2025 - 2026

GRADUATE CATALOG

GEORGETOWN
COLLEGE

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General Information

Campus Offices Quick Reference

Academic Programs

502-863-8146

Admissions

800-788-9985 toll free

502-863-8009

Alumni

877-640-0107 toll free

502-863-8050

Athletics

502-863-8115

Campus Ministry

502-863-8153

Campus Safety

502-863-8111

Communications and Marketing

502-863-8209

Financial Planning

502-863-8027

Graduate Education

888-452-5088 toll free

502-863-8176

Health Services

502-863-8201

Information Technology

502-863-4357

Institutional Advancement

502-863-8041

Learning Resource Center

502-863-8400

President

502-863-8030

Provost/Dean of the College

502-863-8146

Registrar

502-863-8024

Student Accounts

502-863-8700

Student Life

502-863-8004

Other Offices

502-863-8000

Additional information is available on the website at:

Graduate Education
http://www.georgetowncollege.edu/academics/graduate-programs

Offices You Need to Know
http://www.georgetowncollege.edu/offices-you-need-know

Graduate Education Academic Calendar

FALL SEMESTER 2024

Aug 21	Wed	Registration ends for all Fall terms (Fall, Fall 1, and Fall 2)
Aug 21	Wed	Fall & Fall 1: Classes begin
Aug 21	Wed	Field Placement Application for Spring Opens
Sep 2	Mon	Labor Day – No Classes
Sep 20	Fri	Fall 1: Last day to drop a course without the grade W
Sep 30	Mon	Fall 1: Course Evaluations Open
Oct 2	Wed	Fall 1: Final date to drop a course
Oct 7	Mon	Field Placement Application for Spring Closes
Oct 11	Fri	Fall 1: Course Evaluations Close
Oct 11	Fri	Fall 1: Classes end
Oct 14	Mon	Fall 2: Classes begin
Oct 18	Fri	Fall 2: Grades due
Oct 19	Sat	Fall 1: Grade view date
Oct 21	Mon	Fall: Last day to drop a course without the grade W

Nov 13	Wed	Fall: Final date to drop a course
Nov 13	Wed	Fall 2: Last day to drop a course without the grade W
Nov 22	Fri	Fall 2: Final date to drop a course
Nov 25	Mon	Fall & Fall 2: Course Evaluations Open
Nov 27-29	W-F	Thanksgiving Holiday -- No Classes
Dec 6	Fri	Fall & Fall 2: Course Evaluations Close
Dec 6	Fri	Fall & Fall 2: Classes end
Dec 13	Fri	Fall & Fall 2: Grades due
Dec 14	Sat	Fall & Fall 2: Grade view date

SPRING SEMESTER 2025

Jan 6	Mon	Registration ends for all Spring terms (Spring, Spring 1, and Spring 2)
Jan 6	Mon	Spring & Spring 1: Classes begin
Feb 3	Mon	Field Placement Application for Summer and Fall Opens
Feb 4	Tue	Spring 1: Last day to drop a course without the grade W
Feb 12	Wed	Spring 1: Course Evaluations Open
Feb 18	Tue	Spring 1: Final date to drop a course
Feb 26	Wed	Spring 1: Course Evaluations Close
Feb 26	Wed	Spring 1: Classes end
Feb 28	Fri	Spring 2: Classes begin
Mar 5	Wed	Spring 1: Grades due
Mar 6	Thu	Spring 1: Grade view date
Mar 7	Fri	Spring: Last day to drop a course without the grade W
Mar 31	Mon	Spring: Final date to drop a course
Mar 31	Mon	Spring 2: Last day to drop a course without the grade W
Apr 2	Wed	Field Placement Application for Summer and Fall Closes
Apr 9	Wed	Spring 2: Course Evaluations Open
Apr 10	Thu	Spring: Course Evaluations Open
Apr 14	Mon	Spring 2: Final date to drop a course
Apr 18	Fri	Good Friday – No Classes
Apr 21	Mon	Spring 2: Course Evaluations Close
Apr 21	Mon	Spring & Spring 2: Classes end
Apr 28	Mon	Spring & Spring 2: Grades due
Apr 29	Tue	Spring & Spring 2: Grade view date
May 17	Sat	Commencement

SUMMER SEMESTER 2025

Apr 2	Wed	Field Placement Application for Fall Closes
Apr 24	Thu	Registration ends for Summer 1 & 2
Apr 24	Thu	Summer 1: Classes begin
May 23	Fri	Summer 1: Last day to drop a course without the grade W
May 26	Mon	Memorial Day- No classes
Jun 4	Wed	Summer 1: Course Evaluations Open
Jun 9	Mon	Summer 1: Final date to drop a course
Jun 13	Fri	Summer 1: Course Evaluations Close
Jun 13	Fri	Summer 1: Classes end
Jun 16	Mon	Juneteenth- No classes
Jun 19	Thu	Summer 2: Classes begin
Jun 23	Mon	Summer 1: Grades due
Jun 24	Tue	Summer 1: Grade view date
Jul 4	Fri	Independence Day -- No Classes
Jul 18	Fri	Summer 2: Last day to drop a course without the grade W
Jul 30	Wed	Summer 2: Course Evaluations Open
Aug 4	Mon	Summer 2: Final date to drop a course
Aug 11	Mon	Summer 2: Course Evaluations Close
Aug 11	Mon	Summer 2: Classes end
Aug 13	Wed	Summer 2: Grades due
Aug 14	Thu	Summer 2: Grade view date

* Please note that these dates are subject to change.

Contact the Graduate Education office at grad@georgetowncollege.edu with any questions.

How to Use This Catalog

This catalog is a description of the academic programs, policies, facilities, services, and staff of the Graduate Education program at Georgetown College. It describes what is available and what is expected in order to complete a program of study successfully. This catalog is essential for planning one's academic experiences, and can be most useful when supplemented with faculty advising and guidance.

This catalog is not an offer to make a contract. While the information in this catalog is current at the time of publication, Georgetown College reserves the right to change or delete any of its courses of study, course offerings, schedule, tuition, and other changes, policies or programs of the College at any time and without any notice. General academic policies published in the Georgetown College Catalog are applied when there is not a separate policy stipulated in the Graduate Education Catalog. The Georgetown College Catalog is available online or in print copy through the Registrar's Office.

A candidate for a degree may choose to graduate under the regulations of the catalog in force at the time of enrollment or any subsequent catalog, provided that the catalog chosen is not more than seven years old. A student must have been enrolled under the catalog chosen and must conform to the degree requirements of that catalog.

While Georgetown College is committed to academic quality, the College is not able to guarantee that a student's pursuit of a particular course of study will result in any profession or occupation, or admission to other undergraduate or graduate courses of study at other institutions. Advisors and college officials make every effort to provide current information to students, but it is the student's responsibility to know all applicable policies and degree requirements.

Other College Publications

The my.georgetowncollege.edu web portal is designed to help you in your everyday experience here at Georgetown College. It is a source from which you can access much of your personal, academic, and financial information as it relates to the College. https://my.georgetowncollege.edu (login is required).

The College: Profile and Mission

FOUNDED: Chartered in 1829

LOCATION: 400 E. College St., Georgetown, Kentucky 40324

CAMPUS: 104 acres, nine academic buildings of which three are updated antebellum structures, fifteen residence halls, and five apartment-style buildings

TYPE: Mixed Undergraduate and Graduate; residential; a Christian college in the Baptist tradition

CALENDAR: Two fifteen-week regular semesters, two optional mini-terms; undergraduate five-week summer sessions; seven-week graduate sub-sessions

DEGREES/MAJORS: Bachelor of Arts, Bachelor of Science, Master of Arts; more than 30 regular majors, unique area majors, plus dual-degree and pre-professional programs; accredited Master of Arts in Education; certification and endorsement specialty areas for initial and advanced teacher preparation.

ENROLLMENT: 1,116 undergraduate, 234 graduate (Fall 2024)

STUDENT/FACULTY: 13:1 (undergraduate)

FACULTY PH.D.: 88% of full time faculty hold terminal degrees in their field*

FALL 2023 ENTERING CLASS: Average ACT Composite 23.06; HS GPA 3.52

FINANCIAL AID: More than $45 million distributed in 2024-2025; extensive program of endowed and college-funded grants and scholarships

ATHLETICS: NAIA, Mid-South Conference, 24 inter-collegiate sports teams, plus club sports

ALUMNI: 21.004; 50 states, the District of Columbia, U.S. Territories and 40 foreign countries represented

DISTINCTIONS: U.S. News and World Report's Best Colleges, "Top Performers on Social Mobility"; Zippia, "The Best College in Each State for Getting a Job"; Niche, "Best Value Colleges in Kentucky"

**This number represents full-time faculty as reported and does not include such faculty members as the Dean of Education, librarians, or anyone on leave.*

Mission

Georgetown College's mission is to provide a welcoming and challenging educational community, rooted in Christian love and service, that prepares students to make a positive difference in the world.

In advancing its mission, the College:

- Offers excellent academic programs at both undergraduate and graduate levels.
- Maintains a strong commitment to core preparation and exploration in the liberal arts and sciences.
- Provides talented faculty and staff who are committed to student growth and learning.
- Preserves the close faculty-student bonds that have long distinguished its learning and mentoring context.
- Encourages a faith that seeks understanding through free and thoughtful inquiry.
- Honors its Baptist heritage through which it welcomes diverse perspectives and traditions.
- Offers students an enriching living and learning community.
- Supports a wide range of opportunities which promote engaging and meaningful experiences stretching from the classroom to around the globe.
- Pursues athletic excellence practiced with the highest integrity.
- Promotes ethical practices that develop character and enrich human and natural communities.

Fulfilling its distinctive mission with the liberal arts, sciences, and professions, Georgetown College's aim is to continue to be one of the finest Christian colleges in the country.

Accreditations and Affiliations

Georgetown College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Questions about the accreditation of Georgetown College may be directed in writing to the Southern Association of Colleges and Schools Commission on

Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Education Department of Georgetown College has earned national accreditation by demonstrating excellence in the areas of content and pedagogy, clinical experiences, selectivity, program impact, and capacity for continuous improvement from the Council for the Accreditation of Educator Preparation. CAEP Accreditation was awarded at both the initial and advanced educator preparation program levels.

CAEP | ACCREDITED PROVIDER
EXCELLENCE IN EDUCATOR PREPARATION ACCREDITATION

EPSB

Other Affiliations

Georgetown College's affiliations include the American Council of Education (ACE), American Association of Colleges for Teacher Education (AACTE), Association of American Colleges and Universities (AAC&U), Association of Independent Kentucky Colleges and Universities, National Association of Independent Colleges and Universities (AIKCU), Kentucky Independent College Foundation, the Network of Church-Related Colleges and Universities, and the International Association of Baptist Colleges and Universities. Additionally, faculty and staff are affiliated with a number of regional, national and international professional organizations.

NON-DISCRIMINATION STATEMENT

As a Christian institution, Georgetown College builds community through admissions, hiring and promotion policies based on merit, qualification and character. As a matter of policy and in compliance with state and federal laws, Georgetown College operates on the principle of non-discrimination. Georgetown College does not discriminate, either in the admission of students, hiring and promotion of employees, or in the administration of any educational policies, programs, or activities on the basis of race, color, national or ethnic origin, sex, sexual orientation, gender, gender identity, age, disability or veteran status. Because the College is primarily residential in nature, Georgetown College reserves the right to restrict admissions to undergraduate programs on the basis of sex due to limitations in availability of campus housing, if necessary. The College may use religion as a factor in making faculty employment decisions and in Board of Trustees appointments. This policy is in compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Inquiries or concerns should be directed to the Director of Human Resources at 502-863-8035 or the Title IX Coordinator at 502-863-7073.

Graduate Programs in Education

PLAN·ENGAGE·ADVOCATE·REFLECT·LEAD·
GEORGETOWN COLLEGE
EDUCATION

Offering graduate work as early as 1873 and establishing graduate degrees in education since 1957, today Georgetown College offers one of the largest and oldest graduate programs of its kind in the Commonwealth. This program thrives because of outstanding, caring faculty, and a flexible convenient course schedule at a cost comparable to that of public institutions in the area. In addition, the college's Christian character extends to its graduate programs.

In contrast to the undergraduate program, most of Georgetown's graduate candidates in education are education professionals who work full-time and accomplish their educational objectives around their work schedules. Consistent with Georgetown's high-quality undergraduate teacher certification program, the primary aim of the Graduate Program is to *develop scholars who are competent and caring educators, committed to a spirit of service and learning.*

Our vision for transformative practice promotes equitable teaching of diverse learners and requires that we prepare competent and caring educators who **P**lan effective instruction, **E**ngage and educate students in positive

learning climates, **A**dvocate for growth and development of all learners, **R**eflect on the teaching process, and **L**ead in their classrooms, schools, and communities.

To realize this goal, learning experiences center around three knowledge domains: Professional Skills and Competencies, Professional Values and Dispositions, and Reflective Practice. Our courses are taught by full-time faculty of the College and by quality adjunct faculty with specialized experience. A variety of classroom approaches, fieldwork, and independent projects are integral components.

For contact information for specific programs, please see our website at http://www.georgetowncollege.edu/academics/graduate-programs.

Graduate Programs in Education Offered

Master of Arts in Education Programs

- Initial Certification-Elementary P-5
- Initial Certification-Secondary
- Initial Certification-P-12/Middle
- Instructional Leadership
- Literacy Specialist P-12
- Special Education
- Teacher Leader

Certifications and endorsements

Teacher Certifications and Endorsements

- Instructional Computer Technology Endorsement
- Learning and Behavior Disorders Certification
- Literacy Specialist Certification
- Moderate and Severe Disabilities Certification
- Teacher Leader Endorsement

Note: Georgetown College offers traditional and alternate route certification programs including Option 6 and Proficiency Evaluations. Contact the Graduate Education office at graduateeducation@georgetowncollege.edu for more information.

Administrator Certifications

- Director of Pupil Personnel Certification
- Director of Special Education Certification
- School Principalship Certification
- School Superintendent Certification
- Supervisor of Instruction Certification

Note: Endorsements and certifications are listed as minors on all transcripts while in process. Once completed, endorsements/certifications also appear in the semester earned.

Georgetown College offers graduate programs for both certified teachers (Advanced Programs) as well as programs leading to Kentucky teacher certification (Initial Programs).

Advanced Programs

Degree Programs:

- Master of Arts in Education with Literacy Specialist P-12
- Master of Arts in Education with Instructional Leadership, Level 1
- Master of Arts in Education with additional certification in Learning and Behavior Disorders P-12
- Master of Arts in Education with additional certification in Moderate and Severe Disabilities P-12
- Master of Arts in Education with Teacher Leader P-12

Non-Degree Programs:

- Director of Pupil Personnel Certification
- Director of Special Education
- Instructional Computer Technology Endorsement
- Learning and Behavior Disorders
- Literacy Specialist Certification
- Moderate and Severe Disabilities Certification
- School Principalship Level 1 Certification
- School Principalship Level 2 Certification
- School Superintendent Certification
- Supervisor of Instruction Certification

Initial Programs

- Master of Arts in Education with Elementary P-5 Initial Certification
- Master of Arts in Education with P-12, Middle, or Secondary Initial Certification
- Master of Arts in Education with Learning and Behavior Disorders Certification
- Master of Arts in Education with Moderate and Severe Disabilities Certification

Note: Master of Arts Initial Certification in multiple subject areas and Master of Arts Special Education with LBD/MSD certifications are offered via traditional and alternative routes including Option 6.

The Graduate Admission Process

The Graduate Programs in Education Admission Process

Online applications for graduate programs in education are available at:
https://www.graduate.georgetowncollege.edu

Advanced Program Applicants

Advanced (certified) applicants must meet one of the following criteria:

- Minimum GPA 2.75 (including all undergraduate and graduate coursework)
- Minimum 3.0 GPA for last 30 hours of coursework (including all undergraduate and graduate coursework). Classes used for the calculation will be considered based on the current OELE/EPSB regulations.
- Applicants who hold a master's degree with a cumulative GPA of at least a 3.0 from a regionally or nationally accredited institution of higher learning may be admitted without regard to undergraduate transcripts.

For most advanced applicants, admission decisions can be made with an application, an official college transcript(s), a copy of a current teaching certificate, a writing sample verifying collaboration, communication, critical thinking and creativity, and a completed Kentucky Code of Ethics form.

Notes:

Moderate and Severe Disabilities Certification requires a KY teaching certificate in Learning and Behavior Disorders.

Master of Arts Instructional Leadership Level 1 and/or Level 2 requires additional materials.

Master of Arts in Instructional Leadership Level 1 and Level 2

- A GPA of 3.0 or higher at the master's level
- Documentation of three years of successful teaching experience
- Three Program Entry References completed by: 1) your school principal, 2) a colleague, and 3) your superintendent (or his/her designee). References are sent via the online application.
- Signed copy of the Kentucky School Personnel Code of Ethics. This form can be located on the online application.
- A Personal Essay that describes your journey as an educator. This essay must include the names of the school districts where you have worked, your job titles, and years/dates that you were employed.
- A current Kentucky Teaching Certificate (Rank 2 or higher) or eligibility for Kentucky Teaching Certificate at the Rank 2 level or higher
- Professional documents that include your most recent performance appraisal, and also describe and/or illustrate your experiences in relation to your professional development experiences, your ability to improve student achievement, and your leadership potential.
- A successful interview by the admissions committee.

Initial Teacher Certification Program Applicants

A bachelor's degree or advanced degree awarded by a regionally or nationally accredited college or university with a cumulative grade point average of 2.75 on a 4.0 scale; or a grade point average of 3.00 on a 4.0 scale on the last thirty (30) hours of credit completed, including undergraduate and graduate coursework.

Applicants seeking admission into Special Education certification programs must meet the requirements listed above. In addition, applicants seeking admission into content area certification programs (e.g., English, Math, Social Studies) submit evidence of content area mastery in two ways. First, evidence of previous coursework is submitted and reviewed. Second, evidence of having registered for the Kentucky Department of Education Praxis II Content Exam for the proposed certification area is submitted. A candidate must provide their Praxis II Content Exam score before being allowed to register for EDU536: Mentored / Student Teaching for MA Certification.

Always consult with the Kentucky Department of Education (KDE) regarding state admissions requirements to teacher education programs.

Notes:

When a candidate in an initial (traditional or alternative certification) program wishes to exit the program and enter another initial (traditional or alternative certification) program, all current admissions criteria must be met.

Original application materials may be accepted in lieu of new application materials at the discretion of the Graduate Admissions Office.

Proficiency-Based Certification Pathway

Candidates who already hold teaching certification and are seeking additional proficiency-based certification will, in addition to providing documentation of their current Kentucky Teacher Certification, meet all of the admission requirements applicable to 16 KAR 5:020 for all initial candidates currently accepted into all of our initial programs. These requirements include the following:

- Official Transcripts of a Bachelor's degree from a regionally or nationally accredited university
- Professional dispositions for acceptance, which will be verified through the Signed Kentucky Code of Ethics
- Writing Sample indicating Critical Thinking, Creativity, Collaboration, and Communication
- Undergraduate GPA of 2.75 or greater or 3.0 on last 30 hours of course work
- Signed curriculum contract (educator learning plan)
- Passing scores on required Praxis content exams (if applicable)
- An Electronic Portfolio

Special Students

An applicant who does not meet the entrance requirements for a degree program and/or is awaiting receipt of required admission criteria (i.e., a valid teaching certificate, a transcript with posted degree, or official notification of a passing required test, etc.) may be conditionally admitted as a Special Student. Special Students are limited to a total of 6 credit hours of coursework. All criteria for admission, with the exception of the criteria that precluded regular admission, must be submitted for candidates seeking admission to a graduate program.

Visiting Students

An applicant who is enrolled in a graduate program at another institution may enroll for courses as a visiting student. The prospective candidate should submit:

- An application form (available on the Graduate Education Website (https://graduate.georgetowncollege.edu)
- A signed Professional Code of Ethics and FERPA form (contained in the online application)
- Written permission letter from his/her current program advisor to register including the specific course(s) for which you are approved.

Visiting students are permitted to take only the class(es) indicated on the permission letter from their program advisor. At the completion of the course(es), the candidate will be provided a letter of completion by the Graduate Office.

An applicant who desires to take courses for educational purposes and does not intend to become a candidate for the master's degree may also enroll as a visiting student. Typically, this would include candidates taking additional courses for professional development or to renew an expired teaching certificate. Candidates may take unlimited courses under this category. However, only 12 hours may be transferred into a degree or endorsement/certification program (see Transfer of Credits policy).

Undergraduate Students

Applicants who hold a senior classification may be permitted to enroll as a Special Student provided the academic schedule does not exceed 18 total semester hours in a Fall or Spring semester with no more than 6 hours of graduate courses per semester. Undergraduate students may not take more than a total of 12 graduate credit hours under this policy. Only students who demonstrate outstanding scholastic ability will be considered. Undergraduates who want to request permission to take graduate courses under these circumstances should contact the Director of Graduate Admissions.

International Students

International students who meet specific program requirements for whom Georgetown College has appropriate programs at the graduate level are invited to submit an application to the Graduate Education program. Such applications must be supported by satisfactory evidence of qualifications to pursue a full course of study at this institution. Applications for admission of international students are not considered complete without official transcripts showing grades and degree(s) awarded, (see https://www.naces.org) for evaluation of international transcript, and official Test of English as a Foreign Language (TOEFL) scores.

Georgetown's minimum TOEFL score is 520 (paper)/190 (computer) /68(internet). International students are required to complete their admission procedures at least 30 days prior to the term in which they expect to enter.

Academic Policies and Regulations

It is the responsibility of the graduate candidate to become thoroughly informed about the general regulations as stated in this catalog.

The graduate candidate is responsible for completing all program requirements within the permitted time limit. Academic policies of the Graduate Education program are made and enforced by the Graduate Academic Curriculum

and Policy Committee (GACPC). Requests for clarification or exceptions to these policies must be made through the Dean of Education to this body.

Graduate study is generally more research-oriented and more specialized and in-depth than undergraduate education. Graduate candidates are expected to show maturity and resourcefulness and to accept the responsibility of meeting the demands of challenging course work. They are also expected to have organized and disciplined work habits that maximize success in demanding courses.

A candidate is admitted to the pool of accepted applicants after she/he has submitted all required materials to the Graduate Admissions Office, completed an online application, and when the materials have been reviewed and approved by the Dean of Education. Formal admission occurs after the candidate has completed the online application, met admission requirements, and signed the curriculum plan. Admission allows the candidate to take initial coursework and to receive financial aid. Formal admission and continuous progress requirements vary by program. Successful scores on all program assessments, meeting requirements at the various checkpoints, a 3.0 GPA, and compliance with the qualitative standards for coursework are also requirements for the degree.

Academic Complaint Procedure

Candidates have a right to appeal a grade or other faculty decision. Candidates should first seek to resolve the problem with the specific faculty member involved. If a candidate wishes to lodge a complaint against a faculty member in an academic matter that cannot be resolved directly with the faculty member, the candidate should first consult with his/her academic advisor. The advisor will guide the candidate through the options available to the candidate (informal or formal complaint).

Informal Complaint

When there is an informal expression of an academic concern, the candidate's faculty advisor should convey the essence of that concern to the Dean of Education, who will investigate the issue. The Dean will take any necessary action to help resolve the issue. If the faculty member in question is the Dean of Education, the advisor will convey the nature of the concern to the Provost, who will investigate the issue and take any necessary action to help resolve the issue. If the faculty member in question is the candidate's advisor, the candidate should contact the Dean of Education for resolution of the problem.

Formal Complaint

Formal complaints should be reserved for situations in which a candidate believes he or she has been adversely affected in a way that cannot be or has not been resolved through informal intervention. When the candidate wishes to lodge a formal complaint, the candidate should generally seek advice from his/her academic advisor about the best way to proceed (unless the advisor is the focus of the complaint). To make a formal complaint, the candidate must submit a written statement of the difficulty to the Dean of Education and request that the issue be resolved through the Graduate Academic Curriculum and Policy Committee. This statement should be no longer than two pages and should concentrate on the facts of the issue in question. The Dean of Education then reviews the facts, communicates with the person(s) involved, and attempts to resolve the difficulty to the candidate's satisfaction. If that attempt is unsuccessful, the matter will be forwarded to the Graduate Academic Policy and Curriculum Committee for review. The Committee will review the facts of the grievance and make a recommendation to the Provost for resolving the problem. The final disposition of the issue is in the hands of the Provost and is final and binding.

Administrative Drop Policy

Faculty teaching face-to-face courses may request an administrative drop for a candidate who fails to attend class and fails to contact the instructor after two class sessions. Faculty teaching online or blended courses may request an administrative drop for a candidate who fails to submit assignments and engage in required dialogue sessions for a period of two class sessions or within a minimum timeline of two weeks. Drops for non-participation will be determined by the instructor. Students may also be administratively dropped for non-payment; these drops are determined by the Student Accounts Office. The effective drop date will be the last day of participation as determined by activity recorded in online course learning management system (LMS) activity logs, by the last day of face-to-face class attendance, or other means of quantifiable participation, whichever is later.

Advising

Each graduate candidate will be assigned to a selected graduate faculty advisor. The advisor will be the first point of contact for academic-related questions and concerns.

Certification Procedure

Kentucky teacher certifications, initial or renewal, are processed at the Kentucky Department of Education's Office of Educator Licensure and Effectiveness (OELE), Division of Certification. For information and assistance, please visit the website: https://goteachky.com/resources/certification, select Division of Certification.

NOTE: All policies are subject to change per the OELE regulations.

Contact Information

Division of Educator Preparation and Certification
Office of Educator Licensure & Effectiveness
300 Sower Boulevard, Frankfort, KY 40601

Phone: (502) 564-4606

Email: KDELicensure@education.ky.gov

Website: https://goteachky.com/resources/educator-preparation/

Class Attendance

Class attendance is considered to be a key to successful academic performance. Individual faculty and programs may establish specific expectations regarding face-to-face class attendance and online class participation, and these are addressed early in the course of instruction. Some online graduate programs or courses will require limited face-to-face meetings. Attendance is expected at these meetings.

Comprehensive Examination

In addition to the continuous assessment requirements, candidates are required to submit a final assessment at the conclusion of their program that demonstrates that they satisfactorily meet all Kentucky Teacher standards and specialty standards.

Confirming Enrollment

Candidates confirm enrollment for on campus, blended (face-to-face at least ¼ but no more than ½ of the sessions), or online courses by attending the first class session (face-to-face or blended) or by logging on to the Canvas (LMS) online class site on the first day of class and completing the first day of class instructions (online). Candidates who do not confirm enrollment by the enrollment verification deadline will be automatically dropped from the course. Also see Registration Confirmation Policy.

Continuous Progress

As candidates progress through a specific program, they are required to successfully complete specified major performance assessments. These assessments are completed in specific courses, and measure the candidate's competence in meeting state and specialty standards. Major assessments are used both to track the progress of individual candidates, and to inform the unit of any program weaknesses that need to be addressed. Candidate performance on various major program assessments, along with other criteria used to assess progress, is formally evaluated at various checkpoints, and candidates are provided with formal feedback on their progress at these junctures. Candidates who fail to meet minimal requirements for passing a particular assessment are required to meet with the course instructor and devise an action plan. All major assessments must be satisfactorily completed before the candidate can graduate from the program. Candidates must also complete the major assessments designated at each program checkpoint before progressing to the next sequence of courses. Candidates must adhere to course sequence and priority checkpoints before advancing in a MA program.

Credit Hour Definition

A credit hour is the unit by which academic progress is measured. For all courses, including short-term courses, online courses, and independent study/internships, a candidate is expected to complete at least 45 hours of work for each credit hour awarded.

Degree Application and Graduation Information

Granting the Master of Arts degree and/or certification requires successful completion of all coursework and all required program performance assessments that demonstrate proficiency on the appropriate state and professional standards. Exit requirements vary depending upon the specific program. For initial certification programs, teacher certification is recommended upon successful completion of all program requirements.

In their final semester, candidates will receive a notification from the Office of the Registrar confirming that they are on track to complete their degree and prompting them to complete the graduation application on the portal.

Prior to graduation candidates are required to:

- Complete the graduation application
- Complete all necessary paperwork required for teaching certificatation
- Complete all coursework, required major assessments, and program exit requirements

All graduates are invited to walk in the spring ceremony that follows the completion of their degree. Graduation exercises are held in May and all candidates for graduate degrees are highly encouraged to participate.

Disposition Concerns and Student Honor Code

All candidates enrolled in the Education program must demonstrate the professional dispositions expected of teacher candidates as outlined in the program's dispositions rubric. Candidates' dispositions are assessed upon program entrance and throughout the program during each course. If a disposition concern occurs outside of a course experience, the department chair may submit a disposition rubric to document the concern.

Honor code infractions are included in the disposition concern review process for graduate candidates. These infractions include cheating, plagiarism, stealing, lying, and double assignments (the use of one assignment to fulfill the requirements of more than one course).

Dropping a Course

Candidates may drop a course without a grade being assigned prior to the first drop date of each term of the semester. After the first drop date, a "W" grade will appear on the transcript. Candidates may not drop a class after the final drop date of the semester. Dropping a course or failure to attend once a class has started will incur a portion of the tuition charge. Calculation of refund (if any) is determined by the effective drop date, defined as the last day of participation as determined by activity recorded in online course learning management system (LMS) activity logs, by the last day of face-to-face class attendance, or other means of quantifiable participation, whichever is later.

Last date to drop a course without a grade:

Fall 1 2025	Friday, September 19
Fall 2025	Monday, October 20
Fall 2 2025	Wednesday, November 12
Spring 1 2025	Fuesday, February 3
Spring 2026	Friday, March 6
Spring 2 2026	Monday, March 30
Summer 1 2026	Friday, May 22
Summer 2 2026	Friday, July 17

Final date to drop a course:

Fall 1 2025	Wednesday, October 1
Fall 2025	Wednesday, November 12
Fall 2 2025	Friday, November 21
Spring 1 2026	Tuesday, February 17
Spring 2026	Monda, March 30
Spring 2 2026	Monday, April 13
Summer 1 2026	Monday, June 8
Summer 2 2026	Monday, August 3

Dropping Out of the Program

Candidates who intend to drop out of the Graduate Education program for a period longer than twelve months should send an official notification (letter or email) to the Dean of Education. Candidates who drop out of the program, either by notifying the Dean of Education, as a result of not enrolling in coursework for a period of twelve months or more, or as a result of an academic suspension, and who wish to return, must be readmitted to the program. In order to register for classes, inactive candidates must submit all currently required admissions materials. In order to be re-admitted, candidates must follow all current admissions requirements. When moved back to active status, candidates may be required to attend an advising session and sign a new curriculum contract as part of the readmission process. No courses that extend beyond the required time-period for program completion will be counted toward the degree.

Family Educational Rights & Privacy Act

CONFIDENTIALITY OF STUDENT RECORDS

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Georgetown College ("College") receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed and specify why it should be changed.

If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

1. The right to provide written consent before the College discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A College official is a person employed by Georgetown College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A College official also may include a volunteer or contractor outside of Georgetown College who performs an institutional service of function for which the College would otherwise use its own employees and who is under the direct control of the College with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent, or a student volunteering to assist another College official in performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Georgetown College.
2. The right to file a complaint with the U.S. Department of Education concerning alleged failures by Georgetown College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:
   Family Policy Compliance Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

See the list below of the disclosures that postsecondary institutions may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to College officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures. A postsecondary institution may disclose PII from the education records without obtaining prior written consent of the student:

- To other College officials, including teachers, within Georgetown College whom the College has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the College has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another College where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as a State postsecondary authority that is responsible for supervising the university's State-supported education programs. Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid,determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To organizations conducting studies for, or on behalf of, the College, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. ((§99.31(a) (7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the College has designated as "directory information" under §99.37. (§99.31(a)(11))

The College has designated certain information contained in the education records of its students as directory

information for purposes of compliance with FERPA. The following constitutes directory information regarding students:

- name
- home address
- campus address
- telephone number and e-mail address
- picture
- date and place of birth
- major field of study
- participation in officially recognized activities and sports
- weight and height of athletic team members
- dates of attendance and full-time/half-time enrollment status
- degrees and awards received
- the most recent previous educational agency or institution attended by the student
- denominational preference, and
- other similar information as determined by the FERPA compliance officer

Directory information may be disclosed by Georgetown College for any purpose at its discretion, without the consent of a parent of a student or an eligible student. However, parents of students and eligible students have the right to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA. Any parent or student refusing to have any or all of the designated directory information disclosed must file written notification to this effect with Georgetown College at the Registrar's Office within two weeks after registration day of the semester. In the event a refusal is not filed, the College assumes that neither a parent of a student nor eligible student objects to the release of directory information designated.

- To a victim of an alleged perpetrator of a crime of violence or a non- forcible sex offense, subject to the requirements of §99.39. The disclosure may only include the final results of the disciplinary proceeding with respect to that alleged crime or offense, regardless of the finding. (§99.31(a)(13))
- To the general public, the final results of a disciplinary proceeding, subject to the requirements of §99.39, if the College determines the student is an alleged perpetrator of a crime of violence or non-forcible sex offense and the student has committed a violation of the College's rules or policies with respect to the allegation made against him or her. (§99.31(a) (14))
- To parents of a student regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the College, governing the use or possession of alcohol or a controlled substance if the College determines the student committed a disciplinary violation and the student is under the age of 21. (§99.31(a)(15))

For additional information, please contact the Registrar's Office (registrar@georgetowncollege.edu).

Field Experience

Fieldwork is an integral to the vision of the Georgetown College Education Department. Fieldwork consists of experiences in P-12 settings, consulting with a mentor who has experience in the field and is certified in a candidate's program of study, and hands-on experience with lesson planning, classroom management, giving lessons, and participating in school meetings and functions.

Candidates with field placement program requirements record P-12 experiences, assessments, and other data as required by the instructor, mentor, or supervisor.

Candidates who are employed in a school may in some cases complete fieldwork in their employment setting.

Gender-Based Discrimination and Sexual Misconduct Policy

Georgetown College is committed to providing all individuals with an environment free of gender-based discrimination. Georgetown College prohibits all forms of gender discrimination including, but not limited to dating violence, domestic violence, sexual assault, sex-based intimidation and/or harassment, sexual harassment, sexual misconduct, sexual violence, and stalking. Instances of sex discrimination, in any form, will not be tolerated. Should such issues arise, the college has policies and procedures in place to handle these situations thoroughly, effectively and in a timely manner. These policies are not and should not be construed to be a replacement or alternative for the criminal justice system; rather, they provide avenues through which the campus community may work to create a better environment.

Georgetown College Honor System

In a truly academic community, honor must be expected. Honor is an ideal that is evident in the lives of ethical scholars. Primarily, the function of the Georgetown College Honor System is to educate and instill a common purpose within the campus student community. The Honor System is an educational tool to assist the process of teaching morality and ethics. The Honor System helps create an environment that will assist in the development of the whole person by insisting upon honorable traits and behavior. Further, the process assists in the establishment

of precedent, consistency, and fairness with regard to questions of academic integrity. An effective honor system requires students and faculty to understand and abide by the system's expectations.

The strength of the Honor System is in the creation of an atmosphere in which students can act with individual responsibility. This includes the personal decision to act honorably and not to tolerate others who choose to violate the conditions of the Honor System. Therefore, an important aspect of the College's Honor System is that all students must report violations of the Honor System by their peers. Faculty and staff must also understand the spirit of the system and do everything possible to abide by the guidelines. All students are expected to sign an understanding of the Honor System. Details of the process for adjudicating Honor offenses can be found in the online Student Handbook.

Georgetown College Technology Ethics Policy

The Graduate Education program adheres to all of the principles outlined in the Technology Ethics Policy. A statement of the policy, enforcement of the policy, and guidelines for use of computing resources including the internet, worldwide web, email, and related networks are available in the online Student Handbook, or by contacting ITS.

Grades and Scholarship Standards

Grading

The Graduate Education grading system is as follows:

A (93-100) (Excellent), B (85-92) (Satisfactory), C (75-84) (Minimally acceptable), F (below 75) (Unacceptable), I (Incomplete*), IP (In Progress*), Pass/Fail*, W (Withdrawn*), WF (Withdrawn from course failing), AU (Audit*).

* Not figured in computing the grade point average.

Grade Appeal

Following consultation with their department chair, the professor, and the Dean of Education, candidates may request a review of a grade assigned in a particular course. Such an appeal will be heard by the Dean of Education and the Graduate Academic Curriculum and Policy Committee (GACPC). Candidates must file an appeal within one term (semester or summer) of receipt of the grade in question. Appeals should be made in writing, addressed to the GACPC, and submitted to the Dean of Education.

Completion Requirements

All candidates are expected to maintain a grade point average of 3.0 which is the minimum required for graduation. A grade lower than a "C" will not be used for graduate credit in any program. A grade of "I" (Incomplete) must be converted by the assigned due date, but no later than the last day of class of the next semester (spring, summer, fall), or the "I" automatically becomes an "F".

Probation

Candidates with a GPA below 3.0 after attempting at least 6 hours of course work will be placed on probation. Failure to raise the overall grade point average to the required level of 3.0 within the next 12 semester hours of enrollment (including summer terms) or earning a GPA of 2.0 or lower in any probationary semester will result in suspension from Georgetown College for a period of one semester (spring, summer, fall). Candidates who are making satisfactory progress and have raised their GPA to at least a 2.8 after 12 semester hours of probationary status may make appeal to the Dean of Education to continue the probationary period for an additional 6 credit hours. No candidate will be allowed to continue on probationary status beyond 18 credit hours from the time that the probation period began.

Suspension

Failure to raise the overall grade point average to 3.0 at the end of the probation period will result in suspension from Georgetown College for a period of one semester (spring, summer, fall). Having served the suspension, the candidate may apply for reinstatement to the Graduate Education program and must meet all current admissions criteria. After returning from suspension, the candidate will be placed on probation. A second suspension will be final. During the suspension period, no credit earned by the candidate at any institution will be honored by Georgetown College.

Academic Bankruptcy

The Graduate Education department does not permit a candidate to petition for Academic Bankruptcy status.

Graduate Academic Curriculum and Policy Committee (GACPC):

The Graduate Academic Curriculum and Policy Committee is the governing board of the Graduate Education Program. The Graduate Academic Curriculum and Policy Committee

admits or rejects candidates to the Master of Arts in Education Program and to degree candidacy, recommends and approves program changes, and evaluates the Graduate Education Program. The Committee also serves as a review board in candidate academic matters, and approves new courses, programs, assessment system revisions, and policy changes. Membership includes the Provost, Dean of Education (Chair), two Graduate Faculty members, and two undergraduate faculty members, preferably who teach in the Graduate Education program.

Inactive Status

Candidates who have not completed a course with a grade posted for twelve months will be coded as an inactive candidate and will be exited out of their education program. Candidates who have not completed a course with a grade posted for seven years will be withdrawn.

In order to register for classes, inactive candidates must be re-admitted to the graduate program. To be readmitted, all current admissions criteria must be met. When moved back to active status, candidates may be required to attend an advising session and review/update their curriculum contract as part of the re-admission process.

Independent Study

Candidates who wish to enroll in an Independent Study or Course by Arrangement are required to submit a proposal using the form designed for this purpose and must obtain the approval of the Dean of Education prior to registering for the course.

Intellectual Property

Georgetown College encourages the production of creative and scholarly research, works, and inventions, known broadly as Intellectual Property, among faculty, staff and candidates. The products of this scholarship may create rights and interests on behalf of the creator, author, inventor, sponsor and the College, as well as the general public. More information may be found in the Georgetown College Policies and Procedures Manual, available through Human Resources and also on the GC Portal:

https://my.georgetowncollege.edu/ICS/Departments/Human_Resources/ (login is required).

Electronic Portfolio Platform

Each candidate in an Education program leading to a degree, endorsement, or certificate is required to have a subscription to an online portfolio platform. Candidates in these programs who have not previously purchased the online portfolio platform are automatically charged a one-time fee by Georgetown. Each candidate new to the online portfolio platform will receive an email, around week 3 of your first semester, with instructions on logging in to the online portfolio platform and setting up your online account. The fee, which will appear on your first semester's bill as a portfolio fee, is a one-time expense.

The online portfolio platform will be used throughout your program at Georgetown College. Candidates will submit some assignments and field experiences in Canvas as well as in the online portfolio platform.

Non-Discrimination Policy

As a Christian institution, Georgetown College builds community through admissions, hiring and promotion policies based on merit, qualification and character. As a matter of policy and in compliance with state and federal laws, Georgetown College operates on the principle of non-discrimination. Georgetown College does not discriminate, either in the admission of students, hiring and promotion of employees, or in the administration of any educational policies, programs, or activities on the basis of race, color, national or ethnic origin, sex, sexual orientation, gender, gender identity, age, disability or veteran status. Because the College is primarily residential in nature, Georgetown College reserves the right to restrict admissions to undergraduate programs on the basis of sex due to limitations in availability of campus housing, if necessary. The College may use religion as a factor in making faculty employment decisions and in Board of Trustees appointments. This policy is in compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Inquiries or concerns should be directed to the Director of Human Resources or the Title IX Coordinator at 502-863-8035.

Post Baccalaureate Courses

Courses taken at Georgetown College after the completion of the Bachelor's Degree, but prior to admission to a graduate program, or while in a Special Student status, may only be eligible to transfer courses into a degree program as indicated in the Transfer of Credits policy.

Proficiency Evaluation

Pursuant to 16 KAR 5:030, candidates may request a proficiency evaluation as "an alternate means for recognizing competency and proficiency other than academic credit...through previous education, unusual experience, or proficiency assessment at a level comparable to the usual requirements in the content area in which the educator is seeking certification." In order to request an evaluation, a candidate must:

1. Submit an online application requesting a proficiency evaluation.
2. Submit a formal request for proficiency evaluation to the Dean of Education, stating:
    1. The specific course or program requirement to evaluate for proficiency,
    2. The method to demonstrate proficiency (i.e., previous coursework "at a level comparable to the usual requirements in that curriculum area," exceptional (unusual) experience, proficiency examination, etc.)
3. Upon submission of the form, the Dean of Education will consult with the appropriate program coordinator and department chair to evaluate the proficiency application and to make a preliminary recommendation. The recommendation will be taken to the appropriate program faculty for approval and the results will be sent to the Dean of Education. The Dean will evaluate the results, recommend adjustments if needed, document the rationale, and bring the recommendation to the Education Unit for final approval. Upon approval, an "educator learning plan (ELP)" will be created which will include all requirements to demonstrate proficiency. If the proficiency evaluation involves a proficiency examination or evaluation of competencies outside of a regularly scheduled course, the Dean of Education and the program chair will discuss the method for completing and assessing these competencies, which may involve the candidate completing independent study or course by arrangement course(s) if appropriate, or by paying the appropriate credit by exam fee as indicated in the Georgetown College Catalog.
4. If the proficiency evaluation involves a course taken at another institution but used for a degree at that institution, the course will not be transferred into the program but will be evaluated to ensure that the course content and proficiencies were comparable to the course in the Georgetown College program. Courses accepted must be from a regionally accredited institution.
5. Graduate candidates may appeal proficiency evaluations as described in the 'Academic Appeals' section of the Graduate Catalog. Undergraduate candidates may appeal proficiency evaluations by submitting a letter of appeal to the Dean of Education. The appeal will be taken to the Education Advisory Committee for final dispensation.

Registration Confirmation

To complete registration for classes, candidates must confirm their registration by paying charges in full or making arrangements to pay the bill in installments. Both methods require contact with the Georgetown College Student Accounts Office. Course registration will be cancelled for candidates who do not confirm registration through financial arrangements by the deadline determined by the Student Accounts Office. Each candidate will be subject to the refund schedule and fees.

Repeat Policy

A candidate may repeat (to remove the quality points and credit hours) courses taken at Georgetown College in which grades below a "B" were earned, as long as the courses are repeated at Georgetown College. An individual course may be repeated no more than two times (i.e. original course enrollment and two repeated attempts).

The Registrar shall calculate the grade point average on the basis of the grade earned the last time the course was taken. The original grade for the repeated class will remain on the transcript but will not be counted toward GPA or graduation hours.

Research Study Requirements

Throughout their graduate study, most candidates will be required to conduct one or more research projects. Many research studies require the approval of the Institutional Review Board (IRB) prior to the initiation of the proposed research. For additional information, contact the course instructor.

Institutional Review Board (IRB)

All research investigation involving human subjects, conducted by faculty, staff, or candidates under the auspices or financial support of Georgetown College, must be reviewed and approved by the Institutional Review Board for Review of Research Involving Human Subject (IRB), or be declared exempt from the review by that board. The IRB operates under the policies and procedures of the colleges, established to ensure compliance with the National Research Act (P. L. 93-348) and the regulations set forth in Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46). The purpose of IRB review is to protect the rights and personal privacy of individuals and assure a favorable climate for conducting scientific inquiry.

More information about the IRB processes may be found on the Georgetown College Portal at https://my.georgetowncollege.edu/ICS/Departments/Institutional_Review_Board/ (login is required). When you click on the 'Submit' button, you will be added to the IRB Canvas site, which includes IRB instructions and forms.

Satisfactory Academic Progress (SAP) – Graduate Policy

Federal regulations require that all students who receive any federal or state financial assistance make measurable

satisfactory academic progress (SAP) toward a degree at Georgetown College. Progress is determined quantitatively (hours attempted vs. hours earned, and max time frame) and qualitatively (GPA).

Progress is monitored at the conclusion of Fall, Spring and Summer semesters, and all students must be making measurable satisfactory academic progress to continue receiving federal or state financial assistance, or they must successfully appeal and be on probation.

Those candidates readmitted to Georgetown College or admitted as transfers will be evaluated for SAP upon registering for classes.

Enrollment

A minimum standard for full-time at the graduate level is 6 credit hours per semester. A minimum standard for part-time enrollment (at least half-time) at the graduate level is 3 credit hours per semester. Part-time enrollment (at least half-time) at the graduate level requires a candidate to be taking at least half of the course load of a full-time student

Qualitative Measure (Grade Point Average)

The qualitative component measures the quality of the student's satisfactory academic progress by reviewing the student's cumulative grade point average (GPA). The minimum accepted cumulative grade point average for graduate candidates is 3.0.

Quantitative Measure: Completion Ratio

The quantitative component corresponds to the pace at which the student must progress through their program of study. This evaluation is to ensure completion within the maximum timeframe permitted and provides a measurement of the student's progress at the end of each semester.

To meet the quantitative requirement, a student must **earn** two thirds of the hours they **attempt**. For example, if a student has attempted 9 hours, they must have earned at least 6 of those hours to meet this measure of satisfactory academic progress.

Maximum Time Frame

Each candidate has a maximum time frame during which he or she can receive financial aid, per federal regulations. The maximum time frame in which a candidate must complete his or her degree cannot exceed more than 150% of the published length of his or her degree program. All attempted hours are counted (including transferred hours that count toward the degree), whether financial aid was received or the coursework was successfully completed.

A graduate candidate enrolled at Georgetown College may not receive Title IV aid for a period that exceeds 150% of the published length of the academic program the student is currently enrolled in. Therefore, the following chart shows the calculation of the maximum number of hours for which a student may receive Title IV funding in programs with varying hour requirements.

Hours to Complete Degree	Maximum Hours to Complete Degree
30	45
33	50
39	59
42	63

Candidates who wish to pursue an endorsement only, per the Department of Education, may not receive aid under the Title IV Federal student assistance programs for coursework that the student chooses to complete for professional advancement or recognition in the teaching field, that is not required by the State to receive or maintain a teach credential or certificate.

Teacher endorsement programs are, for all Title IV purposes, considered to be undergraduate programs because they do not lead to a graduate-level degree, certificate or other credential awarded by the institution. Therefore, students enrolled in such programs are considered to be undergraduate students for purposes of dependency determinations and loan limits.

Students who have exceeded their maximum time frame standard must submit an appeal to continue with courses. If the appeal is approved, the student would have one subsequent semester to earn 100% of attempted credits with financial aid. After one subsequent semester, the student is able to continue as a student but would no longer receive financial aid.

SAP Appeal Procedure

If a student fails one or more of the three measures (qualitative, completion ratio, and maximum time frame), the student is not eligible for federal and state financial aid including grants, scholarship, work-study, and loans. Students failing SAP standards who have had mitigating circumstances (e.g., death in the family, illness, tragedy, involuntary military leave), however, may request reinstatement of their financial aid eligibility by submitting

a SAP Appeal and supporting documentation by the published Satisfactory Academic Progress deadlines. Students who are identified as not meeting Satisfactory Academic Progress standards are sent an email informing them of their ineligibility and are provided instruction on how to move forward with an appeal (see below).

SAP Appeal

To appeal a student must have completed the Free Application for Federal Student Aid (FAFSA) and include the following in a typed letter of appeal submitted to the Office of Financial Aid:

- Detailed explanation for failure to meet SAP standards for each applicable semester that student failed to perform satisfactorily.
- Documentation to support reason for failure or justification for why documentation cannot be provided.
- Detailed explanation of what has changed that will now allow the student to comply with SAP standards, and, when warranted, a statement of academic objectives, corrective action plan, and/or plan of study indicating which courses apply to the degree and which courses remain to complete the program of study.

Students will be notified by email of the decision of the SAP Appeals Committee. The decision of the SAP Appeals Committee is final; however, the student may appeal again for a future semester if denied.

Financial Aid Probation

If a student successfully appeals, they are placed on Financial Aid Probation. While on probation, a student must complete 80% of coursework (or 100% of course work if on probation for exceeding max time frame) and earn a minimum 3.1 GPA. If a student meets the requirements of Financial Aid Probation but remains below the required mark on the three measures of Satisfactory Academic Progress, they will be assigned continuing Financial Aid probation for one subsequent term. If a student on Financial Aid Probation fails to meet the requirement of Financial Aid Probation, that student shall be deemed ineligible for Financial Aid funding until such time as that student meets all three measures of Satisfactory Academic Progress.

Re-establishing Financial Aid Eligibility

Students who are ineligible because they do not meet the required three measures of Satisfactory Academic Progress or who are on Financial Aid Probation shall be re-evaluated at the conclusion of each semester (Fall, Spring, Summer) in which they enroll to determine whether they have re-established financial aid. Students will be notified via email when they successfully meet all three measures of Satisfactory Academic Progress and are again eligible to receive federal and state financial assistance without Probation.

SAP Definitions and Notes:

Satisfactory Academic Progress (SAP)
SAP is the term used to define successful completion of degree requirements to maintain eligibility for federal and state financial aid.

Financial Aid Probation
Financial Aid Probation status is assigned to students who do not meet SAP standards and who have successfully appealed.

Continued Financial Aid Probation
Continued Financial Aid Probation status is assigned to a student who was placed on Financial Aid Probation during the previous semester/term and at the end of the semester/term did not meet the standards of SAP but met the requirements of Financial Aid Probation.

Attempted Hours
Attempted Hours include all course hours attempted at Georgetown College and in which the student remains enrolled past the add/drop date.

Earned Hours
Earned hours are attempted hours for which the student received credit by earning a C or above in that course.

Effect of withdrawing from a course
Credits for withdrawn courses (i.e., assigned a grade "W", meaning the student withdrew or was administratively withdraw after the final date to drop a course without a grade) are counted as attempted credit hours in the quantitative measure (and maximum timeframe) but are not counted in the qualitative measure.

Effect of Dropping or Never Attending Courses
Courses students register for but drop prior to the end of drop period are not included in the calculation of SAP. Courses in which the student registers but never attends are not included in the calculation of SAP.

Effect of Incomplete Grades
Credits for incomplete courses are counted as attempted credit hours in the quantitative and maximum timeframe measures but are not counted in the qualitative measure.

Student Load

Candidates enrolled for at least six semester hours are considered full-time. For the purposes of federal aid, enrollment in three semester hours is considered half-time. Candidates who are enrolled in the LBD program or as a Special Student, and who are employed full-time may not enroll for more than two courses or 6 hours per semester (whichever is less) during the term of their employment. This regulation does not apply to candidates who are enrolled in the MA-Initial or Alternative Certification program; however, the program chair must approve the additional hours. At any given time, a candidate may only be enrolled in either a 15-week term or a 7.5-week term.

Student Services

Career Services

The Graves Center for Calling & Career assists students and alumni with planning and preparing for their careers. The Center offers a comprehensive range of services, including individual career advising, group programs and on-line resources. The Center assists students in understanding their skills, interests, and values while connecting this knowledge with various career options, career exploration, and on-campus recruiting. More information may be found on this website: http://www.georgetowncollege.edu/career/.

Counseling Services

The Counseling Center offers confidential services to any student, faculty, or staff member of Georgetown College. Services are covered at no extra charge. More information may be found on this website:

http://www.georgetowncollege.edu/campus-life/student-wellness

Disability Support Services

Georgetown College adheres to the recommendations and regulations established by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Therefore, no student with a disability shall be denied access to or participation in programs, services or activities of Georgetown College. The Disability Services Coordinator may be contacted at accommodations@georgetowncollege.edu. More information may also be found on this website:

https://www.georgetowncollege.edu/academic/resources/disability-services

Information Technology Services

Information Technology Services provides technology support services to the faculty, staff, and students of Georgetown College. The specific areas of support are voice communications, data networking, administrative computing, media services, academic consulting services, academic computing labs, training, and help desk services. Information about help-desk services and about downloading Microsoft Office may be found on these websites:

https://my.georgetowncollege.edu/ICS/Departments/Information_Technology_Services/ (login is required)

Praxis Support Services

The education department offers Praxis test preparation and support for all education candidates at the undergraduate and graduate level. More information may be found by emailing Allison Bell, Academic Support Advisor at [Allison_Bell@georgetowncollege.edu]

Temporary Provisional Certificate (CA-TP)

Georgetown College is committed to placing quality candidates in the field. The following policies apply to candidates applying for their first CA-TP, currently working on a CA-TP, and/or applying for renewal of their CA-TP.

Continuous Enrollment

Candidates who are enrolled in an initial program at the graduate level and who wish to maintain their temporary provisional certificate must be continuously enrolled; that is, they must take classes during the terms in which they are being employed as teachers. Special circumstances will be reviewed by the Program Coordinator and recommended for approval by the Dean of Education.

Grade F Policy

A grade of F in any course indicates that a candidate is not in "Good Academic Standing." If a candidate earns an F, the course must be repeated the next semester it is offered. A candidate has one year (3 semesters – fall, spring, summer) to replace the F grade. Academic Probation can also affect the Temporary Provisional Certificate.

Time Limitation

Time limitations for program completion vary by program and are noted on the curriculum plan.

Transfer of Courses

Candidates may transfer courses from one program into a different program as long as the courses are the same or similar in content and within the required timeline or "window" for graduate study as specified on the applicable curriculum contract and are approved by the Dean of Education or designee.

Transfer of Credits

Candidates enrolled in a graduate degree program are permitted to transfer up to 33% of the required coursework for that program from a regionally or nationally accredited institution.

All credits must be current (within the required timeline or "window" for graduate study as specified on the applicable curriculum contract), must be similar in content and quality to an equivalent Georgetown College course, and must have been earned from a regionally or nationally accredited institution. Transfer credits must be approved by the applicable Program Chair and the Dean of Education or designee.

Credits earned in an endorsement or certification only program may be transferred into a degree program within the required timeline or "window" as specified on the applicable curriculum contract for graduate study upon approval of the applicable Program Chair and the Dean of Education or designee.

Candidates may request transfer of credit hours used toward a previous graduate degree earned from a regionally accredited institution for up to 33% of the credit hours of the degree sought. Additional credit hours may be considered for transfer upon written request to the Dean of Education or designee in consultation with the applicable Program Chair. All credits must be current and similar in content and quality to an equivalent Georgetown College course.

Candidates are not permitted to transfer credit to satisfy a requirement for any of the following Georgetown College courses:

- Culminating Research Courses
  - EDA612/614
  - EDU626
- Culminating Field Experience Courses
  - ECE576
  - ECE586
  - ECE608
  - ECE616
  - EDU536
- Field Experience Courses
  - ECE501
  - ECE500
  - ECE612
  - ECE614
  - EDU532
  - EDU535
  - EDU541
  - EDU543

Financial Planning

The Office of Student Financial Planning coordinates all student aid programs for graduate candidates at Georgetown College. Please review the information below and contact us if you have questions. To ensure aid is in place by the due date, you must complete all requirements and contact the Graduate Financial Planning Advisor in Student Financial Planning.

Step One: File a FAFSA (required for all programs except Traineeship)

- The FAFSA (Free Application for Federal Student Aid) is a form used by the U.S. Department of Education to determine a candidate's eligibility for aid. It collects a variety of information about your family's finances. Every graduate candidate's FAFSA must be filed as an Independent.
- File the FAFSA online at https://studentaid.gov/h/apply-for-aid/fafsa. To have your FAFSA results sent to Georgetown College, enter our school code (001964) in the school section.
- The FAFSA must be filed annually and can be filed after October 1 each year.
- In order to get your funds as soon as possible and avoid service charges on your student account, we strongly recommend that you file the FAFSA at least a month prior to enrolling.
- The FAFSA you file will be valid for the Fall, Spring, and Summer terms.
- The FAFSA must be filed to determine your eligibility for the following programs: Federal Student Loans and the Federal TEACH Grant.

Step Two: Determine the programs which you want and are eligible to apply. Those programs include:

1. Federal Direct Loans

- Federal Direct loans are fixed-rate student loans (7.94%)* for graduate candidates attending a college or university at least half time (3 hours). *2025-2026 rate.
- Candidates must enroll for at least 3 hours per term to receive a Direct Loan.
- Candidates can receive a loan totaling up to the cost of education. The cost of education includes both direct costs (your tuition and fees) and indirect costs (general allowances for housing, meals, etc.).

- Origination fees (1.057%) will be deducted by your lender for any amount that you borrow.
- The annual limit is $20,500. These Federal Direct Loans are not awarded based on financial need. Any eligible graduate candidate can borrow an Unsubsidized Direct Loan. You will be charged interest from the time the loan is disbursed, to the time the loan is repaid in full.

Payments are generally made over the course of ten years.

To apply for a Student Loan:

- File the FAFSA for the relevant academic year at least 3-4 weeks prior to the semester beginning.
- Check for your course registration (Spring, Summer, and Fall)
- Contact Student Financial Planning to let us know about your intent to borrow funds.
- For new Georgetown College borrowers only: Go to https://studentaid.gov and click on "Entrance Counseling" and proceed through the Entrance Interview steps. Then, click on "Sign Master Promissory Note" and follow through all steps. All graduate candidates must choose UNSUBSIDIZED for the loan type.
- After GC Student Financial Planning has all of your information on file, you will be able to view/accept your award online on your portal under the Finance tab.

2. Federal TEACH Grant

- The TEACH Grant (Teacher Education Assistance for College and Higher Education Grants) is issued by the U.S. Department of Education.
- A degree seeking graduate candidate can receive $1,882 per semester, by taking 6+ hours. You must file a FAFSA as a requirement of the TEACH Grant, although the grant is not need-based.
- Candidates are required to teach in high need subjects at schools serving low income students for four years out of the eight consecutively after finishing the program. If all requirements are not met, this grant will become an unsubsidized loan, with interest accruing back to first disbursement. Read more about the program at https://studentaid.ed.gov/sa/types/grants-scholarships/teach.

Potential recipients must complete these steps:

- File a FAFSA at https://studentaid.gov/h/apply-for-aid/fafsa.
- Contact Student Financial Planning and return a Declaration Sheet so that we can create a TEACH Grant record with the Department of Education. The file is typically set up around the time classes begin, but you must let us know 3-4 weeks prior to that time.
- Complete an Entrance Interview and an Agreement to Serve at https://studentaid.gov/entrance-counseling/.

The Agreement to Serve and Entrance Counseling must be completed once per award year (fall, spring & summer).

3. Kentucky Traineeship Program for Special Education

- This program provides federal professional development funds to assist certified regular education teachers in obtaining certification in an area of special education. Also, the program can assist special educators in obtaining special education certification in an area not previously completed.
- To view program requirements and to download an application (which you must mail back), go to. http://kytraineeship.org.
- Communications about this program and funding decisions come directly from the Northern Kentucky University Traineeship office.
- The FAFSA is not required to determine your eligibility for this program.
- The Traineeship program has been paying $395 per credit hour for approved courses,but may vary.
- Candidates must apply every semester: contact the program office for deadlines.

For questions about this program, e-mail kytraineeship@kytraineeship.org.

4. Kentucky Academy for Equity in Teaching – KAET

- Is designed to identify and prepare a pool of highly effective, experienced, and diverse educators poised to transition into the teaching profession in Kentucky's public school.
- To view program requirements and additional information, go to: https://sites.google.com/ckec.org/kaet/home.

Other Information

Loan Forgiveness Georgetown College is not involved in loan forgiveness. However, there are federal loan forgiveness programs which you can contact. For more information regarding these programs, go to https://studentaid.gov/manage-loans/forgiveness-cancellation.

Other Programs Candidates are required to inform Georgetown College of other aid they are receiving, such as school district reimbursements or aid from another college/university. We are required to consider these payments when determining how much aid a candidate can receive.

Contact Information For additional information, please contact:

Office of Student Financial Planning

Georgetown College

400 East College Street

Georgetown, KY 40324

Phone: 502-863-8027

Email: gradfp@georgetowncollege.edu

Office Hours: Monday-Friday, 8:00 to 5:00 (Eastern Time)

Office Location: Highbaugh Hall, 2nd Floor

Expenses

As a private, faith-based institution, Georgetown College receives no support through taxes or public revenue. In fact, tuition covers only a part of the actual expenses involved. Support from the endowment, gifts and grants from alumni, friends of the college, and organizations total over 35% of the actual cost of each student's education, helping to keep direct costs as low as possible. The College administers an extensive financial assistance program; no prospective student should overlook Georgetown College for purely financial reasons until investigating fully the amount and types of aid available.

Basic Charges

Tuition	$410/semester hour
Audit	$395/course
Field Studies / Mentored Teaching Fees	$225/course
Proficiency Evaluation Fee	$250/program
Electronic Portfolio Fee with Lifetime access	$125
Technology Fee	$90/course
Service Charges. The following service charges apply:	
Reinstatement Fee (if dropped due to nonpayment)	$50
Transcript Fee	$8

Billing

It is the responsibility of each candidate to access his or her bill at the website https://my.georgetowncollege.edu (login is required). The Student Accounts Office sends all billing information by email to each candidate's college email address. No paper bills are sent. If the candidate makes changes to his or her registration and the billed amount changes, a corrected e-bill may not be received prior to the due date. If the candidate registers late, a bill may not be received prior to the due date. If the candidate has not received a bill prior to the payment deadline, it is the candidate's responsibility to contact the Student Accounts Office to arrange payment. Student billing information is always available on the Georgetown College Portal: https://my.georgetowncollege.edu (login is required). Candidates who do not regularly check their Georgetown College email should turn on the automatic forwarding feature in Outlook.

Payment Due Dates

Session	Due Date
Fall 2025	08/06/2025
Fall 1 2025	08/06/2025
Fall 2 2025	09/29/2025
Spring 2026	12/22/2025
Spring 1 2026	12/22/2025
Spring 2 2026	02/13/2026
Summer 1 2026	04/09/2026
Summer 2 2026	06/04/2026

Current Student Accounts Registration is complete upon receipt of either payment in full to the Student Accounts Office or partial payment and completion of the Deferred Payment Agreement. The Deferred Payment form is on the downloadable form section of the "finances" tab on https://my.georgetowncollege.edu (login is required). The candidate should print the form, sign it, and mail it to Georgetown College Student Accounts, 400 East College Street, Georgetown, KY 40324. To receive financial clearance for classes, candidates must confirm registration by paying charges in full or by making arrangements to pay the bill in installments. Both methods require the candidate to contact the Student Accounts Office. If registration is not confirmed by the candidate, registration will be cancelled and the candidate will be billed tuition and fees subject to the refund schedule. For all sessions, please refer to the Drop Dates for Non-Payment schedule.

Deferred Payment A Deferred Payment Agreement plan is available by semester for graduate tuition. Initial billing will be e-mailed to candidates approximately three weeks before the start of class. Registration can be viewed on https://my.georgetowncollege.edu (login is required). Deferred payment forms are available for downloading, and electronic payment can be made on https://my.georgetowncollege.edu (login is required). Payments of at least 1/3 of the total charges for the semester will be made over three consecutive months for

fall and spring. For summer sessions, payments of at least 1/3 of the total charges for the summer will be made over three consecutive months.

Refunds

Refunds - The withdrawal process is completed when the candidate formally requests the drop and the refund is calculated based on the effective drop date defined as the last day of participation as determined by activity recorded in online course learning management system (LMS) activity logs, by the last day of face-to-face class attendance, or other means of quantifiable participation, whichever is later.

Review the Refund Schedule to calculate tuition & fee charges.

Sub-session refund schedules are significantly reduced because the sessions are shorter.

Refund schedule for Fall 1 Term 2025

Dates 8/20/2025-10/10/2025

August 20 – August 21	100%
August 22 – August 23	80%
August 24 – August 26	60%
August 27 – September 4	40%
After September 4	0%

Refund schedule for Fall 2 Term 2025

Dates 10/13/2025-12/05/2025

October 13 – October 14	100%
October 15 – October 16	80%
October 17 – October 22	60%
October 23 – October 27	40%
After October 27	0%

Refund schedule for Fall Term (FULL) 2025

Dates 8/20/2025-12/05/2025

August 20 – August 27	100%
August 28 – September 3	80%
September 4 – September 17	60%
September 18 – October 2	40%
After October 2	0%

Refund schedule for Spring 1 Term 2026

Dates 1/05/2026-2/25/2026

January 5 – January 6	100%
January 7 – January 8	80%
January 9 – January 15	60%
January 16 – January 20	40%
After January 20	0%

Refund schedule for Spring 2 Term 2026

Dates 2/27/2026-4/22/2026

February 27 – February 28	100%
March 1 – March 2	80%
March 3 – March 9	60%
March 10 – March 14	40%
After March 14	0%

Refund schedule for Spring Term (FULL) 2026

Dates 1/05/2026-4/22/2026

January 5 – January 12	100%
January 13 – January 19	80%
January 20 – February 2	60%
February 3– February 16	40%
After February 16	0%

Refund schedule for Summer 1 Term 2026

Dates 4/23/2026-6/12/2026

April 23 – April 24	100%
April 25 – April 26	80%
April 27 – May 3	60%
May 4 – May 12	40%
After May 12	0%

Refund schedule for Summer 2 Term 2026

Dates 6/18/2026-8/10/2026

June 18 – June 19	100%
June 20 – June 21	80%
June 22 – June 28	60%
June 29 – July 3	40%

After July 3	0%

Contact Information

For additional information, please contact:

Student Accounts
Georgetown College
400 East College Street
Georgetown, KY 40324

Phone: 502-863-8700

Email: Student_Accounts@georgetowncollege.edu

Office Hours: Monday-Friday, 8:00 to 4:30 (Eastern Time)

Office Location: Highbaugh Hall, 2nd Floor

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Harold Peach (2011), *Professor of Graduate Education,* B.B.A., M.S., Ph.D., University of Kentucky

Christa Roney (2024), *Dean of Education*, B.S., M.Ed, Georgetown College; Ph.D., University of Kentucky

Kara Rusk (2011), *Lecturer of Graduate Education,* B.S., Indiana University; M.S., Bellarmine College; M.S., Indiana University Southeast; Ed.D., Spalding University

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Peter J. LaRue, *Professor Emeritus of Music*, B.M., Capital University Conservatory of Music; M.S., Ed.D., University of Illinois

H.M. Lewis, *Professor Emeritus of Music,* B.A., B.M., Hendrix College; M.M., Northwestern University; Ph.D., Louisiana State University

Lauren Liyan Liu (2001), *Professor Emeritus of History,* B.A., Henan University; M.A., Indiana University of Pennsylvania; Ph.D., Ohio State University

Mary Margaret Lowe, *Associate Professor Emeritus of Library Services,* B.A., M.S., University of Kentucky

Deborah B. Madden, *Associate Professor Emeritus of Accounting*, B.B.A., Eastern Kentucky University; M.B.A, University of Kentucky; C.P.A.

Sarah S. Marshall, *Associate Professor Emeritus of Education,* B.A., M.S., Indiana University

Susan Martin, *Associate Professor Emeritus, Collection Development Librarian,* B.A., Western Kentucky University; M.L.I.S., University of Kentucky

Steven W. May, *Professor Emeritus of English,* B.A., Rockford College; M.A., Ph.D., University of Chicago

Robert McMurray, *Associate Professor Emeritus of Business Administration and Economics*,B.A., M.B.A., Harvard University

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Andrea Peach (1998), *Professor Emeritus of Graduate Education,* B.M, M.M., Ed.D., University of Kentucky

Louis H. Polsgrove, *Professor Emeritus of Education,* B.A., M.A., Georgetown College; Ed.D., University of Kentucky

Rebecca Powell, *Professor Emeritus of Education,* B.M.Ed., College of Wooster; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Kentucky

Paul L. Redditt, *Professor Emeritus of Religion,* B.A., Ouachita Baptist University; M.Div., Southern Baptist Theological Seminary; M.A., Ph.D., Vanderbilt University

John A. Sadlon , *Professor Emeritus of English,* B.A., University of Pittsburgh; M.Ed., Ph.D., Indiana University of Pennsylvania

Melissa Scheier (2005), *Professor Emeritus of Political Science* , B.A., University of California, Santa Cruz; M.A., San Diego State University; Ph.D., Texas A&M University

Thomas Seay, *Professor Emeritus of Biological Sciences,* B.S.A., University of Florida; M.S.A., Ph.D., University of Kentucky

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Daniel B. Tilford, *Associate Professor Emeritus of Music,* B.A., Georgetown College; M.M.E., Indiana University

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Macy Akel Wyatt, *Professor Emeritus of Psychology,* B.A., American University of Beirut; M.A., Ph.D., University of Kentucky

Academic Programs

Director of Pupil Personnel Level 1 (GRDS) (EDPP) (KDP1)

Program Contact: Dr. Harold Peach

Non-Degree Program. Twelve Hours Required.

The Director of Pupil Personnel Certification is designed for certified teachers with a Master's degree in Education. This program is for teachers that wish to move to a more administrative role at the district level, but do not desire to become a principal or superintendent.

Type: Certification

Core Courses	12 hours
Total	12

Core Courses

Item #	Title	Credit Hour(s)
EDA750	Instruction to School Leadership by Leading Teaching and Learning	
EDA752	Human Resources Leadership	
EDA754	Administration Pupil Personnel	
EDA756	Principles of School Safety	
	Total credits:	**12**

Director of Pupil Personnel Level 2 (GRDS) (KDP2)

Program Contact: Dr. Harold Peach

Non-Degree Program. Six Hours Required.

Six hours of course work is required for a five-year renewal of professional certification of Director of Pupil Personnel. Before entering Level 2 of the Director of Pupil Personnel, candidates must pass the School Leaders Licensure Assessment Praxis and must meet the requirements for a professional certification for Advanced Educational Leader-Director of Pupil Personnel.

Type: Certification

Core Course	6 hours
Total	6

Core Course

Item #	Title	Credit Hour(s)
EDA758	Director of Pupil Personnel—Internship in Educational Leadership	
	Total credits:	**6**

Director of Special Education Level 1 (GRDS) (EDSE) (KDS1)

Program Contact: Dr. Harold Peach

Non-Degree Program. Fifteen Hours Required.

The Director of Special Education certification is an administrative certification designed for certified teachers who hold a Master's Degree in Education and have experience as a special education teacher or school psychologist.

Type: Certification

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
EDA600	Introduction to School Leadership by Leading Teaching and Learning	
EDA604	Organization and Legal Aspects of the School Principal	
ECE700	Administration of Special Education Programs	
ECE702	Advanced Topics in Assessment and Collaboration for Special Education Leaders	
ECE704	Special Education Law and Finance	
	Total credits:	**15**

Director of Special Education Level 2 (GRDS) (KDS2)

Program Contact: Dr. Harold Peach

Six hours of course work is required for a five-year renewal of professional certification of Director of Special Education. Before entering Level 2 of the Director of Special Education, candidates must pass the School Leaders Licensure Assessment Praxis and must meet the requirements for a professional certification for Advanced Educational Leader-Director of Special Education.

Type: Certification

Core Course	6 hours
Total	6

Core Course

Item #	Title	Credit Hour(s)
ECE706	Director of Special Education—Internship in Education Leadership	
	Total credits:	**6**

Elementary Education P-5 (ELEM) (ELED)

Program Contact: Dr. Christa Roney

The Master of Arts in Elementary Education (i.e., Elem MAIC) provides initial teaching certification at the elementary level. The program is available to individuals who hold a bachelor's degree from a nationally or regionally accredited institution.

Candidates are required to complete 200 field experience hours and meet minimum Praxis scores before being eligible for certification. Candidates will also complete a final program assessment.

Program is eligible for Alternative Certification option if the candidate is hired by a school district and is eligible for the Temporary-provisional certification option.

Type: Master of Arts

Core Courses	30 hours
Total	30

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
EDU501	Teaching Reading and Writing	
EDU506	History and Philosophy of Education	
EDU509	Teaching Math in the Elementary Grades	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU541	Interdisciplinary Methods and Assessment for Elementary Teachers (ELA, Social Studies, Fine Arts, Physical Education)	
EDU543	Interdisciplinary Methods and Assessment for Elementary Teachers (Science, Math, STEM)	
EDU536	Mentored / Student Teaching for MA Certification	
EDU565	Human Development, Behavior and Learning	
	Total credits:	**30**

Initial Certification P-12/Middle (EICK)

Program Contact: Dr. Christa Roney

(M. A. Degree) Thirty three Hours Required.

Candidates with a bachelor's degree with a certifiable major aspiring to become a teacher in the middle school or P-12 setting should enroll in this program. Through this program candidates will develop knowledge, skills, and dispositions to be effective educators in their own classrooms.

Georgetown College offers the following middle school certifiable majors: English, Mathematics, Science, Social Studies.

Georgetown College offers initial certification at the graduate level for the following (P-12) certifiable majors: Art, Computer Information Systems, French, German, Health and Physical Education, Spanish, Instrumental Music, Vocal Music.

Candidates must complete 200 field placement hours prior to EDU536.

Candidates must complete 70 days of student teaching. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must pass the PLT Praxis and the respective content Praxis to be eligible for certification.

Type: Master of Arts

Core Courses	33 hours
Total	33

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
EDU506	History and Philosophy of Education	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU532	Effective Classroom Instruction for Middle and Secondary Students	
EDU535	Curriculum and Assessment for Teachers	
EDU536	Mentored / Student Teaching for MA Certification	
EDU542	Classroom Applications of Technology	
EDU565	Human Development, Behavior and Learning	
EDU602	Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices	
	Total credits:	**33**

Initial Certification - Secondary (EICS)

Program Contact: Dr. Christa Roney

(M. A. Degree) Thirty-three Hours Required.

Candidates with a bachelor's degree and a certifiable major who aspire to become teachers in the secondary setting (9-12) should enroll in this program. Through this program candidates will develop knowledge, skills, and dispositions to be effective educators in their own classrooms. Georgetown College offers the following secondary certifiable majors: Biological Sciences, Chemistry, English, Mathematics, Physics, and Social Studies.

Candidates must successfully complete 200 field placement hours.

Candidates must complete 70 days of student teaching. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must pass the PLT PRAXIS to be eligible for certification.

Type: Master of Arts

Core Courses	33 hours
Total	33

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
EDU506	History and Philosophy of Education	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU532	Effective Classroom Instruction for Middle and Secondary Students	
EDU535	Curriculum and Assessment for Teachers	
EDU536	Mentored / Student Teaching for MA Certification	
EDU542	Classroom Applications of Technology	
EDU565	Human Development, Behavior and Learning	
EDU602	Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices	
	Total credits:	**33**

Instructional Computer Technology Endorsement P-12 (ITEN)

Program Contact: Dr. Harold Peach

The Instructional Computer Technology Endorsement prepares candidates for serving as technology resource teachers, district technology consultants, and teacher leaders who competently and effectively use technology in their own classrooms and schools.

Candidates are required to have field experiences across P-12 settings.

Type: Endorsement

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
EDU527	Advanced Applications of Technology for Teacher Leaders	
EDU557	Planning and Management of Technology in Schools	
EDU560	Methods of Teaching Technology Concepts with Practicum	
EDU630	Technology in the Online Classroom	
EDU642	Coding for Teachers	
	Total credits:	**15**

Instructional Leadership Level 1 (EPRN) (KP1)

Program Contact: Dr. Harold Peach

(M. A. Degree) Thirty Hours Required.

The goal of the Masters of Arts degree with Instructional Leadership (P-12) and Rank 1 program is to collaborate with school districts to ensure that candidates demonstrate the foundational knowledge and the practical experience critical to successful building leadership. The unique partnerships with school districts provide candidates with opportunities to submerge themselves in the many facets of educational leadership involved in being a successful building leader. At the completion of the 30 hours and the appointment to a school level administrative position, Level 2 is completed and the Principal Certification is awarded.

Candidates must complete 45 field hours in EDA 605.

Candidates must complete 45 field hours in EDA 611.

Type: Master of Arts

Core Courses	30 hours
Total	30

Core Courses

Item #	Title	Credit Hour(s)
EDA600	Introduction to School Leadership by Leading Teaching and Learning	
EDA602	Leadership for Human Resources Development in Schools	
EDA604	Organization and Legal Aspects of the School Principal	
EDA605	Field Experiences in Leadership I	
EDA606	School Climate and Culture	
EDA608	Leveraging Community Systems and Resources	
EDA610	Planning and Management of Technology in Schools for School Leaders	
EDA611	Field Experiences in Leadership II	
EDA612	Using Data for Instructional Decision-Making	
EDA614	School Leadership Practicum	
	Total credits:	**30**

Literacy Specialist (ELIT)

Program Contact: Dr. Christa Roney

(M. A. Degree) Thirty-three to Thirty-Six Hours Required

The Literacy Specialist (P-12) program meets the International Literacy Association's guidelines for the preparation of reading specialists and literacy coaches in schools. The Literacy Specialist program is offered for certified teachers who hold a teaching certificate and wish to earn a first or second Master's Degree in Literacy Specialist. Two specialization tracks exist: Track one offers Literacy Specialist Master's Degree and a Teacher Leader Endorsement; Track two offers Literacy Specialist Master's Degree with a concentration in English literature.

All candidates must log a minimum of 25 clinical hours in settings across the P-12 age/grade continuum.

Candidates must pass the Literacy Specialist Praxis to be eligible for certification.

Type: Master of Arts

Core Courses	18 hours
Tracks	
Teacher Leader Endorsement Track (TMLA)	15 hours
English Concentration Track (GENG)	18 hours
Total	33-36

Core Courses

Item #	Title	Credit Hour(s)
EDU516	Research-Based Practices in Literacy Instruction P-12	
EDU517	Educational Policy and Theoretical Foundations of Literacy	
ENG526	Teaching P-12 Writing Across the Curriculum	
EDU604	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
EDU662	Assessing and Facilitating Literacy Development	

Tracks

Select remaining courses from one of the following tracks:

Teacher Leader Endorsement Track (TMLA)

Item #	Title	Credit Hour(s)
EDU510	Foundations: Becoming a Teacher Leader	
EDU527	Advanced Applications of Technology for Teacher Leaders	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU626	Developing Teacher Leadership through Research / Implementation of Capstone Research Project	

English Concentration Track (GENG)

Note: Does not lead to Kentucky Teaching Certification or Endorsement.

Item #	Title	Credit Hour(s)
ENG510	Composition, Theory & Pedagogy	
ENG512	African American Literature	
ENG514	Reading and Teaching Shakespeare	
ENG518	Reading Poetry	
ENG626	Action Research in Rhetoric	
	Total credits:	**33-36**

Literacy Specialist (LSEN)

Program Contact: Dr. Christa Roney

Literacy Specialist certification is offered for certified teachers who hold a teaching certificate and wish to earn a certification in Literacy Specialist (P-12).

Candidates must pass the Literacy Specialist Praxis for the certification.

All candidates must log a minimum of 25 clinical hours in settings across the P-12 age/grade continuum.

Type: Certification

Core Courses	18 hours
Total	18

Core Courses

Item #	Title	Credit Hour(s)
EDU516	Research-Based Practices in Literacy Instruction P-12	
EDU517	Educational Policy and Theoretical Foundations of Literacy	
ENG526	Teaching P-12 Writing Across the Curriculum	
EDU604	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
EDU662	Assessing and Facilitating Literacy Development	
	Total credits:	**18**

Moderate and Severe Disabilities Certification P-12 (MSD)

Program Contact: Dr. Kara Rusk

The MSD additional teaching certification takes the knowledge and skills learned in an LBD certification program a step further. MSD candidates will identify skills and competencies through self-assessments in each of the MSD courses.

Candidates must be certified in LBD prior to beginning MSD program.

Candidates must pass the MSD specialty Praxis test for the certification.

Candidates are required to have field experiences with MSD students in P-12 settings.

Type: Certification

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
ECE600	Introduction to Teaching Students with Moderate and Severe Disabilities	
ECE602	Curriculum and Instruction for Students with Moderate and Severe Disabilities	
ECE604	Teaching Individuals with Physical or Multiple Disabilities	
ECE606	Transition Services for Students with Disabilities	
ECE608	Field Component in MSD	
	Total credits:	**15**

Principal Certification Level 2 (GRDS) (KP2)

Program Contact: Dr. Harold Peach

Non-Degree Program. Six Hours Required.

Before entering Level 2 of the principal certification program candidates must pass the School Leaders Licensure Assessment Praxis and the Kentucky specialty Test of Instructional and Administrative Practices Praxis, and must meet the requirements for a provisional certification in instructional leadership.

Upon being appointed as a lead administrator of a school building, candidates completing Level 2 of the principal certification program will be emerged in all facets of educational leadership. Focus will be on implementing research-based practices in school management, instructional leadership, assessment, collaboration, and school climate with the goal of growth in academic performance for all students.

Type: Certification

Core Courses	6 hours
Total	6

Core Courses

Item #	Title	Credit Hour(s)
EDA616	Special Topics in School Leadership: Leadership and Management	
EDA618	Special Topics in School Leadership: Instructional Leadership, Assessment, Collaboration and Climate	
	Total credits:	**6**

Proficiency-Based Certification Pathway

The Commonwealth of Kentucky allows currently certified teachers to earn additional certifications via a state-approved proficiency-based pathway. Candidates seeking additional state certification via this pathway must meet all competency requirements of the standard certification program offered by Georgetown College; however, the state approving agency will consider some requirements to have been met based on teaching experience. Due to the individual nature of the proficiency pathway, all enrollment plans which result in proficiency-based certification from the Kentucky state approving agency must be approved by the program chair and the Dean of Education. Please note that demonstration of proficiency may allow candidates to bypass required coursework but will not result in academic credit from Georgetown College or count toward the total hours required in a degree program.

Option 1: Standard Georgetown College Programs

The Kentucky state approving agency allows certified teachers (advanced candidates) to utilize the proficiency-based pathway while completing competency requirements for the following standard Georgetown College programs:

- Master of Arts in Education with additional certification in Learning and Behavior Disorders P-12
- Master of Arts in Education with additional certification in Moderate and Severe Disabilities P-12
- Non-Degree Programs:
  - Moderate and Severe Disabilities Certification

When completed via the proficiency pathway, these programs will carry a concentration of "Proficiency Cert." on the candidate's official transcript. Any courses by-passed based on state proficiency pathway standards will be noted on the official transcript; however, no course credit will be earned. **All degree candidates must complete at least 30 credit hours of coursework in order to complete any of the above listed degree programs.**

Option 2: Non-Credential Programs

The Kentucky state approving agency also allows certified teachers (advanced candidates) to utilize the proficiency-based pathway for certifications for which Georgetown College does not offer a formal program. In such cases, candidates may take courses which will lead to certification by the state approving agency but will not lead to a credential issued by Georgetown College. Based on state standards, Georgetown College offers classes which can lead to the following state certifications via the proficiency pathway:

- Learning and Behavior Disorders (LBD)
- Middle School (English, Mathematics, Sciences, or Social Studies)
- High School (Biology, Chemistry, English, Mathematics, Physics, or Social Studies)
- P-12 (Art, French, German, Health and Physical Education, Spanish, Instrumental Music, or Vocal Music)

For non-degree seeking candidates enrolled in the proficiency pathway, the transcript will carry a non-degree designation of "Proficiency Path" with a concentration of the certifiable area.

Financial Note: Additional fees may apply to proficiency-based certification (PBC) programs. Financial aid is typically only available for option 1 PBCs. All other PBC programs are typically not eligible for financial aid. Please contact the Office of Financial Planning for additional information.

Type: Certification

School Superintendent Certification (GRDS) (ESS)

Program Contact: Dr. Harold Peach

Non-Degree Program. Twelve Hours Required.

The Superintendent Certification is designed for school principals and other school district-level administrators that want to become eligible to serve as a School District Superintendent. The curriculum consists of four courses that include high quality field experiences and a Capstone Project that emphasizes innovative solutions for school district change.

Candidates must have completed Level I and Level II preparation and certification for the position of school principal, or supervisor of instruction to be admitted to the program. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.

Type: Certification

Core Courses	12 hours
Total	12

Core Courses

Item #	Title	Credit Hour(s)
EDA720	The School Superintendency	
EDA722	School District Administration	
EDA724	Strategic Planning in Education	
EDA726	Leading School District Change	
	Total credits:	**12**

Special Education - Concentration in Learning and Behavior Disorders (ESPE) (LBD)

Program Contact: Dr. Melody Deprez

(M.A. Degree) Thirty to Thirty-three Hours Required.

The Special Education program with concentration in Learning and Behavior Disorders (LBD) is for candidates who wish to teach students with mild to moderate learning and behavior disorders. The Special Education program is offered to candidates with a bachelor's degree or certified teachers who hold a teaching certificate and wish to earn a Master's degree in Special Education.

Candidates are required to have field experience with LBD students across the P-12 age/grade continuum.

Initial candidates must complete 70 days of student teaching with LBD students. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must submit a score for the LBD specialty Praxis before registering for ECE576/586. Candidates must pass the LBD specialty Praxis for certification.

Alternative Route (Option 6) Program: This program is designed for candidates currently teaching under temporary provisional certificates.

Type: Master of Arts

Core Courses	21 hours
Field Component Courses	9-12 hours
Total	30-33

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
ECE503	Educational Programming for LBD Students	
ECE504	Collaboration and Advocacy	
ECE542	Using Technology to Remove Barriers for Students with Disabilities	
ECE565	Typical and Atypical Development	
EDU501	Teaching Reading and Writing	
EDU509	Teaching Math in the Elementary Grades	

Field Component Courses

Item #	Title	Credit Hour(s)
ECE500	Educational Evaluation	
ECE501	Behavior Management for LBD Students	
	ECE576 or ECE586	
	Total credits:	**30-33**

Special Education - Concentration in Moderate to Severe Disabilities (ESPE) (MSD)

Program Contact: Dr. Kara Rusk-Jenney

(M.A. Degree) Thirty to Thirty-three Hours Required.

The Special Education program with concentration in Moderate to Severe Disabilities (MSD) is for candidates who wish to teach students with moderate to severe disabilities. The Special Education program is offered to candidates with a bachelor's degree or certified teachers who hold a teaching certificate and wish to earn a Master's degree in Special Education.

Candidates are required to have field experiences with MSD students across the P-12 age/grade continuum. Initial candidates must complete 70 days of student teaching with MSD students. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must submit a score for the MSD specialist Praxis before registering for ECE608/616. Candidates must pass the MSD specialty Praxis for certification.

Alternative Route (Option 6) Program: This program is designed for candidates currently teaching under temporary provisional certificates.

Type: Master of Arts

Core Courses	27 hours
Field Component Course	3-6 hours
Total	30-33

Core Courses

Item #	Title	Credit Hour(s)
ECE542	Using Technology to Remove Barriers for Students with Disabilities	
ECE565	Typical and Atypical Development	
ECE600	Introduction to Teaching Students with Moderate and Severe Disabilities	
ECE602	Curriculum and Instruction for Students with Moderate and Severe Disabilities	
ECE604	Teaching Individuals with Physical or Multiple Disabilities	
ECE606	Transition Services for Students with Disabilities	
ECE610	Supporting Challenging Behaviors	
ECE612	Language Development and Literacy Instruction	
ECE614	Social Skills Development and Community Access	

Field Component Course

Select one course from the following:

Item #	Title	Credit Hour(s)
ECE608	Field Component in MSD	
ECE616	Field Component in MSD	
	Total credits:	**30-33**

Supervisor of Instruction Level 1 (GRDS) (ESOI) (KLV1)

Program Contact: Dr. Harold Peach

Non-Degree Program. Fifteen Hours Required.

The Supervisor of Instruction certification is an administrative certification designed for certified teachers who hold a Master's Degree in Education. This program is for teachers who wish to move to a more administrative role at the district or building level, but do not desire to become a principal or superintendent. The Supervisor of Instruction works directly with teachers to improve curriculum and instruction resulting in improvements in student achievement.

Type: Certification

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
EDA730	Introduction to School Leadership by Leading Teaching and Learning for the Supervisor of Instruction	
EDA732	Leadership for Human Resources Development in Schools	
EDA734	Finance and Legal Aspects for the Instructional Supervisor	
EDA736	Advanced Assessment for Instructional Supervisors	
EDA738	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
	Total credits:	**15**

Supervisor of Instruction Level 2 (GRDS) (KLV2)

Program Contact: Dr. Harold Peach

Non-Degree Program. Six Hours Required.

Six hours of course work is required for a five-year renewal of professional certification of Supervisor of Instruction. Before entering Level 2 of the Supervisor of Instruction program, candidates must pass the School Leaders Licensure Assessment Praxis and must meet the requirements for a professional certification for Advanced Educational Leader-Supervisor of Instruction.

Type: Certification

Core Course	6 hours
Total	6

Core Course

Item #	Title	Credit Hour(s)
EDA739	Supervisor of Instruction—Internship in Ed Leadership	
	Total credits:	**6**

Teacher Leader (ETLD)

Program Contact: Dr. Harold Peach

(M. A. Degree) Thirty to Thirty-Three Hours Required.

The Teacher Leader Master of Arts Program at Georgetown College empowers candidates to become teacher leaders so that they can build capacity within their schools and districts. Through this program, candidates will gain the knowledge, skills, and dispositions necessary to be effective educators in their own classrooms. They will also develop skills to support their colleagues' professional growth and facilitate school-wide change. The Teacher Leader Program can be pursued as a first master's degree (Rank 2) or as a second master's degree (Rank 1). There are five specialization tracks, which allow the Teacher Leader candidate to specialize in an endorsement area or add an additional teaching certificate.

Type: Master of Arts

Teacher Leader Core Courses	18 hours
Tracks	
English as a Second Language Certification P-12 (ESL)	15 hours
Gifted/Talented Certification P-12 (GTEN)	12 hours
Instructional Computer Technology Endorsement P-12 (ITEN)	12 hours
Learning and Behavior Disorders Advanced Certification P-12 (LBD)	12 hours
Moderate and Severe Disabilities Certification P-12 (MSD)	15 hours
Instructional Coaching Concentration	12 hours
Total	30-33

Teacher Leader Core Courses

Item #	Title	Credit Hour(s)
EDU510	Foundations: Becoming a Teacher Leader	
EDU527	Advanced Applications of Technology for Teacher Leaders	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU545	Curriculum and Assessment for Teacher Leaders	
EDU626	Developing Teacher Leadership through Research / Implementation of Capstone Research Project	

Tracks

Select remaining courses from one of the following endorsement or certification tracks:

English as a Second Language Certification P-12 (ESL)

The ESL Certification prepares teachers to become teacher leaders who can guide their school communities in the creation and implementation of effective ESL programs; train content teachers and administrators on mainstream ESL instructions; build a caring community with ELs and their families; acquire deep knowledge of world cultures; and be effective ESL teachers in P-12 classrooms.

Notes:
Candidates must pass the English as Second Language specialty Praxis for the certification.
Candidates are required to have field experiences with ESL students in P-12 settings.

Item #	Title	Credit Hour(s)
EDU580	ESL Teaching Methods and Techniques	
EDU581	ESL Assessment and Culture	
EDU583	ESL Linguistic Theory and Analysis	
EDU585	ESL Leadership	
EDU587	Communicating with Immigrants	

Gifted/Talented Certification P-12 (GTEN)

The Gifted/Talented Certification prepares candidates for teaching, consultation, collaboration, and a host of other aspects of identifying and serving gifted students; the program also enables those candidates who remain in the regular classroom to serve gifted students competently in that setting.

Notes:
Candidates must pass the Gifted/Talented specialty Praxis for the certification.
Candidates must pass the Gifted Education Capstone assignment after completing the four courses.
Candidates are required to have field experiences with Gifted/Talented students in P-12 settings.

Item #	Title	Credit Hour(s)
EDU520	Foundations of Gifted Education	
EDU521	Curriculum and Instruction in Gifted Education	
EDU522	Differentiating for Gifted Learners in the Regular Classroom	
EDU523	Practicum in Gifted Education	

Instructional Computer Technology Endorsement P-12 (ITEN)

The Instructional Computer Technology Endorsement prepares candidates for serving as technology resource teachers, district technology consultants, and teacher leaders who competently and effectively use technology in their own classrooms and schools.

Notes:
Candidates are required to have field experiences across P-12 settings.

Item #	Title	Credit Hour(s)
EDU557	Planning and Management of Technology in Schools	
EDU560	Methods of Teaching Technology Concepts with Practicum	
EDU630	Technology in the Online Classroom	
EDU642	Coding for Teachers	

Learning and Behavior Disorders Advanced Certification P-12 (LBD)

The LBD additional teaching certification takes the knowledge and skills learned during an initial teaching certification program a step further. LBD candidates will identify skills and competencies through self-assessments in each of the LBD courses.

LBD Program Contact: Dr. Melody Deprez

Notes:
Candidates must be a certified teacher prior to beginning the LBD program.
Candidates must pass the LBD specialty Praxis test for the professional teaching certificate.
Candidates are required to have field experiences with LBD students in P-12 settings.
Courses required in the program may vary based on an evaluation of applicant's previous coursework/ experiences.

Item #	Title	Credit Hour(s)
ECE501	Behavior Management for LBD Students	
ECE503	Educational Programming for LBD Students	
ECE504	Collaboration and Advocacy	
ECE576	Final Clinical Practice-Field Component II in LBD Special Education	

Moderate and Severe Disabilities Certification P-12 (MSD)

The MSD additional teaching certification takes the knowledge and skills learned in an LBD certification program a step further. MSD candidates will identify skills and competencies through self-assessments in each of the MSD courses.

MSD Program Contact: Dr. Kara Rusk-Jenney.

Notes:
Candidates must be certified in LBD prior to beginning MSD program.
Candidates must pass the MSD specialty Praxis test for the certification.
Candidates are required to have field experiences with MSD students in P-12 settings.

Item #	Title	Credit Hour(s)
ECE600	Introduction to Teaching Students with Moderate and Severe Disabilities	
ECE602	Curriculum and Instruction for Students with Moderate and Severe Disabilities	
ECE604	Teaching Individuals with Physical or Multiple Disabilities	
ECE606	Transition Services for Students with Disabilities	
ECE608	Field Component in MSD	

Instructional Coaching Concentration

Candidates who want to earn the Teacher Leader Master of Arts degree with a concentration in instructional coaching will complete their remaining hours through the following courses:

Item #	Title	Credit Hour(s)
EDU602	Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices	
EDU604	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
EDU608	Using Data for Instructional Decision-Making	
EDU609	Practicum for School Leaders	
	Total credits:	**30-33**

Degrees

Education

Director of Pupil Personnel Level 1 (GRDS) (EDPP) (KDP1)

Program Contact: Dr. Harold Peach

Non-Degree Program. Twelve Hours Required.

The Director of Pupil Personnel Certification is designed for certified teachers with a Master's degree in Education. This program is for teachers that wish to move to a more administrative role at the district level, but do not desire to become a principal or superintendent.

Type: Certification

Core Courses	12 hours
Total	12

Core Courses

Item #	Title	Credit Hour(s)
EDA750	Instruction to School Leadership by Leading Teaching and Learning	
EDA752	Human Resources Leadership	
EDA754	Administration Pupil Personnel	
EDA756	Principles of School Safety	
	Total credits:	**12**

Director of Pupil Personnel Level 2 (GRDS) (KDP2)

Program Contact: Dr. Harold Peach

Non-Degree Program. Six Hours Required.

Six hours of course work is required for a five-year renewal of professional certification of Director of Pupil Personnel. Before entering Level 2 of the Director of Pupil Personnel, candidates must pass the School Leaders Licensure Assessment Praxis and must meet the requirements for a professional certification for Advanced Educational Leader-Director of Pupil Personnel.

Type: Certification

Core Course	6 hours
Total	6

Core Course

Item #	Title	Credit Hour(s)
EDA758	Director of Pupil Personnel—Internship in Educational Leadership	
	Total credits:	**6**

Director of Special Education Level 1 (GRDS) (EDSE) (KDS1)

Program Contact: Dr. Harold Peach

Non-Degree Program. Fifteen Hours Required.

The Director of Special Education certification is an administrative certification designed for certified teachers who hold a Master's Degree in Education and have experience as a special education teacher or school psychologist.

Type: Certification

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
EDA600	Introduction to School Leadership by Leading Teaching and Learning	
EDA604	Organization and Legal Aspects of the School Principal	
ECE700	Administration of Special Education Programs	
ECE702	Advanced Topics in Assessment and Collaboration for Special Education Leaders	
ECE704	Special Education Law and Finance	
	Total credits:	**15**

Director of Special Education Level 2 (GRDS) (KDS2)

Program Contact: Dr. Harold Peach

Six hours of course work is required for a five-year renewal of professional certification of Director of Special Education. Before entering Level 2 of the Director of Special Education, candidates must pass the School

Leaders Licensure Assessment Praxis and must meet the requirements for a professional certification for Advanced Educational Leader-Director of Special Education.

Type: Certification

Core Course	6 hours
Total	6

Core Course

Item #	Title	Credit Hour(s)
ECE706	Director of Special Education—Internship in Education Leadership	
	Total credits:	**6**

Elementary Education P-5 (ELEM) (ELED)

Program Contact: Dr. Christa Roney

The Master of Arts in Elementary Education (i.e., Elem MAIC) provides initial teaching certification at the elementary level. The program is available to individuals who hold a bachelor's degree from a nationally or regionally accredited institution.

Candidates are required to complete 200 field experience hours and meet minimum Praxis scores before being eligible for certification. Candidates will also complete a final program assessment.

Program is eligible for Alternative Certification option if the candidate is hired by a school district and is eligible for the Temporary-provisional certification option.

Type: Master of Arts

Core Courses	30 hours
Total	30

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
EDU501	Teaching Reading and Writing	
EDU506	History and Philosophy of Education	
EDU509	Teaching Math in the Elementary Grades	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU541	Interdisciplinary Methods and Assessment for Elementary Teachers (ELA, Social Studies, Fine Arts, Physical Education)	
EDU543	Interdisciplinary Methods and Assessment for Elementary Teachers (Science, Math, STEM)	
EDU536	Mentored / Student Teaching for MA Certification	
EDU565	Human Development, Behavior and Learning	
	Total credits:	**30**

Initial Certification - Secondary (EICS)

Program Contact: Dr. Christa Roney

(M. A. Degree) Thirty-three Hours Required.

Candidates with a bachelor's degree and a certifiable major who aspire to become teachers in the secondary setting (9-12) should enroll in this program. Through this program candidates will develop knowledge, skills, and dispositions to be effective educators in their own classrooms. Georgetown College offers the following secondary certifiable majors: Biological Sciences, Chemistry, English, Mathematics, Physics, and Social Studies.

Candidates must successfully complete 200 field placement hours.

Candidates must complete 70 days of student teaching. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must pass the PLT PRAXIS to be eligible for certification.

Type: Master of Arts

Core Courses	33 hours

Total	33

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
EDU506	History and Philosophy of Education	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU532	Effective Classroom Instruction for Middle and Secondary Students	
EDU535	Curriculum and Assessment for Teachers	
EDU536	Mentored / Student Teaching for MA Certification	
EDU542	Classroom Applications of Technology	
EDU565	Human Development, Behavior and Learning	
EDU602	Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices	
	Total credits:	**33**

Initial Certification P-12/Middle (EICK)

Program Contact: Dr. Christa Roney

(M. A. Degree) Thirty three Hours Required.

Candidates with a bachelor's degree with a certifiable major aspiring to become a teacher in the middle school or P-12 setting should enroll in this program. Through this program candidates will develop knowledge, skills, and dispositions to be effective educators in their own classrooms.

Georgetown College offers the following middle school certifiable majors: English, Mathematics, Science, Social Studies.

Georgetown College offers initial certification at the graduate level for the following (P-12) certifiable majors: Art, Computer Information Systems, French, German, Health and Physical Education, Spanish, Instrumental Music, Vocal Music.

Candidates must complete 200 field placement hours prior to EDU536.

Candidates must complete 70 days of student teaching. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must pass the PLT Praxis and the respective content Praxis to be eligible for certification.

Type: Master of Arts

Core Courses	33 hours
Total	33

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
EDU506	History and Philosophy of Education	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU532	Effective Classroom Instruction for Middle and Secondary Students	
EDU535	Curriculum and Assessment for Teachers	
EDU536	Mentored / Student Teaching for MA Certification	
EDU542	Classroom Applications of Technology	
EDU565	Human Development, Behavior and Learning	
EDU602	Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices	
	Total credits:	**33**

Instructional Computer Technology Endorsement P-12 (ITEN)

Program Contact: Dr. Harold Peach

The Instructional Computer Technology Endorsement prepares candidates for serving as technology resource teachers, district technology consultants, and teacher leaders who competently and effectively use technology in their own classrooms and schools.

Candidates are required to have field experiences across P-12 settings.

Type: Endorsement

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
EDU527	Advanced Applications of Technology for Teacher Leaders	
EDU557	Planning and Management of Technology in Schools	
EDU560	Methods of Teaching Technology Concepts with Practicum	
EDU630	Technology in the Online Classroom	
EDU642	Coding for Teachers	
	Total credits:	**15**

Instructional Leadership Level 1 (EPRN) (KP1)

Program Contact: Dr. Harold Peach

(M. A. Degree) Thirty Hours Required.

The goal of the Masters of Arts degree with Instructional Leadership (P-12) and Rank 1 program is to collaborate with school districts to ensure that candidates demonstrate the foundational knowledge and the practical experience critical to successful building leadership. The unique partnerships with school districts provide candidates with opportunities to submerge themselves in the many facets of educational leadership involved in being a successful building leader. At the completion of the 30 hours and the appointment to a school level administrative position, Level 2 is completed and the Principal Certification is awarded.

Candidates must complete 45 field hours in EDA 605.

Candidates must complete 45 field hours in EDA 611.

Type: Master of Arts

Core Courses	30 hours
Total	30

Core Courses

Item #	Title	Credit Hour(s)
EDA600	Introduction to School Leadership by Leading Teaching and Learning	
EDA602	Leadership for Human Resources Development in Schools	
EDA604	Organization and Legal Aspects of the School Principal	
EDA605	Field Experiences in Leadership I	
EDA606	School Climate and Culture	
EDA608	Leveraging Community Systems and Resources	
EDA610	Planning and Management of Technology in Schools for School Leaders	
EDA611	Field Experiences in Leadership II	
EDA612	Using Data for Instructional Decision-Making	
EDA614	School Leadership Practicum	
	Total credits:	**30**

Learning and Behavior Disorders Advanced Certification P-12 (LBD)

Program Contact: Dr. Melody Deprez

The LBD additional teaching certification takes the knowledge and skills learned during an initial teaching certification program a step further. LBD candidates will identify skills and competencies through self-assessments in each of the LBD courses.

Candidates must be a certified teacher prior to beginning the LBD program.

Candidates must pass the LBD specialty Praxis test for the professional teaching certificate.

Candidates are required to have field experiences with LBD students in P-12 settings.

Courses required in the program may vary based on an evaluation of applicant's previous coursework/ experiences.

Type: Certification

Core Courses	12 hours
Total	12

Core Courses

Item #	Title	Credit Hour(s)
ECE501	Behavior Management for LBD Students	
ECE503	Educational Programming for LBD Students	
ECE504	Collaboration and Advocacy	
ECE576	Final Clinical Practice-Field Component II in LBD Special Education	
	Total credits:	**12**

Literacy Specialist (ELIT)

Program Contact: Dr. Christa Roney

(M. A. Degree) Thirty-three to Thirty-Six Hours Required

The Literacy Specialist (P-12) program meets the International Literacy Association's guidelines for the preparation of reading specialists and literacy coaches in schools. The Literacy Specialist program is offered for certified teachers who hold a teaching certificate and wish to earn a first or second Master's Degree in Literacy Specialist. Two specialization tracks exist: Track one offers Literacy Specialist Master's Degree and a Teacher Leader Endorsement; Track two offers Literacy Specialist Master's Degree with a concentration in English literature.

All candidates must log a minimum of 25 clinical hours in settings across the P-12 age/grade continuum.

Candidates must pass the Literacy Specialist Praxis to be eligible for certification.

Type: Master of Arts

Core Courses	18 hours
Tracks	
Teacher Leader Endorsement Track (TMLA)	15 hours
English Concentration Track (GENG)	18 hours
Total	33-36

Core Courses

Item #	Title	Credit Hour(s)
EDU516	Research-Based Practices in Literacy Instruction P-12	
EDU517	Educational Policy and Theoretical Foundations of Literacy	
ENG526	Teaching P-12 Writing Across the Curriculum	
EDU604	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
EDU662	Assessing and Facilitating Literacy Development	

Tracks

Select remaining courses from one of the following tracks:

Teacher Leader Endorsement Track (TMLA)

Item #	Title	Credit Hour(s)
EDU510	Foundations: Becoming a Teacher Leader	
EDU527	Advanced Applications of Technology for Teacher Leaders	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU626	Developing Teacher Leadership through Research / Implementation of Capstone Research Project	

English Concentration Track (GENG)

Note: Does not lead to Kentucky Teaching Certification or Endorsement.

Item #	Title	Credit Hour(s)
ENG510	Composition, Theory & Pedagogy	
ENG512	African American Literature	
ENG514	Reading and Teaching Shakespeare	
ENG518	Reading Poetry	
ENG626	Action Research in Rhetoric	
	Total credits:	**33-36**

Literacy Specialist (LSEN)

Program Contact: Dr. Christa Roney

Literacy Specialist certification is offered for certified teachers who hold a teaching certificate and wish to earn a certification in Literacy Specialist (P-12).

Candidates must pass the Literacy Specialist Praxis for the certification.

All candidates must log a minimum of 25 clinical hours in settings across the P-12 age/grade continuum.

Type: Certification

Core Courses	18 hours
Total	18

Core Courses

Item #	Title	Credit Hour(s)
EDU516	Research-Based Practices in Literacy Instruction P-12	
EDU517	Educational Policy and Theoretical Foundations of Literacy	
ENG526	Teaching P-12 Writing Across the Curriculum	
EDU604	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
EDU662	Assessing and Facilitating Literacy Development	
	Total credits:	**18**

Moderate and Severe Disabilities Certification P-12 (MSD)

Program Contact: Dr. Kara Rusk

The MSD additional teaching certification takes the knowledge and skills learned in an LBD certification program a step further. MSD candidates will identify skills and competencies through self-assessments in each of the MSD courses.

Candidates must be certified in LBD prior to beginning MSD program.

Candidates must pass the MSD specialty Praxis test for the certification.

Candidates are required to have field experiences with MSD students in P-12 settings.

Type: Certification

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
ECE600	Introduction to Teaching Students with Moderate and Severe Disabilities	
ECE602	Curriculum and Instruction for Students with Moderate and Severe Disabilities	
ECE604	Teaching Individuals with Physical or Multiple Disabilities	
ECE606	Transition Services for Students with Disabilities	
ECE608	Field Component in MSD	
	Total credits:	**15**

Principal Certification Level 2 (GRDS) (KP2)

Program Contact: Dr. Harold Peach

Non-Degree Program. Six Hours Required.

Before entering Level 2 of the principal certification program candidates must pass the School Leaders Licensure Assessment Praxis and the Kentucky specialty Test of Instructional and Administrative Practices Praxis, and must meet the requirements for a provisional certification in instructional leadership.

Upon being appointed as a lead administrator of a school building, candidates completing Level 2 of the principal certification program will be emerged in all facets of educational leadership. Focus will be on implementing research-based practices in school management, instructional leadership, assessment, collaboration, and school climate with the goal of growth in academic performance for all students.

Type: Certification

Core Courses	6 hours
Total	6

Core Courses

Item #	Title	Credit Hour(s)
EDA616	Special Topics in School Leadership: Leadership and Management	
EDA618	Special Topics in School Leadership: Instructional Leadership, Assessment, Collaboration and Climate	

Total credits:	**6**

Proficiency-Based Certification Pathway

The Commonwealth of Kentucky allows currently certified teachers to earn additional certifications via a state-approved proficiency-based pathway. Candidates seeking additional state certification via this pathway must meet all competency requirements of the standard certification program offered by Georgetown College; however, the state approving agency will consider some requirements to have been met based on teaching experience. Due to the individual nature of the proficiency pathway, all enrollment plans which result in proficiency-based certification from the Kentucky state approving agency must be approved by the program chair and the Dean of Education. Please note that demonstration of proficiency may allow candidates to bypass required coursework but will not result in academic credit from Georgetown College or count toward the total hours required in a degree program.

Option 1: Standard Georgetown College Programs

The Kentucky state approving agency allows certified teachers (advanced candidates) to utilize the proficiency-based pathway while completing competency requirements for the following standard Georgetown College programs:

- Master of Arts in Education with additional certification in Learning and Behavior Disorders P-12
- Master of Arts in Education with additional certification in Moderate and Severe Disabilities P-12
- Non-Degree Programs:
    - Moderate and Severe Disabilities Certification

When completed via the proficiency pathway, these programs will carry a concentration of "Proficiency Cert." on the candidate's official transcript. Any courses by-passed based on state proficiency pathway standards will be noted on the official transcript; however, no course credit will be earned. **All degree candidates must complete at least 30 credit hours of coursework in order to complete any of the above listed degree programs.**

Option 2: Non-Credential Programs

The Kentucky state approving agency also allows certified teachers (advanced candidates) to utilize the proficiency-based pathway for certifications for which Georgetown College does not offer a formal program. In such cases, candidates may take courses which will lead to certification by the state approving agency but will not lead to a credential issued by Georgetown College. Based on state standards, Georgetown College offers classes which can lead to the following state certifications via the proficiency pathway:

- Learning and Behavior Disorders (LBD)
- Middle School (English, Mathematics, Sciences, or Social Studies)
- High School (Biology, Chemistry, English, Mathematics, Physics, or Social Studies)
- P-12 (Art, French, German, Health and Physical Education, Spanish, Instrumental Music, or Vocal Music)

For non-degree seeking candidates enrolled in the proficiency pathway, the transcript will carry a non-degree designation of "Proficiency Path" with a concentration of the certifiable area.

Financial Note: Additional fees may apply to proficiency-based certification (PBC) programs. Financial aid is typically only available for option 1 PBCs. All other PBC programs are typically not eligible for financial aid. Please contact the Office of Financial Planning for additional information.

Type: Certification

School Superintendent Certification (GRDS) (ESS)

Program Contact: Dr. Harold Peach

Non-Degree Program. Twelve Hours Required.

The Superintendent Certification is designed for school principals and other school district-level administrators that want to become eligible to serve as a School District Superintendent. The curriculum consists of four courses that include high quality field experiences and a Capstone Project that emphasizes innovative solutions for school district change.

Candidates must have completed Level I and Level II preparation and certification for the position of school principal, or supervisor of instruction to be admitted to the program. Other administrative experience may be substituted for this requirement with the approval of the Education Professional Standards Board.

Type: Certification

Core Courses	12 hours
Total	12

Core Courses

Item #	Title	Credit Hour(s)
EDA720	The School Superintendency	
EDA722	School District Administration	
EDA724	Strategic Planning in Education	
EDA726	Leading School District Change	
	Total credits:	**12**

Special Education - Concentration in Learning and Behavior Disorders (ESPE) (LBD)

Program Contact: Dr. Melody Deprez

(M.A. Degree) Thirty to Thirty-three Hours Required.

The Special Education program with concentration in Learning and Behavior Disorders (LBD) is for candidates who wish to teach students with mild to moderate learning and behavior disorders. The Special Education program is offered to candidates with a bachelor's degree or certified teachers who hold a teaching certificate and wish to earn a Master's degree in Special Education.

Candidates are required to have field experience with LBD students across the P-12 age/grade continuum.

Initial candidates must complete 70 days of student teaching with LBD students. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must submit a score for the LBD specialty Praxis before registering for ECE576/586. Candidates must pass the LBD specialty Praxis for certification.

Alternative Route (Option 6) Program: This program is designed for candidates currently teaching under temporary provisional certificates.

Type: Master of Arts

Core Courses	21 hours
Field Component Courses	9-12 hours
Total	30-33

Core Courses

Item #	Title	Credit Hour(s)
ECE502	Introduction to LBD	
ECE503	Educational Programming for LBD Students	
ECE504	Collaboration and Advocacy	
ECE542	Using Technology to Remove Barriers for Students with Disabilities	
ECE565	Typical and Atypical Development	
EDU501	Teaching Reading and Writing	
EDU509	Teaching Math in the Elementary Grades	

Field Component Courses

Item #	Title	Credit Hour(s)
ECE500	Educational Evaluation	
ECE501	Behavior Management for LBD Students	
	ECE576 or ECE586	
	Total credits:	**30-33**

Special Education - Concentration in Moderate to Severe Disabilities (ESPE) (MSD)

Program Contact: Dr. Kara Rusk-Jenney

(M.A. Degree) Thirty to Thirty-three Hours Required.

The Special Education program with concentration in Moderate to Severe Disabilities (MSD) is for candidates who wish to teach students with moderate to severe disabilities. The Special Education program is offered to candidates with a bachelor's degree or certified teachers who hold a teaching certificate and wish to earn a Master's degree in Special Education.

Candidates are required to have field experiences with MSD students across the P-12 age/grade continuum.

Initial candidates must complete 70 days of student teaching with MSD students. If the candidate holds a temporary provisional teaching certificate and is the teacher of record in the area in which they are seeking certification they will complete 100 hours.

Candidates must submit a score for the MSD specialist Praxis before registering for ECE608/616. Candidates must pass the MSD specialty Praxis for certification.

Alternative Route (Option 6) Program: This program is designed for candidates currently teaching under temporary provisional certificates.

Type: Master of Arts

Core Courses	27 hours
Field Component Course	3-6 hours
Total	30-33

Core Courses

Item #	Title	Credit Hour(s)
ECE542	Using Technology to Remove Barriers for Students with Disabilities	
ECE565	Typical and Atypical Development	
ECE600	Introduction to Teaching Students with Moderate and Severe Disabilities	
ECE602	Curriculum and Instruction for Students with Moderate and Severe Disabilities	
ECE604	Teaching Individuals with Physical or Multiple Disabilities	
ECE606	Transition Services for Students with Disabilities	
ECE610	Supporting Challenging Behaviors	
ECE612	Language Development and Literacy Instruction	
ECE614	Social Skills Development and Community Access	

Field Component Course

Select one course from the following:

Item #	Title	Credit Hour(s)
ECE608	Field Component in MSD	
ECE616	Field Component in MSD	
	Total credits:	**30-33**

Supervisor of Instruction Level 1 (GRDS) (ESOI) (KLV1)

Program Contact: Dr. Harold Peach

Non-Degree Program. Fifteen Hours Required.

The Supervisor of Instruction certification is an administrative certification designed for certified teachers who hold a Master's Degree in Education. This program is for teachers who wish to move to a more administrative role at the district or building level, but do not desire to become a principal or superintendent. The Supervisor of Instruction works directly with teachers to improve curriculum and instruction resulting in improvements in student achievement.

Type: Certification

Core Courses	15 hours
Total	15

Core Courses

Item #	Title	Credit Hour(s)
EDA730	Introduction to School Leadership by Leading Teaching and Learning for the Supervisor of Instruction	
EDA732	Leadership for Human Resources Development in Schools	
EDA734	Finance and Legal Aspects for the Instructional Supervisor	
EDA736	Advanced Assessment for Instructional Supervisors	
EDA738	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
	Total credits:	**15**

Supervisor of Instruction Level 2 (GRDS) (KLV2)

Program Contact: Dr. Harold Peach

Non-Degree Program. Six Hours Required.

Six hours of course work is required for a five-year renewal of professional certification of Supervisor of Instruction. Before entering Level 2 of the Supervisor of Instruction program, candidates must pass the School Leaders Licensure Assessment Praxis and must meet the requirements for a professional certification for Advanced Educational Leader-Supervisor of Instruction.

Type: Certification

Core Course	6 hours
Total	6

Core Course

Item #	Title	Credit Hour(s)
EDA739	Supervisor of Instruction—Internship in Ed Leadership	
	Total credits:	**6**

Teacher Leader (ETLD)

Program Contact: Dr. Harold Peach

(M. A. Degree) Thirty to Thirty-Three Hours Required.

The Teacher Leader Master of Arts Program at Georgetown College empowers candidates to become teacher leaders so that they can build capacity within their schools and districts. Through this program, candidates will gain the knowledge, skills, and dispositions necessary to be effective educators in their own classrooms. They will also develop skills to support their colleagues' professional growth and facilitate school-wide change. The Teacher Leader Program can be pursued as a first master's degree (Rank 2) or as a second master's degree (Rank 1). There are five specialization tracks, which allow the Teacher Leader candidate to specialize in an endorsement area or add an additional teaching certificate.

Type: Master of Arts

Teacher Leader Core Courses	18 hours
Tracks	
English as a Second Language Certification P-12 (ESL)	15 hours
Gifted/Talented Certification P-12 (GTEN)	12 hours
Instructional Computer Technology Endorsement P-12 (ITEN)	12 hours
Learning and Behavior Disorders Advanced Certification P-12 (LBD)	12 hours
Moderate and Severe Disabilities Certification P-12 (MSD)	15 hours
Instructional Coaching Concentration	12 hours
Total	30-33

Teacher Leader Core Courses

Item #	Title	Credit Hour(s)
EDU510	Foundations: Becoming a Teacher Leader	
EDU527	Advanced Applications of Technology for Teacher Leaders	
EDU529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	
EDU545	Curriculum and Assessment for Teacher Leaders	
EDU626	Developing Teacher Leadership through Research / Implementation of Capstone Research Project	

Tracks

Select remaining courses from one of the following endorsement or certification tracks:

English as a Second Language Certification P-12 (ESL)

The ESL Certification prepares teachers to become teacher leaders who can guide their school communities in the creation and implementation of effective ESL programs; train content teachers and administrators on mainstream ESL instructions; build a caring community with ELs and their families; acquire deep knowledge of world cultures; and be effective ESL teachers in P-12 classrooms.

Notes:
Candidates must pass the English as Second Language specialty Praxis for the certification.
Candidates are required to have field experiences with ESL students in P-12 settings.

Item #	Title	Credit Hour(s)
EDU580	ESL Teaching Methods and Techniques	
EDU581	ESL Assessment and Culture	
EDU583	ESL Linguistic Theory and Analysis	
EDU585	ESL Leadership	
EDU587	Communicating with Immigrants	

Gifted/Talented Certification P-12 (GTEN)

The Gifted/Talented Certification prepares candidates for teaching, consultation, collaboration, and a host of other aspects of identifying and serving gifted students; the program also enables those candidates who remain in the regular classroom to serve gifted students competently in that setting.

Notes:
Candidates must pass the Gifted/Talented specialty Praxis for the certification.
Candidates must pass the Gifted Education Capstone assignment after completing the four courses.
Candidates are required to have field experiences with Gifted/Talented students in P-12 settings.

Item #	Title	Credit Hour(s)
EDU520	Foundations of Gifted Education	
EDU521	Curriculum and Instruction in Gifted Education	
EDU522	Differentiating for Gifted Learners in the Regular Classroom	
EDU523	Practicum in Gifted Education	

Instructional Computer Technology Endorsement P-12 (ITEN)

The Instructional Computer Technology Endorsement prepares candidates for serving as technology resource teachers, district technology consultants, and teacher leaders who competently and effectively use technology in their own classrooms and schools.

Notes:
Candidates are required to have field experiences across P-12 settings.

Item #	Title	Credit Hour(s)
EDU557	Planning and Management of Technology in Schools	
EDU560	Methods of Teaching Technology Concepts with Practicum	
EDU630	Technology in the Online Classroom	
EDU642	Coding for Teachers	

Learning and Behavior Disorders Advanced Certification P-12 (LBD)

The LBD additional teaching certification takes the knowledge and skills learned during an initial teaching certification program a step further. LBD candidates will identify skills and competencies through self-assessments in each of the LBD courses.

LBD Program Contact: Dr. Melody Deprez

Notes:
Candidates must be a certified teacher prior to beginning the LBD program.
Candidates must pass the LBD specialty Praxis test for the professional teaching certificate.
Candidates are required to have field experiences with LBD students in P-12 settings.
Courses required in the program may vary based on an evaluation of applicant's previous coursework/ experiences.

Item #	Title	Credit Hour(s)
ECE501	Behavior Management for LBD Students	
ECE503	Educational Programming for LBD Students	
ECE504	Collaboration and Advocacy	
ECE576	Final Clinical Practice-Field Component II in LBD Special Education	

Moderate and Severe Disabilities Certification P-12 (MSD)

The MSD additional teaching certification takes the knowledge and skills learned in an LBD certification program a step further. MSD candidates will identify skills and competencies through self-assessments in each of the MSD courses.

MSD Program Contact: Dr. Kara Rusk-Jenney.

Notes:
Candidates must be certified in LBD prior to beginning MSD program.
Candidates must pass the MSD specialty Praxis test for the certification.
Candidates are required to have field experiences with MSD students in P-12 settings.

Item #	Title	Credit Hour(s)
ECE600	Introduction to Teaching Students with Moderate and Severe Disabilities	
ECE602	Curriculum and Instruction for Students with Moderate and Severe Disabilities	
ECE604	Teaching Individuals with Physical or Multiple Disabilities	
ECE606	Transition Services for Students with Disabilities	
ECE608	Field Component in MSD	

Instructional Coaching Concentration

Candidates who want to earn the Teacher Leader Master of Arts degree with a concentration in instructional coaching will complete their remaining hours through the following courses:

Item #	Title	Credit Hour(s)
EDU602	Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices	
EDU604	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	
EDU608	Using Data for Instructional Decision-Making	
EDU609	Practicum for School Leaders	
	Total credits:	**30-33**

Education Administration

Principal Certification Level 1 (GRDS) (KP1)

Program Contact: Dr. Harold Peach

This program is intended for a candidate who already has a Master's degree in Education, is eligible for or holds a Rank I, holds a Kentucky administrative certification, and wants to complete coursework solely for the purpose of adding the Instructional Leadership (School Principal) Level 1 certificate.

Candidates must complete 45 field hours in EDA605.

Candidates must complete 45 field hours in EDA611.

Type: Certification

Core Courses	15 hours
Elective Courses	3 hours
Total	18

Core Courses

Item #	Title	Credit Hour(s)
EDA604	Organization and Legal Aspects of the School Principal	
EDA605	Field Experiences in Leadership I	
EDA611	Field Experiences in Leadership II	
EDA612	Using Data for Instructional Decision-Making	
EDA614	School Leadership Practicum	

Elective Courses

Select 1 course from the following:

Item #	Title	Credit Hour(s)
EDA600	Introduction to School Leadership by Leading Teaching and Learning	
EDA602	Leadership for Human Resources Development in Schools	
EDA606	School Climate and Culture	
EDA608	Leveraging Community Systems and Resources	
EDA610	Planning and Management of Technology in Schools for School Leaders	
	Total credits:	**18**

Course Descriptions

Art

ART540: Independent Study in Art
The candidate may select, in consultation with art faculty member(s), a topic for research or development in museum education, art studio, or art history. This course may be repeated. This course may count as pedagogical content knowledge in arts and humanities for elementary education and secondary music, art, math/science candidates and may be eligible as an elective in the Instructional Technology Endorsement.
Credit Hour(s): 1.00-3.00

ART570: Topics in Art
An in-depth study of a selected topic in art and museum education, art studio, or art history. The course will carry a subtitle denoting its emphasis. This course may be repeated. This course will count as pedagogical content knowledge in arts and humanities for elementary education and secondary music, art, math/science candidates.
Credit Hour(s): 2.00-3.00

Biology

BIO540: Independent Study in Biology
Credit Hour(s): 1.00-3.00

BIO550: Seminar in Biology
Credit Hour(s): 2.00-3.00

BIO570: Topics in Biology
Credit Hour(s): 2.00-3.00

Chemistry

CHE510: Classroom Demonstration of Chemistry and Physics Principles
This course is designed for elementary, middle, and secondary teachers who want to learn new practical methods for doing science in the classroom. Topics will include the scientific method, states of matter, chemical and physical changes, combustion reactions, solubility, acids and bases, polymers, household chemicals, density, pressure, waves, light and lasers, and refraction. Candidates will observe demonstrations and discuss the chemical and physical principles behind them, perform demonstrations, and design new demonstrations.
Credit Hour(s): 3.00

CHE520: The Science and History Behind the Atomic Bomb
From 1939 to 1946, the United States Government led a research and development program called the Manhattan Project, that resulted in the development of the first Atomic Bombs. The program was highly secretive, employed 130,000 people at more than 30 sites, and cost nearly $2 Billion (at its height, equivalent in size to the entire American automobile industry). In this course, we will explore the science behind the bomb, including the details of nuclear fission, and the historical significance of the first Atomic Bombs in relation to helping end World War II and ushering in the Atomic Age. The ethical questions of why the bombs were developed, why they were used, and what role they play in today's political scene will be investigated. Candidates will also collaborate to create a Wiki with imbedded electronic resources designed to meet specified learning objectives. Also, computer-controlled sensors will be introduced and used to measure nuclear chemistry phenomena, along with applications to proposed science lessons.
Credit Hour(s): 3.00

CHE540: Independent Study in Chemistry
Credit Hour(s): 1.00-3.00

CHE570: Topics in Chemistry
Credit Hour(s): 2.00-3.00

Communication and Media Studies

COMM540: Independent Study in Communications and Media Studies
Credit Hour(s): 1.00-3.00

COMM570: Topics in Communication and Media Studies
Credit Hour(s): 2.00-3.00

Computer Science

CSC522: Implementing STEM in the Classroom with Robotics
This course will cover robotics concepts through readings, demonstrations, and hands-on activities. Online activities will introduce robotics concepts and define how robotics fit into the Kentucky Core Academic Standards (KCAS). In class, candidates will learn how to create and program robots using the Lego Mindstorms Robotics system and will apply the robotics skills learned, by working with a group of elementary or middle-school children participating in a Lego Mindstorms summer camp.
Credit Hour(s): 3.00

CSC540: Independent Study in Computer Science
Credit Hour(s): 1.00-3.00

CSC570: Topics in Computer Science
Credit Hour(s): 2.00-3.00

Education

EDA754: Administration Pupil Personnel
Credit Hour(s): 3.00

EDU501: Teaching Reading and Writing

A course designed to help elementary and secondary teachers to informally assess literacy skills; plan and design appropriate literacy programs; and implement strategies to facilitate the acquisition of reading and writing skills.
Credit Hour(s): 3.00

EDU506: History and Philosophy of Education

This course relates philosophies of education and their application to current educational practices and problems. In addition, EDU506 relates historical milestones in education, both worldwide and American, to education practice and institutions of the present. This course is required for initial certification programs at the graduate level. Candidates will complete 25 hours of field experience.
Credit Hour(s): 3.00

EDU507: Testing, Measurement, Statistics

A study of standardized and teacher-made tests. Application of statistical methods will be addressed in relationship to the development and interpretation of these tests.
Credit Hour(s): 3.00

EDU509: Teaching Math in the Elementary Grades

A course designed to help the elementary school teacher improve the techniques to facilitate the learning of elementary school mathematics.
Credit Hour(s): 3.00

EDU510: Foundations: Becoming a Teacher Leader

This initial course in the Teacher Leader Master's program examines the role of the teacher leader in today's schools and engages candidates in self-assessment of relevant skills, providing a foundation upon which their professional development as teacher leaders will be built. Candidates examine the governance and process of schooling, as well as personal identity as professionals within a democratic and pluralistic society. The course supports the College's mission and tradition by giving each individual the opportunity to examine, evaluate, and develop a personal view of service to students, the teaching profession, and professional development within the context of developing teacher leader skills. Study of relevant professional literature, self-evaluation, introspection, reflection, and collegial dialogue are incorporated throughout the class. Candidates will learn to read, analyze and discuss scholarly, peer-reviewed literature and put it in conversation with the course readings so as to cultivate foundational skills for writing a capstone research project, in APA Style, at the end of their program. They will also develop a Professional Growth Plan (PGP) that identifies particular areas for professional growth of teacher leader skills and is consistent with needs within school contexts. This will serve as a guiding document throughout their MATL program.
Credit Hour(s): 3.00

EDU516: Research-Based Practices in Literacy Instruction P-12

This is a basic course in advanced literacy methods taken prior to the clinical practicum experience. This course examines research in literacy instruction P-12 and will provide needed foundational knowledge.
Credit Hour(s): 3.00

EDU517: Educational Policy and Theoretical Foundations of Literacy

In this course, graduate candidates will examine the relationship between political policy and trends in educational policy and practice. The course will include readings and assignments designed to assist in the development of a concrete understanding of how educational policy affects the classroom. Graduate candidates will then investigate the implications of current educational policy on a school.
Credit Hour(s): 3.00

EDU520: Foundations of Gifted Education

Candidates study the historical background of the concept of gifted education; theories of intelligence and other abilities; growth and development of the gifted student; and special problems encountered by gifted children.
Credit Hour(s): 3.00

EDU521: Curriculum and Instruction in Gifted Education

Candidates study current research in curriculum for the gifted; explore various curriculum models and relevant teaching principles, and produce a workable curriculum design. They also explore regional and local regulations pertaining to services to gifted and talented students, curriculum designs of various districts, and actual teacher practices.
Credit Hour(s): 3.00

EDU522: Differentiating for Gifted Learners in the Regular Classroom

Candidates in EDU522 learn and apply to the classroom effective methods for differentiating curriculum and instruction in the regular classroom for gifted students and others.
Credit Hour(s): 3.00

EDU523: Practicum in Gifted Education

Candidates complete a series of tasks which are applications of much of the material from EDU520 and EDU521, including working directly with gifted students. In addition to completing the tasks, candidates are expected to communicate online with the others taking the course to establish and maintain collegial relationships.

Credit Hour(s): 3.00

Prerequisites:

EDU520, EDU521.

EDU525: Teaching Science in the Elementary Grades

An exploration of various aspects of teaching science to elementary students: the philosophical bases of science, integration with other subjects, methodologies, classroom organization and management, analysis of science curriculum, and application of the principles covered.

Credit Hour(s): 3.00

EDU527: Advanced Applications of Technology for Teacher Leaders

This online course focuses on developing teachers' use of technology to manage their professional lives as they collaborate with colleagues and serve in leadership roles that extend beyond their own classroom. It also allows the candidate to explore how technology can be used more effectively, or applied to problems, in the classroom, school, or district. Teachers will conduct research and explore various data sources to identify problems (technical and non-technical) that exist in their school or district. In light of these results candidates will then learn to explore technological solutions and advocate, in writing and through presentations, for their adoption. During this process candidates will also learn to critically evaluate the diverse political and philosophical views related to technology and apply these perspectives to their situation. They will also be introduced to the legal and educational issues associated with using technology in schools.

Credit Hour(s): 3.00

EDU529: Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders

Caring and committed educators who are teacher leaders serve children and families through knowledge of best practices and instructional differentiation. This course is designed to enhance candidates' commitment to diversity and to students and families by developing quality instructional opportunities for all students regardless of language, race, ethnicity, gender, exceptionality, socioeconomic status, religion, ability status, sexual orientation or geographic area. Culturally responsive teachers facilitate and support learning for all students regardless of their diversities. This course deepens candidate's understanding of teaching and learning through examination of the diverse make-up of today's communities, schools and classrooms. Through personal reflection and identification of theoretically sound and culturally responsive pedagogy, this course prepares the candidate to model, mentor and lead efforts in creating a school climate that effectively addresses the learning needs of all students. In this course, candidates will be assessed on their ability to design and implement an instructional plan that is research-based and differentially relevant for diverse populations.

Credit Hour(s): 3.00

EDU532: Effective Classroom Instruction for Middle and Secondary Students

A course designed for candidates in the alternative initial certification program that provides a foundation for designing and planning effective classroom instruction for middle and secondary students—using National and Kentucky curriculum documents, research, and best practices. Course activities are online and are differentiated and various majors/ subject areas.

Credit Hour(s): 6.00

EDU535: Curriculum and Assessment for Teachers

Mentored teaching experience for candidates in MA with Initial or Alternative Certification program for middle and/or secondary teachers. Requires advisor approval.
Credit Hour(s): 3.00

EDU536: Mentored / Student Teaching for MA Certification

Final mentored teaching or clinical practice (student teaching) for candidates in MA with Initial or Alternative Certification program for middle and/or secondary teachers. Requires admission into final clinical practice (checkpoint 2) and advisor approval.

Prerequisite: Candidate must provide their Praxis II Content Exam score before being allowed to register for this course.
Credit Hour(s): 6.00

EDU540: Independent Study in Education

Study of selected issues and topics in education.
Credit Hour(s): 1.00-3.00

EDU541: Interdisciplinary Methods and Assessment for Elementary Teachers (ELA, Social Studies, Fine Arts, Physical Education)

Development of sound philosophy of effective and affective teaching in the elementary school. Includes effective instructional practices, quality assessment, and creating a positive learning environment, with an emphasis on ELA, Social Studies, Fine Arts, and Physical Education. A 45-hour field experience in school classrooms is required.
Credit Hour(s): 3.00

EDU542: Classroom Applications of Technology

Introduction to computers as an educational tool through study of application software packages for word processing, spreadsheets, databases, presentations, and the use of the Internet and e-mail in the classroom. Assistive technology and universal design for learning is included for special education teachers.
Credit Hour(s): 3.00

EDU543: Interdisciplinary Methods and Assessment for Elementary Teachers (Science, Math, STEM)

Development of sound philosophy of effective and affective teaching in the elementary school. Includes effective instructional practices, quality assessment, and creating a positive learning environment, with an emphasis on Science, Math, and STEM. A 45-hour field experience in school classrooms is required.
Credit Hour(s): 3.00

EDU545: Curriculum and Assessment for Teacher Leaders

Candidates study the ways that curriculum outcomes and assessment align. They will investigate the use of assessment to determine pupil needs and to evaluate the effects of instruction according to the desired outcomes. Beginning with general theories of curriculum and assessment, candidates will explore a variety of forms of assessment tasks, including those which may indicate learning problems, special abilities, and pupil achievement; identify criteria for determining appropriate and effective assessment; examine assessment from a student-centered perspective; gain competence in applying and interpreting assessments; and explore legal and ethical aspects of assessment. They will also simulate leadership formats with fellow candidates as they study, analyze, reflect on, and communicate curriculum/assessment features and problems. For the core assessment of this course, candidates will outline an overall assessment plan, carry out a clinical experience and analyze the results, and complete a final reflection. Classroom tasks in connection with the core assessment will include collaborative analysis of assessment results in groups of candidates with similar teaching certification as well as group critiques of assessment items.
Credit Hour(s): 3.00

EDU550: Seminar in Education

Subjects for study will vary with the needs and interests of students (substitutions may be approved by the Dean of Education).
Credit Hour(s): 2.00-3.00

EDU552: Field Studies for MAAC

Candidates will work in a clinical setting (classroom laboratory) exploring the art and science of teaching including the design, implementation, and evaluation of instructional plans. (School-based clinical component required).
Credit Hour(s): 3.00

EDU557: Planning and Management of Technology in Schools

Course addresses issues related to administering a technology environment at a classroom and school level.

Credit Hour(s): 3.00

Prerequisites:

Admission to IT program or permission of instructor.

EDU558: Developing and Using Web-based Resources in the P-12 Classroom

This course concentrates on developing and implementing web-based resources that can be used by P-12 teachers and/or students. We will be learning how to develop and use these resources by exploring a variety of web-based tools, including (but not limited to) blogs, wikis, web-based multimedia resources, communication tools (discussion forums, chat, etc.), research tools, course management systems, social networking, online gaming, and other new and emerging web-based technologies. We will be focusing on research and design considerations and best practices. This course counts as an elective in the new Instructional Technology Endorsement requirement in the old instructional Technology Endorsement, an elective (pedagogical content knowledge) in the MA for Elementary and an elective (Professional Knowledge) in the MA for secondary/P-12.

Credit Hour(s): 3.00

Prerequisites:

EDU527, EDU542, or permission of instructor.

EDU560: Methods of Teaching Technology Concepts with Practicum

This course addresses issues in teaching children and adults how to use instructional technology to enhance learning and increase productivity. Topics will include, but are not limited to, learning theories related to technology skills acquisition, classifications of technology used in schools, identifying, evaluating, and designing technology professional development resources for teachers, and technology standards for students and teachers. Through the practicum, this course will provide experiences working with teachers who are implementing technology in instructional units and with students.

Credit Hour(s): 3.00

Prerequisites:

Admission to IT endorsement program and successful completion of at least 2 technology courses.

EDU562: Research and Practice: Assessing and Facilitating Students' Literacy Development I

The first of two practicum courses that require teachers to assess continuously the literacy development of individual students over two semesters and implement specific intervention strategies that address student's needs.

Credit Hour(s): 3.00

Prerequisites:

EDU501, 502, or 516.

EDU563: Research and Practice: Assessing and Facilitating Students' Literacy Development II

The second of two practicum courses that require teachers to assess continuously the literacy development of individual students over two semesters and implement specific intervention strategies that address student's needs.

Credit Hour(s): 3.00

Prerequisites:

EDU562.

EDU565: Human Development, Behavior and Learning

Study of normal growth and development, research in physical, social and emotional development, causes of behavior and learning theories. Candidates will complete 25 hours of field experience.

Credit Hour(s): 3.00

EDU570: Topics in Education

Credit Hour(s): 3.00

EDU572: Inclusive and Responsive Teaching

This course balances developing knowledge of multiple strategies for individualizing instruction in the inclusive classroom with developing professional collaborative skills including consultation, training, co-teaching, mentoring, and engaging parent support. The course is based on job-embedded assignments that involve practical field experience and professional activities in the classroom and school environment. Reflection is an essential component of this course.

Credit Hour(s): 3.00

EDU578: ESL for Mainstream Teachers

A course designed to provide non-ESL teachers with knowledge on how to effectively teach, assess, and integrate ESL students in mainstream classrooms and to become an advocate for immigrant populations.

Credit Hour(s): 3.00

EDU580: ESL Teaching Methods and Techniques

Knowledge derived from the linguistic sciences about the nature of language and how it is learned will serve as the basis for the exploration and evaluation of various methods, techniques, and approaches to the teaching of English as a second language.

Credit Hour(s): 3.00

EDU581: ESL Assessment and Culture

This course is a practical application of ESL methods and a continuation of ESL methods. This course will deepen the theoretical concepts of the methods course and will focus on the assessment process of ESL student achievement.
Credit Hour(s): 3.00

EDU583: ESL Linguistic Theory and Analysis

This course familiarizes candidates with key concepts of Linguistic research and human language. In addition, English grammar is reviewed and practiced.
Credit Hour(s): 3.00

EDU585: ESL Leadership

This course will provide training to teachers to transition from being ESL teachers to becoming ESL managers and leaders in their schools or districts. This course will train the participants to guide their school communities to a successful integration of students and families with heritage languages and cultures other than American and to help classroom teachers to overcome achievements gaps in their classrooms. Participants in this course will discuss issues within a framework of sociocultural and leadership concepts.
Credit Hour(s): 3.00

EDU587: Communicating with Immigrants

This course will assist teachers to understand how the home language and culture may impact school achievement in ESL populations by the example of some language minority groups. The course will further deepen the knowledge of how culture and language interface and how they create reality for learners.
Credit Hour(s): 3.00

EDU589: ESL Special Topics/ Academies

This course will provide training on newly developing professional issues, emerging topics, and developments in the field for ESL teachers, academies, and special projects.
Credit Hour(s): 3.00

EDU594: Developing Teacher Leadership through Research

This course introduces action research as a powerful agent of educational change. The class will enhance candidates' existing abilities to use action research principles in their roles as teacher leaders not only as critical consumers of research but as researchers themselves. Candidates will explore quantitative and qualitative research methodologies and understand the roles of various methodologies and data in action research that addresses issues of candidate achievement. Candidates will develop skills to be critical consumers of information and research in the field of education, exploring issues such as research design, population sampling, data collection instruments and methods, and data analysis in contemporary research. Working toward the implementation of their Capstone Research Project, candidates will refine their review of literature, design the study, develop research questions, and operationalize key terms and processes in an action research project to test their hypotheses. Candidates will explore research ethics and related regulations. Candidates will complete the Institutional Review Board application and submit their Capstone Research Project Research Proposal to the IRB for review. This course is designed to provide opportunities for candidates to demonstrate scholarship and leadership in educational settings by designing a research project around a concrete educational matter, and is consistent with the mission statement of the unit to develop scholars who are competent and caring educators, committed to a spirit of service and learning.
Credit Hour(s): 3.00

EDU595: Implementation of Capstone Research Project

This class represents the capstone course for the MA in Leadership program and is to be taken immediately after EDU594 course and/or in conjunction with the candidate's chosen endorsement or content focus area practicum. Candidates will implement the Capstone Research Project in their professional practice. They will collect, analyze, and report data; draw conclusions; prepare a written analysis of the conclusions in light of existing research; and make suggestions for future research. This course is designed to provide opportunities for candidates to demonstrate scholarship and teacher leader skills by reporting their findings in an educational setting such as a presentation at the school level and an educational conference proposal. Candidates who are completing an endorsement or special program will implement their Capstone Research Project in the final practicum course in their program. Since the Capstone will focus on student achievement, the endorsement and special program Capstones will integrate issues of student achievement with content and skills from the specialty area. Candidates collect and analyze data, draw conclusions, prepare a written analysis of the conclusions in light of existing research, and make suggestions for future research. The audience for presentation of these projects will include persons interested in the student achievement issue, the specialty area, or both. This course is designed to provide opportunities for candidates to demonstrate scholarship and leadership in educational settings by presentation at the school level and conference proposal, and is consistent with the mission statement of the unit to develop scholars who are competent and caring educators, committed to a spirit of service and learning.
Credit Hour(s): 3.00
Prerequisites: EDU594 or EDU596.

EDU598: Literacy Leadership in Schools Practicum

This is the final practicum experience in the Reading/Writing Program, designed to prepare candidates for work as a literacy coach or specialist. Candidates use assessment data to plan literacy programs in their schools, collaborating with teachers and administrators to implement an instructional plan that is consistent with the school's needs. The requirements for EDU598 are focused on designing and implementing specific literacy professional development activities. Thus, the assignments focus on individual and collaborative work to create, implement, and evaluate a variety of professional development experiences for teachers, administrators, and paraprofessionals. This course addresses new and required state and national competencies for P-12 Reading Specialists.
Credit Hour(s): 3.00

EDU600: Leaders as Scholars: Philosophical Foundations and Issues in Education

In this course, candidates examine current educational issues, policies, and school realities within a historical and philosophical framework. Candidates reflect upon their own philosophical and ideological views, determine the theoretical perspectives that are reflected in a school's mission and vision statements, and examine the coherence of school practices within this theoretical context. Candidates also explore the evolution of teacher leadership as it relates to school improvement.
Credit Hour(s): 3.00

EDU602: Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices

This course targets the college readiness standards in the English Language Arts. Candidates learn how to embed effective literacy instruction in teaching content, leading to higher levels of academic achievement and student engagement. Reading strategies for promoting comprehension, persuasive and argumentative writing, and academic conversations are the major foci of the course. Promoting the academic language development of English learners is also addressed.
Credit Hour(s): 3.00

EDU604: Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration

This course is designed to provide opportunities for candidates to explore what it means to be an effective instructional coach, gain field experience in various coaching methods, including co-teaching experiences, in a supportive and critically reflective environment, and help students develop a toolbox to support a range of coaching interactions.
Credit Hour(s): 3.00

EDU606: Educational Technology for the 21st Century Learner

This course will focus on using technology to meet the diverse learning needs of the 21st century student. Current topics, trends, and research on using technology in schools will be discussed, with special emphasis on using technology to differentiate instruction to meet the needs of diverse learners.
Credit Hour(s): 3.00

EDU608: Using Data for Instructional Decision-Making

Candidates examine demographic and achievement data in their school against a backdrop of current educational issues. They conduct classroom research, interviews, surveys, walkthroughs, literature reviews, and job-embedded professional development in addition to consulting professional web sites, organizations, and relevant funding sources (to be included in a school portfolio). Candidates then analyze these data given their school's goals and mission statement, and develop a 30, 60, 90-day plan. Candidates also study current frameworks, theories, practices, and techniques used for school/teacher leadership.
Credit Hour(s): 3.00

EDU609: Practicum for School Leaders

Candidates implement their school leadership plan in this course and gather data on school improvement results. Candidates present results to school staff and the school's site-based council following implementation.
Credit Hour(s): 3.00

EDU611: CRIOP Practicum

An intensive field-based internship designed to assist teachers in implementing the various elements of the Culturally Responsive Instruction Observation Protocol (CRIOP) model.
Credit Hour(s): 3.00

EDU613: Foundations of Environmental Education

This course explores the philosophical, historical, and cultural foundations of environmental education as well as the professional responsibilities of the environmental educator, and situates this knowledge in a local, place-based Praxis. In doing so, it calls us to think deeply and relationally about issues of ecoliteracy, justice, diversity, democracy, class, race, globalization, and indigenous and sustainable communities. We will explore methodologies, resources, and current issues and trends for environmental educators in formal or informal settings.
Credit Hour(s): 3.00

EDU615: Teaching Environmental Education

This course addresses materials, resources, planning, implementation, assessment and evaluation of environmental education across the curriculum and applies them to one's own site-based setting and culture. Candidates will implement NAAEE standards as well as state standards for teaching environmental education in P-12 schools. The course will culminate in the creation of a standards-based learning unit in which environmental literacy is integrated with traditional content areas.
Credit Hour(s): 3.00

EDU617: Case Studies in Environmental Education

In this course we will engage Integral Ecology's interdisciplinary model as a framework and methodology for organizing and integrating many different perspectives and content areas in order to cultivate systemic understandings of environmental problems and their solutions. Using this methodology, we will research and map an environmental concern in Kentucky. We will also consider theories of change to see what they may offer us in terms of fostering constructive conversations, cultivating innovation, and preparing young people to solve environmental problems. With these frameworks, methods and theories in mind, candidates will translate their findings into a curriculum map.
Credit Hour(s): 3.00

EDU619: Environmental Ethics and Education

This course seeks to bring the fields of environmental science, ethics and religion together in rich conversation in order to discern how they might speak to and inform one another on issues relating to education as well as ecologically just and socially responsible living. Candidates will examine their own faith traditions in light of what they teach regarding environmentalism in order to critically examine how their own belief systems influence their practice as educators. They will also explore secular humanist writings and faith traditions outside of their own in order to better understand diverse worldviews regarding the environment. Finally, with the diversity of their students in mind, candidates will design a standards-based service learning project related to environmental education and reflect upon it in light of the religious and ethical value systems they have explored.
Credit Hour(s): 3.00

EDU621: Special Topics in Environmental Education

This course will provide the opportunity for study of environmental education issues not necessarily covered in other courses. In addition, candidates may receive credit for participation in approved environmental education professional development opportunities as a partition of this course.

Credit Hour(s): 3.00

EDU622: School Based Field Experiences

This course is a lab-based class for initial certification students who need to obtain 50 pre-clinical hours in OELE-approved field experiences.

Credit Hour(s): 1.00

EDU623: Field Studies for Alternative Certification Students

This course is a lab-based class designed for alternative certification candidates to receive 15 hours of mentoring through the college and school mentor.

Credit Hour(s): 0.00-1.00

EDU626: Developing Teacher Leadership through Research / Implementation of Capstone Research Project

This course introduces action research as a powerful agent of educational change. The class will enhance candidates' existing abilities to use action research principles in their roles as teacher leaders not only as critical consumers of research but as researchers themselves. Candidates will explore quantitative and qualitative research methodologies and understand the roles of various methodologies and data in action research that addresses issues of candidate achievement. Candidates will develop skills to be critical consumers of information and research in the field of education, exploring issues such as research design, population sampling, data collection instruments and methods, and data analysis in contemporary research. Working toward the implementation of their Capstone Research Project, candidates will refine their review of literature, design the study, develop research questions, and operationalize key terms and processes in an action research project to test their hypotheses. Candidates will explore research ethics and related regulations. Candidates will complete the Institutional Review Board application and submit their Capstone Research Project Research Proposal to the IRB for review. Candidates will implement the Capstone Research Project in their professional practice. They will collect, analyze, and report data; draw conclusions; prepare a written analysis of the conclusions in light of existing research; and make suggestions for future research. This course is designed to provide opportunities for candidates to demonstrate scholarship and teacher leader skills by reporting their findings in an educational setting such as a presentation at the school level and an educational conference proposal.

Credit Hour(s): 6.00

EDU628: Using Data for Instructional Decision-Making / Practicum for School Leaders

Candidates examine demographic and achievement data in their school against a backdrop of current educational issues. They conduct classroom research, interviews, surveys, walkthroughs, literature reviews, and job-embedded professional development in addition to consulting professional web sites, organizations, and relevant funding sources (to be included in a school portfolio). Candidates then analyze these data given their school's goals and mission statement, and develop a 30, 60, 90-day plan. Candidates also study current frameworks, theories, practices, and techniques used for school/teacher leadership. Candidates implement their school leadership plan in this course and gather data on school improvement results. Candidates present results to school staff and the school's site-based council following implementation.

Credit Hour(s): 6.00

EDU630: Technology in the Online Classroom

This course focuses on acquiring technology skills and best practice use of technology in designing and implementing online learning resources. By focusing on research and design considerations and best practices, students will learn about different technical aspects of teaching online, technology-related skills and tools used in online teaching, course management systems and communication technologies, online accessibility issues, and online-related legal and ethical considerations. This course counts as an elective in the Instructional Technology Endorsement, and an elective in other advanced programs.

Credit Hour(s): 3.00

Prerequisites:

EDU527 or EDU542 or permission of instructor.

EDU642: Coding for Teachers

Through the use of P-12 appropriate computer programming tools, this course introduces fundamental programming concepts. Tools relevant to specific age levels will be used to create age-appropriate programs, games, and/ or apps. Research-based practices will be examined regarding teaching coding, and practice working with a P-12 student on a programming project is an integral part of the class.
Credit Hour(s): 3.00

EDU662: Assessing and Facilitating Literacy Development

The clinical practicum required for all literacy specialist candidates. The course requires candidates to assess the literacy development of individual P-12 students and implement specific intervention strategies that address students' needs.
Credit Hour(s): 6.00
Prerequisites:
EDU 517.

EDU754: Administration Pupil Personnel

This course will focus on the roles and responsibilities of the Director of Pupil Personnel services. Emphasis will be focused on attendance, truancy, student accounting, dropout prevention, student health, and other student services. Learning to identify barriers to learning and working with appropriate support staff to address these barriers is addressed.
Credit Hour(s): 3.00

Education Administration

EDA600: Introduction to School Leadership by Leading Teaching and Learning

Instructional leaders have a knowledge base of curriculum and how curriculum drives instruction. Effective principals understand how other facets of the school (i.e. discipline, special education, food service, transportation, etc.) impact curriculum and instruction. This introductory course provides an overview of several facets of school administration and their relationship to curriculum. These areas will be addressed through a review and assessment of current individual school improvement plans and artifact data. The preliminary planning of a new school improvement plan will be created as a component to a major assessment required in EDA605.
Credit Hour(s): 3.00

EDA602: Leadership for Human Resources Development in Schools

This course will examine the importance of hiring and retaining highly qualified staff. Examination of legal aspects of working with personnel including evaluations/ supervision, professional development, site-based decision-making procedures and working with unions will be examined. Personnel decisions impact instructional best practices and how they are aligned with teacher standards and expectations with the development of school improvement and professional development plans to increase student achievement will also be addressed.
Credit Hour(s): 3.00

EDA604: Organization and Legal Aspects of the School Principal

Candidates will learn the laws, regulations, and policies under which schools must function for legal and ethical implications regarding principal leadership and student achievement. Systems thinking related to student learning and achievement and the role of shared decision-making in school improvement planning will also be investigated.
Credit Hour(s): 3.00

EDA605: Field Experiences in Leadership I

Candidates will participate in field-based experiences related to content learned in EDA600, EDA602, and EDA604. A major anchor assessment is completed as a part of this class. Pre-requisite of a "B" or better in EDA600, EDA602, and EDA604 and approval of the Principal Program Director. Candidates will complete 45 hours of field experience.
Credit Hour(s): 3.00

EDA606: School Climate and Culture

In this course, candidates will research, analyze, and evaluate the role of the principal as cultural manager, change agent, community builder and ethical leader. Field work to compare research findings with site data collection will be analyzed and presented. Case studies will be developed for legal and ethical implications regarding the impact of culture on principal leadership and student achievement.
Credit Hour(s): 3.00

EDA608: Leveraging Community Systems and Resources

This course is designed to immerse the candidate in building relationships with families, developing partnerships with community stakeholders, and working collaboratively with both while leveraging varied and multiple resources to support shared goals and objectives within the school community. Field practice will help the candidate learn how to work collaboratively to assess the concerns, needs, and issues of families and communities served by schools; how to identify, assess, and allocate resources to serve jointly identified goals and objectives; work within the district and school policy guidelines, and monitor resource allocation and program implementation in order to advance student achievement within the school.

Credit Hour(s): 3.00

EDA610: Planning and Management of Technology in Schools for School Leaders

Candidates will address issues in technology leadership at the school leadership level, including setting a vision, integrating technology into instruction and administration, technology professional development and practice, managing technology support, assessment and evaluation, and ensuring social, legal, and ethical use.

Credit Hour(s): 3.00

EDA611: Field Experiences in Leadership II

Candidates will participate in field-based experiences related to content learned in EDA606 and EDA608. A major assessment will be completed as a part of this class. Pre-requisite is a grade of a "B" or better in EDA606 and EDA608 and approval of the Principal Program Director. Candidates will complete 45 hours of field experience.

Credit Hour(s): 3.00

EDA612: Using Data for Instructional Decision-Making

This course is designed for candidates to examine demographic and achievement data in their school against a backdrop of current educational issues. Candidates will analyze data and develop a proposal for a School Improvement Plan/ Capstone Research project. This plan will include the description of the problem, a literature review, a description of the plan, the data analysis, and the research methodology relevant to the Capstone proposal. The SIP (Capstone project) will be implemented in EDA614. Frameworks, theories, practices, and techniques used for conducting research related to school/teacher leadership will also be examined.

Credit Hour(s): 3.00

EDA614: School Leadership Practicum

Candidates implement their Capstone Project that was designed in EDA612 and present results to school staff and the school's site-based council following implementation. A final oral defense of the work before a panel of faculty and practicing school administrators is required.

Credit Hour(s): 3.00

EDA616: Special Topics in School Leadership: Leadership and Management

Candidates that have completed Level 1 of the Principal Program will focus on research-based practices in visionary leadership and school management strategies that lead to growth in the academic performance for all students. Current practices and trends in leadership will be reviewed and evaluated through readings and class activities, then applied and evaluated through field-based experiences in schools. Candidates will complete 25 hours of field experience.

Credit Hour(s): 3.00

EDA618: Special Topics in School Leadership: Instructional Leadership, Assessment, Collaboration and Climate

Candidates that have completed Level 1 of the Principal Program will focus on research-based practices in instructional leadership, assessment, collaboration, and school climate that lead to growth in academic performance for all students. Current practices and trends in each area will be reviewed and evaluated through readings and class activities, then applied and evaluated through field-based experiences in schools. Candidates will complete 25 hours of field experience.

Credit Hour(s): 3.00

EDA640: Independent Study in Education Administration

Credit Hour(s): 1.00-3.00

EDA650: Seminar in Education Administration

Credit Hour(s): 2.00-3.00

EDA670: Topics in Education Administration

Credit Hour(s): 2.00-3.00

EDA720: The School Superintendency

This course will focus on the roles and responsibilities of the school district superintendent, including, but not limited to, leadership theory, student learning, community engagement, management, ethics, professional development and building capacity with stakeholders.

Credit Hour(s): 3.00

EDA722: School District Administration

This course will focus on school management, including, but not limited to, operations of federal, state and local laws governing school system administration, school finance, personnel, food service, facilities, transportation, school safety and school-based councils.

Credit Hour(s): 3.00

EDA724: Strategic Planning in Education

This course will focus on student learning and best practices in executive school leader-ship, including, but not limited to, developing skills that facilitate rigorous curriculum and engaging instruction, creating comprehensive assessment systems and developing academic support systems that ensure student success.
Credit Hour(s): 3.00

EDA726: Leading School District Change

This course will focus on the roles and responsibilities of the school district super-intendent, including, but not limited to, understanding leadership theory, analyzing data to make school district decisions and how to lead the change process through scaling innovation and advanced leadership development.
Credit Hour(s): 3.00

EDA730: Introduction to School Leadership by Leading Teaching and Learning for the Supervisor of Instruction

Instructional leaders have a knowledge base of curriculum and how curriculum drives instruction. Effective principals understand how other facets of the school (i.e. discipline, special education, food service, transportation, etc.) impact curriculum and instruction. This introductory course provides an overview of several facets of school administration and their relationship to curriculum. These areas will be addressed through a review and assessment of current individual school improvement plans and artifact data. This course may be cross-listed with, or substituted for EDA 600.
Credit Hour(s): 3.00

EDA732: Leadership for Human Resources Development in Schools

This course will examine the importance of hiring and retaining highly qualified staff. Examination of legal aspects of working with personnel including evaluations/ supervision, professional development, site-based decision-making procedures and working with unions will be examined. Personnel decisions impact instructional best practices and how they are aligned with teacher standards and expectations with the development of school improvement and professional development plans to increase student achievement will also be addressed. This course may be cross-listed with, or substituted for, EDA 602.
Credit Hour(s): 3.00

EDA734: Finance and Legal Aspects for the Instructional Supervisor

Students will learn the laws, regulations, and policies under which schools must function for legal and ethical implications regarding instructional leadership and student achievement. Systems thinking related to student learning and achievement and the role of shared decision-making in school improvement planning will also be investigated, and finance issues related to instructional supervisors will be investigated.
Credit Hour(s): 3.00

EDA736: Advanced Assessment for Instructional Supervisors

This course goes beyond basic classroom assessments to provide an in-depth view of school and district-wide assessments from a school leadership perspective. Candidates will investigate school and district-wide assessment procedures, including reviewing types of assessments, data analysis, establishing reliability and validity, and using results in data-based decision making and school improvement.
Credit Hour(s): 3.00

EDA738: Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration

This course is designed to provide opportunities for candidates to explore what it means to be an effective instructional coach, gain field experience in various coaching methods, including co-teaching experiences, in a supportive and critically reflective environment, and help candidates develop a toolbox to support a range of coaching interactions. The course will focus on the following five central questions:
1. What knowledge, skills and dispositions do instructional coaches need to be effective:
2. How can instructional coaches establish and maintain collaborative relationships with teachers?
3. How can instructional coaches use different forms of professional development to foster teacher learning and growth?
4. How can instructional coaches support student learning and achievement?
5. How can instructional coaches establish and maintain collaborative relationships with principals and/or other instructional leaders?
Credit Hour(s): 3.00

EDA739: Supervisor of Instruction—Internship in Ed Leadership

Candidates will participate in field-based experiences related to content learned throughout the Supervisor of Instruction program. Admission to level 2 and approval of the Ed Leadership Program Director.
Credit Hour(s): 6.00

EDA750: Instruction to School Leadership by Leading Teaching and Learning

Instructional leaders have a knowledge base of curriculum and how curriculum drives instruction. Effective principals understand how other facets of the school (i.e. discipline, special education, food service, transportation, etc.) impact curriculum and instruction. This introductory course provides an overview of several facets of school administration and their relationship to curriculum. These areas will be addressed through a review and assessment of current individual school improvement plans and artifact data. This course may be cross-listed with, or substituted for EDA 600.

Credit Hour(s): 3.00

EDA752: Human Resources Leadership

Candidates will evaluate current school processes for selecting staff induction, supervising staff, and providing professional development for staff. Candidates will recommend ways to improve the development of adult human resources in schools. Candidates will demonstrate knowledge of required components and implementation of a comprehensive human resources program.

Credit Hour(s): 3.00

EDA756: Principles of School Safety

This course is designated as an introductory course covering school safety for educators at all levels including education administrators and risk managers. The course will approach safety from the aspect of managing loss potentials for educational service employees, students, and school visitors. The course progresses from defining school safety and exploring the concepts of safety as a leadership principle to a descriptive project of school safety by occupational classifications. The course will culminate by exploring foundational management techniques for school safety and their application to some common safety issues.

Credit Hour(s): 3.00

EDA758: Director of Pupil Personnel—Internship in Educational Leadership

Candidates will participate in field-based experiences related to content learned throughout the Director of Pupil Personnel program. A major capstone assessment is completed as a part of this class.

Credit Hour(s): 6.00

Prerequisites:

completion of EDA 750 and 752 with a minimum grade of a "B" and approval of the Ed Leadership Program Director.

English

ENG510: Composition, Theory & Pedagogy

An online study of theories of composition, suitable for candidates of writing and for candidates interested in teaching writing; includes theory, practice, and evaluation.

Credit Hour(s): 3.00

ENG512: African American Literature

Survey of African-American Literature: In order to gain a voice in American society, African-Americans first had to claim a voice in literature. This course covers some of the most important writers and periods in the African-American literary tradition. We will study each writer's distinct contributions to and within a specific age or aesthetic as well as the continuum of African-American literature from the mid-1800s to the present, appreciating the fluidity of terms, dates, and styles as well as comparable narrative impulses among diverse writers. Reading a variety of genres, we will try to answer questions such as: How have these writers helped to establish an African-American literary tradition? How is "the African-American experience" or the "African-American community" represented on the page? What role does ethnicity or "race" play in these texts? How do ethnicity, gender, race, and class intersect? Throughout the term, we will consider how major African-American writers incorporate orature, art, aesthetics, and socio-political commentary into their works, appealing to and enriching readers from all walks of life. Simply put, there would be no "American" literature at all without African-American literature.

Credit Hour(s): 3.00

ENG514: Reading and Teaching Shakespeare

Shakespeare. An online study of Shakespeare's art and craft through study of important plays: comedies, tragedies, and histories.

Credit Hour(s): 3.00

ENG518: Reading Poetry

An online study of the theory and practice of reading poetry. Candidates will read, discuss, recite and write about a selection of contemporary and classic poems while: 1) reviewing theories and testimonies about the purpose and value of poetry; 2) learning and taking ownership of the vocabulary used to describe and analyze poetic texts; and 3) investigating the ways in which the performance of poetry (reading aloud, reciting from memory, attending a poetry reading) extends its ability to enrich individual and community experience. Completing this work will demystify the practice of reading poetry and liberate it from harmful myths about its relevance, obscurity ("hidden meanings") and elite appeal. Instead, this course will allow candidate to develop facility as advanced readers and advocates for the unique pleasures and power of poetic art.
Credit Hour(s): 3.00

ENG520: Informative and Argumentative Writing

This course addresses research and instructional techniques in teaching the three forms of writing addressed in the college readiness standards: narrative, informative/explanatory, and argumentative writing.
Credit Hour(s): 3.00

ENG526: Teaching P-12 Writing Across the Curriculum

An online study of important principles and methods used in teaching writing in order to accommodate special needs and a diverse student population. Applying guidelines from the state (KDE), Common Core Standards, and National Standards (NCTE), the class will read grade-level appropriate texts, participate in forums, and discuss (1) how to improve their informational and argumentative writing assignments in various disciplines and at various levels; (2) how to improve peer review and group work to minimize teacher work and to allow student ownership of writing/learning; (3) how to improve evaluation and grading of student writing. As a culminating project, each participant will write and peer review (using Canvas (LMS) or other online collaborative software) a short syllabus of writing activities that reflects new or improved activities to address varying needs.
Credit Hour(s): 3.00
Prerequisites:
Open to all candidates admitted to the Graduate Studies program at Georgetown College. Can be an elective for MSD Rank I program. Summer 2

ENG540: Independent Study in English

Credit Hour(s): 1.00-3.00

ENG550: Seminar in English

Credit Hour(s): 2.00-3.00

ENG570: Topics in English

Credit Hour(s): 2.00-3.00

ENG623: Action Research in Rhetoric

Action Research in the Teaching of Writing. An online action research methods course in the teaching of writing. Candidates will study quantitative and qualitative methodologies as they pertain to the action research process in order to examine the role of action research in effective educational change. Prerequisites: Open to all candidates admitted to the Graduate Studies program at Georgetown College.
Credit Hour(s): 3.00

ENG626: Action Research in Rhetoric

Credit Hour(s): 6.00

Exceptional Child Education

ECE500: Educational Evaluation

A course covering principles of tests and measurement, interpretation of assessment techniques as applied to Special Education and application of assessment data to individualized education programs and classroom assessment strategies. This course is a field placement course. Initial candidates will be in their LBD classroom for an LBD approved placement for at least 100 hours. Advanced candidates will complete 25 hours of field experience.

Prerequisite: Candidates must submit a score for the LBD specialty Praxis before registering for ECE500/501. Candidates must pass the LBD specialty Praxis for certification.
Credit Hour(s): 3.00

ECE501: Behavior Management for LBD Students

This course is designed to provide candidates with knowledge and understanding of behavioral assessment and intervention strategies based on behavior management techniques, including how to design learning environments that help prevent problem behaviors. This is a field placement course. Using Kentucky Teacher Internship Program (KTIP) as a model and with the assistance of a mentor teacher and a college supervisor, candidates will develop and teach lesson plans, assess personal professional strengths and needs and develop strategies to pinpoint specific areas in which classroom effectiveness can be improved. Mentored teaching provides information and experiences that address the need for consistent sensitivity to individual, academic, physical, social and cultural differences through demonstration of competencies required by the Kentucky Teacher Standards, the Council for Exceptional Children Standards, and the Georgetown Conceptual Framework. Initial candidates will be in their LBD classroom or an LBD approved placement for at least 100 hours. Advanced candidates will complete 25 hours of field experience.

Prerequisite: Candidates must submit a score for the LBD specialty Praxis before registering for ECE500/501. Candidates must pass the LBD specialty Praxis for certification.
Credit Hour(s): 3.00

ECE502: Introduction to LBD

A historical overview of the field of special education will be presented. This course will provide information and knowledge on legislation and litigation in special education, characteristics of children and youth with disabilities, and procedures for eligibility and provision of special education and related services. Special education laws will be addressed relevant to the course content.
Credit Hour(s): 3.00

ECE503: Educational Programming for LBD Students

A course designed to prepare teacher candidates to instruct P-12 students with mild mental disabilities, learning disabilities, behavior disorders, or mild orthopedic handicaps. Content includes effective teaching and learning strategies, development of lesson and unit plans to meet curriculum requirements based on student needs, and differentiation with specially designed instruction in academic areas.
Credit Hour(s): 3.00

ECE504: Collaboration and Advocacy

This course addresses inclusion, collaboration, and advocacy approaches to working with children and youth with disabilities. Approaches for differentiated instruction in an inclusive classroom are presented. Procedures for working with parents and educators in collaborative settings and related and transitional services are discussed.
Credit Hour(s): 3.00

ECE508: Introduction to Autism Spectrum Disorders (ASD)

This course will provide information about the various manifestations of Autism Spectrum Disorders, including current trends in diagnosis and treatment. It will also address the unique challenges related to learning needs across the spectrum including language, social behaviors, theory of mind, and sensory processing. It will address the historical foundations of autism through present day findings and general supports. Additionally, information will be provided about instruction and supports provided through special education laws and regulations. The outcome for participants will allow them to understand practices with identified needs. Participants will also increase their understanding of the challenges parents face in raising a child on the spectrum, as well as how they may be a valuable participant in the student's team.
Credit Hour(s): 3.00

ECE510: Evidence-Based Practices for ASD

Evidence-based instructional practices are mandated by both NCLB and IDEIA. This course will examine the research related to evidence-based practices and provide participants with the core strategies recognized by research today. Such strategies will include: social narratives, using work systems, visual supports, incorporating technology, and communication systems. Participants will learn how to analyze student needs through case studies; design and implement an effective educational program matched to student needs to promote communication, on-going learning, and adaptive behavioral skills; structure the physical environment to support learning; provide links between special interests and curriculum; and adapt core content related to Kentucky's Program of Studies.

Credit Hour(s): 3.00

Prerequisites:

ECE508.

ECE512: Analyzing Behavior for Students with ASD

This course will provide participants with the tools needed to build on their knowledge of autism while learning to assess behavioral needs. Various strategies will be reviewed to analyze student behavior, identify variables related to the behaviors that are unique to ASD, and develop programs that promote positive behavioral supports (PBS). Some of the strategies addressed will include the Ziggurat model, developed by Aspy and Grossman. Upon completion of this course, participants will be able to conduct an assessment of ASD student behavior and develop a behavior plan with identified strategies for instruction and support.

Credit Hour(s): 3.00

Prerequisites:

ECE508.

ECE514: Application of Strategies in Autism Spectrum Disorders

The intent of any practicum is for the new teacher to effectively demonstrate his or her learned skills in a classroom setting. Participants will demonstrate their competence, according to the CEC standards and the Georgetown College Conceptual Framework, by submitting a portfolio of work. The content will require the participant to complete a portfolio that includes the following: identify the manifestations and needs of student(s) with ASD, review assessment data, observe the student, interview relevant staff/ parents, create an instructional plan, and videotape one model lesson. It is expected that candidates will complete 30 clock hours in completing the required portfolio.

Credit Hour(s): 3.00

Prerequisites:

ECE508, ECE510, and ECE512.

ECE542: Using Technology to Remove Barriers for Students with Disabilities

Introduction to computers as an educational tool through study of application software packages for word processing, spreadsheets, databases, presentations, and the use of the Internet and e-mail in the classroom. Assistive technology and universal design for learning is included for special education teachers.

Credit Hour(s): 3.00

ECE565: Typical and Atypical Development

Study of normal growth and development, research in physical, social and emotional development, causes of behavior and learning theories.

Credit Hour(s): 3.00

ECE575A: Field Studies in LBD Component I Part A

This course is the first of two field courses taken in the first 20 hours of the program (taught in fall and spring only). All candidates who are teaching on an LBD Temporary Provisional certificate must take ECE 575A in their first semester. Using Kentucky Teacher Internship Program (KTIP) as a model and with the assistance of a mentor teacher and a college supervisor, candidates will develop and teach lesson plans, assess personal professional strengths and needs and develop strategies to pinpoint specific areas in which classroom effectiveness can be improved. Mentored teaching provides information and experiences that address the need for consistent sensitivity to individual, academic, physical, social and cultural differences through demonstration of competencies required by the Kentucky Teacher Standards, the Council for Exceptional Children Standards, and the Georgetown Conceptual Framework. Candidates will be in their LBD classroom or an LBD approved placement for at least 100 hours. This course is offered fall and spring semesters only.

Credit Hour(s): 3.00

ECE575B: Field Studies in LBD Component I Part B

This course is the second of two field courses taken in the first 20 hours of the program (taught in fall and spring only). All candidates who are teaching on an LBD Temporary Provisional certificate must continue in ECE575B for continuous mentored teaching while in the classroom. This course continues the objectives of ECE575A, with particular emphasis on classroom assessment, assistive technology, and development of a professional growth plan. Candidates will be in their LBD classroom for an LBD approved placement for at least 100 hours. This course is offered fall and spring semesters only.
Credit Hour(s): 3.00
Prerequisites:
ECE575A, 501, and 502.

ECE576: Final Clinical Practice-Field Component II in LBD Special Education

To take 576, candidates are required to be teaching in an LBD position or be in an approved Georgetown student teaching placement, to have taken and passed the required LBD Praxis test to have met all other checkpoint two requirements. Utilizing school classrooms as the laboratory, this course continues the objectives of ECE575 A-B, and candidates should be proficient in the teaching standards by the end of the course. Students will complete 25 hours of field experience.
Credit Hour(s): 3.00
Prerequisites:
ECE500-504, ECE575 A and B and approved final clinical (checkpoint 2) application.

ECE586: Final Clinical Practice

To take ECE586, candidates are required to be in the alternative certification program in an LBD position or be in an approved Georgetown student teaching placement, to have taken and passed the required LBD Praxis test, and to have met all other checkpoint two requirements. Utilizing school classrooms as the laboratory, this course continues the objectives of ECE 575 A-B, and candidates should be proficient in the teaching standards by the end of the course. Traditional student teachers will complete 70 full days of field experience; Option 6 teacher candidates will complete 100 hours of field experience.
Credit Hour(s): 6.00
Prerequisites:
ECE500-504, ECE575 A and B and approved final clinical (checkpoint 2) application.

ECE600: Introduction to Teaching Students with Moderate and Severe Disabilities

This course addresses the issues and trends of teaching persons who are diagnosed with moderate and severe disabilities. Focus is on the instructional, social, education, and transitional needs. Working with families and collaboration in inclusive settings is included.
Credit Hour(s): 3.00

ECE602: Curriculum and Instruction for Students with Moderate and Severe Disabilities

This course analyzes assessment techniques and explores prescriptive programming for moderate to severely disabled persons from infancy to adulthood. Diagnostic and prescriptive programming experiences are necessary in field-based practicum. Candidates are required to complete a field practicum working with MSD students as a requirement of this class.
Credit Hour(s): 3.00
Prerequisites:
ECE600.

ECE604: Teaching Individuals with Physical or Multiple Disabilities

This course surveys causes and educational implications of physical disabilities and sensory impairments. It addresses a broad range of issues of importance to the health and physical problems of students with multiple disabilities.
Credit Hour(s): 3.00

ECE606: Transition Services for Students with Disabilities

This course will address the needs of personnel working with special education students preparing to make the transition from school to adulthood. The course will provide information on: the basic adult needs of a person with developmental disabilities and an interdisciplinary services model to meet those needs. Emphasis will be placed upon the systematic planning and coordination of services that are required for persons with disabilities to achieve maximum quality of life.
Credit Hour(s): 3.00

ECE608: Field Component in MSD

ECE608 is a mentored field experience. As part of the Advanced Moderate to Severe Disabilities Program, candidates will enroll for three hours of mentored teaching utilizing school classrooms as the laboratory. Initial MSD candidates will enroll in 6 hours and complete either a mentored field experience or supervised student teaching. Using KTIP as a model and with the assistance of a mentor teacher and a college supervisor, candidates will assess strengths and needs of MSD students in a chosen classroom. When the needs have been identified for each student, various strategies will be utilized to pinpoint specific areas in which classroom effectiveness can be improved. Candidates should show consistent sensitivity to individual, academic, physical, social and cultural differences and respond in a caring manner. Mentored Teaching provides information and experiences that address this sensitivity through demonstration of the competences required by the Kentucky Teacher Standards as well as essential information regarding teaching as a profession and the Council for Exceptional Children Individualized Independence Curriculum (IIC) Standards for MSD. A leadership plan and professional growth plan addressing the Kentucky Teacher Standards will be completed in ECE608. Based on teacher education, Georgetown College Conceptual Framework, Kentucky Teacher Standards, and the Council for Exceptional Children Standards for Special Education serving students with moderate to severe disabilities, this is the final course required to add certification in Moderate/Severe Disabilities (MSD). Candidates will critically reflect their value orientations and pedagogical foundations as they deepen their reflective practices based on the framework of the education department and its theme, "Developing scholars who are competent and caring educators, committed to a spirit of service and learning" (Georgetown College Conceptual Framework). During ECE608 candidates will extend their skills in planning curriculum and instruction for students with MSD and demonstrate all CEC competencies for MSD teachers as well as Kentucky Teachers Standards in the classroom. Candidates must submit a score for the MSD specialist Praxis before registering for ECE608/616. Candidates must pass the MSD specialty Praxis for certification. Candidates will complete 25 hours of field experience.

Credit Hour(s): 3.00

Prerequisites:

ECE600, ECE602, ECE604, and ECE606.

ECE610: Supporting Challenging Behaviors

This course will address the behavioral needs of students with moderate to severe disabilities. The focus is assessment of behaviors and behavior interventions and how to implement in the MSD classroom. Applied behavior analysis theory is examined. Candidates are required to complete a field practicum working with MSD students as a requirement of this class.

Credit Hour(s): 3.00

ECE612: Language Development and Literacy Instruction

This course will focus on language development and how it impacts teaching literacy to students with moderate to severe disabilities. Language disorders will be examined and literacy content explored. Candidates are required to complete a field practicum working with MSD students as a requirement of this class. Candidates will complete 100 hours of field experience.

Credit Hour(s): 3.00

ECE614: Social Skills Development and Community Access

This course examines the community resources and access for students with moderate to severe disabilities. The course explores social skill theories of development and how it impacts students in the MSD classroom. Candidates are required to complete a field practicum working with MSD students as a requirement of this class. Candidates will complete 100 hours of field experience.

Credit Hour(s): 3.00

ECE616: Field Component in MSD

ECE616 is the final clinical field experience for the MSD Initial certification program. Initial MSD candidates will enroll in 6 hours and complete either a mentored field experience or supervised student teaching. Using KTIP as a model and with the assistance of a mentor teacher and a college supervisor, candidates will assess strengths and needs of MSD students in a chosen classroom. When the needs have been identified for each student, various strategies will be utilized to pinpoint specific areas in which classroom effectiveness can be improved. Candidates should show consistent sensitivity to individual, academic, physical, social and cultural differences and respond in a caring manner. Student/ mentored teaching provides information and experiences that address this sensitivity through demonstration of the competences required by the Kentucky Teacher Standards as well as essential information regarding teaching as a profession and the Council for Exceptional Children Individualized Independence Curriculum (IIC) Standards for MSD. A leadership plan and professional growth plan addressing the Kentucky Teacher Standards will be completed. Candidates will critically reflect their value orientations and pedagogical foundations as they deepen their reflective practices based on the framework of the education department and its theme, "Developing scholars who are competent and caring educators, committed to a spirit of service and learning" (Georgetown College Conceptual Framework). During ECE616 candidates will extend their skills in planning curriculum and instruction for students with MSD and demonstrate all CEC competencies for MSD teachers as well as Kentucky Teachers Standards in the classroom. Candidates must submit a score for the MSD specialist Praxis before registering for ECE608/616. Candidates must pass the MSD specialty Praxis for certification. Traditional student teachers will complete 70 full days of field experience; Option 6 teacher candidates will complete 100 hours of field experience.

Credit Hour(s): 6.00

Prerequisites:

Core MSD courses, including all field classes, approved application for final clinical / mentored teaching, and meeting all checkpoint 2 requirements, including passing the appropriate Praxis test.

ECE700: Administration of Special Education Programs

The purpose of the course is to examine and discuss the functions and underlying principles of the administration of special education services in the public school setting. The role of the administrator in the development of Individualized Education Plans, student placement, student discipline, child find activities, transportation and a brief introduction to legal aspects of special education. The course will evaluate how to work with and train new staff members, relationships with SBDM councils, selection and utilization of support techniques for staff members and other critical relationships within the district and collaborating partners. This course will also look at how to evaluate personnel and programs for students with disabilities.

Credit Hour(s): 3.00

ECE702: Advanced Topics in Assessment and Collaboration for Special Education Leaders

This course addresses topics of collaboration and assessment when working with teachers of youth with disabilities. The work of the collaboration team of all personnel will be explored. Approaches for differentiated instruction strategies in a special education classroom are discussed. Assessment has a huge role in delivery of services for the student and when communicating the needs of the student. Procedures for working with parents and educators in collaborative settings and related transitional services are also discussed.

Credit Hour(s): 3.00

ECE704: Special Education Law and Finance

This course will focus on the laws and regulations that govern special education and related areas of education law. It is an intensive study of the legislation and litigation involved with individuals with disabilities specifically concentrating on those students between the ages of birth-21. In this course we will look at the administrative responsibility of Special Education Leadership personnel with emphasis on the understanding of the field of Special Education, administrative regulations, instructional arrangements, grant writing, and budgets.

Credit Hour(s): 3.00

ECE706: Director of Special Education—Internship in Education Leadership

Candidates will participate in field-based experiences related to content learned throughout the Director of Special Education program. A major assessment is completed as a part of this class.

Credit Hour(s): 6.00

Prerequisites:

completion of EDA 600, 604, and ECE 700 with a minimum grade of a "B" and approval of the Ed Leadership Program Director.

French

FRE540: Independent Study in French
Credit Hour(s): 1.00-3.00

History

HIS540: Independent Study in History
Credit Hour(s): 1.00-3.00

HIS550: Seminar in History
Credit Hour(s): 2.00-3.00

HIS570: Topics in U.S. History
Topics studied will vary with the interests of the candidates and instructors.
Credit Hour(s): 1.00-3.00

HIS571: Topics in European History
Topics studied will vary with the interests of the candidates and instructors.
Credit Hour(s): 3.00

Kinesiology and Health Studies

KHS540: Independent Study in Kinesiology and Health Studies
Credit Hour(s): 1.00-3.00

KHS550: Seminar in Kinesiology
Credit Hour(s): 2.00-3.00

KHS570: Topics in Kinesiology and Health Studies
Allows each candidate the opportunity to examine various issues and/or problems in Kinesiology or Health Studies.
Credit Hour(s): 2.00-3.00

Mathematics

MAT501: Number Concepts for the Elementary Math Specialist
A study of the concept of number from a teacher's perspective to enable better understanding of children's thinking and misconceptions and to appropriately direct their learning. Topics will include number patterns, place value, fractions, decimals, and prime numbers; and the operations performed with these numbers. Problems suitable for elementary students will be part of our investigations. For elementary teachers only.
Credit Hour(s): 3.00

MAT502: Geometry and Measurement Concepts for the Elementary Math Specialist
A study of concepts from geometry and measurement from a teacher's perspective to enable better understanding of children's thinking and misconceptions and to appropriately direct their learning. Topics will include 2 and 3 dimensional shapes and their properties and visualization, transformations, linear and area measure, probability, and data analysis. Problems suitable for elementary students will be part of our investigations. For elementary teachers only.
Credit Hour(s): 3.00

MAT540: Independent Study in Math
Credit Hour(s): 1.00-3.00

MAT550: Seminar in Math
Credit Hour(s): 2.00-3.00

MAT570: Topics in Math
Credit Hour(s): 2.00-3.00

Music

MUS507: History of Rock Music
A study of the origins, characteristics and stylistic development of rock and roll music from the early 1950s through the 1990s.
Credit Hour(s): 3.00

MUS540: Independent Study in Music
Credit Hour(s): 1.00-3.00

MUS550: Seminar in Music
Study of current music education research. The subject for study will be decided by the needs and interests of candidates.
Credit Hour(s): 2.00-3.00

MUS570: Topics in Music
Credit Hour(s): 2.00-3.00

Physics

PHY510: Classroom Demonstration of Chemistry and Physics Principles
This course is designed for elementary, middle, and secondary teachers who want to learn new practical methods for doing science in the classroom. Topics will include the scientific method, states of matter, chemical and physical changes, combustion reactions, solubility, acids and bases, polymers, household chemicals, density, pressure, waves, light and lasers, and refraction. Candidates will observe demonstrations and discuss the chemical and physical principles behind them, perform demonstrations, and design new demonstrations.
Credit Hour(s): 3.00

PHY540: Independent Study in Physics
Credit Hour(s): 1.00-3.00

PHY570: Topics in Physics
Credit Hour(s): 2.00-3.00

Political Science

POS540: Independent Study in Political Science
Credit Hour(s): 1.00-3.00

POS550: Seminar in Political Science
Credit Hour(s): 2.00-3.00

POS570: Topics in Political Science
Credit Hour(s): 2.00-3.00

Psychology

PSY570: Topics in Psychology
Credit Hour(s): 2.00-3.00

Sociology

SOC532: Sociology of Education
Analysis of educational institutions in terms of the interaction of individuals and groups, educational processes, school and community relations and the function of the educator as an agent of socialization.
Credit Hour(s): 2.00-3.00

SOC540: Independent Study in Sociology
Credit Hour(s): 1.00-3.00

SOC550: Seminar in Sociology
Credit Hour(s): 2.00-3.00

SOC570: Topics in Sociology
Credit Hour(s): 2.00-3.00

Theatre and Film

THE540: Independent Study in Theatre
Credit Hour(s): 1.00-3.00

THE570: Topics in Theatre
Credit Hour(s): 2.00-3.00