Elementary/Secondary Education  
(Grades P-12)  
36 Semester Hours  
Location: Troy

Required Core Courses:  18  
Teaching Field Courses:  18

Select 18 semester hours of adviser-approved courses specific to the major. Choices for a major are art, instrumental music, choral music, and physical education. 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.

The purpose of the graduate professional educator certification program in the School of Music is to provide advanced, specialized music education experiences that will assist graduate students in developing the musical skills, knowledge, and attitudes needed to begin/continue a viable career as a professional music educator. The School of Music works in collaboration with the College of Education to provide educational experiences for advanced music students with traditional music certification and for advanced music students pursuing alternative music teacher certification in Alabama, and supports the University NCATE conceptual framework to develop innovative, informed, reflective decision makers.

Collaborative Teacher  
(Grades K-6)  
36 Semester Hours  
Location: Dothan, Troy

Additional Admission Information for Collaborative Teacher  
Candidates holding professional baccalaureate-level certification in any teaching field may be admitted to the traditional master’s program in Collaborative Teacher 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  
EDU  6629  3  The Master Teacher  
SPE  6635  3  Meeting Instructional Needs Though Technology, or approved technology course  
SPE  6632  3  Assessment and Individual Planning  
SPE  6610  3  Research Trends and Issues in Special Education  
SPE  6630  3  Collaboration for Inclusion

Select one:  
PSY  6631  3  Psychological Foundations of Education  
EDU  6645  3  Nature of Intelligence

Teaching Field Courses:  
SPE  6631  3  Legal Issues in Special Education  
SPE  6614  3  Adaptive Teaching Strategies for Students with Mild Disabilities K-6  
SPE  6616  3  Teaching Students with Emotional And Social Needs

Select one:  
SPE  6694  3  Collaborative Teacher K-6 Practicum  
SPE  6699  3  Collaborative Teacher K-6 Initial Practicum (Required for initial certification in Collaborative Teacher K-6.)  
SPE  6697  3  Field Based Research Project

Gifted Education  
(Grades P-12)  
36 Semester Hours  
Location: Dothan

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:  
EDU  6629  3  The Master Teacher  
EDU  6611  3  Educational Technology in the Curriculum  
SPE  6630  3  Collaboration for Inclusion  
EDU  6600  3  Classroom Management

Select One Sequence (2 courses):  6 Semester Hours  
EDU  6653  3  Educational Evaluation  
EDU  6691  3  Research Methodology  
or  
EDU  6698  3  Introduction to Research  
EDU  6699  3  Research in Practice

In addition to the required core, a survey course in special education is required unless previously completed at the undergraduate or graduate level.

Teaching Field Courses:  
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
Reading Specialist   36 Semester Hours  
(Grades P-12)  
Location: Troy  

Additional Admission Requirements for Reading Specialist  
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. Additional admission requirements include:  

1. Baccalaureate-level professional certification in any area of education. (If certification is in areas other than Early Childhood Education, Elementary Education, or Collaborative Teacher, the candidate must complete as prerequisites two reading courses including an introduction to reading course.)  
2. Two years of successful classroom teaching experience.  
3. Successful completion of a formal interview conducted by the College of Education reading faculty.  
4. Successful completion of a Professional Portfolio. Students must meet with their reading adviser for portfolio requirements.  
5. Students must be admitted to the Teacher Education Program and successfully complete the interview and portfolio requirements prior to admission to the Reading Specialist Master’s Program.  

Required Core Courses:  
- EDU 6629 3 The Master Teacher  
- PSY 6631 3 Psychological Foundations of Education  
- EDU 6691 3 Research Methodology  
- EDU 6611 3 Educational Technology in the Curriculum  
- RED 6660 3 Assessment for Teaching and Learning  
- RED 6680 3 Organization of School Literacy Programs  

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

Teaching Field Courses:  
- RED 6683 2 Internship: Literacy Intervention  
- RED 6686 3 Research-Based Literacy Assessment and Instruction  
- RED 6671 2 Internship: Applying Research-Based Literacy Assessment and Instruction  
- RED 6682 2 Internship: Developing Literacy Programs and Coaching Teachers  
- RED 6674 3 Literacy in the Content Areas  
- RED 6675 3 Literacy Instruction for Diverse Populations  
- RED 6643 3 Trends in Children’s and Young Adult Literature  

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

ALTERNATIVE FIFTH-YEAR CERTIFICATION PROGRAM FOR TEACHERS  

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 2000. These standards are applied throughout the Alternative-Fifth-Year Program.  

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

Admission Requirements for Alternative Fifth-Year Program for Teachers  

INITIAL TEACHER CERTIFICATION PROGRAM  

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 2.5 on the official baccalaureate 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.)  

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 status to the Graduate School will be determined by the transcript(s) evaluation. Individuals who have more than six (6) hours of prerequisites will be classified as a post-baccalaureate student until they have completed all prerequisites.