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.
In addition to completing the undergraduate prerequisite coursework, students should also be working to meet admission criteria for the Teacher Education Program.

Admission Requirements to the Teacher Education Program (TEP)

Admission to the Graduate School does not automatically qualify a student for admission to the Teacher Education Program. Written application to the 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 2.5 on the baccalaureate transcript.
4. A minimum of 2.75 grade point average on (post baccalaureate) prerequisite coursework.
5. A passing score on the Alabama Prospective Teacher Test. (Music students must also receive a passing score on the Basic Music Skills Test.)
6. Successful completion of a speech and interview.
7. Completion of a minimum of 12 clock hours of classroom observation/participation.
8. Successful completion of an impromptu essay.

Students working to complete pre-admission requirements for the 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 Teacher Education Program can also be obtained through the Teacher Education Office on the respective campus.

In addition to the discipline specific pre-requisites, individuals must also complete the Professional Studies prerequisite coursework. The following is a list of required Professional Studies coursework:

Note: Students are encouraged to take EDU 3310 Professional Educator and SPE 3340 Diverse Learners, as early as possible.

Residency Requirement

Students enrolled in initial teacher certification programs at the Master’s level must complete 60% of all required hours (excluding internship and internship seminar) at the home campus site. The internship must be facilitated by the home campus site. Students should see their academic adviser for specific requirements.

Early Childhood majors:

- 12 semester hours in each of the following areas: mathematics, science, English/language arts, and social science courses
- EDU 3310-Professional Educator
- ECE 33XX-Portrait of a Learner
- SPE 3340-Diverse Learners
- PSY 3303-Educational Psychology
- RED 3380-Children’s Literature
- RED 4481-Language and Literacy

Secondary/P-12 majors:

- EDU 3310-Professional Educator
- SPE 3340-Diverse Learners
- XXX 4481-Methods and Materials
- PSY 3346-Educational Assessment
- SED 4400-Classroom Management
- PSY 3303-Educational Psychology

Once all of the above requirements are met, the individual will be considered for admission into the Master of Science Alternative Fifth-Year certification program.

Candidates may take only nine semester hours of graduate coursework prior to admission to TEP.

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 Teacher Education Program
2. A grade point average (GPA) of 3.0 overall on all graduate work attempted
3. Two Recommendations from faculty
4. Completion of all coursework except for Internship Seminar, which is taken in conjunction with internship
5. Completion and verification of a minimum of 150 contact hours of clinical experiences. Ninety of these 150 hours must be in increments of at least three hours each. The majority of field experiences must occur in a P-12 setting. At least half of the field experiences shall be in the candidate’s teaching field and shall emphasize the application of content knowledge.
6. Evidence of current First Aid and CPR certifications
7. Passing score on all three sections of the Alabama Prospective Teacher Test Program examination (APTTP):
Applied Mathematics, Reading for Information, and Writing

8. A received (by the Alabama State Department of Education) passing Praxis II score in each teaching field area of initial certification.

9. Successful completion of comprehensive exam in the teaching field(s)

10. Evidence of current professional liability coverage of $1,000,000 minimum.

11. Completion of any additional requirements mandated by the Alabama State Department of Education.

Required Core Courses for the Alternative Fifth-Year Program

EDU 6603 3 Planning for the Classroom
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 Educational Evaluation (or approved evaluation course in the discipline)
EDU 6611 3 Educational Technology in the Curriculum

Select the Appropriate Reading Course:
RED 6630 3 Directed Reading Practicum (Secondary and P-12)
RED 6670 3 Advanced Study of Literacy
Or
RED 6673 3 Literacy II (Elementary)
RED 6678 3 Literacy and Multicultural Diversity (Early Childhood)

Select the Appropriate Internship:
ECE 6674 6 Early Childhood Internship Grades P-3
ELE 6674 6 Elementary Internship Grades K-6
IED 6655 6 Interdisciplinary Internship Grades P-12
SED 6695 6 Secondary Internship Grades 6-12

Select the Appropriate Internship Seminar
(Co-requisite for internship. Prefix should be consistent with internship.):
___ 5544 3 Internship Seminar

Early Childhood Education
(Grades P-3) 45 Semester Hours
Location: Dothan

Required Core Courses: 30
Teaching Field:
ECE 6618 3 Designing Prosocial Learning Environments
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 3 Inquiries into Physical Knowledge
ECE 6622 3 Parents as Partners in Education
ECE 6630 3 Inquiries into Representation
ECE 6633 3 Integrated Thematic Curriculum
ECE 6640 3 Integrating Children’s Literature
SPE 6631 3 Legal Issues in Special Education

Elementary Education
(Grades K-6) 45 Semester Hours
Location: Dothan, Phenix City, Troy

Required Core Courses: 30
Teaching Field:
Select 15 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.

Secondary Education
(Grades 6-12) 45 Semester Hours
Location: Dothan, Troy

Alternative Fifth-Year certification programs are offered in the following secondary (grades 6-12) areas: Biology, History, English/Language Arts, Mathematics, Social Science and General Science.

Required Core Courses: 30
Teaching Field:
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.

Elementary/Secondary Education
(Grades P-12) 45 Semester Hours
Location: Troy

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

Required Core Courses: 30
Teaching Field:
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.