



2021

JOHN L. HILL CHAPEL

GRADUATE
GRADUATE
CATALOG
CATALOG

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2020-2021 Graduate Catalog

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 2020 - 2021

FALL SEMESTER 2020

Aug 17	Mon	Registration ends for all Fall terms (Fall, Fall 1, and Fall 2)
17	Mon	Fall and Fall 1: Classes begin
24	Mon	Application for Program Completion Opens -- December Completers
Sept 7	Mon	Field Placement Application for Spring Opens
9	Wed	Fall 1: Last day to drop a course without the grade W
14	Mon	Application for Program Completion Closes -- December Completers
15	Tue	Exit conference for MATL/Rank 1/MSD -- Webinar
16	Wed	Exit conference for LBD program -- Webinar
16	Wed	Exit conference for Principal Program -- Webinar
25	Fri	Fall 1: Final date to drop a course
30	Wed	Fall 1: Course Evaluations Open
Oct 6	Tue	Fall 1: Course Evaluations Close

6	Tue	Fall 1: Classes end
8	Thur	Fall 2: Classes begin
11	Sun	Fall 1: Grades due
12	Mon	Fall 1: Grade view date
19	Mon	Fall & Fall 2: Last day to drop a course without the grade W
Nov 2	Mon	Field Placement Application for Spring Closes
9	Mon	Fall: Final date to drop a course
17	Tue	Fall: Course Evaluations Open
19	Fri	Fall 2: Final date to drop a course
23	Mon	Fall: Course Evaluations Close
24	Tue	Fall 2: Course Evaluations Open
26-27	Thur-Fri	Thanksgiving Holiday -- No Classes
30	Mon	Fall 2: Course Evaluations Close
Dec 2	Wed	Fall & Fall 2: Classes end
7	Mon	Fall & Fall 2: Grades due
8	Tue	Fall & Fall 2: Grade view date
11	Fri	Commencement at 7:00 p.m.

SPRING SEMESTER 2021

Jan 6	Wed	Registration ends for all Spring terms (Spring, Spring 1, and Spring 2)
6	Wed	Spring and Spring 1: Classes begin
11	Mon	Application for Program Completion Opens -- May Completers
29	Fri	Spring 1: Last day to drop a course without the grade W
Feb 1	Mon	Application for Program Completion Closes -- May Completers
2	Tue	Exit conferences for MATL/Rank 1/MSD -- Webinar
3	Wed	Exit conference for LBD Program -- Webinar
3	Wed	Exit conferences for Principal Program -- Webinar
8	Mon	Field Placement Application for Fall Opens
16	Tue	Spring 1: Final date to drop a course
19	Fri	Spring 1: Course Evaluations Open
25	Thur	Spring 1: Course Evaluations Close
25	Thur	Spring 1: Classes end
Mar 1	Mon	Spring 2: Classes begin
2	Tue	Spring 1: Grades due
3	Wed	Spring 1: Grade view date
9	Tue	Spring & Spring 2: Last day to drop a course without the grade W
31	Wed	Spring: Final date to drop a course
Apr 1	Thur	Field Placement Application for Fall Closes
5	Mon	Application for Program Completion Opens -- August Completers
8	Thur	Spring: Course Evaluations Open
12	Mon	Spring 2: Final date to drop a course
14	Wed	Spring: Course Evaluations Close
15	Thur	Spring 2: Course Evaluations Open
21	Wed	Spring 2: Course Evaluations Close
21	Wed	Spring & Spring 2: Classes end
26	Mon	Spring & Spring 2: Grades due
27	Tue	Spring & Spring 2: Grade view date
26	Mon	Application for Program Completion Closes -- August Completers
May 8	Sat	Commencement at 10:00 a.m.

SUMMER SEMESTER 2021

Apr 1	Wed	Field Placement Application for Fall Closes
5	Mon	Application for Program Completion Opens -- August Completers

26	Mon	Registration ends for Summer 1 & 2
26	Mon	Summer 1: Classes begin
26	Mon	Application for Program Completion Closes -- August Completers
May 8	Sat	Commencement at 10:00 a.m.
11	Tue	Exit conferences for MATL/Rank 1/MSD -- Webinar
12	Wed	Exit conference for LBD Program -- Webinar
12	Wed	Exit conferences for Principal Program -- Webinar
25	Tue	Summer 1: Last day to drop a course without the grade W
Jun 4	Fri	Summer 1: Final date to drop a course
9	Wed	Summer 1: Course Evaluations Open
15	Tue	Summer 1: Course Evaluations Close
15	Tue	Summer 1: Classes end
17	Thur	Summer 2: Classes begin
20	Sun	Summer 1: Grades due
21	Mon	Summer 1: Grade view date
Jul 5	Mon	Independence Day Holiday -- No Classes
16	Fri	Summer 2: Last day to drop a course without the grade W
29	Thur	Summer 2: Final date to drop a course
Aug 3	Tue	Summer 2: Course Evaluations Open
9	Mon	Summer 2: Course Evaluations Close
9	Mon	Summer 2: Classes end
14	Sat	Summer 2: Grades due
15	Sun	Summer 2: Grade view date

* Please note that these dates are subject to change.

Contact the Director of Education Admissions and Operations with questions at 502-863-7031 or e-mail Erin_Hoff@georgetowncollege.edu.

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

Profile

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:	Baccalaureate- Arts and Sciences Focus; residential; a Christian college in the Baptist tradition
Calendar:	Two fifteen-week regular semesters, seven and a half week 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:	987 undergraduate, 501 graduate (Fall 2019)
Student/ Faculty:	11:1 (undergraduate)
Faculty Ph.D.:	85% hold terminal degrees in their field
Fall 2019	
Entering Undergraduate Class:	Average ACT Composite 23.65; HS GPA 3.53
Financial Aid:	More than \$30 million distributed in 2019-2020; extensive program of endowed and college-funded grants and scholarships
Athletics:	NAIA, Mid-South Conference, 23 inter-collegiate sports teams.
Alumni:	19,410; 50 states, the District of Columbia, U.S.
Distinctions:	Territories and 42 foreign countries represented <i>U.S. News and World Report's</i> Best Colleges "Top Performers on Social Mobility"; Zippia, "Best College for Jobs in Kentucky"; Niche, "Best Value Colleges in Kentucky"

Mission

The mission of Georgetown College is to prepare students to engage in their life's pursuits with thoughtfulness and skill by providing an exceptional educational experience in a vibrant Christian community. Distinguished by its

emphasis on outstanding teaching and mentoring, the College offers excellent academic programs in the liberal arts, sciences, and professions.

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 to award baccalaureate and master's degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Georgetown College.



Georgetown College is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Kentucky Education Professional Standards Board for initial and advanced level educator preparation programs. The Athletic Training Program at Georgetown College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Its affiliations include the American Council of Education, American Association of Colleges for Teacher Education, Association of American Colleges and Universities, Association of Independent Kentucky Colleges and Universities, Commission on Accreditation of Athletic Training Education, National Association of Independent Colleges and Universities, Kentucky Independent College Foundation, the Network of Church-Related Colleges and Universities, and the Association of Southern Baptist Colleges and Schools. Additionally, faculty and staff are affiliated with a number of regional, national and international professional organizations.



In compliance with federal law, including provisions of Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Georgetown College does not discriminate, either in the admission of students or in the administration of any of its 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. Inquiries regarding compliance with these laws should be directed to the Office of Student Life.

Graduate 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 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 **Plan** effective instruction, **Engage** and educate students in positive learning climates, **Advocate** for growth and development of all learners, **Reflect** on the teaching process, and **Lead** 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 Offered

Master of Arts in Education Programs

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

Endorsements/Certifications

- English as a Second Language Certification
- Director of Pupil Personnel Certification
- Director of Special Education Certification
- Gifted and Talented Education Certification
- Instructional Computer Technology Endorsement
- Learning and Behavior Disorders Certification
- Literacy Specialist Certification
- Moderate and Severe Disabilities Certification
- School Principalship Certification
- School Superintendent Certification
- Supervisor of Instruction Certification
- Teacher Leader Endorsement

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

- 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 additional certification in Learning and Behavior Disorders and Moderate and Severe Disabilities Certificate P-12 (60-hour program)
- Master of Arts in Education with Teacher Leader P-12
- Non-Degree Programs:
 - Director of Pupil Personnel Certification
 - Director of Special Education
 - English as Second Language Certification
 - Gifted and Talented Certification
 - Instructional Computer Technology Endorsement
 - Literacy Specialist Certification

- Moderate and Severe Disabilities Certification
- School Principalship Certification, Level 2
- School Superintendent Certification
- Supervisor of Instruction Certification

Initial Programs

- 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
- Master of Arts in Education with LBD & MSD certifications 60-hour program

Non-Certification Programs

- Master of Arts in Education Literacy Specialist with English Concentration

Note: Master of Arts Initial Certification and Master of Arts Special Education with LBD/MSD certifications are offered traditional and alternative routes.

The Graduate Admission Process

The Graduate Admission Process

Graduate program online applications are available at: <https://www.graduateprogram.org/georgetown-college/>

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/EPSEB regulations.
- Applicants who hold a master's degree with a cumulative GPA of at least a 3.0 from a regionally accredited institution of higher learning may be admitted without regard to undergraduate transcripts.
- Applicants who have not earned a graduate degree, but who present a graduate transcript from a regionally accredited institution containing at least twelve (12) hours of coursework with a grade point average of 3.5 or better, may be considered for graduate admission on the basis of these grades in lieu of the undergraduate GPA.

Applicants who do not meet the above GPA requirements must successfully pass the Graduate Records Exam (GRE) with the following corresponding scores:

- Verbal with a minimum score of 450 (old scale) or 150 (new scale)
- Quantitative with a minimum score of 490 (old scale) or 143 (new scale)
- Analytical Writing with a minimum score of 4.0.

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, a completed Kentucky Code of Ethics form, and a FERPA form.

Notes:

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

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

Master of Arts in School Principalship 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 Recommendation/Evaluations completed by: 1) your school principal, 2) a colleague, and 3) your superintendent (or his/her designee). These forms can be located on the online application.
- One Memorandum of Agreement signed by your superintendent. If other candidates within your school corporation have previously been fully accepted to the Master of Arts Degree with Principal Certification Program, the MOA is not required.
- Signed copies of the Kentucky School Personnel Code of Ethics and the confidentiality (FERPA) form. These forms 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 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.

Standardized Test Requirements: either (a) or (b) below:

(a) Successful completion of the Praxis Core tests, the Praxis Core Academic Skills for Educators: Reading; Core Academic Skills for Educators: Writing; and Core Academic Skills for Educators: Mathematics with the corresponding minimum score:

1. Praxis Core Academic Skills for Educators (CASE): Reading (5712) = 156
2. Praxis Core Academic Skills for Educators (CASE): Writing (5722) = 162
3. Praxis Core Academic Skills for Educators (CASE): Mathematics (5732) = 150

Always consult with the Kentucky Department of Education (KDE) to verify the required exams and cut scores required for admission to teacher education programs.

(b) Successful completion of the Graduate Record Exam (GRE) with the following corresponding scores:

1. Verbal with a minimum score of 450 (old scale) or 150 (new scale);
2. Quantitative with a minimum score of 490 (old scale) or 143 (new scale); and
3. Analytical Writing with a minimum score of 4.0.

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 in to all of our initial programs. These requirements include the following:

- Official Transcripts of a Bachelor's degree from a regionally 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)
- Two letters of recommendation
- 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 GRE or required test, etc.) may enroll 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 (<http://www.georgetowncollege.edu/academics/graduate-programs>))
- 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 allowed 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 6 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 16 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, official Test of English as a Foreign Language (TOEFL) scores, and scores on the verbal, quantitative, and analytical portions of the Graduate Record Examination (GRE).

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

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 required orientation advising session, signed a curriculum contract and completed registration. 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 Appeal 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). 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 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. The Graduate Office will send a written notification to the candidate prior to the administrative drop. The final decision to administratively drop a candidate will be made by the Provost after consultation with the candidate's advisor, the Director of Education Admissions and Operations, the Student Accounts Office, and the Financial Aid 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: www.epsb.ky.gov, select Division of Certification.

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

Contact Information

Division of Certification

Office of Educator Licensure & Effectiveness

300 Sower Boulevard, Frankfort, KY 40601

Phone: 502-564-4606

Email: KDELicensure@education.ky.gov

Website: www.epsb.ky.gov

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. Details of this requirement are provided before and after the exit conference. Initial certification programs and some endorsement and certification only programs also require that candidates pass certain Praxis tests prior to being exited from the program.

Confirming Enrollment

Candidates confirm enrollment for on campus, blended (face-to-face at least $\frac{1}{4}$ but no more than $\frac{1}{2}$ 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 an 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.

Candidates who plan to complete degree requirements by December, May and/or August of a given calendar year should make arrangements for degree completion and graduation by completing the online degree application by the deadline published in the academic calendar. This application will be available on the portal:

https://my.georgetowncollege.edu/ICS/Departments/Graduate_Education/Graduate_Education_Resources/Program_Completion.jnz_Completion.jnz (login is required).

Prior to graduation candidates are required to:

- Complete the online degree application form
- Attend an Exit Conference (either virtually or face-to-face)
- Communicate with an advisor to confirm graduation requirements
- Complete all necessary paperwork required for graduation and for teaching certificate
- Complete all coursework, required major assessments, and program exit requirements

Graduation exercises are held in May and December 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 2020	Wednesday, September 9
Fall 2020	Monday, October 19
Fall 2 2020	Monday, October 19
Spring 1 2021	Friday, January 29
Spring 2021	Tuesday, March 9
Spring 2 2021	Tuesday, March 9
Summer 1 2021	Tuesday, May 25
Summer 2 2021	Friday, July 16

Final date to drop a course:

Fall 1 2020	Friday, September 25
Fall 2020	Monday, November 9
Fall 2 2020	Thursday, November 19
Spring 1 2021	Tuesday, February 16
Spring 2021	Wednesday, March 31

Spring 2 2021 Monday, April 12
Summer 1 2021 Friday, June 4
Summer 2 2021 Thursday, July 29

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 Director of Education Admissions and Operations. Candidates who drop out of the program, either by notifying the Director of Education Admissions and Operations, 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

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 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.
3. 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:
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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))

Field Experience

Fieldwork is an integral component of the vision of the Georgetown College Education Department. Fieldwork consists of acquiring observation hours in the P-12 classroom, 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 will be required to record P-12 classroom hours and assessments, and other data as required by the instructor, mentor, or supervisor. All field documentation will be submitted in LiveText. Courses that include a fieldwork component are:

EDUCATION	EDUCATION ADMINISTRATION	EXCEPTIONAL CHILD EDUCATION
		ECE575A
		ECE575B
EDU532	EDA605	ECE576
EDU535	EDA611	ECE586
EDU536	EDA616	ECE608
	EDA618	ECE612
		ECE614
		ECE616

Other courses may include a fieldwork component that will be completed within a candidate's current employment in the school system.

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.

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*), AU (Audit*).

* Not figured in computing the grade point average.

Grade Appeal

Following consultation with their department chair, the professor, and the Director of Education Admissions and Operations, 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 Director of Education Admissions and Operations.

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 year. 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 academic year. Having served the suspension, the candidate may apply for reinstatement to the Graduate Education program and must meet all current admissions criteria. Reinstatement from suspension will require meeting all readmission policies. 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 in rare cases, a 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.

Candidates in the Teacher Leader Master of Arts program may take independent study courses as part of required electives, as determined with their advisor and listed on the curriculum contract. The Arts and Sciences faculty may request to utilize a pass/fail grade for independent study courses related to these programs. Faculty will outline on the Independent Study form the course requirements and the specifics for earning a pass/fail grade. A passing grade adds credit hours but no quality points. A failing grade will be included in GPA calculation. Forms can be obtained in the Graduate Education Office.

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.

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).

LiveText by Watermark

Each candidate in an Education program leading to a degree, endorsement, or certificate is required to have a subscription to LiveText. Candidates in these programs who have not previously purchased LiveText are automatically charged a one-time fee by Georgetown. Each candidate new to LiveText will receive an email, around week 3 of your first semester, with a key code and instructions on logging in to LiveText and setting up your online LiveText account.

The fee, which will appear on your first semester's bill as a portfolio fee, is a one-time expense which covers seven years of use. You will not need to go to the LiveText website and pay for your subscription; instead, you will be billed for your LiveText subscription through the Georgetown College Student Accounts Office. You will continue to be able to use all the tools in LiveText and access anything you have created or stored there for a full 7 years. After the initial 7-year membership period you may extend your subscription for a nominal fee through LiveText if you so desire, or you may download all of your materials from your LiveText account to your computer.

LiveText will be used throughout your program at Georgetown College. Any course with a major program assessment will require that the assignment be submitted via LiveText and portfolios will be constructed and submitted through LiveText. This submission of major assessment assignments and portfolios will only be accepted through LiveText. Candidates failing to submit required major assessment assignments/documentation through LiveText will not receive a passing grade in the course.

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 502-863-8000.

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. Be fully admitted to the appropriate education program at Georgetown College. If seeking to add a

certification area to a current certificate outside of being formally admitted to an eligible program of study, the candidate must have completed the original certification program at Georgetown College.

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.

For more information about how to complete the IRB processes, email an inquiry to Provost@georgetowncollege.edu.

Satisfactory Academic Progress (SAP) – Graduate Policy

Federal regulations require that all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Georgetown College. Progress is determined quantitatively (hours attempted vs. hours earned and time frame) and qualitatively (GPA). Progress is monitored at the conclusion of Fall, Spring and Summer semesters. Those candidates readmitted to Georgetown College 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.

Quantitative Standard

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), whether or not financial aid was received, or whether or not the coursework was successfully completed.

A graduate candidate enrolled at Georgetown College may not receive Title IV aid for a period that exceeds the 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.

A student seeking an endorsement at Georgetown College may not receive Title IV aid for a period that exceeds the 150% of the published length of the academic program the student is currently enrolled in. Therefore, the follow chart provides the maximum number of hours allotted for maximum hours required to complete an endorsement.

Hours to Complete Endorsement	Maximum Hours to Complete Endorsement
12	18
15	23
21	32

In order to complete the necessary number of hours to complete their degree at Georgetown at a reasonable rate, graduate candidates must complete two-thirds (2/3) of all hours attempted. All attempted hours will be totaled and multiplied by 67% (.67) to determine the number of credit hours a candidate must have earned. Grades of W, I, IP, NR, and F and transfer hours are counted as attempted hours;

however, grades of W, I, IP, NR and F will NOT be counted as earned hours. Retaking courses will add to the attempted total but will count only once as an earned credit.

Example:

Fall Hours Attempted	Spring Hours Attempted	Total Attempted Hrs	Candidate Must Earn
6	6	12 x (.67)	8 Hrs
3	3	6 x (.67)	4 Hrs

Qualitative Standard

The minimum acceptable cumulative grade point average for graduate candidates is 3.0.

Notification of Results

Candidates who do not meet the Satisfactory Academic Progress requirements will be notified via mail within two weeks of the conclusion of the semester.

How to Regain Eligibility

Quantitative-Maximum Time Frame

To regain eligibility, you must graduate and advance to a new career level (graduate to doctoral). The maximum time frame may be adjusted for candidates pursuing a second degree; however, before this occurs, the candidate will be required to file an appeal to document this situation. Generally, candidates will be allowed to attempt up to 150% of the additional credit hours required to earn the second degree, provided they have eligibility remaining in their aggregate limit of Title IV funding.

Quantitative-Hours Attempted vs Hours Earned

To regain eligibility, candidates will need to take courses at his/her own expense in a subsequent term or terms and meet the standards according to the cumulative credit hours completion ratio outlined above under heading "Quantitative." Once the candidate has taken the courses and earned passing grades, the candidate will need to notify the Office of Financial Planning to complete a SAP clearance form.

GPA

To regain eligibility, complete courses at candidate's expense at Georgetown College and raise the cumulative GPA to the acceptable standard. Once the desired cumulative GPA is reached, the candidate is responsible for contacting the Office of Student Financial Planning to complete a SAP clearance form.

Right to Appeal

If there were extenuating circumstances (injury, illness, death of a relative) that prevented the candidate from meeting Satisfactory Academic Progress, then the candidate does have a right to an appeal. This appeal must explain 1. The reason that SAP was not met and 2. What changes are now in place to ensure this will not be an issue during the next SAP evaluation. All appeals must be written and sent to the Director of Financial Planning – from there a committee of both Financial Planning and the Graduate Education Office team members will review and make a final decision.

If the appeal is approved, the candidate will be placed on probation for one term and must follow an academic plan, and after the probationary period, the candidate must be meeting SAP or successfully following an academic plan that has been developed for them. The candidate will be notified via mail of the outcome of the appeal.

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 Teacher Leader Master of Arts program, 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. We offer a comprehensive range of services, including individual career advising, group programs and on-line resources. We assist 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. More information may be found on this website:

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

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 Hovermale, Academic Support Advisor at [Allison_Hovermale@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 contract.

Transfer of Courses

Candidates who have transferred from one program to another program may transfer appropriate courses from the original program into the new program as long as the courses are within the time limit for program completion and are approved by the Dean of Education or Director of Education Admissions and Operations.

Transfer of Credits

Candidates enrolled in a graduate degree program are permitted to transfer up to 12 hours of graduate credit from another regionally accredited institution, or six hours from post baccalaureate or visiting student status at Georgetown College.

All credits must be current (within the required time line or "window" for graduate study), must be similar in content and quality to an equivalent Georgetown College course, and must have been earned from a regionally accredited graduate school. A course may not be transferred into a degree program that was used as a required course for a previously completed degree. Transfer credits must be approved by the candidate's advisor and by the Director of Education Admissions and Operations.

The culminating experience in the advanced Graduate Education programs (excluding the advanced LBD and MSD) is the action research project, which is currently completed in either EDU596/597, EDU594/595, EDU626, EDU608/609, EDU628, EDA612/614. The culminating experience in all initial and selected advanced (LBD & MSD) Graduate Education programs is the final clinical practice, which is currently completed in either ECE576 (LBD), ECE608 (MSD) or EDU536 (MA-IC / MA-AC). Additional courses in the advanced programs have required field experiences. Candidates must take these courses at Georgetown College. Similar courses taken at other institutions cannot be transferred to satisfy these requirements.

Courses taken at Georgetown College in an endorsement or certification only program, as a Special Student, may be

transferred into a degree program within the required timeline or "window" for graduate study upon approval of the candidate's advisor or program director and by the Dean of Education or designee.

Financial Planning

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 www.fafsa.ed.gov. 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 (6.08%)* for graduate candidates attending a college or university at least half time (3 hours). *2019-2020 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 (1.059%) 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 www.fafsa.ed.gov.
- 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.ed.gov/sa/types/grants-scholarships/teach>.

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

3. Northern Kentucky University Special Education Traineeship

- 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://education.ky.gov/teachers/div/Pages/Kentucky-Academy-for-Equity-in-Teaching---KAET.aspx>

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 <http://studentaid.gov/manage-loans/forgiveness-cancellation/teacher>.

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

For the 2020-2021 academic year, the following basic student charges apply:

Tuition	\$410/semester hour
Audit	\$395/course
Field Studies / Mentored Teaching Fees	
ECE 575 A & B, 576, 586, 608, 612, 614, 616	\$225/ course
EDA 605, 611	
EDU 532, 535, 536, 623	
LiveText/Watermark Fee (Portfolio Fee)	\$90
Technology Fee	\$75/course
Service Charges. The following service charges apply:	
Reinstatement Fee (if dropped due	\$50
to nonpayment)	
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).

Payment Due Dates for 2020-2021

Session	Due Date
Fall 2020	08/03/2020
Fall 1 2020	08/03/2020
Fall 2 2020	09/24/2020
Spring 2021	12/22/2020
Spring 1 2021	12/22/2020
Spring 2 2021	02/15/2021
Summer 1 2021	04/12/2021
Summer 2 2021	06/03/2021

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.

Deferred Payment Plan Due Dates for 2020-2021

Session	Due Date
	1 st payment – 08/03/2020
Fall 2020	2 nd payment – 09/03/2020
	3 rd payment – 10/03/2020
	1 st payment – 12/22/2020
Spring 2021	2 nd payment – 01/22/2021
	3 rd payment – 02/22/2021
	1 st payment – 04/12/2021
Summer 1 and Summer 2 2021	2 nd payment – 05/12/2021
	3 rd payment – 06/12/2021

Past Due Student Accounts Any candidate with a past due account will not be permitted to register, nor will that candidate be able to receive a transcript or a diploma until the account is paid in full. At the end of each semester, the candidate with an open account assumes collection and legal fees, if any.

Services Fees A service charge of 1% will be charged each month on candidate accounts.

Drops for Nonpayment/Reinstatement Candidates who have not received financial clearance by the deadline will be dropped from all classes. Candidates will be billed according to the refund schedule. Please refer to the refund schedule on the Student Accounts website. Click on the link for the semester in which you are enrolled. If a candidate is dropped for nonpayment and wishes to make the payment to be reinstated in the class, the reinstatement fee will be \$50.

Drop Dates for Nonpayment (NOTE: The refund schedule will apply to drops for nonpayment).

Fall 2020	08/31/2020
Fall 1 2020	08/31/2020
Fall 2 2020	10/19/2020
Spring 2021	01/18/2021
Spring 1 2021	01/18/2021
Spring 2 2021	03/15/2021
Summer 1 2021	05/10/2021
Summer 2 2021	06/28/2021

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 2020

Dates 8/17/2020 - 10/6/2020

August 17 – August 18	100%
August 19 – August 20	80%
August 21 – August 27	60%
August 28 – September 1	40%
After September 2nd	0%

Refund schedule for Fall 2 Term 2020

Dates 10/8/2020 - 12/2/2020

October 8 – October 9	100%
October 10 – October 11	80%
October 12 – October 18	60%
October 19 – October 23	40%
After October 24th	0%

Refund schedule for Fall Term (FULL) 2020

Dates 8/17/2020 - 12/2/2020

August 17 – August 24	100%
August 25 – August 31	80%
September 1 – September 14	60%
September 15 – September 29	40%
After September 30th	0%

Refund schedule for Spring 1 Term 2021

Dates 1/6/2021 - 2/25/2021

January 6 – January 7	100%
January 8 – January 9	80%
January 10 – January 16	60%

January 17 – January 21 40%
After January 22nd 0%

Refund schedule for Spring 2 Term 2021

Dates 3/1/2021 - 4/21/2021

March 1 – March 2 100%
March 3 – March 4 80%
March 5 – March 11 60%
March 12 – March 16 40%
After March 17th 0%

Refund schedule for Spring Term (FULL) 2021

Dates 1/6/2021 - 4/21/2021

January 6 – January 13 100%
January 14 – January 20 80%
January 21 – February 3 60%
February 4 – February 17 40%
After February 18th 0%

Refund schedule for Summer 1 Term 2021

Dates 4/26/2021 - 6/15/2021

April 26 – April 27 100%
April 28 – April 29 80%
April 30 – May 6 60%
May 7 – May 12 40%
After May 13th 0%

Refund schedule for Summer 2 Term 2021

Dates 6/17/2021 - 8/9/2021

June 17 – June 18 100%
June 19 – June 20 80%
June 21 – June 27 60%
June 28 – July 2 40%
After July 3rd 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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Leah Stubbs, *Executive Assistant*

B.S., Eastern Kentucky University

Full-Time Graduate Faculty

Jane Arrington (2012), *Associate Professor of Education*

Chair of Undergraduate Education, B.A., Murray State University; M.A., Georgetown College; Ed.D., University of Kentucky

Joy Bowers-Campbell (2012), *Associate Professor of*

Education, B.A., University of North Carolina at Chapel Hill; M.A., Columbia University, Teachers College; Ph.D., University of Georgia

Christel Broady (2004), *Professor of Education*, Zwischenpreufung (B.A.), Ruhruniversitaet; M.A., University of Pittsburgh; Ph.D., University of Nebraska-Lincoln

Melody Deprez (2007), *Professor of Education*, B.A., Marymount Manhattan College; M.A., New York University; Ed.D., Spalding University

Greg Goins (2017), *Visiting Assistant Professor of Education*, B.S., Southeast Missouri State University; M.S., Southern Illinois University; Ed.D., Oakland City University

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

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

Jason Reeves (2020), *Professor and Dean of Education*, B.A, Eastern Kentucky University; M.A., Union College, Ed.D., University of the Cumberland

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

Gwendolyn J. Shultz (2019), *Visiting Assistant Professor of Education*, B.A., Georgetown College; B.S., Indiana University Southeast; M.A., Indiana University Southeast; Ph.D. (in progress), University of Louisville

Faculty Emeriti

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Donna B. Hawkins, *Assistant Professor Emeritus of Kinesiology and Health Studies*, B.S., Georgetown College; M.S., University of Kentucky

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James L. Heizer, *Professor Emeritus of History*, B.A., Baylor University; M.Div., Southern Baptist Theological Seminary; M.A., Indiana University; M.A., Ph.D., University of Kentucky

Mark Johnson, *Professor Emeritus of Biology*, B.S., Colorado State University, Phi Beta Kappa; Ph.D., University of Kentucky

Anita Jones, *Associate Professor Emeritus of Education*, B.A., Coe College; M.S.E., Ed.D., Drake University

James Klotter, *Professor Emeritus of History*, A.B., M.A., Ph.D., University of Kentucky

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

Christine R. Leverenz, *Professor Emeritus of Math, Physics, and Computer Science*, B.S., Butler University; M.A., M.S., Ph.D., University of Kentucky

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

George McGee (1984), *Professor Emeritus of Theatre and Film*, B.F.A., Illinois Wesleyan University; M.F.A., Florida Atlantic University

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

Janet R. Parker, *Professor Emeritus of Education*, B.A., Transylvania University; M.S., Purdue University; Ed.D., Indiana University

Suzanne H. Peal, *Professor Emeritus of Business Administration and Economics*, B.A., M.A., Ed.D., M.S., 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

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

Geraldine Ann Shaw, *Professor Emeritus of Psychology*, B.A., University of Wisconsin; M.S., Ph.D., University of Kentucky

Sigrid Suesse, *Professor Emeritus of German*, B.A., Wayne State University; M.S., University of Kentucky; M.A., Ph.D., University of California at Irvine

Taylor Thompson, *Professor Emeritus of Education*, B.S., Louisiana State University; M.Ed., University of Southern Mississippi; Ph.D., University of Mississippi

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

Carol Williams, *Assistant Professor Emeritus of Education*, B.A., M.A., Georgetown College

Robert L. Williams, *Professor Emeritus of Art*, B.F.A., M.A., University of Alabama; M.F.A., University of Kentucky

Frank Wiseman, Jr., *Professor Emeritus of Chemistry*, B.A., Bridgewater College; Ph.D., University of Maryland

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

Degrees Education

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

Program Contact: Dr. Greg Goins

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

Item #	Title	Credits
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. Greg Goins

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.

Type: Certification

Level 2 Course

Notes:

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.

Item #	Title	Credits
EDA758	Director of Pupil Personnel—Internship in Educational Leadership	
Total credits:		6

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

Program Contact: Dr. Greg Goins

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

Item #	Title	Credits
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)

Six hours of course work is required for a five-year renewal of professional certification of Director of Special Education.

Type: Certification

Core Course

Note:

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.

Item #	Title	Credits
ECE706	Director of Special Education—Internship in Education Leadership	
Total credits:		6

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.

Type: Certification

Core Courses

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	Credits
EDU580	ESL Teaching Methods and Techniques	
EDU581	ESL Assessment and Culture	
EDU583	ESL Linguistic Theory and Analysis	
EDU585	ESL Leadership	
EDU587	Communicating with Immigrants	
Total credits:		15

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.

Type: Certification

Core Courses

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	Credits
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	
Total credits:		11-12

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.

Type: Certification

Core Courses

Notes:

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

Item #	Title	Credits
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

Literacy Specialist - (Lsen)

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

Type: Certification

Core Courses

Notes:

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.

Item #	Title	Credits
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/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.

Type: Certification

Moderate/Severe Disabilities Certification Track

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	Credits
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. Greg Goins

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

Item #	Title	Credits
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

Contact: Erin Hoff

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 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

- Master of Arts in Education with additional certification in Learning and Behavior Disorders and Moderate and Severe Disabilities Certificate P-12 (60-hour program)
- 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. Greg Goins

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.

Type: Certification

Core Courses

Notes:

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.

Item #	Title	Credits
EDA720	The School Superintendency	
EDA722	School District Administration	
EDA724	Strategic Planning in Education	
EDA726	Leading School District Change	
Total credits:		12

Supervisor of Instruction Level 1 (GRDS) (ES01) (KLV1)

Program Contact: Dr. Greg Goins

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

Note:

Candidates must have completed Level I and Level II preparation and certification for the position of school principal, or submission of evidence for evaluation of specialized program coursework aligned to knowledge needed to successfully complete coursework and pass state required Praxis exam to be admitted to the program.

Item #	Title	Credits
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. Greg Goins

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.

Type: Certification

Core Course

Note:

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.

Item #	Title	Credits
EDA739	Supervisor of Instruction—Internship in Ed Leadership	
Total credits:		6

Initial Certification - P-12/Middle (EICK)

Program Contact: Dr. Jane Arrington

(M. A. Degree) Forty-two 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, French, German, Health and Physical Education, Spanish, Instrumental Music, Vocal Music.

Type: Master of Arts

Core Classes

Notes:

Candidates must successfully pass the PLT PRAXIS.

Candidates must complete 200 field placement hours prior to EDU536.

Candidates must complete 15 weeks of student teaching.

Option 6 candidates not currently enrolled in class but placed in a teaching position must take EDU623.

Item #	Title	Credits
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	
EDU626	Developing Teacher Leadership through Research / Implementation of Capstone Research Project	
Total credits:		42

Initial Certification - Secondary (EICS)

Program Contact: Dr. Jane Arrington

(M. A. Degree) Forty-two Hours Required.

Candidates with a bachelor's degree and a certifiable major aspiring to become a teacher 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.

Type: Master of Arts

Core Classes

Notes:

Candidates must successfully pass the PLT PRAXIS.

Candidates must successfully complete 200 field placement hours.

Candidates must complete 15 weeks of student teaching.

Option 6 candidates not currently enrolled in class but in placed in a teaching position must take EDU 623.

Item #	Title	Credits
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	
EDU626	Developing Teacher Leadership through Research / Implementation of Capstone Research Project	
Total credits:		42

Instructional Leadership – Level 1 (EPRN) (KP1)

Program Contact: Dr. Greg Goins

(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.

Type: Master of Arts

Core Courses

Notes:

Candidates must complete 45 field hours in EDA 605.

Candidates must complete 45 field hours in EDA 611.

Item #	Title	Credits
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. Joy Bowers-Campbell

(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.

Type: Master of Arts

Core Courses

Notes:

Candidates must pass the Literacy Specialist Praxis for the degree.

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

Item #	Title	Credits
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	

Select remaining courses from one of the following tracks:

Teacher Leader Endorsement Track – (TMLA)

(15 hours required)

Item #	Title	Credits
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)

(18 hours required) Does not lead to Kentucky Teaching Certification or Endorsement.

Item #	Title	Credits
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

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

Program Contact: Dr. Melody Deprez

(M.A. Degree) Thirty-nine to Forty-two 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.

Type: Master of Arts

Core Classes

Item #	Title	Credits
ECE500	Educational Evaluation	
ECE501	Behavior Management for LBD Students	
ECE502	Introduction to LBD	
ECE503	Educational Programming for LBD Students	
ECE504	Collaboration and Advocacy	
ECE508	Introduction to Autism Spectrum Disorders (ASD)	
ECE542	Using Technology to Remove Barriers for Students with Disabilities	
ECE565	Typical and Atypical Development	
ECE575A	Field Studies in LBD Component I Part A	
ECE575B	Field Studies in LBD Component I Part B	
EDU501	Teaching Reading and Writing	
EDU509	Teaching Math in the Elementary Grades	

Field Component Course

(One course, 3-6 hours required)

Notes:

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

Initial candidates must complete 15 weeks of student teaching with LBD students.

Candidates must pass the LBD specialty Praxis.

Alternative Route (Option 6) Program: This program is designed for those currently teaching under temporary provisional certificates. This is for initial candidates only and will be required to take EDU623 for zero credit hours. This class is used to observe candidates who are not in a formal field placement class (ECE575A, ECE575B, ECE586).

Item #	Title	Credits
ECE576	Final Clinical Practice-Field Component II in LBD Special Education	
ECE586	Final Clinical Practice	
Total credits:		39-42

Special Education - (ESPE) Concentration in Learning and Behavior Disorders (LBD) and a Minor in Moderate to Severe Disabilities (MSD)

Program Contact: Dr. Melody Deprez

(M.A. Degree) Sixty hours required.

Special Education teachers in Kentucky instruct students with a variety of disabilities. Georgetown College has responded to this need to equip excellent teachers to teach LBD and MSD students by creating a unique dual certification program. Completers will earn a Master's Degree in LBD and MSD certification and obtain their Rank 1.

Type: Master of Arts

Core Classes

Item #	Title	Credits
ECE500	Educational Evaluation	
ECE501	Behavior Management for LBD Students	
ECE502	Introduction to LBD	
ECE503	Educational Programming for LBD Students	
ECE504	Collaboration and Advocacy	
ECE508	Introduction to Autism Spectrum Disorders (ASD)	
ECE542	Using Technology to Remove Barriers for Students with Disabilities	
ECE565	Typical and Atypical Development	
ECE575A	Field Studies in LBD Component I Part A	
ECE575B	Field Studies in LBD Component I Part B	
EDU501	Teaching Reading and Writing	
EDU509	Teaching Math in the Elementary Grades	
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	

Clinical Practice Course

(One course, 3-6 hours required)

Item #	Title	Credits
ECE576	Final Clinical Practice-Field Component II in LBD Special Education	
ECE586	Final Clinical Practice	

Electives

As needed to earn a total of 60 credit hours. Electives must be approved by the Program Director.

Notes:

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

Initial candidates must complete 15 weeks of student teaching with LBD students.

Candidates must pass the LBD and MSD specialty Praxis.

Alternative Route (Option 6) Program: This program is designed for those currently teaching under temporary provisional certificates. This is for initial candidates only and will be required to take EDU623 for zero credit hours. This class is used to observe candidates who are not in a formal field placement class (ECE575A, ECE575B, ECE586).

Total credits:	60
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Special Education - (ESPE) Concentration in Moderate to Severe Disabilities (MSD)

Program Contact: Dr. Melody Deprez

(M.A. Degree) Thirty-nine to Forty-two 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.

Type: Master of Arts

Core Classes

Item #	Title	Credits
ECE500	Educational Evaluation	
ECE502	Introduction to LBD	
ECE508	Introduction to Autism Spectrum Disorders (ASD)	
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

(One course, 3-6 hours required)

Notes:

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

Initial candidates must complete 15 weeks of student teaching with MSD students.

Candidates must pass the MSD specialty Praxis test.

Alternative Route (Option 6) Program: This program is designed for those currently teaching under temporary provisional certificates. This is for initial candidates only and will be required to take EDU623 for zero credit hours. This class is used to observe candidates who are not in a formal field placement class (ECE612, ECE614, ECE616).

Item #	Title	Credits
ECE608	Field Component in MSD	
ECE616	Field Component in MSD	
Total credits:		39-42

Teacher Leader - (ETLD)

Program Contact: Dr. Christel Broady

(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 develop knowledge, skills, and dispositions to be effective educators in their own classrooms and to have the skills to enhance the professional growth of their colleagues and to facilitate school-wide change. The Teacher Leader Program can be taken as a first master's degree (Rank 2) or it can be taken as a second master's degree (Rank 1). There are four 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

Item #	Title	Credits
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	

Select remaining courses from one of the following endorsements or certifications:

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.

ESL Certification Track

Item #	Title	Credits
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.

Gifted/Talented Certification Track

Item #	Title	Credits
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.

Instructional Computer Technology Endorsement Track

Item #	Title	Credits
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 or EDU642	3

Moderate/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.

Moderate/Severe Disabilities Certification Track

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	Credits
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	

No endorsement option:

Candidates who want to earn the Teacher Leader Master of Arts degree without an endorsement or additional teaching certificate will take an additional 12 credit hours in elective courses. Electives must be approved by the Program Director.

Total credits: 30-33

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.

Credits: 1-3

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.

Credits: 2-3

Biology

BIO540: Independent Study in Biology

Credits: 1-3

BIO550: Seminar in Biology

Credits: 2-3

BIO570: Topics in Biology

Credits: 2-3

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.

Credits: 3

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.

Credits: 3

CHE540: Independent Study in Chemistry

Credits: 1-3

CHE570: Topics in Chemistry

Credits: 2-3

Communication and Media Studies

COMM540: Independent Study in Communications and Media Studies

Credits: 1-3

COMM570: Topics in Communication and Media Studies

Credits: 2-3

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.

Credits: 3

CSC540: Independent Study in Computer Science

Credits: 1-3

CSC570: Topics in Computer Science

Credits: 2-3

Education

EDA754: Administration Pupil Personnel

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 2-3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 6

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.

Credits: 6

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.

Credits: 6

EDU540: Independent Study in Education

Study of selected issues and topics in education.

Credits: 1-3

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.

Credits: 3

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.

Credits: 3

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).

Credits: 2-3

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).

Credits: 3

EDU557: Planning and Management of Technology in Schools

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

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

EDU570: Topics in Education

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

**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.

Credits: 3

**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.

Credits: 3

**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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 1

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.

Credits: 0-1

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.

Credits: 6

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.

Credits: 6

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.

Credits: 3

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.

Credits: 3

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.

Credits: 6

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

EDA640: Independent Study in Education Administration

Credits: 1-3

EDA650: Seminar in Education Administration

Credits: 2-3

EDA670: Topics in Education Administration

Credits: 2-3

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.

Credits: 3

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.

Credits: 3

EDA724: Strategic Planning in Education

This course will focus on student learning and best practices in executive school leadership, 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.

Credits: 3

EDA726: Leading School District Change

This course will focus on the roles and responsibilities of the school district superintendent, 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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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?

Credits: 3

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.

Credits: 6

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 6

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.

Credits: 3

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.

Credits: 3

ENG514: Reading and Teaching Shakespeare

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

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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

Credits: 1-3

ENG550: Seminar in English

Credits: 2-3

ENG570: Topics in English

Credits: 2-3

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.

Credits: 3

ENG626: Action Research in Rhetoric

Credits: 6

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

ECE503: Educational Programming for LBD Students

A course designed to prepare teacher candidates to instruct P-12 students with mild mental retardation, 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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

ECE565: Typical and Atypical Development

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

Credits: 3

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.

Credits: 3

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.

Credits: 3

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. This course is offered fall and spring semesters only.

Credits: 3

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. This course is offered fall and spring semesters only.

Credits: 6

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 6

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.

Credits: 3

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.

Credits: 3

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.

Credits: 3

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.

Credits: 6

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

Credits: 1-3

History

HIS540: Independent Study in History

Credits: 1-3

HIS550: Seminar in History

Credits: 2-3

HIS570: Topics in U.S. History

Topics studied will vary with the interests of the candidates and instructors.

Credits: 1-3

HIS571: Topics in European History

Topics studied will vary with the interests of the candidates and instructors.

Credits: 3

Kinesiology and Health Studies

KHS540: Independent Study in Kinesiology and Health Studies

Credits: 1-3

KHS550: Seminar in Kinesiology

Credits: 2-3

KHS570: Topics in Kinesiology and Health Studies

Allows each candidate the opportunity to examine various issues and/or problems in Kinesiology or Health Studies.

Credits: 2-3

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.

Credits: 3

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.

Credits: 3

MAT540: Independent Study in Math

Credits: 1-3

MAT550: Seminar in Math

Credits: 2-3

MAT570: Topics in Math

Credits: 2-3

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.

Credits: 3

MUS540: Independent Study in Music

Credits: 1-3

MUS550: Seminar in Music

Study of current music education research. The subject for study will be decided by the needs and interests of candidates.

Credits: 2-3

MUS570: Topics in Music

Credits: 2-3

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.

Credits: 3

PHY540: Independent Study in Physics

Credits: 1-3

PHY570: Topics in Physics

Credits: 2-3

Political Science

POS540: Independent Study in Political Science

Credits: 1-3

POS550: Seminar in Political Science

Credits: 2-3

POS570: Topics in Political Science

Credits: 2-3

Psychology

PSY570: Topics in Psychology

Credits: 2-3

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.

Credits: 2-3

SOC540: Independent Study in Sociology

Credits: 1-3

SOC550: Seminar in Sociology

Credits: 2-3

SOC570: Topics in Sociology

Credits: 2-3

Theatre and Film

THE540: Independent Study in Theatre

Credits: 1-3

THE570: Topics in Theatre

Credits: 2-3