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About the College

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

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

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

ENROLLMENT: 1,130 undergraduate, 153 graduate (Fall 2025)

STUDENT/FACULTY: 13:1 (undergraduate)

FACULTY PH.D.: 86% of full time faculty hold terminal degrees in their field*

FALL 2025 ENTERING CLASS: Average ACT Composite 23.57; HS GPA 3.51

FINANCIAL AID: More than \$45 million distributed in 2025-2026; extensive program of endowed and college-funded grants and scholarships

ATHLETICS: NAIA, Mid-South Conference, 25 inter-collegiate sports teams, plus club sports

ALUMNI: 21,277; 50 states, the District of Columbia, U.S. Territories and 40 foreign countries represented

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

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

The Mission of the College

Mission

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

In advancing its mission, the College:

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

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

Presidents

- William Staughton
1829
- Joel Smith Bacon
1830-1832
- Benjamin Franklin Farnsworth
1836-1837
- Rockwood Giddings
1838-1839
- Howard Malcom
1840-1849
- James L. Reynolds
1849-1851

- Duncan Robertson Campbell
1852-1865
- Nathaniel Macon Crawford
1865-1871
- Basil Manly, Jr.
1871-1879
- Richard Moberly Dudley
1879-1893
- Augustus Cleveland Davidson
1893-1898
- Baron DeKalb Gray
1901-1903
- Joseph Judson Taylor
1903-1907
- Arthur Yager
1908-1913
- Maldon Browning Adams
1913-1930
- Henry Eugene Watters
1931-1934
- Henry Noble Sherwood
1934-1942
- Samuel Smythe Hill
1942-1954
- H. Leo Eddleman
1954-1959
- Robert L. Mills
1959-1978
- Ben M. Elrod
1978-1983
- W. Morgan Patterson
1984-1991
- William H. Crouch, Jr.
1991-2013
- M. Dwaine Greene
2013 - 2019
- William Jones
2019 - 2021
- Rosemary Allen
2021 - Present

Georgetown College Today

Today, Georgetown College students represent twenty-five states and twenty-five foreign countries. The College is nationally recognized for its superb faculty, challenging curriculum, rich traditions, and high ideals. Recent and growing recognition among a variety of national listings and foundations attests to the enhanced perception of Georgetown College from a number of sectors. The College is identified by the Carnegie Classification of Institutions of Higher Education as a Mixed Undergraduate/Graduate-Master's Small institution. With an undergraduate student-faculty ratio of 13:1, the College is dedicated to academic excellence within a Christian environment.

Students at Georgetown are provided with opportunities for intellectual, spiritual, cultural, social, emotional, and physical growth. Within the framework of the Christian faith, the Georgetown academic experience is complemented by meaningful student life activities and a variety of cultural events.

The city of Georgetown, sister city to Tahara-Cho, Japan, is a historic community located in Scott County. The fastest growing county in the Commonwealth, Scott County has a population of about 60,000 people. Anchored by the Kentucky Horse Park and Toyota Motor Manufacturing Kentucky, Inc., both within five miles of the campus, a variety of area attractions and resources are readily available. Within the greater Lexington metropolitan area, the College is easily accessible by air (at the Lexington, Louisville, or Greater Cincinnati airports) or ground (Interstates 64 and 75) transportation and is convenient to many major cities.

The Scenic Campus

Georgetown College is situated on 104 gently rolling acres of beautiful Kentucky Bluegrass, punctuated by an arboretum and 23 varieties of trees which dramatically highlight the seasons. The campus has three antebellum buildings: Giddings Hall (administrative and business offices), Pawling Hall (faculty offices and classrooms), and Highbaugh Hall (student support offices).

The Asher Science Center houses offices and classrooms, laboratories, seminar rooms, a planetarium, and a greenhouse. The Anne Wright Wilson Fine Arts Building houses offices and classrooms, studios, computer graphic facilities, portions of the College's art collection, and a gallery. The Anna Ashcraft Ensor Learning Resource Center contains print and non-print materials, media collections, the Writing Center, the Education department, two computer labs, several classrooms, a gourmet coffee shop, and an art gallery. The George H. W. Bush Center for Fitness includes a gymnasium, weight room, and the Athletic Hall of Fame. The Cralle Student Center contains the offices for Student Life, Campus Safety, and the Student Government Association, dining services, the bookstore, and radio station. Davis-Reid Alumni Gymnasium seats 1,500 for athletic events and contains areas for intramurals and fitness. The College's primary chapel/auditorium, Campus Ministry office, student publications, classrooms, and offices are located in John L. Hill Chapel. Nunnelley Music Building, the Lab Theatre, and Cooke Memorial complement the College's academic physical plant. The Peyton Thurman Meetinghouse includes the Development and Alumni Offices. Two residence halls, Anderson and Knight, are located just north of the academic commons, while the South Campus area is the setting for 13 residence halls. Rucker Village and Hambrick Village are two communities of townhouse-

style residence halls on main campus. On East Campus, the College has four apartment-style residential buildings, a Leadership and Conference Center, and attractive athletic facilities.

Campus Offices

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>

Accreditations, Affiliations, and Non-Discrimination Policy

Georgetown College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate and master's degrees. Questions about the accreditation of Georgetown College may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

The Education Department of Georgetown College has earned national accreditation by demonstrating excellence in the areas of content and pedagogy, clinical experiences, selectivity, program impact, and capacity for continuous

improvement from the Council for the Accreditation of Educator Preparation. CAEP Accreditation was awarded at both the initial and advanced educator preparation program levels.



The Counselor Education department at Georgetown College will be seeking program accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Other Affiliations

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

NON-DISCRIMINATION STATEMENT

As a Christian institution, Georgetown College builds community through admissions, hiring and promotion policies based on merit, qualification and character. As a matter of policy and in compliance with state and federal laws, Georgetown College operates on the principle of non-discrimination. Georgetown College does not discriminate, either in the admission of students, hiring and promotion of employees, or in the administration of any educational policies, programs, or activities on the basis of race, color, national or ethnic origin, sex, sexual orientation, gender, gender identity, age, disability or veteran status. Because the College is primarily residential in nature, Georgetown College reserves the right to restrict admissions to undergraduate programs on the basis of sex due to limitations in availability of campus housing, if necessary. The College may use religion as a factor in making faculty

employment decisions and in Board of Trustees appointments. This policy is in compliance with Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Inquiries or concerns should be directed to the Director of Human Resources at 502-863-8035 or the Title IX Coordinator at 502-863-7073.

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.

Graduate Education Academic Calendar

FALL SEMESTER 2026

Aug 19	Wed	Registration ends for all Fall terms (Fall, Fall 1, and Fall 2)
Aug 19	Wed	Fall & Fall 1: Classes begin
Aug 19	Wed	Field Placement Application for Spring Opens
Aug 27	Thurs	Canvas holds placed for non-payment
Sep 1	Tues	Course drops for non-payment

Sep 3	Thurs	Census for Full Fall and Fall 1
Sep 7	Mon	Labor Day – No Classes
Sep 18	Fri	Fall 1: Last day to drop a course without the grade W
Sep 28	Mon	Fall 1: Course Evaluations Open
Sep 30	Wed	Fall 1: Final date to drop a course
Oct 5	Mon	Field Placement Application for Spring Closes
Oct 9	Fri	Fall 1: Course Evaluations Close
Oct 9	Fri	Fall 1: Classes end
Oct 12	Mon	Fall 2: Classes begin
Oct 16	Fri	Fall 2: Grades due
Oct 17	Sat	Fall 1: Grade view date
Oct 19	Mon	Fall: Last day to drop a course without the grade W
Oct 21	Wed	60% Mark
Oct 22	Thurs	Canvas holds placed for non-payment
Oct 26	Mon	Course drops for non-payment
Oct 28	Wed	Census for Fall 2
Nov 11	Wed	Fall: Final date to drop a course
Nov 11	Wed	Fall 2: Last day to drop a course without the grade W
Nov 20	Fri	Fall 2: Final date to drop a course
Nov 23	Mon	Fall & Fall 2: Course Evaluations Open
Nov 25-27	W-F	Thanksgiving Holiday -- No Classes
Dec 4	Fri	Fall & Fall 2: Course Evaluations Close
Dec 4	Fri	Fall & Fall 2: Classes end
Dec 11	Fri	Fall & Fall 2: Grades due
Dec 12	Sat	Fall & Fall 2: Grade view date

SPRING SEMESTER 2027

Jan 4	Mon	Registration ends for all Spring terms (Spring, Spring 1, and Spring 2)
Jan 4	Mon	Spring & Spring 1: Classes begin
Jan 14	Wed	Canvas holds placed for non-payment
Jan 18	Mon	MLK Day- No Classes
Jan 19	Tues	Course drops for non-payment
Jan 21	Thurs	Census for Full Spring and Spring 1
Feb 1	Mon	Field Placement Application for Summer and Fall Opens
Feb 2	Tue	Spring 1: Last day to drop a course without the grade W
Feb 10	Wed	Spring 1: Course Evaluations Open
Feb 16	Tue	Spring 1: Final date to drop a course
Feb 24	Wed	Spring 1: Course Evaluations Close
Feb 24	Wed	Spring 1: Classes end
Feb 26	Fri	Spring 2: Classes begin
Mar 3	Wed	Spring 1: Grades due
Mar 4	Thu	Spring 1: Grade view date
Mar 4	Thu	Canvas holds placed for non-payment
Mar 5	Fri	Spring: Last day to drop a course without the grade W
Mar 8	Mon	Course drops for non-payment
Mar 8	Mon	60% Mark
Mar 10	Wed	Census for Spring 2
Mar 26	Fri	Good Friday- No Classes
Mar 29	Mon	Spring: Final date to drop a course

Mar 29	Mon	Spring 2: Last day to drop a course without the grade W
Mar 31	Wed	Field Placement Application for Summer and Fall Closes
Apr 7	Wed	Spring 2: Course Evaluations Open
Apr 8	Thu	Spring: Course Evaluations Open
Apr 12	Mon	Spring 2: Final date to drop a course
Apr 19	Mon	Spring 2: Course Evaluations Close
Apr 21	Wed	Spring & Spring 2: Classes end
Apr 26	Mon	Spring & Spring 2: Grades due
Apr 27	Tue	Spring & Spring 2: Grade view date
May 15	Sat	Commencement

SUMMER SEMESTER 2027

Mar 30	Wed	Field Placement Application for Fall Closes
Apr 22	Thu	Registration ends for Summer 1 & 2
Apr 22	Thu	Summer 1: Classes begin
Apr 29	Thurs	Canvas holds placed for non-payment
Apr 30	Fri	Census for Summer 1
May 3	Mon	Course drops for non-payment
May 21	Fri	Summer 1: Last day to drop a course without the grade W
May 21	Fri	60% Mark
May 31	Mon	Memorial Day- No classes
Jun 2	Wed	Summer 1: Course Evaluations Open
Jun 7	Mon	Summer 1: Final date to drop a course
Jun 11	Fri	Summer 1: Course Evaluations Close
Jun 11	Fri	Summer 1: Classes end
Jun 17	Thurs	Summer 2: Classes begin
June 18	Fri	Juneteenth- No Classes
Jun 19	Thu	Summer 2: Classes begin
Jun 21	Mon	60% Mark
Jun 22	Tues	Summer 1: Grades due
Jun 22	Tues	Census for Summer 2
Jun 23	Wed	Summer 1: Grade view date
Jun 24	Thurs	Canvas holds placed for non-payment
June 28	Mon	Course drops for non-payment
Jul 2	Fri	Independence Day -- No Classes
Jul 16	Fri	Summer 2: Last day to drop a course without the grade W
Jul 28	Wed	Summer 2: Course Evaluations Open
Aug 2	Mon	Summer 2: Final date to drop a course
Aug 9	Mon	Summer 2: Course Evaluations Close
Aug 9	Mon	Summer 2: Classes end
Aug 11	Wed	Summer 2: Grades due
Aug 12	Thu	Summer 2: Grade view date

* Please note that these dates are subject to change.

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

Faculty and Administration

Board of Trustees

Dave Adkisson, *Business*, Lexington, Kentucky

Dave Baker, *Broadcasting*, Frankfort, Kentucky

Mark Birdwhistell, *Healthcare*, Richmond, Kentucky

John Blackburn, *Educator (Retired)*, Georgetown, Kentucky

Granetta Blevins, *Business*, Mt. Sterling, Kentucky

Juan Dontrese Brown, *Creative and Business Strategy*, Richmond, Virginia

Christin Calaway, *Accounting*, Cincinnati, Ohio

Tracey Clark, *Business/Healthcare Philanthropy*, Vice Chair, Hopkinsville, Kentucky

Sharon Marshall Clifton, *Business*, Naples, Florida

John Cochenour, *Business (Retired)*, Bonita Springs, Florida

Nicole Collinson, *Business*, Arlington, Virginia

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Kenny Davis, *Business (Retired)*, Paint Lick, Kentucky

Melodie Fuller, *Educational Consultant*, Mount Sterling, Kentucky

Vickie Yates Glisson, *Attorney*, Louisville, Kentucky

Harold Dean Jessie, *Pharmaceutical Professional*, Georgetown, Kentucky

David Lee, *Business (Retired)*, Frankfort, Kentucky

Missy Matthews, *Business*, Whitesburg, Kentucky

Robert L. Mills, *Banker (Retired)*, Owenton, Kentucky

Susan Moss, *Marketing*, Louisville, Kentucky

Michelle Pedigo, *Business*, Austin, Kentucky

Frank Penn, *Business/Farmer*, Lexington, Kentucky

Dustin Stacy, *Business*, Lexington, Kentucky

Shelley Stanko, *Physician*, London, Kentucky

J. Guthrie True, *Attorney*, Chair, Frankfort, Kentucky

Craig Wallace, *Business*, Prairie Village, Kansas

John Ward, *Business*, Burlington, Kentucky

Glenn Williams, *Attorney*, Georgetown, Kentucky

Meocha Williams, *Educator*, Gaithersburg, Maryland

Bob Yates, *Accounting*, Clarksville, Tennessee

Guthrie Zaring, *Business*, Louisville, Kentucky

Trustee Emeriti

Randy Fox, *Business*, Louisville, Kentucky

Earl Goode, *Business/Government*, Indianapolis, Indiana

David Knox, *Attorney/Judge*, Georgetown, Kentucky

Executive Cabinet

Rosemary A. Allen, *President*
B.A., Hillsdale College; M.A., Ph.D., Vanderbilt University

Jonathan D. Sands Wise, *Executive Vice President and Provost/Dean of the College*
B.A., Houghton College; M.A., Ph.D., Baylor University

Brad Compton, *Vice President for Finance, Chief Financial Officer, and Treasurer*
B.B.A., Morehead State University; M.S., Purdue University

Donald Blakeman, *Vice President for Information Technology Services*
B.S., The King's College

Bethany H. Langdon, *Senior Vice President for Communications and Marketing, Special Assistant to the President*
B.S., Georgetown College

Chris Oliver, *Vice President of Athletics*
B.S., Ohio State University; MBA, Ohio Dominican University

Bryan K. Langlands, *Vice President of Student Life/Dean of Students*
B.A., University of North Carolina at Chapel Hill; M.Div., M. Theo., Duke Divinity School; D.Min., Wesley Theological Seminary

Sally Wiatrowski, *Vice President for Business Operations*
B.A., University of Wisconsin-Oshkosh

Warren O. Nash, *Vice President for Advancement*
B.A., Georgetown College; J.D., Salmon P. Chase College of
Law Northern Kentucky University

Leah Stubbs, *Executive Assistant to the President/
Secretary, Board of Trustees*
B.S., Eastern Kentucky University

Faculty of the College

Karla Francioni, CHAIR OF FACULTY

Department Chairs

Art: Boris Zakic, Chair

Biology: Tim Griffith, Chair

Business/Economics: Frank Billingsley, Chair

Chemistry: Todd Hamilton, Chair

Communication and Media Studies: Kenny Sibal, Chair

Counseling Education: J.C. Ausmus, Dean

Education (Graduate and Undergraduate): Christa Roney,
Dean

English: Steve Carter, Chair

History: Cliff Wargelin, Chair

Kinesiology and Health Studies: Karla Francioni, Chair

Library Services: Jackie Young, Director

Mathematics/Physics/Computer Science: William Harris,
Chair

Performing Arts: Chris Powell, Chair

Philosophy: Roger Ward, Chair

Political Science: Gui Silva, Chair

Psychology: Regan Lookadoo, Chair

Religion: Derek Hatch, Chair

Sociology: John Johnson, Chair

World Languages: John Henkel, Chair

Division Chairs

Fine Arts and Literature Division: Darrell Kincer, Chair

Humanities Division: Lisa Lykins, Chair

Natural and Life Science Division: Meredith Eckstein, Chair

Professional Studies Division: Dan Vazzana, Chair

Social Sciences Division: Susan Dummer, Chair

Full-Time Undergraduate Faculty

JoAnn Ackerman (2025), *Lecturer of Business and
Economics*, B.S., Montclair State University; M.S., Florida
International University; M.B.A., Nova Southeastern
University

Rosemary A. Allen (1984), *Professor of English/President*,
B.A., Hillsdale College; M.A., Ph.D., Vanderbilt University

Holly Barbaccia (2005), *Professor of English*, B.A., College
of William and Mary; M.A., Ph.D., University of
Pennsylvania

Frank Billingsley (2022), *Professor and Chair, Department
of Business and Economics*, B.A., Ohio Dominican
University; M.S., Vrije Universiteit Brussel; M.S., Boston
University; Ph.D., Walden University

Amanda Bolton Hall (2024), *Lecturer in Biology*, B.S.,
Georgetown College; Ph.D., University of Kentucky

Juliana Bukoski (2021), *Assistant Professor of
Mathematics*, B.A. Colgate University; M.A., University of
Nebraska-Lincoln; Ph.D., University of Nebraska-Lincoln

Barbara J. Burch (1994), *Professor of English*, B.A., M.A.,
University of Kentucky, Phi Beta Kappa; Ph.D., University
of Michigan

Steven Carter (1990), *Professor and Chair, Department of
English*, A.A., Hiwassee Junior College; B.A., Tusculum
College; M.A., Ph.D., University of Southern Mississippi

Jay Castaneda (2007), *Professor of Psychology*, B.A.,
University of Texas; M.A., Ph.D., University of Kentucky

David Castillo (2025), *Lecturer of Kinesiology & Health
Studies*, B.S., M.S., University of Texas at San Antonio

Sara Church (2025), *Visiting Assistant Professor of
Mathematics*, B.A., M.A., State University of New York at
Potsdam; Ph.D., University of Kentucky

Terry Ray Clark (2008), *Professor of Religion*, B.A.,
Western Kentucky University; M.Div., Southern Baptist
Theological Seminary; Ph.D., Iliff School of Theology at the
University of Denver

Alivia Cochran (2026), *Assistant Professor of Business
Administration and Economics*, B.S. University of Northern
Colorado; M.S., Ph.D. University of Wyoming

Carrie Cook (2006), *Professor of English*, B.A., Kentucky
State University; M.A., Eastern Kentucky University; Ph.D.,
Indiana University of Pennsylvania

Jonathan W. Dickinson (2004), *Associate Professor of
Math, Physics, and Computer Science*, B.A., B.S.,
Georgetown College; M.S., Virginia Commonwealth
University; Ph.D., Virginia Commonwealth University

Susan Dummer (2006), *Professor of Communication and Media Studies*, B.A., Sam Houston State University; M.A., Ph.D., Texas A&M University

Meredith Eckstein (2020), *Associate Professor of Biology*, B.S., Morehead State University; ABD for Ph.D., University of Kentucky

Silvia Encinas (2022), *Assistant Professor of Spanish*, B.A., Universidad de Cordoba; M.A., University of Kentucky; Ph.D., University of Kentucky

Bethany Farley (2024), *Lecturer of Psychology*, B.A., Georgetown College; M.S., University of Kentucky

David Fuller Fraley (1990), *Professor of Chemistry*, B.S., Carson-Newman College; Ph.D., University of North Carolina at Chapel Hill

Karla Francioni (2014), *Professor and Chair, Department of Kinesiology and Health Studies*, B.S., Milikin University; M.S., Ph.D., University of Illinois, Urbana Champaign

Eva Goellner (2025), *Assistant Professor of Biology*, B.S., Carnegie Mellon University; Ph.D., University of Pittsburgh School of Medicine

J. Daniel Graham (2006), *Professor of Art*, B.F.A., University of Florida; M.F.A., University of Georgia, Athens

Luke Granlund (2020), *Lecturer of Physics*, B.S., Computer Science, B.S., Physics, Bethel University; ABD for Ph.D., Michigan State University

Katherine Graves Ordenez (2024), *Lecturer of Sociology*, B.A., University of Kentucky; M.A., University of Louisville; Ph.D., University of South Africa, Pretoria

Timothy Griffith (2005), *Professor and Dwight M. Lindsey Endowed Chair of Biology*, B.A., Carleton College; Ph.D., Indiana University

Bradford Hadaway (2000), *Professor of Philosophy*, B.A., University of Alabama; M.A., Southwestern Baptist Theological Seminary; M.A., Florida State University; Ph.D., Florida State University

Todd Hamilton (2005), *Professor and Chair, Department of Chemistry*, B.S., Cumberland College; M.S., University of California at Berkeley; Ph.D., Indiana University

Rockia Harris (2026), *Assistant Professor of Communication and Media Studies*, B.A., University of Kentucky; M.A., University of Cincinnati; Ph.D., Louisiana State University

William R. Harris (1992), *Professor and Chair, Department of Mathematics, Physics, and Computer Science*, B.A., Transylvania University; M.S., Ph.D., University of Illinois at Urbana-Champaign

Derek Hatch (2020), *Professor and Chair, Department of Religion and Endowed Chair of Baptist Studies*, B.A., East Texas Baptist University; M.Div., George W. Truett Theological Seminary, Baylor; Ph.D., University of Dayton

Tammy Hatfield (2026), *Associate Professor of Psychology*, B.A., University of Kentucky; M.S. Murray State University; Psy.D., Spalding University

John Henkel (2010), *Professor of Classics and General Studies and Chair, Department of World Languages*, B.A., College of William and Mary, Phi Beta Kappa; M.A., Ph.D., University of North Carolina at Chapel Hill

Thomas Highley (2022), *Lecturer in Education*, B.F.A., Eastern Kentucky University; M.A., University of Cincinnati; Ed.D., University of Cincinnati

Amanda Hughes (2016), *Associate Professor of Chemistry*, B.S. Georgia Institute of Technology; Ph.D., University of Texas at Austin

John Johnson (2016), *Associate Professor and Chair, Department of Sociology*, B.A. Malone College; M. Div., Asbury Theological Seminary; M.A., Ph.D., University of Kentucky

Darrell Kincer (2007) *Professor of Art*, B.A., Asbury College; M.F.A, Savannah College of Art and Design

Sheila Klopfer (2004), *Professor of Religion*, B.A., M.A., New Mexico State University; M.A., Ph.D., Southwestern Baptist Theological Seminary

Meghan Knapp (2006), *Professor of Chemistry*, B.S., Vanderbilt University; Ph.D., Ohio State University

Richard Kopp (1991), *Professor of Biology*, B.S., West Virginia Wesleyan College; M.A., University of Kentucky; Ph.D., Miami University (Ohio)

Shelia Kustelski (2023), *Lecturer of Kinesiology and Health Studies*, B.S., Cumberland University; M.B.A., King University

Joanna Lile (2020), *Lecturer of History and Religion*, B.A., Georgetown College; M.A., University of Kentucky; Ph.D., University of Kentucky

Tracy Livingston (2003), *Professor of Biology and Associate Provost*, B.S., B.A., University of Kentucky; Ph.D., University of Tennessee

Regan Lookadoo (2001), *Professor and Chair, Department of Psychology*, B.A., Campbellsville College; M.A., Ph.D., University of Alabama

Lisa Lykins (2004), *Associate Professor of History*, B.A., Georgetown College; M.A., Ph.D., University of Kentucky

Christopher Nix (2001), *Associate Professor of Communication and Media Studies*, B.A., University of Louisville; M.A., Ph.D., Ohio University

Christopher Powell (2019), *Associate Professor of Music and Director of Choral Activities*, B.M., Western Kentucky University; M.M.E., University of Kentucky, Ph.D., University of Kentucky

Abraham Prades (2019), *Associate Professor of Spanish*, B.A., Universidad Complutense de Madrid; M.A., University of Kentucky; Ph.D., University of Kentucky

Andrea Ratcliff (2018), *Senior Lecturer of Education*, B.A., MAT, Morehead State University; M.A., Union College, Ph.D. (In progress), University of Kentucky

Hugo Salas (2026), *Visiting Assistant Professor of Spanish*, B.S., Universidad de Buenos Aires; M.A., Ph.D., University of Pennsylvania

Trevor Sanders (2021), *Lecturer of French*, B.A., University of Kentucky; M.A., University of Kentucky; Ph.D., University of California, Berkeley

Jonathan D. Sands Wise (2008), *Associate Professor of Philosophy/Provost*, B.A. Houghton College; M.A., Baylor University; Ph.D., Baylor University

Tiffany Schuster (2020), *Associate Professor of Business Administration and Economics*, B.S. and B.A., University of Louisville; M.B.A., Indiana Wesleyan University; M.S.A., University of Phoenix; DBA, Liberty University

Kenny Sibal (2010), *Associate Professor and Chair, Department of Communication and Media Studies*, B.A., Georgetown College; M.A., Western Kentucky University; Ph.D., Ohio University

Guilherme A. Silva (2011), *Professor and Chair, Department of Political Science*, Law Degree, UERJ, Rio de Janeiro; M.A., UERJ, Rio de Janeiro; M.A., Ph.D., University of Southern California

April Simpson (2022), *Assistant Professor of Religion*, B.A., Gardner-Webb University; M.A., Gardner-Webb University; M.Div., Gardner-Webb University School of Divinity; Ph.D., Southern Methodist University

Edward B. Smith (1996), *Professor and Chair, Department of Performing Arts*, B.A., Georgetown College; M.A., University of North Carolina; Ph.D., University of Texas

William P. Stevens (1997), *Associate Professor of Biology*, A.B., Harvard University; M.S., Ph.D., University of Chicago

Bill Swinford (2026), *Lecturer of Political Science*, B.A., University of Kentucky, Phi Beta Kappa; Ph.D., Ohio State University

Scott J. Takacs (1997), *Professor of Business Administration and Economics*, B.S., Ohio State University; M.B.A., Miami University, Ohio Ph.D., Florida State University

Meghan Tackett-Trella (2017), *Associate Professor of Kinesiology and Health Studies*, B. S. Valdosta State University; M.S. Eastern Kentucky University; Ph.D., Concordia University

Daniel Vazzana (2006), *Associate Professor of Business Administration and Economics*, B.A., Loyola College; M.S., Ph.D., Purdue University

Roger Allen Ward (1996), *Professor and Chair, Department of Philosophy*, B.S., Pennsylvania State University; M.Div., Southwestern Baptist Seminary; M.A., Baylor University; Ph.D., Pennsylvania State University

Clifford F. Wargelin (1995), *Professor and Chair, Department of History*, B.A., Washington and Lee University, Phi Beta Kappa; M.A., Ph.D., University of Wisconsin at Madison

Michael Wempe (2026), *Assistant Professor of Chemistry*, B.A., Hanover; M.S., Ph.D., Miami University

Ben Woodruff (2025), *Assistant Professor of Business and Economics*, B.S. Excelsior College; M.A., M.B.A., M.S., Ph.D., University of Alabama

Jackie Young (2024), *Assistant Professor/Director of Library Services*, B.S., Northwest Missouri State University; M.L.S., University of Missouri; Ed.D., Spalding University

Boris Zakić (2000), *Professor and Chair, Department of Art*, B.F.A., William Carey College; M.F.A., University of New Orleans

Full Time Graduate Faculty

J.C. Ausmus (2026), *Assistant Professor and Dean of Counseling Education*, B.A., University of Kentucky; M.S., M.A., Ball State University Ph.D., Auburn University

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

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

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

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

Faculty Emeriti

A. Lindsey Apple, *Professor Emeritus of History*, B.A., Georgetown College; M.A., University of Kentucky; Ph.D., University of South Carolina

Jane Arrington, *Associate Professor Emeritus of Education*, B.A., Murray State University; M.A., Georgetown College; Ed.D., University of Kentucky

Jeffrey Asher, *Professor Emeritus of Religion*, B.A., University of Kentucky; M.A., University of Chicago; Ph.D., University of Chicago

Susan Hart Bell, *Professor Emeritus of Psychology*, B.A., Georgetown College; M.S., Eastern Kentucky University; M.Ed., Ph.D., University of Cincinnati

John Blackburn, *Professor Emeritus of Chemistry*, B.S., Westminster College; Ph.D., Vanderbilt University

David Bowman, *Associate Professor Emeritus of Physics*, B.A., Bethel College; Ph.D., University of Minnesota at St. Paul

Jana Brill, *Professor Emeritus of French*, B.A., M.A., University of Colorado; Ph.D., University of California

Cathy Buckman, *Assistant Professor Emeritus of Accounting*, B.A., Georgetown College; M.S., University of Kentucky

Sonny Burnette, *Professor Emeritus of Music*, B.A., University of South Florida; M.M., Northwestern University; D.A., Ball State University

Mary Anne Carletta, *Associate Professor Emeritus of Biology*, B.A., Colgate University, Phi Beta Kappa; M.S., Ph.D., Rutgers University

John Todd Coke, *Professor Emeritus of English*, B.A., M.A., Austin Peay State University; Ph.D., Vanderbilt University

Patricia U. Cooper, *Associate Professor Emeritus of Spanish*, B.A., A.M.E., Florida State University, Phi Beta Kappa; B.B.A., LaGrange College; Ph.D., University of Kentucky

Thomas E. Cooper, *Professor Emeritus of Business Administration and Economics*, B.A., Davidson College, Phi Beta Kappa; Ph.D., Princeton University

Robert Davis, *Professor Emeritus of Foreign Languages*, B.A., Carleton College; M.A., Ph.D., University of Wisconsin

Dennis K. Dedrick, *Professor Emeritus of Sociology and Anthropology*, B.A., Luther College; M.A., University of Kentucky; Ph.D., University of Iowa

Lisa Eddy, *Associate Professor Emeritus of Education*, B.A., Michigan State University; M.S., Indiana University at South Bend; Ed.D., University of Kentucky

Ellen L. Emerick, *Associate Professor Emeritus of History*, B.A., M.A., University of Massachusetts; Ph.D., University of Kentucky

David Forman, *Professor Emeritus of Education*, B.A., Georgetown College; M.S., University of Kentucky; Ed.D., University of Kentucky

Austin French, *Professor Emeritus of Mathematics and Computer Science*, B.A., David Lipscomb College; M.S., University of Kentucky; M.S., Ph.D., Auburn University

Margaret Greynolds, *Professor Emeritus of Communication Arts*, B.A., Georgetown College; M.A., University of Kentucky

Douglas M. Griggs, *Professor Emeritus of Education*, B.A., Yale University; M.S., Southern Connecticut State College; Ed.D., Harvard University

Zahi Haddad, *Professor Emeritus of Business Administration and Economics*, B.S., M.P.A., California State University; M.B.A., Ph.D., Golden Gate University

Alma Hall, *Associate Professor Emeritus of Communication and Media Studies*, B.A., Hanover College; M.S.W., University of Louisville; Ph.D., Vanderbilt University

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

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 Conservatory of Music; M.S., Ed.D., University of Illinois

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

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

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

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

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

Susan Martin, *Associate Professor Emeritus of Library Services*, B.A., Western Kentucky University; M.L.I.S., University of Kentucky

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

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

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

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

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

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

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

Sara Maria Rivas, *Professor Emeritus of Spanish*, B.A., University of High Point; B.A., M.A., Pontificia Universidad Catolica de Puerto Rico; Ph.D., University of Illinois

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

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

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

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

Harold Donald Tallant, Jr., *Professor Emeritus of History*, B.A., Carson-Newman College; M.A., Ph.D., Duke University

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 *Professor Emeritus of Mathematics*, A.B., M.A., Murray State University; Ph.D., University of Kentucky

Martha F. Watson, *Professor Emeritus of Mathematics*, A.B., M.A., Murray State University; Ph.D., University of Kentucky

Homer Spence White, *Professor Emeritus of Mathematics, Physics and Computer Science*, A.B., Princeton University, Phi Beta Kappa; M.A., Ph.D., University of North Carolina

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

Adjunct Faculty, Regent's Park College,
University of Oxford

The Revd. Dr. Robert Ellis, *Principal*

The Revd. Dr. Myra Blyth, *Chaplain & Tutorial Fellow in
Worship and Pastoral Studies*

The Revd. Dr. Timothy Bradshaw, *Senior Tutor & Tutorial
Fellow in Christian Doctrine*

The Revd. Dr. Anthony Clarke, *Tutorial Fellow in Pastoral
Studies and Community Learning*

Dr. Minlib Dallh, O.P., *Research Fellow in the Study of Love
in Religion*

Dr. Leif Dixon, *Supernumerary Fellow and Director of
Studies in History*

The Revd. Professor Paul Fiddes, *Professorial Fellow and
Director of Research*

The Revd. Dr. Larry Kreitzer, *Tutor for Graduates &
Tutorial Fellow in New Testament*

Dr. Lynn Robson, *Supernumerary Fellow in English &
Director of Visiting Student Programme*

Dr. Julian Thompson, *Tutorial Fellow and Director of
Studies in English*

The Revd. Dr. Nicholas Wood, *Dean & Tutorial Fellow in
Religion and Culture*

Dr. Mark Atherton, *Senior College Lecturer in English
Language*

Dr. Jordan Bell, *Senior College Lecturer in Philosophy and
Logic*

Dr. Peta Fowler, *Senior College Lecturer in Classics*

Dr. Christopher Hare, *Senior College Lecturer in Law*

Dr. Tom Lubbock, *Senior College Lecturer & Director of
Studies in Politics*

Dr. Alison Rosenblitt, *Senior College Lecturer & Director of
Studies in Classics and Ancient History*

Dr. Lorraine Wild, *Senior College Lecturer & Director of
Studies in Geography*

Pawel Adrjan, *College Lecturer & Director of Studies in
Economics*

Dr. Yvonne Cornish, *College Lecturer in History*

Dr. John Jarick, *College Lecturer in Old Testament*

Dr. Richard Lawes, *College Lecturer in English*

Matthew Mills, *College Lecturer in Medieval Studies*

Dr. Ash Parton, *College Lecturer in Geography*

Dr. Deborah Rooke, *College Lecturer in Old Testament
Hermeneutics*

Dr. Chon Tejedor, *College Lecturer in Philosophy*

Dr. Mary Whitby, *College Lecturer in Classics*

Admission

The Application

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

Admission Criteria for Counselor Education

Clinical Mental Health Counseling

To receive admission to the Counselor Education program
(Clinical Mental Health) at Georgetown College, applicants
must meet the following criteria and provide:

- Minimum 3.0 undergraduate GPA
- All official transcripts
- Three letters of recommendation, two of which must
be from former professors
- A statement of purpose (300-500 words) that
describes professional and academic goals and how
a degree in counseling will help the applicant achieve
them with explanation of career aspirations, and why
they are motivated to pursue graduate studies at this
time.

Admission Criteria for Teacher Education

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/EPSTB regulations.
- Applicants who hold a master's degree with a cumulative GPA of at least a 3.0 from a regionally or nationally accredited institution of higher learning may be admitted without regard to undergraduate transcripts.

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

Notes:

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

Initial Teacher Certification Program Applicants

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

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

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

Notes:

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

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

Proficiency-Based Certification Pathway

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

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

Proficiency Evaluation

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

1. Submit an online application requesting a proficiency evaluation.
2. Submit a formal request for proficiency evaluation to the Dean of Education, stating:
 1. The specific course or program requirement to evaluate for proficiency,
 2. The method to demonstrate proficiency (i.e., previous coursework "at a level comparable to the usual requirements in that curriculum area," exceptional (unusual) experience, proficiency examination, etc.)
3. Upon submission of the form, the Dean of Education will consult with the appropriate program coordinator and department chair to evaluate the proficiency application and to make a preliminary recommendation. The recommendation will be taken to the appropriate program faculty for approval and

the results will be sent to the Dean of Education. The Dean will evaluate the results, recommend adjustments if needed, document the rationale, and bring the recommendation to the Education Unit for final approval. Upon approval, an "educator learning plan (ELP)" will be created which will include all requirements to demonstrate proficiency. If the proficiency evaluation involves a proficiency examination or evaluation of competencies outside of a regularly scheduled course, the Dean of Education and the program chair will discuss the method for completing and assessing these competencies, which may involve the candidate completing independent study or course by arrangement course(s) if appropriate, or by paying the appropriate credit by exam fee as indicated in the Georgetown College Catalog.

4. If the proficiency evaluation involves a course taken at another institution but used for a degree at that institution, the course will not be transferred into the program but will be evaluated to ensure that the course content and proficiencies were comparable to the course in the Georgetown College program. Courses accepted must be from a regionally accredited institution.
5. Graduate candidates may appeal proficiency evaluations as described in the 'Academic Appeals' section of the Graduate Catalog. Undergraduate candidates may appeal proficiency evaluations by submitting a letter of appeal to the Dean of Education. The appeal will be taken to the Education Advisory Committee for final dispensation.

Additional Admissions Information for all Graduate Programs

Special Students

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

Visiting Students

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

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

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

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

Undergraduate Students

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

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 program. Such applications must be supported by satisfactory evidence of qualifications to pursue a full course of study at this institution. Applications for admission of international students are not considered complete without official

transcripts showing grades and degree(s) awarded, (see <https://www.naces.org>) for evaluation of international transcript, and official Test of English as a Foreign Language (TOEFL) scores.

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

Change of Address

When students make application to Georgetown College, they must give a permanent address to which the College sends correspondence. It is the responsibility of students to notify the College of a change of address. Updates can be made to the Registrar's Office as registrar@georgetowncollege.edu.

Financial Planning and Expenses

How To Apply

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 at gradfp@georgetowncollege.edu if you have questions. To ensure aid is in place by the due date, you must complete all requirements and contact the Graduate Financial Planning Advisor in Student Financial Planning.

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

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

- The FAFSA you file will be valid for the Fall, Spring, and Summer terms.
- The FAFSA must be filed to determine your eligibility for the following programs: Federal Student Loans and the Federal TEACH Grant.

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

Federal Direct Loans

- Federal Direct loans are fixed-rate student loans (8.07%)* for graduate candidates attending a college or university at least half time (3 hours). *2026-2027 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 attendance. The cost of attendance includes both direct costs (your tuition and fees) and indirect costs (general allowances for housing, meals, etc.).
- Origination fees (1.057%) will be deducted by your lender for any amount that you borrow.
- The annual limit is \$20,500. These Federal Direct Loans are not awarded based on financial need. Any eligible graduate candidate can borrow an Unsubsidized Direct Loan. You will be charged interest from the time the loan is disbursed, to the time the loan is repaid in full.

Payments are generally made over the course of ten years.

To apply for a Student Loan:

- File the FAFSA for the relevant academic year at least 3-4 weeks prior to the semester beginning.
- Check for your course registration (Spring, Summer, and Fall)
- Contact Student Financial Planning to let us know about your intent to borrow funds.
- For new Georgetown College borrowers only: Go to <https://studentaid.gov> and click on "Entrance Counseling" and proceed through the Entrance Interview steps. Then, click on "Sign Master Promissory Note" and follow through all steps. All graduate candidates must choose UNSUBSIDIZED for the loan type.

- After GC Student Financial Planning has all of your information on file, you will be able to view/accept your award online on your portal under the Finance tab.

Federal TEACH Grant

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

Potential recipients must complete these steps:

- File a FAFSA at <https://studentaid.gov/h/apply-for-aid/fafsa>.
- Contact Student Financial Planning (gradfp@georgetowncollege.edu) and return a Declaration Sheet so that we can create a TEACH Grant record with the Department of Education. The file is typically set up around the time classes begin, but you must let us know 3-4 weeks prior to that time.
- Complete an Entrance Interview and an Agreement to Serve at <https://studentaid.gov/entrance-counseling/>.
- The Agreement to Serve and Entrance Counseling must be completed once per award year (fall, spring & summer).

Kentucky Traineeship Program for Special Education

- This program provides federal professional development funds to assist certified regular education teachers in obtaining certification in an area of special education. Also, the program can assist special educators in obtaining special education certification in an area not previously completed.
- To view program requirements and to download an application (which you must mail back), go to <http://kytraineeship.org>.

- Communications about this program and funding decisions come directly from the Northern Kentucky University Traineeship office.
- The FAFSA is not required to determine your eligibility for this program.
- The Traineeship program has been paying \$395 per credit hour for approved courses, but may vary.
- Candidates must apply every semester: contact the program office for deadlines.
- For questions about this program, e-mail kytraineeship@kytraineeship.org.

Other Financial Information

Loan Forgiveness

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

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.

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 Financial Aid

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)

Satisfactory Academic Progress

Satisfactory Academic Progress (SAP) - Graduate Policy

Federal regulations require that all students who receive any federal or state financial assistance make measurable satisfactory academic progress (SAP) toward a degree at Georgetown College. Progress is determined quantitatively (hours attempted vs. hours earned, and max time frame) and qualitatively (GPA).

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

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

Enrollment

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

Qualitative Measure (Grade Point Average)

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

Quantitative Measure: Completion Ratio

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

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

Maximum Time Frame

Each candidate has a maximum time frame during which he or she can receive financial aid, per federal regulations. The maximum time frame in which a candidate must complete his or her degree cannot exceed more than 150% of the published length of his or her degree program. All

attempted hours are counted (including transferred hours that count toward the degree), whether financial aid was received or the coursework was successfully completed.

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

Hours to Complete Degree	Maximum Hours to Complete Degree
30	45
33	50
39	59
42	63
60	90

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

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

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

SAP Appeal Procedure

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

Students who are identified as not meeting Satisfactory Academic Progress standards are sent an email informing them of their ineligibility and are provided instruction on how to move forward with an appeal (see below).

SAP Appeal

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

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

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

Financial Aid Probation

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

Re-establishing Financial Aid Eligibility

Students who are ineligible because they do not meet the required three measures of Satisfactory Academic Progress or who are on Financial Aid Probation shall be re-evaluated at the conclusion of each semester (Fall, Spring, Summer) in which they enroll to determine whether they have re-established financial aid. Students

will be notified via email when they successfully meet all three measures of Satisfactory Academic Progress and are again eligible to receive federal and state financial assistance without Probation.

SAP Definitions and Notes

Satisfactory Academic Progress (SAP)

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

Financial Aid Probation

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

Continued Financial Aid Probation

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

Attempted Hours

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

Earned Hours

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

Effect of withdrawing from a course

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

Effect of Dropping or Never Attending Courses

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

Effect of Incomplete Grades

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

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 Counseling Education

Tuition	\$320/semester hour
Clinical Experience Fee	\$250/clinical course (Practicum, Internship I & II)
Electronic Portfolio Fee with Lifetime access	\$125
Technology Fee	\$100/course
Service Charges. The following service charges apply:	
Reinstatement Fee (if dropped due to nonpayment)	\$50
Transcript Fee	\$8

Teacher Education

Tuition	\$410/semester hour
Audit	\$395/course
Field Studies / Mentored Teaching Fees	\$250/course
Proficiency Evaluation Fee	\$250/program
Electronic Portfolio Fee with Lifetime access	\$125
Technology Fee	\$100/course
Service Charges. The following service charges apply:	
Reinstatement Fee (if dropped due to nonpayment)	\$50
Transcript Fee	\$8

Payment and Refunds Billing

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

Payment Due Dates

Session	Due Date
Fall 2026	08/01/2026
Fall 1 2026	08/01/2026
Fall 2 2026	09/28/2026
Spring 2027	12/20/2026
Spring 1 2027	12/20/2026
Spring 2 2027	02/12/2027
Summer 1 2027	04/08/2027
Summer 2 2027	06/03/2027

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

Session	Due Date
	1 st payment – 08/01/2026
Fall 2026	2 nd payment – 09/01/2026
	3 rd payment – 10/01/2026

	1 st payment – 12/20/2026
Spring 2027	2 nd payment – 1/20/2027
	3 rd payment – 2/20/2027
	1 st payment – 04/08/2027
Summer 1 and Summer 2 2027	2 nd payment – 5/08/2027
	3 rd payment – 6/08/2027

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 2026

Dates 8/19/2026-10/9/2026

August 19 – August 20	100%
August 21 – August 22	80%
August 23 – August 25	60%
August 26 – September 3	40%
After September 3	0%

Refund schedule for Fall 2 Term 2026

Dates 10/12/2026-12/04/2026

October 12 – October 13	100%
October 14 – October 15	80%
October 16 – October 21	60%
October 22 – October 26	40%
After October 26	0%

Refund schedule for Fall Term (FULL) 2026

Dates 8/19/2026-12/04/2027

August 19 – August 26	100%
August 27 – September 2	80%
September 3 – September 16	60%
September 17 – October 1	40%

After October 1	0%
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Refund schedule for Spring 1 Term 2027

Dates 1/04/2027-2/24/2027

January 4 – January 5	100%
January 6 – January 7	80%
January 8 – January 14	60%
January 15 – January 19	40%
After January 19	0%

Refund schedule for Spring 2 Term 2027

Dates 2/26/2027-4/21/2027

February 26 – February 27	100%
February 28 – March 1	80%
March 2 – March 8	60%
March 9 – March 13	40%
After March 13	0%

Refund schedule for Spring Term (FULL) 2027

Dates 1/04/2027-4/21/2027

January 4 – January 11	100%
January 12 – January 18	80%
January 19 – February 1	60%
February 2 – February 15	40%
After February 15	0%

Refund schedule for Summer 1 Term 2027

Dates 4/22/2027-6/11/2027

April 22 – April 23	100%
April 24 – April 25	80%
April 26 – May 2	60%
May 3 – May 11	40%
After May 11	0%

Refund schedule for Summer 2 Term 2027

Dates 6/17/2027-8/9/2027

June 17 – June 18	100%
June 18 – June 20	80%
June 21 – June 27	60%
June 28 – July 2	40%
After July 2	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)

Rights and Responsibilities

Students' rights and responsibilities in financial assistance matters include the following: (1) Students have the right to inspect information in their files and to challenge any errors found therein. To challenge contents of a file, a student must file a written request with the Student Financial Planning Office; (2) Students have the right to request a review of their aid and aid amounts by the Director of Student Financial Planning; (3) Students have a responsibility to report promptly any changes in their financial, marital, or academic status, as well as any scholarship or aid funds received from any outside source; (4) Students must understand the seriousness of any loan commitments and their obligation to repay such loans and to keep the lender informed of their correct mailing addresses; (5) Students must maintain satisfactory progress as explained under Criteria for Continued Eligibility; (6) A student who receives financial assistance is responsible to refile a FAFSA each year; (7) Students have a responsibility to promptly provide any additional documentation, verification, corrections, and/or new information requested by either the Student Financial Planning Office or the agency to which they submit an application.

The Academic Program

Built near the current site of Georgetown College over 200 years ago, Elijah Craig's Royal Springs Academy centered on preparation for life in the world of that day, stressing science, Greek, and Latin. In 1841, the College's fifth president, Howard Malcom, introduced a curriculum designed to develop "capacious views, solid judgment, self-command, right aims, conciliatory manners, genuine benevolence, and pure morality." Today, the academic program of Georgetown College builds on those traditions and provides a preparation for life in the twenty-first century. It serves as the foundation for intellectual growth, personal development, and lifelong learning. The academic resources, special learning opportunities, and curricular offerings of the College are the primary means through

which academic experiences are structured. Each student is encouraged to take advantage of the many opportunities provided by the College in pursuit of individual goals and objectives, recognizing that the benefits derived are greatly dependent upon the energies invested.

The following pages provide information on the requirements for graduation, the policies governing academic life, and the opportunities available to students for the development of their academic capacity. Each student is expected to take personal responsibility for knowing and understanding these policies and expectations. Contact Academic Success, the Provost's Office, or the Registrar's Office with any questions or concerns.

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 assignment (online). Candidates who do not confirm enrollment by the enrollment verification deadline will be automatically dropped from the course. Also see Registration Confirmation Policy.

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 programs 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 they have 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 the respective program.

Formal admission occurs after the candidate has completed the online application, met admission requirements, and signed the curriculum plan. Admission allows the candidate to take initial coursework and to receive financial aid. Formal admission and continuous progress requirements vary by program. Successful scores on all program assessments, meeting requirements at the various checkpoints, a 3.0 GPA, and compliance with the qualitative standards for coursework are also requirements for the degree.

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.

Continuous Progress

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

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.

Administrative Drop Policy

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

Time Limitation

Time limitations for program completion vary by program.

Program	Time for Program Completion
Clinical Mental Health Counseling	7 years
Elementary Education M.A. or Certification	7 years
Learning and Behavior Disorders M.A.	7 years
Learning and Behavior Disorders Certification Only	5 years
Moderate and Severe Disabilities M.A.	7 years
Moderate and Severe Disabilities Certification Only	2 years
P-12/Middle Grades Education	7 years
Secondary Education	7 years
Teacher Leader (all tracks)	5 years

Degrees Offered

Master of Arts

Clinical Mental Health Counseling

Elementary Education

Secondary Education

Middle Grades/P-12 Education

Special Education (LBD or MSD)

Teacher Leader

Degree Application and Graduation Information

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

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

Prior to graduation candidates are required to:

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

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

Grading

Grading

The Graduate Programs grading system is as follows:

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

* Not figured in computing the grade point average.

Grade 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 for Teacher Education candidates.

Grade Appeal

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

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.

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.

Electronic Portfolio

Each candidate in a Graduate program leading to a degree, endorsement, or certificate is required to have a subscription to an online portfolio platform. Candidates in these programs who have not previously purchased the online portfolio platform are automatically charged a one-time fee by Georgetown. Each candidate will activate their account by clicking the activation link in Canvas in their first course. The fee, which will appear on your first semester's bill as a portfolio fee, is a one-time expense.

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

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 standards related to their program.

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".

Transfer of Courses and Credits

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

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

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

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

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

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

Core Courses:

- COUN 502

Culminating Research Courses

- EDA612
- EDA614
- EDU626

Culminating Field Experience Courses

- ECE576
- ECE586
- ECE608
- ECE616
- EDU536

Field Experience Courses

- ECE500
- ECE501
- ECE612
- ECE614
- EDU532
- EDU535
- EDU541
- EDU543

Clinical Experiences Courses:

- COUN 680
- COUN 682
- COUN 684
- COUN 692
- COUN 694
- COUN 696
- COUN 698

Fieldwork/Clinical Experience

Fieldwork/ clinical experiences is an integral component to the Graduate programs. In Teacher Education, fieldwork consists of experiences in P-12 settings, consulting with a

mentor who has experience in the field and is certified in a candidate's program of study, and hands-on experience with lesson planning, classroom management, giving lessons, and participating in school meetings and functions.

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

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

All Masters students enrolled in programs in Counselor Education have to complete clinical practice coursework. This includes Practicum and Internship. These are supervised experiences that require both individual (and triadic) and group supervision. Each individual program in Counselor Education requires a different amount of clinical hours depending on the specialization.

Students can find specific information about clinical practice experiences (Practicum and Internship) in the Master's Professional Practice Handbook. Students will also be introduced to requirements and specifics related to application for these experiences as part of their program area orientation and informational sessions. Students will be required to purchase liability insurance based on their specialty area.

Independent Study

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

Intellectual Property

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

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.

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 canceled for candidates who do not confirm registration through financial arrangements by the deadline determined by the Student Accounts Office. Each candidate will be subject to the refund schedule and fees.

Repeat Policy

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

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

Research Study Requirements

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

Institutional Review Board (IRB)

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

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

Probation and Suspension

Probation

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

Suspension

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

Academic Bankruptcy

Graduate Programs do not permit a candidate to petition for Academic Bankruptcy status.

Withdrawal

WITHDRAWAL FROM THE COLLEGE

Students considering a pause in their education at Georgetown College are encouraged to contact the Graduate Office at grad@georgetowncollege.edu or at 502-863-8176 to consider their next steps. The date of approved withdrawal determines if a refund is to be issued to the student based on the schedule of refunds found on the Payments & Refunds page in this Catalog. A student's date of withdrawal will be determined by the date of the student's written communication requesting a withdrawal. A student may not withdraw after the Last Day to Drop

with W (see Academic Calendar) unless forced to do so by emergency circumstances. Leaving without contacting the Graduate Office to complete all withdrawal procedures will result in a grade of "F" in all courses. Students may return to Georgetown College by completing an application for readmission.

If a candidate is not enrolled in coursework for a period of twelve months or more, or serving an academic suspension, and wishes to return, they must be readmitted to the program. To register for classes, inactive candidates must submit all currently required admissions materials. In order to be readmitted, 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.

TEMPORARY WITHDRAWAL WITH INTENT TO RETURN

In many circumstances, it may be appropriate for a student to withdraw from all classes for one semester with the intent to return. For example, a student needing to withdraw during or after spring semester would need to return no later than the following spring term.

Reasons may include:

- Physical or mental health concern
- Injury/ surgery / pregnancy
- Death of a family member
- Natural hazard (i.e. fire, flood, tornado)
- An academic program not associated with Georgetown College (internship, study abroad, etc.)
- Military deployment

A formal request for temporary withdrawal must be made to the Graduate Office at grad@georgetowncollege.edu or at 502-863-8176.

A student with approved temporary withdrawal status does not need to request readmission to the college in order to return. However, students should monitor their Georgetown College email for important updates and announcements during the absence.

Additional considerations:

A request for temporary withdrawal from a current semester will not be approved after the Last Day to Drop

with W (see Academic Calendar). Leaving without contacting the Graduate Office to complete all withdrawal procedures will result in a grade of "F" in all courses.

Students temporarily withdrawn from Georgetown College may not enroll as full-time, matriculating students at another college or university, although taking a course or two is allowed. Enrolling at another college/university full time or as a degree-seeking student may affect financial aid or scholarship eligibility.

Financial aid requirements, registration deadlines, and all other college obligations are the same for students returning from a temporary withdrawal as they are for all registered students upon return to Georgetown College.

Steps required prior to the semester of return:

- Contact the Graduate Office
(grad@georgetowncollege.edu)
- Contact their academic advisor to discuss their courses
- Contact the registrar
(Registrar@georgetowncollege.edu) for course registration

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 from their 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.

Academic Appeals and Complaints

Graduate Academic Curriculum and Policy Committee (GACPC)

The Graduate Academic Curriculum and Policy Committee is the governing board of the Graduate Education Programs. The Graduate Academic Curriculum and Policy Committee admits or rejects candidates to the Masters programs, to degree candidacy, recommends and approves program changes, and evaluates Graduate programs. 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), Dean of Counseling Education, two Graduate Faculty members, and two undergraduate faculty members, preferably who teach in the Graduate Education program.

Request to Waive or Modify an Academic Policy

Students may appeal to the Graduate Academic Curriculum and Policy Committee to ask for exceptions to academic policies. Students should take care in putting together a clearly written case that supports the appeal. To facilitate this process, students should first consult their academic advisor to help draft the appeal text. Students may also ask for letters of support from faculty members when appropriate. The written appeal and supporting documents should then be sent to the Dean of Education (christa_roney@georgetowncollege.edu), who will review the appeal for completeness. The Dean may ask for clarification or additional information. The Dean will then take the written appeal to the Graduate Academic Curriculum Policy Committee, which will then vote on the merits of the appeal based on the written evidence.

Academic COMPLAINT Procedure

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

Informal Complaint

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

Formal Complaint

Formal complaints should be reserved for situations in which a candidate believes he or she has been adversely affected in a way that cannot be or has not been resolved through informal intervention. When the candidate wishes to lodge a formal complaint, the candidate should generally seek advice from his/her academic advisor

about the best way to proceed (unless the advisor is the focus of the complaint). To make a formal complaint, the candidate must submit a written statement of the difficulty to the Dean of Education and request that the issue be resolved through the Graduate Academic Curriculum and Policy Committee. This statement should be no longer than two pages and should concentrate on the facts of the issue in question. The Dean of Education then reviews the facts, communicates with the person(s) involved, and attempts to resolve the difficulty to the candidate's satisfaction. If that attempt is unsuccessful, the matter will be forwarded to the Graduate Academic Policy and Curriculum Committee for review. The Committee will review the facts of the grievance and make a recommendation to the Provost for resolving the problem. The final disposition of the issue is in the hands of the Provost and is final and binding.

Student Services and Academic Resources

Career Services

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

Counseling Services

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

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

Disability Support Services

Accommodations Georgetown College has a dedicated Disability Services Coordinator who serves as a liaison between students and faculty in communicating the nature of a student's diagnosed disability and suggesting appropriate academic accommodations for the student. Students who wish to receive accommodations must provide the Disability Services Coordinator with a copy of a medical report listing their diagnosis. It can also be helpful to provide a copy of any IEPs or accommodations used in prior educational settings. It is the student's responsibility to request accommodations each semester he or she wishes to use them. Accommodations may not be applied retroactively. Students with questions about

accommodations are encouraged to contact the Disability Services Coordinator directly at accommodations@georgetowncollege.edu.

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)

Anna Ashcraft Ensor Learning Resource Center

The Anna Ashcraft Ensor Learning Resource Center (LRC) opened in 1998 with more than 55,000 square feet of finished space and has seating for more than 300. The LRC encloses four levels and houses the college library, a writing center, two computer classrooms, a lecture space, art galleries, several teaching classrooms, a conference room, and a coffeehouse café.

The LRC's Special Collections and Archives is a depository for materials relating to the history of Georgetown College, as well as a selective depository for Scott County or local materials.

There are multiple individual study carrels, along with eight group study rooms, that are available without reservations. The library has a wireless environment along with more than 50 computer workstations for walk-in use. Black and white and color printers are available to students, faculty, and staff. The building currently holds more than 127,000 printed books, along with providing access to more than 234,000 e-books. Access to more than 100 database titles is available electronically. More than 120,000 media titles include DVDs, audiobooks, CDs, and streaming media.

Librarians provide individual assistance and collaborate with faculty to offer sessions on the effective use of technologies, research techniques, and the use of the library's electronic resources. Library and research instruction is presented through one-on-one sessions and via group presentations in classrooms or in the library. The LRC offers a variety of resources and services to its users; information regarding those services is available through the LRC's web page.

The LRC has an app available for download by searching "LRC" in the App Store or Google Play. The app gives one

access to library hours, catalog and database research, one's personal account, and much more. Additionally, LRC staff collaborated with teaching faculty to develop Research Genius, an app focused on delivering research education and assistance to students on their phones, tablets, or computers. Search for "Research Genius" in the App Store or on Google Play or find the web version at <http://libguides.georgetowncollege.edu/RG>.

To supplement GC's book and periodical collection, the LRC staff can borrow by means of interlibrary loan materials from other libraries for GC faculty, students, and staff. Students, with their GCard, may also borrow books directly from the FOKAL (Federation of Kentucky Academic Libraries) institutions at any member college's campus.

Academic Computing

The College is committed to sustaining a technological environment that will serve as a model for information technology systems in liberal arts colleges. Information technology services are provided through state-of-the-art networks for voice, video, and data to every residence hall room, classroom, and office on campus. Academic computing services on campus provide support for student access to e-mail, word processing, spreadsheet, database applications, and the internet from residence hall rooms or any of the academic computing labs on campus. Students use their college ID card for a variety of services on and off campus.

Informational Technology Services (ITS) has implemented a Secure Computing Policy that requires all student computers connected to the campus network to be running an up-to-date version of anti-virus, anti-spyware software and a vendor-supported operating system. ITS also offers an optional Computer Maintenance Agreement for limited hardware and software support. For a fee each semester, ITS will provide workbench support for problems with student-owned computers that cannot be corrected over the telephone. Please contact ITS for our written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.

The Anna Ashcraft Ensor Learning Resource Center (LRC) contains publicly accessible computers and peripheral equipment such as printers and scanners. Additionally, there are two computer labs on the lower floor of the LRC. All classrooms on campus have access to voice, video, and data services. Most classrooms are equipped with data projectors and computers.

Georgetown College is a Microsoft Campus Agreement participant. This program enables the college, faculty, and students to have access to the latest versions of Microsoft's most popular applications. The ethics policy

and recommended computer configurations are available on the internet, in the online Student Handbook, or by contacting ITS.

Harassment

Georgetown College prohibits harassment and intimidation on the basis of one's sex, sexual orientation, gender, race, color, religion, or national origin. Examples of conduct prohibited by these policies include but are not limited to repeated insults, humor, jokes and/or anecdotes that belittle or demean an individual's or group's sex, race, color, religion, or national origin, and physical conduct or verbal innuendo which, because of one's sex, gender, race, color, religion, or national origin, creates an intimidating, hostile, or offensive environment.

The Honor System

In a truly academic community, honor must be expected. Honor is an ideal that is evident in the lives of ethical scholars. Primarily, the function of the Georgetown College Honor System is to educate and instill a common purpose within the campus student community. The Honor System is an educational tool to assist the process of teaching morality and ethics. The Honor System helps create an environment that will assist in the development of the whole person by insisting upon honorable traits and behavior. Further, the process assists in the establishment of precedent, consistency, and fairness with regard to questions of academic integrity. An effective honor system requires students and faculty to understand and abide by the system's expectations.

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

Disposition Concerns

All candidates enrolled in a Graduate program must demonstrate the professional dispositions expected of candidate as outlined in their program's disposition 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 concern to the Dean of the respective program to document the issue.

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).

Technology Ethics Policy

The Graduate programs adhere 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.

Family Educational Rights & Privacy Act

CONFIDENTIALITY OF STUDENT RECORDS

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

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

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

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

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

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

- To other College officials, including teachers, within Georgetown College whom the College has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or

other parties to whom the College has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))

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

The College has designated certain information contained in the education records of its students as directory information for purposes of compliance with FERPA. The following constitutes directory information regarding students:

- name
- home address
- campus address
- telephone number and e-mail address

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

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

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

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

Teacher Education Certification Procedure

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

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

Contact Information

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

Phone: (502) 564-4606

Email: KDELicensure@education.ky.gov

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

Degrees

Counseling Education

Clinical Mental Health Counseling (CMHC)

Program Contact: Dr. J.C. Ausmas

The Clinical Mental Health Counseling (CMHC) Program is a 60 credit hour Master of Arts degree program for students seeking licensure as professional mental health counselors. Graduates find employment in community-based mental health and substance abuse/addiction centers, hospitals, treatment centers, tele-mental health settings, and private practice. The program emphasizes skill development, ethical intervention, cultural humility, and practical experience to equip future mental health professionals. This program's coursework also aligns with specializations in Professional School Counseling and Clinical Addiction Counseling, sharing the same core courses. Courses are delivered online.

Learning Outcomes:

1. **Professional Counseling Orientation and Ethical Practice:** Graduates will demonstrate an understanding of counselors' diverse roles, specialties, licensing, credentialing professional ethics, legal standards, and ethical decision-making processes in counseling practice.
2. **Social and Cultural Diversity:** Students will recognize and appreciate the impact of cultural, social, and individual diversity on mental health, student academic success, and counseling processes.
3. **Human Growth and Development:** Learners will comprehend the psychological, emotional, and cognitive development across the lifespan, including factors influencing mental health and counseling processes.
4. **Career Development:** Graduates will be equipped to assist clients and students in career exploration, vocational decision-making, and job placement.
5. **Counseling and Helping Relationships:** Students will understand counseling theory and develop effective counseling techniques, including active listening, empathy, and rapport-building, to establish therapeutic relationships.
6. **Group Counseling and Group Work:** Learners will understand group dynamics, facilitation techniques, and group counseling theories for effective group interventions.
7. **Assessment and Testing:** Graduates will be skilled in selecting, administering, and interpreting psychological assessments to inform treatment planning and counseling.

8. **Research and Program Evaluation:** Students will understand the role of research in the counseling field, become good consumers of counseling research, and apply research methods to evaluate counseling programs, interventions, and outcomes.
9. **Advocacy and Leadership:** Learners will advocate for mental health policies and assume leadership roles in promoting mental well-being for their clients and their community.
10. **Clinical Diagnostic Skills:** Graduates will demonstrate competence in assessment, diagnosis, treatment planning, and intervention strategies for mental health and addiction issues.

Type: Master of Arts

Core Courses	45 hours
Clinical Elements	9 hours
Electives	6 hours
Exams	
Total	60

Core Courses

Item #	Title	Credit Hour(s)
COUN502	Orientation to Counselor Education and Professional Counseling	
COUN504	Legal and Ethical Practice for Mental Health, School, and Addiction Counselors	
COUN506	Social and Cultural Identities and Experiences in Counseling	
COUN508	Counseling Across the Lifespan	
COUN514	Counseling Theories for Client and Student Care	
COUN516	Fundamentals of the Counseling Relationship	
COUN518	Advanced Counseling Techniques	
COUN520	Treatment Planning, Documentation and Outcome Assessment	
COUN526	Group Counseling Theory and Practice	
COUN532	Career Development, Assessment, and Decision Making	
COUN536	Trauma Counseling and Crisis Intervention	
COUN540	Etiology, Nomenclature, and Diagnosis of Mental Disorders	
COUN542	Substance-Related and Addictive Disorders: Diagnosis and Treatment	
COUN544	Clinical Assessment – Foundational Concepts, Appraisal, and Testing	
COUN550	Counseling Research and Program Assessment	

Clinical Elements

Item #	Title	Credit Hour(s)
COUN680	Counseling Practicum	
COUN682	Mental Health Counseling Internship	
COUN684	Advanced Mental Health Counseling Internship	

Electives

Select 6 hours from the following courses:

Item #	Title	Credit Hour(s)
COUN580	Tele-Mental Health Counseling	
COUN582	Counseling Private Practice	
COUN584	Mindfulness Counseling	
COUN590	Introduction and Foundations of Play Therapy	

Exams

Item #	Title	Credit Hour(s)
COUN670	Pre-Practicum	
COUN674	Comprehensive Exam	
Total credits:		60

Teacher Education

Elementary Education P-5 (ELEM) (ELED)

Program Contact: Dr. Christa Roney

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

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

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

Type: Master of Arts

Core Courses	30 hours
Total	30

Core Courses

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

Initial Certification - Secondary (EICS)

Program Contact: Dr. Christa Roney

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

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

Candidates must successfully complete 200 field placement hours.

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

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

Type: Master of Arts

Core Courses 33 hours

Total 33

Core Courses

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

Initial Certification P-12/Middle (EICK)

Program Contact: Dr. Christa Roney

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

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

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

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

Candidates must complete 200 field placement hours prior to EDU536.

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

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

Type: Master of Arts

Core Courses	33 hours
Total	33

Core Courses

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

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

Program Contact: Dr. Melody Deprez

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

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

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

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

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

Type: Certification

Core Courses	12 hours
Total	12

Core Courses

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

Moderate and Severe Disabilities Certification P-12 (MSD)

Program Contact: Dr. Kara Rusk

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

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

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

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

Type: Certification

Core Courses	15 hours
Total	15

Core Courses

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

Proficiency-Based Certification Pathway

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

Option 1: Standard Georgetown College Programs

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

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

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

Option 2: Non-Credential Programs

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

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

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

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

Type: Certification

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

Program Contact: Dr. Melody Deprez

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

The Special Education program with concentration in Learning and Behavior Disorders (LBD) is for candidates who wish to teach students with mild to moderate learning

and behavior disorders. The Special Education program is offered to candidates with a bachelor's degree or certified teachers who hold a teaching certificate and wish to earn a Master's degree in Special Education.

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

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

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

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

Type: Master of Arts

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

Core Courses

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

Field Component Courses

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

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

Program Contact: Dr. Kara Rusk-Jenney

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

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

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

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

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

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

Type: Master of Arts

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

Core Courses

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

Field Component Course

Select one course from the following:

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

Teacher Leader (ETLD)

Program Contact: Dr. Harold Peach

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

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

Type: Master of Arts

Teacher Leader Core Courses	18 hours
Tracks	
Learning and Behavior Disorders Advanced Certification P-12 (LBD)	12 hours
Moderate and Severe Disabilities Certification P-12 (MSD)	15 hours
Instructional Coaching Concentration	12 hours
Total	30-33

Teacher Leader Core Courses

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

Tracks

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

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

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

LBD Program Contact: Dr. Melody Deprez

Notes:

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

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

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

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

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

Moderate and Severe Disabilities Certification P-12 (MSD)

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

MSD Program Contact: Dr. Kara Rusk-Jenney.

Notes:

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

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

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

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

Instructional Coaching Concentration

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

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

Course Descriptions

Art

ART540 : Independent Study in Art

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

Credit Hour(s): 1-3

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.

Credit Hour(s): 2-3

Biology

BI0540 : Independent Study in Biology

Credit Hour(s): 1-3

BI0550 : Seminar in Biology

Credit Hour(s): 2-3

BI0570 : Topics in Biology

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 3

CHE540 : Independent Study in Chemistry

Credit Hour(s): 1-3

CHE570 : Topics in Chemistry

Credit Hour(s): 2-3

Communication and Media Studies

COMM540 : Independent Study in Communications and Media Studies

Credit Hour(s): 1-3

COMM570 : Topics in Communication and Media Studies

Credit Hour(s): 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.

Credit Hour(s): 3

CSC540 : Independent Study in Computer Science

Credit Hour(s): 1-3

CSC570 : Topics in Computer Science

Credit Hour(s): 2-3

Counseling Education

COUN502 : Orientation to Counselor Education and Professional Counseling

Prepare for graduate coursework and research at Georgetown College. Explore the history and philosophy of the counseling profession. Learn about the diverse roles, specialties, and functions of counselors. Gain insights into licensing, credentialing, advocacy, and current industry trends, including technological developments.

Credit Hour(s): 3

COUN504 : Legal and Ethical Practice for Mental Health, School, and Addiction Counselors

Explore ethical frameworks and dilemmas. Learn to apply codes of ethics in real-world mental health, school, or addiction counseling scenarios. Develop the skills needed to navigate complex ethical situations. Benefit future clients by becoming an ethically informed and competent mental health, school, or addiction counselor.

Credit Hour(s): 3

COUN506 : Social and Cultural Identities and Experiences in Counseling

Examine theories and models of multicultural counseling. Learn about cultural identity development and social justice. Apply culturally responsive strategies in counseling practice. Enhance your ability to serve diverse clients with empathy and effectiveness.

Credit Hour(s): 3

COUN508 : Counseling Across the Lifespan

Explore developmental stages from birth to late adulthood, including death and dying. Learn counseling approaches for diverse age groups. Apply lifespan theories to foster resilience and growth. Benefit by becoming an understanding, empathic, holistic, and adaptable therapist.

Credit Hour(s): 3

COUN514 : Counseling Theories for Client and Student Care

Explore the major counseling theories, examining their historical roots and philosophical foundations. Apply theoretical frameworks to real-world counseling scenarios. Evaluate client dynamics, ethical dilemmas, and intervention strategies. Synthesize theories into evidence-based interventions.

Credit Hour(s): 3

COUN516 : Fundamentals of the Counseling Relationship

Develop essential skills in active listening, empathy, and rapport-building. Learn to create a supportive therapeutic environment for clients. Apply evidence-based techniques to guide clients through the change process. Understand how to adapt these skills to diverse populations and counseling contexts.

Credit Hour(s): 3

COUN518 : Advanced Counseling Techniques

Explore advanced counseling interventions for individual and group settings. Learn counseling strategies and techniques used to facilitate the client change process. Understand counselor characteristics, behaviors, and strategies that enhance effective counseling relationships.

Credit Hour(s): 3

COUN520 : Treatment Planning, Documentation and Outcome Assessment

Master documentation skills for maintaining complete client charts, including intake assessments, treatment plans, and progress notes. Ensure continuity of care and accountability. Learn to assess treatment effectiveness through outcome measures. Navigate ethical boundaries in documentation in a technologically advanced society.

Credit Hour(s): 3

COUN526 : Group Counseling Theory and Practice

Explore different theoretical approaches to counseling groups. Understand basic principles of group dynamics, including leadership tasks, developmental stages, and member roles. Develop essential group counseling skills, including establishing, leading, and evaluating various counseling groups, including mental health process, school-based, and addiction groups. This course also includes an experiential component in which each student will participate in group therapy.

Credit Hour(s): 3

COUN532 : Career Development, Assessment, and Decision Making

Explore theories of career development and decision-making for k-12 students and adults. Understand how individual and contextual factors influence career choices. Learn assessment techniques for evaluating clients' career interests, skills, and values.

Credit Hour(s): 3

COUN536 : Trauma Counseling and Crisis Intervention

Investigate theoretical frameworks related to trauma. Understand the impact of trauma on individuals and communities. Learn to recognize trauma symptoms and their manifestations. Develop skills in assessing crises. Understand risk factors, safety planning, and immediate intervention strategies. Practice Trauma-informed care and crisis counseling techniques for stabilization, coping, and resilience-building.

Credit Hour(s): 3

COUN540 : Etiology, Nomenclature, and Diagnosis of Mental Disorders

Explore the Diagnostic and Statistical Manual for Mental Disorders (DSM – Current Edition) and the International Classification of Diseases (ICD- Current Edition) classification systems. Develop skills in applying diagnostic criteria to case studies. Understand the impact of cultural and contextual factors on diagnosis.

Credit Hour(s): 3

COUN542 : Substance-Related and Addictive Disorders: Diagnosis and Treatment

Explore theories and etiology of addictions and addictive behaviors. Understand substance effects and risk factors. Learn strategies for prevention, intervention, and treatment, with a focus on evidence-based treatment approaches for substance-related disorders.

Credit Hour(s): 3

COUN544 : Clinical Assessment – Foundational Concepts, Appraisal, and Testing

Explore key concepts in clinical assessment, including reliability, validity, and standardization. Learn to evaluate assessment methods and tools critically. Develop practical skills in selecting, administering, and interpreting assessment instruments. Learn ethical and culturally relevant strategies for assessment.

Credit Hour(s): 3

COUN550 : Counseling Research and Program Assessment

Explore research methodologies relevant to counseling practice. Develop skills in both quantitative and qualitative research. Explore survey design, interviews, focus groups, and statistical analysis. Understand the principles of program assessment. Evaluate counseling programs for effectiveness, efficiency, and ethical considerations. Use data to inform program improvement.

Credit Hour(s): 3

COUN580 : Tele-Mental Health Counseling

Develop skills in assessing clients' readiness for tele-mental health counseling. Understand technology literacy, privacy concerns, and informed consent. Improve therapeutic rapport online and address confidentiality, crisis management, and other ethical dilemmas.

Credit Hour(s): 3

COUN582 : Counseling Private Practice

Learn the essential steps to launch and operate a private counseling practice. Explore legal, financial, and ethical considerations for setting up your business. Develop strategies for attracting clients and building your professional brand. Understand effective marketing techniques, networking, and online presence. Acquire skills in budgeting, billing, and insurance reimbursement.

Credit Hour(s): 3

COUN584 : Mindfulness Counseling

Explore mindfulness as a therapeutic approach. Learn meditation, breath awareness, and grounding exercises. Understand how mindfulness enhances self-awareness and stress reduction. Integrate mindfulness practices into counseling sessions. Explore their impact on emotional regulation, attention, and well-being. Develop skills for teaching mindfulness to clients and cultivating personal mindfulness.

Credit Hour(s): 3

COUN590 : Introduction and Foundations of Play Therapy

Explore the theoretical foundations of play therapy. Understand the role of play in child development and therapeutic practice. Learn practical play therapy techniques for working with children and adolescents. Explore expressive arts, sand tray, and storytelling interventions. Understand how to assess play behaviors and use play-based assessments. Navigate ethical dilemmas specific to play therapy. Promote confidentiality, boundaries, and cultural competence.

Credit Hour(s): 3

COUN602 : Elementary School Counseling

Explore strategies for fostering emotional intelligence, conflict resolution, and positive peer interactions in elementary students. Learn to create a supportive school climate. Develop skills in providing individual and group counseling to elementary students. Understand age-appropriate interventions for academic, behavioral, and emotional challenges. Learn to design and deliver engaging classroom lessons on bullying prevention, study skills, and career awareness. Enhance students' social and academic competencies. Understand the role of the elementary school counselor in collaborating with teachers, parents, and administrators by promoting student success through effective communication and teamwork.

Credit Hour(s): 2

COUN604 : Middle and Secondary School Counseling

Learn strategies for easing the transition from middle to high school. Understand developmental challenges, peer dynamics, and academic planning for adolescents. Develop skills in providing individual counseling to middle and high school students. Address academic, social, and emotional concerns. Promote resilience and coping strategies. Explore career development theories and assessment tools. Help students identify interests, strengths, and post-secondary pathways. Foster informed decision-making.

Credit Hour(s): 2

COUN608 : Topics and Trends in Special Education

Understand inclusive classroom strategies, accommodations, and collaboration with educators. Learn evidence-based approaches for managing challenging behaviors. Explore positive behavior support, functional assessment, and individualized plans. Discern the complexities of autism. Understand diagnostic criteria, communication strategies, and family support. Explore interventions for students on the spectrum.

Credit Hour(s): 2

COUN620 : Motivational Interviewing

Explore the principles and practice of Motivational Interviewing (MI). Learn to engage clients, evoke change talk, and enhance intrinsic motivation for behavior change. Develop skills in active listening and empathetic communication. Understand how to explore ambivalence and improve commitment to positive goals collaboratively. Engage in role-play exercises to practice MI skills. Learn to adapt MI techniques to individual counseling sessions and group interventions.

Credit Hour(s): 3

COUN624 : Psychopharmacology for Mental Health and Addiction Counselors

Explore the fundamentals of psychopharmacology, including classifications, indications, and contraindications of psychotropic drugs, including drugs of abuse. Learn about commonly prescribed medications, their mechanisms of action, and potential side effects. Understand how to collaborate with psychiatrists and medical professionals. Explore ethical considerations in medication management for mental health issues and addiction treatment.

Credit Hour(s): 3

COUN628 : Spirituality and Recovery

Explore the role of spirituality in addiction recovery. Understand the principles of 12-step programs (e.g., AA, NA) and other spiritual recovery approaches. Explore mindfulness, meditation, and holistic wellness practices. Navigate ethical dilemmas related to spirituality in counseling. Promote cultural competence and respect for diverse belief systems. Understand how to support clients within their spiritual communities during the recovery process.

Credit Hour(s): 3

COUN640 : Couples and Marriage Counseling

Explore effective communication strategies for couples. Learn active listening, conflict resolution, and empathy-building techniques. Develop skills in assessing relationship dynamics. Understand how to create individualized treatment plans for couples. Explore evidence-based interventions for enhancing relationships. Navigate cultural factors in relationship therapy. Promote awareness of diverse couples' relationships and backgrounds and their impact on couples' experiences.

Credit Hour(s): 3

COUN642 : Family Systems Theory and Therapy

Explore the foundational principles of family systems theory. Understand how family dynamics impact individual well-being. Learn to assess and intervene within family contexts. Study intergenerational influences on family functioning. Explore patterns, roles, and communication styles across generations. Develop skills and evidence-based techniques in working with diverse family structures. Learn to facilitate change, improve communication, and enhance family cohesion.

Credit Hour(s): 3

COUN648 : Human Sexuality: Assessment and Therapy

Explore topics related to sexual orientation, gender identity, and cultural influences on sexuality. Promote awareness and inclusivity in therapeutic practice. Explore empirically supported assessment approaches related to sexual functioning. Understand how to evaluate sexual health, dysfunctions, and concerns in diverse populations. Learn evidence-based counseling techniques for addressing sexual issues. Understand how to facilitate intimacy, communication, and sexual satisfaction in relationships.

Credit Hour(s): 3

COUN670 : Pre-Practicum

Explore the requirements to start the clinical experience portion of your counseling program track. Acquire the knowledge needed to complete the necessary forms and develop strategies to find an excellent clinical or school site and supervisor. Learn what is required at each stage of the practicum and internship experience and how to gain the practice necessary to start your future career.

Credit Hour(s): 0

COUN674 : Comprehensive Exam

Explore and prepare to take the program's comprehensive exam and state or national counselor exams to prepare for your future career as a licensed mental health counselor, school counselor, or addiction counselor.

Credit Hour(s): 0

COUN680 : Counseling Practicum

Apply foundational counseling theories and techniques in supervised clinical or school settings. Conduct assessments and develop individualized treatment, behavioral, or academic plans. Facilitate therapeutic groups or school groups to enhance student's well-being. Navigate ethical dilemmas while working with diverse clients or students.

Credit Hour(s): 3

COUN682 : Mental Health Counseling Internship

Apply theory and evidence-based techniques while working directly with clients under supervision. Conduct comprehensive assessments and develop personalized treatment plans. Facilitate therapeutic groups and enhance group leadership skills. Navigate ethical dilemmas while working with diverse clients.

Credit Hour(s): 3

COUN684 : Advanced Mental Health Counseling Internship

Continue to apply theory and evidence-based techniques while working directly with clients under supervision. Conduct comprehensive assessments and develop personalized treatment plans. Facilitate therapeutic groups and enhance group leadership skills. Navigate ethical dilemmas while working with diverse clients.

Credit Hour(s): 3

COUN692 : School Counseling Internship

Apply theory and evidence-based school counseling techniques while working directly with students under supervision. Conduct school-based assessments and develop personalized educational and behavioral plans. Facilitate student groups and enhance group leadership skills while supporting students' well-being. Navigate ethical dilemmas while working with diverse students.

Credit Hour(s): 3

COUN694 : Advanced School Counseling Internship

Continue to apply theory and evidence-based school counseling techniques while working directly with students under supervision. Conduct school-based assessments and develop personalized educational and behavioral plans. Facilitate student groups and enhance group leadership skills while supporting students' well-being. Navigate ethical dilemmas while working with diverse students.

Credit Hour(s): 3

COUN696 : Mental Health and Addiction Counseling Internship

Apply theory and evidence-based techniques while working directly with clients with mental health and addiction disorders while under supervision. Conduct comprehensive mental health and addiction assessments and develop personalized treatment plans. Facilitate therapeutic and addiction groups and enhance group leadership skills. Navigate ethical dilemmas while working with diverse clients.

Credit Hour(s): 3

COUN698 : Advanced Mental Health and Addiction Counseling Internship

Continue to apply theory and evidence-based techniques while working directly with clients with mental health and addiction disorders while under supervision. Conduct comprehensive mental health and addiction assessments and develop personalized treatment plans. Facilitate therapeutic and addiction groups and enhance group leadership skills. Navigate ethical dilemmas while working with diverse clients.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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. Candidates will complete 45 hours of field experience.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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. Candidates will complete 45 hours of field experience.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Candidates will complete 25 hours of field experience.

Credit Hour(s): 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.

Candidates will complete 25 hours of field experience.

Credit Hour(s): 3

EDA640 : Independent Study in Education Administration

Credit Hour(s): 1-3

EDA650 : Seminar in Education Administration

Credit Hour(s): 2-3

EDA670 : Topics in Education Administration

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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?

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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 oratory, art, aesthetics, and socio-political commentary into their works, appealing to and enriching readers from all walks of life. Simply put, there would be no "American" literature at all without African-American literature.

Credit Hour(s): 3

ENG514 : Reading and Teaching Shakespeare

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

Credit Hour(s): 3

ENG518 : Reading Poetry

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

Credit Hour(s): 3

ENG520 : Informative and Argumentative Writing

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

Credit Hour(s): 3

ENG526 : Teaching P-12 Writing Across the Curriculum

An online study of important principles and methods used in teaching writing in order to accommodate special needs and a diverse student population. Applying guidelines from the state (KDE), Common Core Standards, and National Standards (NCTE), the class will read grade-level appropriate texts, participate in forums, and discuss (1) how to improve their informational and argumentative writing assignments in various disciplines and at various levels; (2) how to improve peer review and group work to minimize teacher work and to allow student ownership of writing/learning; (3) how to improve evaluation and grading of student writing. As a culminating project, each participant will write and peer review (using Canvas (LMS) or other online collaborative software) a short syllabus of writing activities that reflects new or improved activities to address varying needs.

Credit Hour(s): 3

Prerequisites:

Open to all candidates admitted to the Graduate Studies program at Georgetown College. Can be an elective for MSD Rank I program. Summer 2

ENG540 : Independent Study in English

Credit Hour(s): 1-3

ENG550 : Seminar in English

Credit Hour(s): 2-3

ENG570 : Topics in English

Credit Hour(s): 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.

Credit Hour(s): 3

ENG626 : Action Research in Rhetoric

Credit Hour(s): 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. This course is a field placement course. Initial candidates will be in their LBD classroom for an LBD approved placement for at least 100 hours. Advanced candidates will complete 25 hours of field experience.

Prerequisite: Candidates must submit a score for the LBD specialty Praxis before registering for ECE500/501. Candidates must pass the LBD specialty Praxis for certification.

Credit Hour(s): 3

ECE501 : Behavior Management for LBD Students

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

Prerequisite: Candidates must submit a score for the LBD specialty Praxis before registering for ECE500/501. Candidates must pass the LBD specialty Praxis for certification.

Credit Hour(s): 3

ECE502 : Introduction to LBD

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

Credit Hour(s): 3

ECE503 : Educational Programming for LBD Students

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

Credit Hour(s): 3

ECE504 : Collaboration and Advocacy

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

Credit Hour(s): 3

ECE508 : Introduction to Autism Spectrum Disorders (ASD)

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

Credit Hour(s): 3

ECE510 : Evidence-Based Practices for ASD

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

Credit Hour(s): 3

Prerequisites:

ECE508.

ECE512 : Analyzing Behavior for Students with ASD

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

Credit Hour(s): 3

Prerequisites:

ECE508.

ECE514 : Application of Strategies in Autism Spectrum Disorders

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

Credit Hour(s): 3

Prerequisites:

ECE508, ECE510, and ECE512.

ECE542 : Using Technology to Remove Barriers for Students with Disabilities

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

Credit Hour(s): 3

ECE565 : Typical and Atypical Development

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

Credit Hour(s): 3

ECE575A : Field Studies in LBD Component I Part A

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

Credit Hour(s): 3

ECE575B : Field Studies in LBD Component I Part B

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

Credit Hour(s): 3

Prerequisites:

ECE575A, 501, and 502.

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

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

Credit Hour(s): 3

Prerequisites:

ECE500-504, ECE575 A and B and approved final clinical (checkpoint 2) application.

ECE586 : Final Clinical Practice

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

Credit Hour(s): 6

Prerequisites:

ECE500-504, ECE575 A and B and approved final clinical (checkpoint 2) application.

ECE600 : Introduction to Teaching Students with Moderate and Severe Disabilities

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

Credit Hour(s): 3

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

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

Credit Hour(s): 3

Prerequisites:

ECE600.

ECE604 : Teaching Individuals with Physical or Multiple Disabilities

This course surveys causes and educational implications of physical disabilities and sensory impairments. It addresses a broad range of issues of importance to the health and physical problems of students with multiple disabilities.

Credit Hour(s): 3

ECE606 : Transition Services for Students with Disabilities

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

Credit Hour(s): 3

ECE608 : Field Component in MSD

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

committed to a spirit of service and learning" (Georgetown College Conceptual Framework). During ECE608 candidates will extend their skills in planning curriculum and instruction for students with MSD and demonstrate all CEC competencies for MSD teachers as well as Kentucky Teachers Standards in the classroom. Candidates must submit a score for the MSD specialist Praxis before registering for ECE608/616. Candidates must pass the MSD specialty Praxis for certification. Candidates will complete 25 hours of field experience.

Credit Hour(s): 3

Prerequisites:

ECE600, ECE602, ECE604, and ECE606.

ECE610 : Supporting Challenging Behaviors

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

Credit Hour(s): 3

ECE612 : Language Development and Literacy Instruction

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

Credit Hour(s): 3

ECE614 : Social Skills Development and Community Access

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

Credit Hour(s): 3

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 competencies required by the Kentucky Teacher Standards as well as essential information regarding teaching as a profession and the Council for Exceptional Children Individualized Independence Curriculum (IIC) Standards for MSD. A leadership plan and professional growth plan addressing the Kentucky Teacher Standards will be completed. Candidates will critically reflect their value orientations and pedagogical foundations as they deepen their reflective practices based on the framework of the education department and its theme, "Developing scholars who are competent and caring educators, committed to a spirit of service and learning" (Georgetown College Conceptual Framework). During ECE616 candidates will extend their skills in planning curriculum and instruction for students with MSD and demonstrate all CEC competencies for MSD teachers as well as Kentucky Teachers Standards in the classroom. Candidates must submit a score for the MSD specialist Praxis before registering for ECE608/616. Candidates must pass the MSD specialty Praxis for

certification. Traditional student teachers will complete 70 full days of field experience; Option 6 teacher candidates will complete 100 hours of field experience.

Credit Hour(s): 6

Prerequisites:

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

ECE700 : Administration of Special Education Programs

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

Credit Hour(s): 3

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

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

Credit Hour(s): 3

ECE704 : Special Education Law and Finance

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

Credit Hour(s): 3

ECE706 : Director of Special Education—Internship in Education Leadership

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

Credit Hour(s): 6

Prerequisites:

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

French

FRE540 : Independent Study in French

Credit Hour(s): 1-3

History

HIS540 : Independent Study in History

Credit Hour(s): 1-3

HIS550 : Seminar in History

Credit Hour(s): 2-3

HIS570 : Topics in U.S. History

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

Credit Hour(s): 1-3

HIS571 : Topics in European History

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

Credit Hour(s): 3

Kinesiology and Health Studies

KHS540 : Independent Study in Kinesiology and Health Studies

Credit Hour(s): 1-3

KHS550 : Seminar in Kinesiology

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 3

MAT540 : Independent Study in Math

Credit Hour(s): 1-3

MAT550 : Seminar in Math

Credit Hour(s): 2-3

MAT570 : Topics in Math

Credit Hour(s): 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.

Credit Hour(s): 3

MUS540 : Independent Study in Music

Credit Hour(s): 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.

Credit Hour(s): 2-3

MUS570 : Topics in Music

Credit Hour(s): 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.

Credit Hour(s): 3

PHY540 : Independent Study in Physics

Credit Hour(s): 1-3

PHY570 : Topics in Physics

Credit Hour(s): 2-3

Political Science

POS540 : Independent Study in Political Science

Credit Hour(s): 1-3

POS550 : Seminar in Political Science

Credit Hour(s): 2-3

POS570 : Topics in Political Science

Credit Hour(s): 2-3

Psychology

PSY570 : Topics in Psychology

Credit Hour(s): 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.

Credit Hour(s): 2-3

SOC540 : Independent Study in Sociology

Credit Hour(s): 1-3

SOC550 : Seminar in Sociology

Credit Hour(s): 2-3

SOC570 : Topics in Sociology

Credit Hour(s): 2-3

Teacher Education

EDA754 : Administration Pupil Personnel

Credit Hour(s): 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.

Credit Hour(s): 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. Candidates will complete 25 hours of field experience.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 3

EDU536 : Mentored / Student Teaching for MA Certification

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

Prerequisite: Candidate must provide their Praxis II Content Exam score before being allowed to register for this course.

Credit Hour(s): 6

EDU540 : Independent Study in Education

Study of selected issues and topics in education.

Credit Hour(s): 1-3

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

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

Credit Hour(s): 3

EDU542 : Classroom Applications of Technology

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

Credit Hour(s): 3

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

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

Credit Hour(s): 3

EDU545 : Curriculum and Assessment for Teacher Leaders

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

Credit Hour(s): 3

EDU550 : Seminar in Education

Subjects for study will vary with the needs and interests of students (substitutions may be approved by the Dean of Education).

Credit Hour(s): 2-3

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).

Credit Hour(s): 3

EDU557 : Planning and Management of Technology in Schools

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

Credit Hour(s): 3

Prerequisites:

Admission to IT program or permission of instructor.

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

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

Credit Hour(s): 3

Prerequisites:

EDU527, EDU542, or permission of instructor.

EDU560 : Methods of Teaching Technology Concepts with Practicum

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

Credit Hour(s): 3

Prerequisites:

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

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

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

Credit Hour(s): 3

Prerequisites:

EDU501, 502, or 516.

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

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

Credit Hour(s): 3

Prerequisites:

EDU562.

EDU565 : Human Development, Behavior and Learning

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

Credit Hour(s): 3

EDU570 : Topics in Education

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 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.

Credit Hour(s): 3

Theatre and Film

THE540 : Independent Study in Theatre

Credit Hour(s): 1-3

THE570 : Topics in Theatre

Credit Hour(s): 2-3