

ECE542. Using Technology to Remove Barriers for Students with Disabilities. (3 hours) 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.

ECE565. Typical and Atypical Development. (3 hours) Study of normal growth and development, research in physical, social and emotional development, causes of behavior and learning theories.

ECE575A. Field Studies in LBD Component I Part A. (3 hours) 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, students 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. Students 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.

ECE575B. Field Studies in LBD Component I Part B. (3 hours) 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. Students 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. Prerequisites: ECE575A, 501, and 502.

ECE576. Final Clinical Practice-Field Component II in LBD Special Education. (3 hours) To take 576, students 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 students should be proficient in the teaching standards by the end of the course. This course is offered fall and spring semesters only. Prerequisites: ECE500-504, ECE575 A and B and approved final clinical (checkpoint 2) application.

ECE586. Final Clinical Practice. (6 hours) To take ECE586, candidates are required to be in the alternative certification program in a 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 students should be proficient in the teaching standards by the end of the course. This course is offered fall and spring semesters only. Prerequisites: ECE500-504, ECE575 A and B and approved final clinical (checkpoint 2) application.

ECE600. Introduction to Teaching Students with Moderate and Severe Disabilities. (3 hours) 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.

ECE602. Curriculum and Instruction for Students with Moderate and Severe Disabilities. (3 hours) 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. Prerequisite: ECE600.

ECE604. Teaching Individuals with Physical or Multiple Disabilities. (3 hours) 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.

ECE606. Transition Services for Students with Disabilities. (3 hours) 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.

ECE608. Field Component in MSD. (3 hours) 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. Prerequisites: ECE600, ECE602, ECE604, and ECE606.

ECE610. Supporting Challenging Behaviors. (3 hours) 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.

ECE612. Language Development and Literacy Instruction. (3 hours)

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.

ECE614. Social Skills Development and Community Access. (3 hours)

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.

ECE616. Field Component in MSD. (6 hours)

ECE616 is the final clinical field experience for the MSD Initial certification program. Initial MSD candidates will enroll in 6 hours and complete either a mentored field experience or supervised student teaching. Using KTIP as a model and with the assistance of a mentor teacher and a college supervisor, candidates will assess strengths and needs of MSD students in a chosen classroom. When the needs have been identified for each student, various strategies will be utilized to pinpoint specific areas in which classroom effectiveness can be improved. Candidates should show consistent sensitivity to individual, academic, physical, social and cultural differences and respond in a caring manner. Student/ mentored teaching provides information and experiences that address this sensitivity through demonstration of the competences required by the Kentucky Teacher Standards as well as essential information regarding teaching as a profession and the Council for Exceptional Children Individualized Independence Curriculum (IIC) Standards for MSD. A leadership plan and professional growth plan addressing the Kentucky Teacher Standards will be completed.

Candidates will critically reflect their value orientations and pedagogical foundations as they deepen their reflective practices based on the framework of the education department and its theme, *“Developing scholars who are competent and caring educators, committed to a spirit of service and learning”* (Georgetown College Conceptual Framework). During ECE616 candidates will extend their skills in planning curriculum and instruction for students with MSD and demonstrate all CEC competencies for MSD teachers as well as Kentucky Teachers Standards in the classroom. 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. Prerequisites: ECE500, 502, 508, 542, 565, 600, 602, 604, 606, 610.

ENGLISH – (ENG)

ENG520. Informative and Argumentative Writing. (3 hours) 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.

ENG526. Teaching P-12 Writing Across the Curriculum. (3 hours) 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 Moodle or other online collaborative software) a short syllabus of writing activities that reflects new or improved activities to address varying needs. Prerequisites: Open to all students 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. (1-3 hours)

ENG550. Seminar in English. (2-3 hours)

ENG570. Topics in English. (2-3 hours)

FRENCH – (FRE)

FRE540. Independent Study in French. (1-3 hours)

HISTORY – (HIS)

HIS540. Independent Study in History. (1-3 hours)

HIS550. Seminar in History. (2-3 hours)

HIS570. Topics in U.S. History. (1-3 hours) Topics studied will vary with the interests of the students and instructors.

HIS571. Topics in European History. (3 hours) Topics studied will vary with the interests of the students and instructors.

KINESIOLOGY AND HEALTH STUDIES – (KHS)

KHS540. Independent Study in Kinesiology and Health Studies. (1-3 hours)

KHS550. Seminar in Kinesiology. (2-3 hours)

KHS570. Topics in Kinesiology and Health Studies. (2-3 hours) Allows each student the opportunity to examine various issues and/or problems in Kinesiology or Health Studies.

MATHEMATICS – (MAT)

MAT501. Number Concepts for the Elementary Math Specialist. (3 hours) 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.

MAT502. Geometry and Measurement Concepts for the Elementary Math Specialist. (3 hours) 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 two 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.

MAT540. Independent Study in Math. (1-3 hours)

MAT550. Seminar in Math. (2-3 hours)

MAT570. Topics in Math. (2-3 hours)

MUSIC – (MUS)

MUS507. History of Rock Music. (3 hours) A study of the origins, characteristics and stylistic development of rock and roll music from the early 1950s through the 1990s.

MUS540. Independent Study in Music. (1-3 hours).

MUS550. Seminar in Music. (2-3 hours) Study of current music education research. The subject for study will be decided by the needs and interests of students.

MUS570. Topics in Music. (2-3 hours)

PHYSICS – (PHY)

PHY510. Classroom Demonstration of Chemistry and Physics Principles. (3 hours) 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. Students will observe demonstrations and discuss the chemical and physical principles behind them, perform demonstrations, and design new demonstrations.

PHY540. Independent Study in Physics. (1-3 hours)

PHY570. Topics in Physics. (2-3 hours)

POLITICAL SCIENCE – (POS)

POS540. Independent Study in Political Science. (1-3 hours)

POS550. Seminar in Political Science. (2-3 hours)

POS570. Topics in Political Science. (2-3 hours)

PSYCHOLOGY – (PSY)

PSY570. Topics in Psychology. (2-3 hours)

SOCIOLOGY – (SOC)

SOC532. Sociology of Education. (2-3 hours) 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.

SOC540. Independent Study in Sociology. (1-3 hours)

SOC550. Seminar in Sociology. (2-3 hours)

SOC570. Topics in Sociology. (2-3 hours)

THEATRE AND FILM STUDIES – (THE)

THE540. Independent Study in Theatre. (1-3 hours)

THE570. Topics in Theatre. (2-3 hours)

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