriented research design methods within sport management as a social science. This course will also require students to investigate the development and usage of theory and design as they relate to research in sport management. Using this knowledge, students will be able to begin developing their own research agenda by identifying and expanding key questions within there area of interest. A grade of "B" or better is required.

SM   8805   Research Methods II (3)
This course further examines the research process, research designs, sampling procedures, and other quantitative and qualitative research procedures. This course will also emphasize the questionnaire development process and development of other data collection procedures. Utilizing this knowledge, students will be able to complete a research study from idea formation to dissemination. *Prerequisite: SM 8803*

SM   8807   Seminar in Research Dissemination (3)
This course is designed to prepare individuals for the research demands of higher education and the sport industry. Emphasis will be given to both scholarly and practical publication and presentation processes including but not limited to: researching appropriate publication and presentation outlets, adhering to publication/presentation requirements, submitting projects according to the respective guidelines, and preparing for oral and poster presentations.

SM   8810   Seminar in Applied Statistics in Sport Management (3)
This course provides an introduction to the statistical techniques commonly employed in sport management research. Course topics will include statistical techniques that measure the relationship among variables, determine significance of group differences, predict group membership, and analyze scale structure.

SM 8812 Seminar in Sport Marketing (3)
This course will include discussions of current topics and issues impacting sport marketing and its application within the sport management field. Emphasis is on discussion and critical analysis in sport marketing theory, research, education, and current issues relative to social, cultural, political, and ethical issues in sport marketing.

SM 8814 Seminar in Sport Finance (3)
This course is designed to provide students with an advanced appreciation and understanding of financial theories related to sport management. Emphasis is on review, research, discussion and application of financial cases.

SM 8816 Seminar in Organizational Behavior and Leadership (3)
This course covers a wide spectrum of organizational behavior and leadership topics and focuses intently on the theoretical evolution and underpinnings of the material and how research could be potentially directed in the future. This course exposes the student to various leadership theories, management principles, and variables, including analysis of the methods and materials commonly utilized by organizational researchers.

SM 8820 Seminar in Legal Aspects of Sport (3)
This course is designed to provide students with an advanced appreciation and understanding of legal responsibilities of sport managers. Emphasis will be on researching and reviewing legal cases and understanding and applying legal theories to select cases.

SM 8822 Seminar in Sport Management Pedagogy (3)
This course examines common practice and issues in higher education and sport management pedagogy. Emphasis will be placed on understanding the varying types of institutions, traditional roles and responsibilities within the respective institutions, ethical issues in higher education, research and practice for effective college teaching, the classroom environment, effective instructional formats (online and traditional), and teaching strategies.

SM 8825 Specialized Study in the Area of Sport
8826 Management (3-6)
This course is designed to provide the student with an opportunity to explore an area of interest related to his/her selected specialty under the direct supervision of a faculty member.

SM 8830 Special Topics (3)
This course is designed to explore sport management related topics in depth to allow the graduate student to become an "expert" in that topic. Significant preparation, recognition of the topic, research, discussion, and collaboration with peers and colleagues will be required in order to adequately prepare for the submission of a scholarly research paper.

SM 8835 Seminar in Advanced Statistics in Sport Management (3)
This course provides an introduction to the advanced statistical techniques recently employed in sport management research. Course topics will include Exploratory Factor Analysis, Confirmatory Factor Analysis, and Structure Equation Modeling that systematically evaluate conceptual/theoretical models.

SM 8860 Dissertation (1-9)
In consultation with the dissertation chair and committee, the student will design and conduct research to complete the aims identified in his/her research proposal, or as modified subsequently, in line with recommendations from the committee. Dissertation credit hours are offered in 3 hour increments. A student may not exceed 9 semester hours within a semester or six semester hours with a term. *Prerequisite: Instructor Approval*

SPECIAL EDUCATION

SPE 5544 Internship Seminar (3)
This course provides interns an opportunity to develop analytical thinking skills through examining broad educational issues and concerns, topics on the state and local levels, and those of personal interest. The scope of the course ranges from juvenile law, classroom management, professionalism, professional development for teachers, and other course topics. This course must be taken concurrently with internship. *Co-requisite: SPE 6654 or SPE 6655*

SPE 6609 Content Enhancement (3)
This methods course emphasizes inclusive teaching practices that combine an interactive instructional sequence with a teaching device for teachers of secondary level students (6-12) with mild disabilities. This course focuses on content enhancement routines that help teachers carefully organize and deliver content area information.

SPE 6610 Research Trends and Issues in Special Education (3)
This course is designed to provide advanced students with an in-depth study of significant research in special education. Specifically, this course focuses on (a) methodological issues that relate to descriptive research, intervention, research, case study, qualitative and longitudinal research, (b) issues in assessment and instrumentation and (c) ethical issues related to research in special education. The course is premised on the trend of recent changes in the discipline from a service orientation to one that is becoming more scientific. *A grade of "B" or better is required.*

SPE 6614 Adaptive Teaching Strategies for Students with Mild Disabilities K-6 (3)
This course focuses on evidence-based practices and teaching strategies for students with mild disabili-

ties, including social and emotional needs. Specifically this course reviews strategies for adapting curriculum materials, teacher instruction, and student learning activities for fundamental academic skills and content area instruction. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent).*

SPE 6615 **Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities K-6 (3)**
This course is built on a comprehensive review of research, theoretical issues, diagnosis, and educational planning for those students with moderate/severe disabilities, including more severe social and emotional disordrs. Curriculum adjustment and differentiated instruction practices will be emphasized. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent)*

SPE 6616 **Teaching Students with Emotional and Social Needs (3)**
This course will emphasize the behavioral, psychological, and social needs of the learner who demonstrates emotional and behavioral disabilities that significantly impact their progress in the general education curriculum and in building and maintaining appropriate social relations with peers and adults. Appropriate intervention strategies used to increase appropriate social behavior and decrease inappropriate social behavior will be studied. Prerequisite: SPE 3340 or SPE 6640 (or equivalent)

SPE 6617 **Adaptive Teaching Strategies for Students with Mild Disabilities –Grades 6-12 (3)**
This course focuses on instructional approaches that emphasize teaching students effectively, regardless of disability or special need. Specifically this course provides strategies for adapting curriculum materials, teacher instruction, and student practice activities for both basic-skills and content area instruction. Prerequisite: SPE 3340 or SPE 6640 or equivalent.

SPE 6618 **Adaptive Teaching Strategies for Students with Moderate/Severe Disabilities—Grades 6-12 (3)**
A comprehensive study of research, theoretical issues, diagnosis, and educational planning for those students with moderate/severe disabilities. Curriculum adjustment and the development of differential instruction will be emphasized. Prerequisite: *SPE 3340 or SPE 6640 or equivalent.*

SPE 6620 **Service Delivery Models for Multiple Disabilities (3)**
The purpose of this course is to explore the many issues surrounding the education of secondary students with multiple disabilities. Special emphasis is placed on assessment, instructional models, transition programming, and data-based instructional decision making. *Prerequisite: SPE 6640 or equivalent.*

SPE 6630 **Collaboration for Inclusion (3)**
This course is designed to provide advanced students with an in-depth study of current literature and research on collaboration and consultation as a service delivery model to meet the challenge of educating students with disabilities in the regular classroom. Specifically, this course focuses on collaborative-related issues for teachers who work with students with disabilities. The course is premised on the federal mandate that requires educators to employ the interactive framework established by PL 94-142 (now IDEA) to assure that all students are educated in the least restrictive environment. *Prerequisite: SPE 3340 or SPE 6640*

SPE 6631 **Legal Issues in Special Education (3)**
This course provides the special educator with relevant background on the legal issues impacting students with disabilities. Advocacy issues and collaborative roles of administrators, parents, teachers, and significant others in implementing federal legislation will be addressed. The text will be supplemented by more recent case law and policy developments in special education. *Prerequisite: SPE 3340 or SPE 6640 (or equivalent)*

SPE 6632 **Assessment and Individual Programming (3)**
A comprehensive study of the assessment process used in the field of Special Education will be examined to include both standardized assessment measures and curriculum based measures. Emphasis will be on the selection, administration, and analysis of standardized assessment instruments along with the development, administration, and analysis of curriculum based instruments in determining eligibility for placement and instructional planning. *Prerequisite: Undergraduate special education assessment*

SPE 6635 **Meeting Instructional Needs Through Technology (3)**
This is an advanced survey course in the classroom-adaptable and assistive technologies that are associated with the personal computer and other technologies that assist the learner with disabilities in accessing the teaching and learning environments. This course includes information on the assessment of assistive technology needs as a means of considering assistive technology and matching adaptations with individual needs in various settings. The student will explore ways to make instruction more meaningful for learning. Study will also focus on familiarity with keyboarding, disk operating systems, and tool software. Proficiency with word processing, database and spreadsheet use in an integrated program is developed. *Prerequisite: an undergraduate course in the integration of technology into the curriculum.*

SPE 6638 **Reading Interventions for Students with Special Needs (3)**
This course is designed to familiarize students with evidence-based/research-based reading intervention strategies for students with disabilities or students demonstrating significant deficits in reading skills. Students will build their knowledge base by completing an APA style literature review on validated reading intervention strategies, and identify interventions

that address phonemic awareness, phonics, fluency, comprehension, and vocabulary, and that use direct instruction, guided practice, and error detection, and corrective feedback. Students will select and implement one evidence-based reading intervention strategy, progress monitor to determine its effectiveness and formally summarize and evaluate the results of the intervention.

SPE 6640 Teaching Diverse Learners (3)
The purpose of this course is oriented toward identifying exceptional students and providing appropriate learning experiences in the classroom setting. This course is a survey of the nature and needs of exceptional children and an introduction to their educational programs.

SPE 6654 Collaborative Internship Grades 6-12 (6)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision maker throughout the internship experience. *Co-requisite: SPE 5544*

SPE 6655 Collaborative Internship Grades K-6 (6)
The Professional Internship Program is the culminating clinical field-based experience for students seeking certification in a teaching field. The Professional Internship Program provides the student with the opportunity to conduct classes and assume the role of a teacher while receiving supervision from a classroom teacher and a university supervisor for a period of one full semester. The student will demonstrate skills of the informed, reflective decision maker throughout the internship experience. *Co-requisite: SPE 5544*

SPE 6694 Collaborative Teacher K-6 Practicum (3)
The practicum is designed to provide a supervised experience related to instruction in the area(s) of specialization (K-6). The application of skills, concepts, and principles acquired in previous coursework as well as current research will be emphasized.

SPE 6695 Collaborative Teacher 6-12 Practicum (3)
This course is designed to provide a supervised experience related to instruction in the area(s) of specialization 6-12. The application of skills, concepts, and principles acquired in previous coursework, as well as in current research, will be emphasized.

SPE 6697 Field Based Research Project (3)
The purpose of this course is to provide graduate students with an opportunity to design, implement, and write about quantitative or qualitative research related to their own teaching. This course will be taken at the end of the graduate program of study. The course serves as the capstone course for the MS Collaborative/Special Education program. The course must be taken as one of the candidates final two courses after EDU 6691. A grade of "B" or better is required. Advisor approval required before adding course. *Prerequisite: EDU 6691, and complete 30 program credits.*

SPE 6698 Collaborative Teacher 6-12 Initial Practicum (3)
This course is for those candidates who do not currently hold an undergraduate teaching certificate for Collaborative Teacher, 6-12. This is a supervised experience in the 6-12 classroom with both the inclusion of disabled students into the general education classroom and with disabled students in a resource or self-contained setting. The prospective Collaborative Teacher will spend 100 clock hours in designing instructional and teaching methods that will allow the student with a disability to access the general education curriculum as outlined by the Alabama Course of Study. The prospective Collaborative Teacher will work collaboratively with the general education teacher, special education teacher, IEP committee, and other professionals to design and deliver an appropriate education for students with disabilities. *Prerequisites: Completion of all core and teaching field areas for persons who do not currently hold an undergraduate teaching certificate in Collaborative Teacher, 6-12.*

SPE 6699 Collaborative Teacher K-6 Initial Practicum (3)
The practicum is for those candidates that do not currently hold an undergraduate teaching certificate for Collaborative Teacher, K-6. This is a supervised experience in the inclusive K-6 classroom and for students with disabilities in a resource and/or self-contained setting. The prospective Collaborative Teacher will spend 100 clock hours in designing instructional programs that emphasize the adaptation and/or modification of the curriculum content and teaching methods that will allow the student with a disability to access the general education curriculum as outlined by the Alabama Course of Study. The prospective Collaborative Teacher will work collaboratively with the general education teacher, special education teacher, IEP committee, and other professionals to design and deliver an appropriate education for students with disabilities.

STATISTICS

STAT 5540 Biostatistical Analysis (3)
This course provides an overview of statistical methodology useful in the process of modern biostatistics. Biostatistical Methods combine the theory and application of commonly used distributional and distribution-free, or parametric and nonparametric, test statistics, density and function estimation methods. SAS/R is used for data analysis. *Prerequisites: STAT 4451 or STAT 5551*

STAT 5551   Mathematical Statistics I (3)
A study of probability theory, sample spaces, random variables, mutual exclusion, independence, conditional probability, permutations and combinations, common discrete and continuous distributions, expected value, mean, variance, multivariate distributions, covariance, Central Limit Theorem. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.

STAT 5552   Mathematical Statistics II (3)
A study of the fundamentals of the theory of statistics, the Central Limit Theorem, point estimation, sufficiency, consistency, hypothesis testing, sampling distributions, confidence intervals, linear regression models, interpretation of experimental results, Bayesian Estimation. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course.
Prerequisite: STAT 4451 or STAT 5551.

STAT 5556   Mathematics of Finance (3)
The fundamental concepts of financial mathematics and how these concepts are applied in calculating present and accumulated values for various streams of cash flows as a basis for future use in the following; reserving, valuation, pricing, asset/liability management, investment income, capital budgeting, and valuing contingent flows. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisites: STAT 4451 or STAT 5551*

STAT 5559   Regression Analysis (3)
Topics include simple linear regression, inferences in regression analysis, techniques of multiple regression and model building, ANOVA as regression analysis, analysis of covariance, model selection and diagnostic checking techniques, nonlinear regression, and logistic regression. Computations are an integral part of the course and will involve the use of SAS and R statistical software. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisites: STAT 4451 or STAT 5551*

STAT 5562   Advanced Statistical Methods (3)
This course is a continuation of Statistical Methods and Computations. Topics include inference for categorical variables, multiple regression, logistic regression, one-way ANOVA, two-way ANOVA, ANCOVA, and nonparametric methods. Data analysis is carried out using the SAS program. Statistical packages such as SAS and R will be used. *Prerequisites: STAT 3350, STAT 4451 or STAT 5551*

STAT 5564   Multivariate Analysis (3)
Possible topics to be covered include multivariate descriptive statistics, multivariate normal distribution, analysis of covariance, MANOVA, multivariate regression, principal components, discriminate analysis, cluster analysis, factor analysis. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Some familiarity with R and SAS is expected. Prerequisites: STAT 4451 or STAT 5551, and STAT 3350*

STAT 5565   Categorical Data Analysis (3)
In recent years, the use of specialized statistical methods for categorical data has increased dramatically, particularly for applications in the biomedical and social sciences. The course gives an introduction to analyzing categorical data. Principal topics include: contingency tables, generalized Linear Models, log-linear models, logistic regression, and models for matched pairs. Two statistical software packages SAS and R will be used appropriately throughout the course. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisites: STAT 4451 or STAT 5551*

STAT 5566   Data Mining (3)
Data mining is a fast growing interdisciplinary field between Statistics and Computer Science due to the emergence of massive data sets. This course covers an information extraction activity whose goal is to discover hidden facts from large data warehouses. A number of data mining task including description, classification, selection, estimation, prediction, and affinity grouping and clustering will be discussed. Also students will learn how to use data mining software to perform data mining functionalities. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the theoretical aspects of or applications of the topics discussed in the course. *Prerequisites: STAT 4459.*

STAT 5567   Experimental Design (3)
Fundamentals principles of designing and analyzing experiments with application are considered. The concepts of experimental unit, randomization, blocking, replication, error reduction and structure are introduced. The design and analysis of completely randomized, randomized complete block, incomplete block, Latin square, split-plot, repeated measures, factorial and fractional designs will be covered. This course contains additional graduate-level content equivalent to a one-hour recitation with the instructor which will further investigate the

theoretical aspects of or applications of the topics discussed in the course. *Prerequisites: STAT 4451 or STAT 5551*

STAT 6620 Selected Topics in Probability and Statistics (3)
The content of this course vary with the topics, and could include Bayesian Model Analysis, Advanced\ Probability and Inference, Time Series, and Forecasting Methods, Statistics for Quality and Productivity, Applied Nonparametric Methods, or others. *Prerequisites: STAT 4451 or STAT 5551 and STAT 4459*

TAXATION

TAX 6684 Federal Tax Research (3)
A study of how to identify federal tax issues, locate the applicable tax authorities, evaluate the weight of the authorities, reach conclusions, and communicate the results of the research. *Prerequisites: Admission to the MBA, M.Acc or M.Tx program, including fulfillment of all business foundation courses and ACT 4494 and ACT 4495. A grade of "B" or better is required for M.Tx students.*

TEACHER LEADER

Prerequisite: Restricted to candidates who are admitted to a State of Alabama approved Teacher Leader program.

TL 7700 Adult Learning Theories and Managing Change (3)
This course will focus on the examination of how adults learn in instructional settings and managing change. The adult learners' characteristics will be examined. Adult learning theory and current trends and advancements in adult learning and managing change will be examined. The focus will be on preparing the student to make better instructional decisions and use of resources in the education and training of adults.

TL 7702 Diverse Populations and Involving Parents/Community Stakeholders in the School Setting (3)
The focus of this course is on the successful school for all students and exploring the critical issues of diversity. Issues relating to diversity and the implications for parental and community involvement will be analyzed. Candidates will explore the construct of diversity as it relates to: race, gender, military status, culture, sexual orientation, and second language learners. Through coursework, readings, group work, and field experiences students will be challenged to examine best instructional and leadership practices to develop sensitive and proactive responses to all members of the school community.

TL 7717 Mentoring (3)
The purpose of this course is to prepare educational leaders to serve as role models and mentors for individuals. The educational leaders will develop meth-ods, techniques and organize mentorship programs. Leaders will develop a knowledge base upon which to make informed reflective decisions about mentorship programs in diverse educational settings.

TL 7737 Curriculum (3)
This course examines the tenets of curriculum. This course peruses the current research that supports student learning and engagement. In order for instructional leaders to promote effective learning environments, they must be able to understand, identify and apply effective learning theories and methodologies.

TL 7740 Creating Effective Learning Environments (3)
Instructional leaders must work within the framework of the Individuals with Disabilities Education Act (IDEA) in order to effectively create, develop and maintain a highly efficient learning environment. This course will present best practices and the most up to date research related to the creation of effective learning environments within the public schools. The focus of the course will be both theoretical and practical in nature. As a result of the course, instructional leaders will be able to establish, develop, and maintain and evaluate instruction in order to build an effective learning environment.

TL 7747 Instructional Coaching (3)
This course focuses on (a) common forms of instructional coaching including literacy coaching, cognitive coaching, and content coaching and (b) the components/stages of instructional coaching.

TL 7757 Staff Development
Candidates consider and evaluate methods for promoting professional growth focusing on the improvement of teaching and learning. Various approaches to staff development and in-service education are examined in terms of their purposes and components.

TL 7767 Communication and Consultation Methods Practicum (3)
This course explores communication models and consultation methods as well as the implementation of those models to improve educational practices in the teacher leader. The course provides an opportunity for the teacher leader candidate to perform a variety of activities that a teacher leader must perform, under the supervision of a practicing teacher/instructional leader. Focus is placed on strategies that will result in enhanced communication among all stakeholders, and increased student achievement.

TL 7792 Advanced Comprehensive Research Strategies (3)
This course is intended to explore the concepts of quantitative and qualitative research methods application for research in education. Participants apply their skills in research design by completing a proposal for a substantive study related to the improvement of instructional services. *A grade of "B" or better is required.*

TL   7794   Research in Action (3)

The purpose of this course is to provide instructional leaders with a study of the processes involved in identifying, framing, evaluating, analyzing, and seeking information about problems faced by schools. The goal for the student is to propose a research and implement a study that examines a problem currently impacting the K-12 environment.

Bryant, Natalie, 2013. Associate Professor, Troy. B.S., Troy University, 2007., J.D., Florida State University College of Law, 2011.

Buckner, Timothy R., 2005. Associate Professor, Troy. B.A., Georgia State University, 1996., M.A., Florida State University, 1998., Ph.D., University of Texas at Austin, 2005.

Burge, William, 2016. Lecturer, Troy. B.B.A., University of Texas at Austin, 1998., M.B.A., University of Mississippi, 2005., M.S., Texas Tech University, 2010., Ph.D., The University of Southern Mississippi, 2017.

Burns, Djuana, 2006. Associate Professor, Troy. B.S.N., Auburn University at Montgomery, 1986., M.S.N., Troy State University, 1993., D.N.P., The University of Alabama at Birmingham, 2011.

Bush, Gayle L., 2002. Associate Professor, Troy. B.S., Baylor University, 1985., M.S.E., Baylor University, 1986., D.A., Middle Tennessee University, 2002.

Bynum, Robin Strain, 2003. Executive Director of Educational Outreach, Professor, Troy. B.S., Tuskegee Institute, 1978., M.Ed., Tuskegee University, 1982., Ed.D., Argosy University, 1999.

Byrd, William J., 2010. Associate Professor, Montgomery. B.S., Francis Marion University, 2006., M.S., Auburn University, 2008., Ph.D., Auburn University, 2010.

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