# GEORGETOWN
## C O L L E G E

# Graduate Education

## 2017 – 2018 Catalog

**Welcome**

Dear Georgetonian:

What a privilege it is for me to welcome you to Georgetown College! I am confident that your decision to become a Georgetonian will be even more rewarding and fulfilling than you have imagined. The opportunities that await you here are filled with exciting promise for academic enrichment and personal growth. While a student at Georgetown College, you will be encouraged and challenged by an outstanding faculty and staff. Indeed, our strong academic reputation has been achieved through superb teaching and mentoring of students in the liberal arts, sciences, and professions. It is what sets Georgetown apart from its closest competitors.

A senior institution since 1829, Georgetown has been recognized as an outstanding Christian college from its earliest days. We cherish our rich heritage as we fulfill Georgetown's mission to provide students an exceptional educational experience in a vibrant Christian community.

We are honored that you have chosen Georgetown College. And as President, I am delighted to welcome you as your exciting journey begins!

With kind regards, and

Sincerely,
Michael Dwaine Greene
President

**Profile**

| | |
|---|---|
| **Founded:** | Chartered in 1829; roots on site date back to 1787 |
| **Location:** | 400 E. College St., Georgetown, Kentucky 40324 |
| **Campus:** | 104 acres, nine academic buildings of which three are updated antebellum structures, fifteen residence halls, and five apartment-style buildings |
| **Type:** | Baccalaureate-Liberal Arts; residential; a Christian college in the Baptist tradition |
| **Calendar:** | Two fifteen-week regular semesters, seven and a half week sub-sessions |
| **Degrees/Majors:** | Bachelor of Arts, Bachelor of Science, Master of Arts; more than 30 regular majors, unique area majors, plus dual-degree and pre-professional programs; accredited Master of Arts in Education; certification3 and endorsement specialty areas for initial and advanced teacher preparation. |
| **Enrollment:** | 986 undergraduate, 540 graduate (Fall 2016) |
| **Student/Faculty:** | 11:1 (undergraduate) |
| **Faculty Ph.D.:** | 96% hold terminal degrees in their field |
| **Fall 2016 Entering Undergraduate Class:** | Average ACT Composite 23.6; HS GPA 3.39 |
| **Financial Aid:** | More than $31 million distributed in 2016-2017; extensive program of endowed and college-funded grants and scholarships |

| | |
|---|---|
| **Athletics:** | NAIA, Mid-South Conference, 19 inter-collegiate sports teams, plus cheerleading, dance, fishing, and coed archery. |
| **Alumni:** | 25,384; 50 states, the District of Columbia, U.S. Territories and 42 foreign countries represented |
| **Distinctions:** | *U.S. News and World Report's* America's Best Colleges, also recognized among the "Best Online Graduate Education Programs"; America's 100 Best College Buys®; America's Best Christian Colleges®; Colleges of Distinction; *Washington Monthly's* Best Liberal Arts Colleges; identified as a "Hidden Gem" on ACTA's "What Will They Learn?" website for strong core curriculum; member, Southern University Conference |

Campus Offices Quick Reference

**Academic Programs**
502-863-8146

**Admissions**
855-765-8728 toll free
502-863-7986

**Alumni**
877-640-0107 toll free
502-863-8050

**Athletics**
502-863-8115

**Business Office**
502-863-8700

**Campus Ministry**
502-863-8153

**Campus Safety**
502-863-8111

**Communications and Marketing**
502-863-8209

**Financial Planning**
502-863-8027

**Graduate Education**
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 Life**
502-863-8004

**Other Offices**
502-863-8000

**Additional Graduate Education contact information is available on the website at:**

http://www.georgetowncollege.edu/education/

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# GRADUATE ACADEMIC CALENDAR 2017 -- 2018

## FALL SEMESTER 2017

| | | | |
|---|---|---|---|
| Jul 12 | Wed | Online registration begins for Fall 2017 Fall (15 week); Fall 1 (7.5 week); and Fall 2 (7.5 week) |
| Aug 21 | Mon | Registration ends for all Fall terms (Fall, Fall 1, and Fall 2) |
| 21 | Mon | Fall and Fall 1:  Classes begin |
| 28 | Mon | Application for Program Completion Opens |
| Sept 5 | Tue | Field Placement Application for Spring Opens |
| 11 | Mon | Application for Program Completion Closes |
| 13 | Wed | Fall 1: Last day to drop a course without the grade W |
| 20 | Wed | Exit conference for MATL/Rank 1/MSD -- On Campus |
| 21 | Thur | Exit conference for MATL/Rank 1/MSD -- Webinar |
| 23 | Sat | Exit conference for LBD program -- Webinar |
| 29 | Fri | Fall 1:  Final date to drop a course |
| Oct 4 | Wed | Fall 1:  Course Evaluations Open |
| 10 | Tue | Fall 1:  Course Evaluations Close |
| 10 | Tue | Fall 1:  Classes end |
| 12 | Thur | Fall 2:  Classes begin |
| 17 | Tue | Fall 1:  Grades due |
| 18 | Wed | Fall 1:  Grade view date |
| 23 | Mon | Fall & Fall 2:  Last day to drop a course without the grade W |
| Nov 1 | Wed | Field Placement Application for Spring Closes |
| 8 | Wed | Online registration begins for Spring classes |
| 10 | Fri | Fall: Final date to drop a course |

| 20 | Mon | Fall:  Course Evaluations Open |
| 22 | Wed | Fall 2:  Final date to drop a course |
| 28 | Tue | Fall:  Course Evaluations Close |
| 29 | Wed | Fall 2:  Course Evaluations Open |
| Dec 5 | Tue | Fall 2:  Course Evaluations Close |
| 5 | Tue | Fall & Fall 2:  Classes end |
| 12 | Tue | Fall & Fall 2:  Grades due |
| 13 | Wed | Fall & Fall 2:  Grade view date |
| 15 | Fri | Commencement at 7:00 p.m. |

## SPRING SEMESTER 2018

| Nov 8 | Wed | Online registration begins for Spring 2018 Spring (15 week); Spring 1 (7.5 week); and Spring 2 (7.5 week) |
| Jan 8 | Mon | Registration ends for all Spring terms (Spring, Spring 1, and Spring 2) |
| 8 | Mon | Spring and Spring 1:  Classes begin |
| 16 | Tue | Application for Program Completion Opens |
| 31 | Wed | Spring 1:  Last day to drop a course without the grade W |
| Feb 5 | Mon | Field Placement Application for Fall Opens |
| 7 | Wed | Application for Program Completion Closes |
| 14 | Wed | Exit conferences for MATL/Rank 1/MSD -- On Campus |
| 15 | Thur | Exit conferences for MATL/Rank 1/MSD -- Webinar |
| 16 | Fri | Spring 1:  Final date to drop a course |
| 17 | Sat | Exit conference for LBD Program -- Webinar |
| 21 | Wed | Spring 1:  Course Evaluations Open |
| 27 | Tue | Spring 1:  Course Evaluations Close |

| 27 | Tue | Spring 1:  Classes end |
|---|---|---|
| Mar 1 | Thur | Spring 2:  Classes begin |
| 6 | Tue | Spring 1:  Grades due |
| 7 | Wed | Spring 1:  Grade view date |
| 7 | Wed | Online registration begins for Summer classes |
| 9 | Fri | Spring & Spring 2:  Last day to drop a course without the grade W |
| 30 | Fri | Spring:  Final date to drop a course |
| Apr 2 | Mon | Field Placement Application for Fall Closes |
| 7 | Sat | Spring:  Course Evaluations Open |
| 9 | Mon | Application for Program Completion Opens |
| 11 | Wed | Spring 2:  Final date to drop a course |
| 13 | Fri | Spring:  Course Evaluations Close |
| 14 | Sat | Spring 2:  Course Evaluations Open |
| 20 | Fri | Spring 2:  Course Evaluations Close |
| 20 | Fri | Spring & Spring 2:  Classes end |
| 27 | Fri | Spring & Spring 2:  Grades due |
| 28 | Sat | Spring & Spring 2:  Grade view date |
| 30 | Mon | Application for Program Completion Closes |
| May 12 | Sat | Commencement at 10:00 a.m. |

## SUMMER SEMESTER 2018

| Mar 7 | Wed | Online registration begins for Summer 1 & 2 |
|---|---|---|
| Apr 9 | Mon | Application for Program Completion Opens |
| 25 | Wed | Registration ends for Summer 1 & 2 |
| 25 | Wed | Summer 1:  Classes begin |
| 30 | Mon | Application for Program Completion Closes |
| May 12 | Sat | Commencement at 10:00 a.m. |

| 16 | Wed | Exit conferences for MATL/Rank 1/MSD -- On Campus |
| 17 | Thur | Exit conferences for MATL/Rank 1/MSD -- Webinar |
| 19 | Sat | Exit conference for LBD Program -- Webinar |
| 24 | Thur | Summer 1: Last day to drop a course without the grade W |
| Jun 5 | Tue | Summer 1: Final date to drop a course |
| 8 | Fri | Summer 1: Course Evaluations Open |
| 14 | Thur | Summer 1: Course Evaluations Close |
| 14 | Thur | Summer 1: Classes end |
| 18 | Mon | Summer 2: Classes begin |
| 21 | Thur | Summer 1: Grades due |
| 22 | Fri | Summer 1: Grade view date |
| Jul 16 | Mon | Summer 2: Last day to drop a course without the grade W |
| 30 | Mon | Summer 2: Final date to drop a course |
| Aug 2 | Thur | Summer 2: Course Evaluations Open |
| 8 | Wed | Summer 2: Course Evaluations Close |
| 8 | Wed | Summer 2: Classes end |
| 15 | Wed | Summer 2: Grades due |
| 16 | Thur | Summer 2: Grade view date |

## How to Use This Catalog

This catalog is a description of the academic programs, policies, facilities, services, and staff of 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.

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

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

## Other College Publications

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

# THE COLLEGE: MISSION, HISTORY AND TRADITION

**MISSION**

The mission of Georgetown College is to prepare students to engage in their life's pursuits with thoughtfulness and skill by providing an exceptional educational experience in a vibrant Christian community. Distinguished by its emphasis on outstanding teaching and mentoring, the College offers excellent academic programs in the liberal arts, sciences, and professions.

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

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

## HISTORY AND TRADITION

On January 15, 1829, an act of the thirty-seventh General Assembly of the Commonwealth of Kentucky approved the incorporation of the Trustees of the Kentucky Baptist Education Society. The trustees established Georgetown College, the first Baptist college west of the Allegheny Mountains.

Although chartered in 1829, Georgetown College's heritage may be traced to 1787 when Elijah Craig, a Baptist minister and businessman from Virginia, opened a classical school in Georgetown, originally named Lebanon. The Royal Springs Academy gave way to the Rittenhouse Academy a decade later after that institution was transferred from a western Kentucky frontier site to what is now the northwestern quarter of the College's campus.

The College officially opened on January 1, 1830, as an institution affiliated with the Baptist leadership of Kentucky and supported by interested citizens of Scott County and Georgetown. The College's liberal arts tradition was firmly entrenched within a decade due to the vision of President Howard Malcom. Faculty and students labored together outside the classroom as well. Joint building projects on campus and in the community resulted in the completion of Pawling Hall and Georgetown Baptist Church.

The early faculty and administration of Georgetown came from the leading educational institutions of the day in the United States and abroad. In those formative years, a blend of northeastern influence with southern tradition was emerging; students from Maine to Louisiana traveled to Georgetown by 1845, and international students first arrived in 1852. Early graduates found places of service and leadership as lawyers, physicians, businessmen, and teachers; the ministry attracted a third of the student body due to the incorporation of the Western Baptist Theological Seminary in 1858.

Following a brief, four-month closure in mid-1861, Georgetown College resumed operation and eventually survived the tumultuous Civil War with no damage to buildings as students consistently made it through the shifting battle lines. Shortly after the war, Georgetown possessed the only men's college, seminary, and female seminary in operation by Southern Baptists. This attracted Basil Manly, co-founder of the Southern Baptist Theological Seminary and the first President of the Baptist Sunday School Board, as the College's ninth president. He led the significant curriculum revision to a more elective system than in pre-war days. The first B.A. and B.S. degrees under this new plan were conferred in 1873, while the first M.A. degree was granted five years later. Since 1884, coeducational classes have been offered

on campus; this was among the earliest such programs in the South, and became a fixture following the 1892 merger with Georgetown Female Seminary.

The decade that opened the twentieth century was highlighted by the first Rhodes Scholar from Georgetown College, who received the recognition in 1904. Continuing to and beyond World War I, growth resulted in expansion of the College's physical plant, enhancement of its curricular offerings, and a substantial increase in enrollment and faculty. Kentucky's first forensics society (1921) and oldest drama group, the Maskrafters (1924), reside at Georgetown College. As much of the country was withdrawing from international involvement, the College established Kentucky's first International Relations Club (1922), which facilitated faculty and student foreign exchange and study.

From 1924 to 1934, Georgetown College produced more graduates who joined the ranks of the nation's scientists than any other college in the Commonwealth. In 1942, Georgetown College formalized an agreement with the Kentucky Baptist Convention, giving up rights to a self-perpetuating board of trustees in exchange for annual financial support. Following World War II, unparalleled enrollment growth and improvements in physical facilities were hallmarks of the College's progress. A prime example of this latter commitment was construction of John L. Hill Chapel in the late 1940s, replacing an earlier structure lost to fire. In the mid-1950s, Georgetown students began to receive Fulbright Scholarships for overseas study. A Master of Arts Degree, balancing the liberal arts with professional education, was established in 1957. Continued growth and expansion under the leadership of President Robert L. Mills characterized the 1960s and 1970s, providing the physical resources for a truly residential campus.

The historic purposes of Georgetown College have remained essentially the same throughout its long existence and now into the twenty-first century: to foster the discovery and critical appraisal of knowledge and to promote the understanding and communication of ethical and spiritual values. Among the College's 24,000 alumni are five Rhodes Scholars, 41 college and university presidents, a one-time advisor to the President of the United States, U.S. Congressmen, leading scientists and corporate decision-makers, and a multitude of lawyers, doctors, musicians, artists, educators, and ministers.

In November 2005, Georgetown restructured its covenant partnership with the Kentucky Baptist Convention, reestablishing a self-perpetuating board of trustees while maintaining our historic Baptist heritage.

Presents and their years of service include:

| | |
|---|---|
| **William Staughton** •1829 | **Joseph Judson Taylor** •1903-1907 |
| **Joel Smith Bacon** •1830-1832 | **Arthur Yager** •1908-1913 |
| **Benjamin Franklin Farnsworth** •1836-1837 | **Maldon Browning Adams** •1913-1930 |
| **Rockwood Giddings** •1838-1839 | **Henry Eugene Watters** •1931-1934 |
| **Howard Malcom** •1840-1849 | **Henry Noble Sherwood** •1934-1942 |
| **James L. Reynolds** •1849-1851 | **Samuel Smythe Hill** •1942-1954 |
| **Duncan Robertson Campbell** •1852-1865 | **H. Leo Eddleman** •1954-1959 |
| **Nathaniel Macon Crawford** •1865-1871 | **Robert L. Mills** •1959-1978 |
| **Basil Manly, Jr.** •1871-1879 | **Ben M. Elrod** •1978-1983 |
| **Richard Moberly Dudley** •1879-1893 | **W. Morgan Patterson** •1984-1991 |
| **Augustus Cleveland Davidson** •1893-1898 | **William H. Crouch, Jr.** •1991-2013 |
| **Baron DeKalb Gray** •1901-1903 | **M. Dwaine Greene** •2013 - Present |

## GEORGETOWN COLLEGE TODAY

Today, Georgetown College students represent thirty states and ten 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 attest to the enhanced perception of Georgetown College from a number of sectors. The College is identified by the Carnegie Foundation for the Advancement of Teaching as a Baccalaureate-Liberal Arts institution. With a student-faculty ratio of 11:1, 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 50,000 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 in the East, Midwest, and South.

**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, development, and public relations offices), **Pawling Hall** (faculty offices and classrooms), and **Highbaugh Hall** (registrar and business offices). Twelve additional buildings house various academic, administrative, and student activities and organizations.

The **Asher Science Center** houses offices and classrooms, laboratories, a computer lab, 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, a computer lab, a gourmet coffee shop, and an art gallery. The **George H. W. Bush Center for Fitness** includes a gymnasium, weight and game rooms, and the Athletic Hall of Fame. **The Cralle Student Center** contains the offices for Academic Success, 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 **McCandless House** contains the offices for the World Languages Department. The **Peyton Thurman Meetinghouse** includes the office of the Graves Center for Calling and Career and the Equine Scholars Program. 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 newly constructed 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.

## ACCREDITATION AND AFFILIATIONS

Georgetown College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia, 30033-4097 or call 404-679-4500 for questions about the accreditation of Georgetown College.

Georgetown College is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the Kentucky Education Professional Standards Board for initial and advanced level educator preparation programs. The Athletic Training Program at Georgetown College is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Its affiliations include the American Council of Education, American Association of Colleges for Teacher Education, Association of American Colleges and Universities, Association of Independent Kentucky Colleges and Universities, Commission on Accreditation of Athletic Training Education, National Association of Independent Colleges and Universities, Kentucky



Independent College Foundation, the Network of Church-Related Colleges and Universities, and the Association of Southern Baptist Colleges and Schools. Additionally, faculty and staff are affiliated with a number of regional, national and international professional organizations.

In compliance with federal law, including provisions of Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Georgetown College does not discriminate, either in the admission of students or in the administration of any of its educational policies, programs, or activities on the basis of race, color, national or ethnic origin, sex, gender, age, disability, or veteran/reserve/National Guard status. Inquiries regarding compliance with these laws should be directed to the Office of Student Life.

# GRADUATE EDUCATION



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

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

Our vision for transformative practice promotes equitable teaching of diverse learners and requires that we prepare competent and caring educators who **P**lan effective instruction, **E**ngage and educate students in positive learning climates, **A**dvocate for growth and development of all learners, **R**eflect on the teaching process, and **L**ead in their classrooms, schools, and communities.

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

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

# GRADUATE PROGRAMS OFFERED

**Advanced Programs**

Master of Arts Degree with Additional Certification in Special Education (LBD or MSD (pending EPSB approval))

Master of Arts in Education 60-hour Program with Additional Certification in LBD/MSD leading to a Rank 2/Rank I

Teacher Leader Master of Arts degree (with Teacher Leader endorsement) (TLMA) in which candidates have the option to select content specialty coursework that may lead to one of the following additional credentials:

    1. Additional endorsement
      - English as a Second Language
      - Gifted and Talented
      - Instructional Computer Technology
      - P-12 Literacy Specialist
      - P-12 Reading
    2. Additional teaching certificate
      - Moderate to Severe Disabilities (P-12) (LBD certification required)
    3. Cognate (a set of related courses that do not lead to a certificate or endorsement)
      - English as a Second Language
      - Reaching all Students

Master of Arts (leading to Rank I), with an emphasis in School Improvement (a 30-hour planned program of study beyond an initial Master of Arts degree in Education), in which students have the option to select content specialty coursework that may lead to one of the following additional credentials:

    1. Additional endorsement
      - English as a Second Language
      - Gifted and Talented
      - Instructional Computer Technology
      - P-12 Literacy Specialist
      - P-12 Reading
    2. Additional teaching certificate
      - Moderate to Severe Disabilities (P-12) (LBD certification required)
    3. Cognate (a set of related courses that do not lead to a certificate or endorsement)

      - English as a Second Language
      - Reaching all Students

Master of Arts Degree with School Principal Certification (P-12) and Rank 1, a 36 credit hour program separated into two levels. Level 1 is completed after 30 hours, which earns the Master's Degree and the Rank 1. Upon the appointment to a school level administrative position, Level 2 is completed and the Principal Certification is awarded.

**Initial Teaching Certification**

Master of Arts in Education degree with initial certification in middle and/or secondary education certification (traditional and alternative routes) (certification areas: Biological Science, Chemistry, English, Mathematics, Physics, Social Studies, P-12 Certification in Art, French, German, Spanish, Instrumental Music, Vocal Music)

Master of Arts in Education with Special Education (P-12) with initial certification (traditional and alternative route)

Master of Arts in Education with Moderate Severe Disability (P-12) with initial certification (traditional and alternative routes)

Master of Arts in Education 60-hour Program with LBD/MSD certification and Rank 2/Rank I

# THE GRADUATE ACADEMIC PROGRAM

**Advanced Programs**

**Master of Arts Degree with Additional Certification in Special Education (LBD or MSD (pending EPSB approval))**

The Master of Arts degree with certification in Special Education is an online certification program for candidates with a teaching certificate not in a special education area and who wish to teach students with mild to moderate learning and behavior disabilities (LBD) or Moderate Severe Disability (MSD) (P-12). The program normally consists of 38 to 42 course hours and generally takes between 2 to 3 years to complete. Although the majority of candidates taking the Master of Arts with LBD or MSD certification program do so in order to earn a first master's degree and Rank 2, the MA with LBD or MSD Programs can be taken as a second master's degree leading to a Rank I.

**Teacher Leader Master of Arts Degree**

The basic tenet of the Teacher Leader Master of Arts Program at Georgetown College is to empower candidates to become teacher leaders

so that they can build capacity within their schools and districts. Through this program, candidates will develop knowledge, skills, and dispositions to be effective educators in their own classrooms and to have the skills to enhance the professional growth of their colleagues and to affect school-wide change. Teacher Leaders judiciously gather and analyze information and data from multiple sources; effectively identify and address students' learning needs; critically think about how to improve teaching and learning; and cooperatively work with others within and beyond the school to help all students achieve their fullest potential.

This program includes following features:

- An understanding of the dispositions, knowledge, skills, and efficacy required for teacher leadership
- Opportunities for acquiring advanced knowledge in assessment, technological innovations, response to intervention strategies, and best practices for all students [e.g., English Language Learners (ELL), low socioeconomic status (SES) students, gifted/talented students, students with disabilities, culturally diverse learners]
- Opportunities for enhancing the professional development of their peers through collaborative teams
- Opportunities for promoting school improvement through classroom action research and the dissemination of findings
- Continuous reflection on candidates' professional growth and development as teacher leaders

Although the majority of candidates taking the Teacher Leader Master of Arts program do so in order to earn a first master's degree and Rank 2, the Teacher Leader Master of Arts Program can be taken as a second master's degree and lead to Rank I.

In addition to the Teacher Leader core, which includes EDU510, EDU527, EDU529, EDU545 (except for ESL and Literacy Specialist endorsement students), and EDU626, candidates either choose to complete a minimum of 12 credit hours in elective courses related to their individual growth goals or to complete their program while earning endorsements, cognates, or an additional teaching certificate in Moderate/Severe Disabilities.

**Teacher Leader Master of Arts (TLMA) Degree with Reading Endorsement (P-12)**

The Reading P-12 Endorsement program is designed for teachers who wish to receive additional preparation in the teaching of literacy, and leads

to certification in Reading P-12. TLMA Reading Endorsement candidates complete EDU510, 527, and 529, and a research Capstone Project that focuses on literacy. In addition to these core classes, they complete several specialty courses: EDU516, 517, 662. Candidates must pass the P-12 Reading PRAXIS exam to be recommended for the endorsement. Candidates should consult with EPSB to identify the correct Praxis test (and number) to take. All candidates log a minimum of 25 clinical hours in settings across the P-12 age/grade continuum.

### Teacher Leader Master of Arts (TLMA) – Literacy Specialist (P-12)

The Literacy Specialist (P-12) program meets the International Reading Association's guidelines for the preparation of reading specialists and literacy coaches in schools. Because this program prepares candidates for supervisory positions, professional certification is a requirement by the time the program is completed. (Candidates with a Statement of Eligibility can be considered for entrance.) The Literacy Specialist (P-12) program is completed in conjunction with the Teacher Leader Master of Arts (TLMA) degree and requires 33 hours of sequenced coursework in literacy and research. TLMA Literacy Specialist candidates complete a Capstone Project that focuses on literacy. In addition to the other required courses which contribute to the capstone research projects, TLMA Literacy Specialist candidates complete EDU516, 517, 662, and ENG526. Candidates must pass the Literacy special PRAXIS exam to be recommended for the endorsement. Candidates should consult with EPSB to identify the correct Praxis test (and number) to take. All candidates log a minimum of 25 clinical hours in settings across the P-12 age/grade continuum.

### Teacher Leader Master of Arts (TLMA) – Instructional Computer Technology Endorsement (P-12)

The Instructional Computer Technology endorsement prepares candidates for serving as technology resource teachers, district technology consultants, teacher leaders who competently and effectively use technology in their own classrooms and schools, and as teachers for specific computer-related courses. The endorsement requires 12 hours of technology coursework, which includes EDU557, 560, and 6 hours of technology electives. Candidates must have completed EDU527 or a similar technology course prior to being fully accepted in the endorsement program. The Capstone Research for candidates in this program focuses on the use of educational technology in the classroom and is implemented in EDU626.

### Teacher Leader Master of Arts (TLMA) – Gifted/Talented Endorsement (P-12)

The endorsement program in Gifted/Talented Education requires a 12

hours of coursework including EDU520, 521, 522, and 523. Candidates must pass the specialty Praxis exam to be recommended for the endorsement. Candidates should consult with the Educational Professional Standards Board (EPSB) to identify the correct Praxis test (and number) to take.

### Teacher Leader Master of Arts – (TLMA) – English as a Second Language Endorsement (P-12)

The endorsement program in English as a Second Language requires 15 hours of coursework, including EDU580, 581, 583, 585, and 587 or 589. Candidates must pass the specialty PRAXIS exam to be recommended for the endorsement. Candidates should consult with the Educational Professional Standards Board (EPSB) to identify the correct Praxis test (and number) to take.

### Teacher Leader Master of Arts – (TLMA) – Moderate/Severe Disabilities Certification (P-12)

The Teacher Leader program for certification in moderate/severe disabilities is intended to build upon the proficiencies in teacher leadership and special education by extending knowledge of teachers already certified in LBD to meet the needs of students with moderate to severe disabilities.

In addition to the Teacher Leader core, the MSD coursework takes the knowledge and skills learned in an initial LBD certification program a step further. MSD candidates will identify skills and competencies through self-assessments in each of the MSD courses which are connected to Kentucky Teacher Standards, Georgetown Conceptual Framework Standards, and CEC Individualized Independence Standards (IIC). In the ECE 608 fieldwork course, the professional development plan will address self-improvement in each area identified by the candidate. Candidates can build on this in EDU510 to extend their learning to focus on student achievement, faculty and community awareness of specific disabilities, and connections to overall school improvement plan. The Capstone Action Research Project in EDU626 will focus on the MSD specialty area. Candidates must pass the specialty Praxis exam for MSD to be recommended for the endorsement. Candidates should consult with EPSB to identify the correct Praxis test (and number) to take. Candidates participate in field hours across the program that exposes them to the needs of MSD students across the P-12 age/grade continuum.

### Teacher Leader Master of Arts – (TLMA) – English as a Second Language Cognate

Some teachers earning their Teacher Leadership Master of Arts degree are not interested in earning an ESL endorsement. Instead, they are seeking skills for their everyday classroom needs. The ESL cognate provides the

opportunity to acquire these new skills within a prescribed program of study in the area of ESL. This cognate program will not lead to a state-issued ESL teaching certificate and does not require the candidate to take a Praxis exam.

## Rank One – School Improvement Master of Arts

The State of Kentucky considers a Rank I program to be a planned program of study submitted by a university or college with 30 hours beyond an initial Master of Arts in Education.

The Rank I – School Improvement Master of Arts program is for educators who desire flexibility, convenience, individual faculty attention and a strong peer support network as they earn a second Master's degree and advance in teacher leadership roles in their schools and districts.

The Rank I – School Improvement Master of Arts program takes teacher leadership to a higher level in that candidates are required to examine various data sources for their school, investigate school needs, and develop and implement a research-based plan for school improvement. In designing and implementing their school improvement plans, candidates are required to work collaboratively with administrators, staff, their SBDM Council, and other stakeholders. This leadership project is comprehensive and requires candidates to examine current educational issues, consult education research, and analyze school data from a variety of sources. Courses required in the Rank I – School Improvement program include EDU600, 602 or 516, 604, 606 (or appropriate technology elective, not required for ESL and Literacy Specialist endorsement students), and 628. This program follows the same Continuous Assessment Plan as the other advanced programs at Georgetown College. All endorsements, certifications, and cognates contained in the TLMA program are available in the Rank I program. Students simultaneously work on completion of the degree and the "embedded endorsement."

## Rank I School Improvement Master of Arts – Literacy Specialist P-12

The Rank I with Literacy Specialist P-12 program is a 30-hour program designed to prepare teachers for coaching and supervisory roles in schools. Courses in the Literacy Specialist P-12 program include EDU600, 602, 604, and 628, and 15 hours of specialty courses (EDU516, 517, 662, 562, 563, and ENG526). Candidates must pass the P-12 Literacy Specialist PRAXIS exam to be recommended for the endorsement. Candidates should consult with EPSB to identify the correct Praxis test (and number) to take. All candidates log a minimum of 25 clinical hours in settings across the P-12 age/grade continuum.

### Rank I School Improvement Master of Arts – Instructional Computer Technology Endorsement P-12

The Instructional Computer Technology endorsement prepares candidates for serving as technology resource teachers, district technology consultants, teacher leaders who competently and effectively use technology in their own classrooms and schools, and as teachers for specific computer-related courses. The endorsement requires 12 hours of technology coursework, which includes EDU557, 560, and 6 hours of technology electives. Candidates must have completed EDU527 or a similar technology course prior to enrolling in the endorsement program. The Capstone Research for candidates in this program is related to educational technology and is implemented in EDU628.

### Rank I School Improvement Master of Arts – Gifted/Talented Endorsement P-12

The endorsement program in Gifted/Talented Education requires 12 hours of coursework including EDU520, 521, 522, and 523. Candidates must pass the specialty PRAXIS exam to be recommended for the endorsement. Candidates should consult with EPSB to identify the correct Praxis test (and number) to take.

### Rank I School Improvement Master of Arts – English as a Second Language Endorsement P-12

The endorsement program in English as a Second Language requires 15 hours of coursework, including EDU580, 581, 583, 585, and 587 or 589. Candidates must pass the specialty PRAXIS exam to be recommended for the endorsement. Candidates should consult with EPSB to identify the correct Praxis test (and number) to take.

### Rank I School Improvement Master of Arts – Moderate/Severe Disabilities Certification P-12

The Rank I School Improvement Master of Arts with certification in moderate/severe disabilities is intended to build upon the proficiencies in teacher leadership and special education by extending knowledge of teachers already certified in LBD to meet the needs of students with moderate to severe disabilities. A prerequisite to this program is certification in Learning Behavior Disorders (LBD).

In addition to the Rank I core, the MSD coursework takes the knowledge and skills learned in an initial LBD certification program a step further. MSD candidates will identify skills and competencies through self-assessments in each of the MSD courses that are connected to Kentucky Teacher Standards, Georgetown Conceptual Framework Standards, and CEC Individualized Independence Standards (IIC). In the ECE608 fieldwork course, the professional development plan will address self-

improvement in areas identified by the candidate. Candidates can build on this in ECE600 to extend their learning to focus on student achievement, faculty and community awareness of specific disabilities, and connections to overall school improvement plan. The Capstone School Improvement Project in EDU609 will be related to the MSD specialty area. Candidates must pass the specialty PRAXIS exam to be recommended for the certification. Candidates should consult with EPSB to identify the correct Praxis test (and number) to take.

**Rank I School Improvement Master of Arts – English as a Second Language Cognate**

Some teachers earning their Rank I are not interested in earning an ESL endorsement. Instead, they seek skills for everyday classroom needs. The ESL cognate provides the opportunity to acquire these new skills within a prescribed program of study in the area of ESL. This cognate program will not lead to a state-issued ESL teaching certificate and does not require the candidate to take a Praxis exam.

**Rank I School Improvement Master of Arts – Reaching All Students Cognate**

The Reaching All Students cognate is an additional cognate that focuses on a range of diversity issues. The content covered represents professional skills and knowledge that are in demand in schools, and is something all general educators would benefit from and often are not exposed to (i.e., ELL students, universal design for lesson planning and IEP's, etc.)

Candidates take a total of four three-hour courses selected from one of each of the following categories:

| Group 1: | ECE508 Introduction to Autism<br>ECE600 Introduction to Teaching Students with Multiple Disabilities<br>ECE604 Teaching Students with Physical, Health, and Multiple Disabilities<br>ECE606 Transition for Students with Disabilities |
|---|---|
| Group 2: | EDU520 Foundations of Gifted Education<br>EDU522 Differentiating for Gifted Learners in the Regular Classroom |
| Group 3: | EDU580 ESL Teaching Methods and Techniques<br>EDU587 Communicating with Immigrants<br>EDU589 ESL Special Topics |

| Group 4: | EDU570 Universal Design and Technology |
| --- | --- |
| | EDU606 Educational Technology for the 21st Century Learner |
| | CSC522 Implementing STEM in the Classroom through Robotics |
| | EDU630 Technology in the Online Classroom |

**Master of Arts Degree with School Principal Certification (P-12) and Rank 1**

The Master of Arts degree with Principal Certification is a 36 credit hour program separated into two levels. Level 1 is completed after 30 hours, which earns the Master's Degree and the Rank 1. Upon the appointment to a school level administrative position, Level 2 is completed and the Principal Certification is awarded.

The goal of the Master of Arts Degree with School Principal Certification (P-12) and Rank 1 program is to collaborate with school districts to ensure that candidates demonstrate the foundational knowledge and the practical experience critical to successfully building leadership. The unique partnerships with the school districts assures that graduates exit the program prepared to manage the many facets of involved in being a school principal.

The program includes the following features:

- Opportunities for field experiences that encompass every aspect of building leadership
- Critical assessments that help to guide candidate needs, talents, and skills
- Unified partnerships that encourage support and assistance for the candidate

The first 30 hours (Level 1) consists of the following courses: EDA 600, EDA602, EDA604, EDA605, EDA606, EDA608, EDA610, EDA611, EDA612, and EDA614. At the conclusion of these classes the Master of Arts Degree will be awarded and the student will be recommended for the Rank I. The appropriate licensure test is also required prior to beginning level 2.

In the event that a Principal position is obtained, the successful completion of EDA616 and EDA618 at Level 2 will result in principal certification.

**Initial Teaching Certificate**

**Master of Arts Degree with Initial or Alternative Certification**

The Master of Arts with Initial Certification (Traditional or Alternative Route) leads to teacher certification for candidates who hold a certifiable major in one of the following areas:
Secondary Certification (may extend to Middle Grades 5-9, if desired)

- Biological Science
- Chemistry
- English
- Mathematics
- Physics
- Social Studies

P-12 Certification

- Art
- French
- German
- Spanish
- Instrumental Music
- Vocal Music

**Two certification programs are offered**

The Alternative-Route Program: This program is designed for those currently teaching under temporary provisional certificates. Required courses include: EDU506, 529, 532, 535, 536, 542, ECE502, EDU565, 602, 626, and 623 (as needed for alternative certification mentoring) for a total of 42-43 hours.

The Initial-Route Program: This program results in teacher certification for candidates who have little or no prior education coursework or background. Required courses include: EDU506, 529, 532, 535, 536, 542, ECE502, EDU602, 552, 565, 626, and 622 (as needed for field placement hours) for a total of 45-46 hours.

Final course sequence and requirements are determined individually in consultation with the program coordinator of Initial or Alternative Certification program, based on prior course work and experience.

**Master of Arts Degree in Special Education (P-12)**

The Master of Arts degree with Certification in Special Education is an online certification program for candidates with a bachelor's degree (with or without teacher certification) who wish to teach students with mild to moderate learning and behavior disabilities (LBD). The program consists of 38 to 42 course hours and generally takes between 2 to 3 years to complete.

**Two certification programs are offered**

Initial Certification / Alternative Route: Teacher certification for provisionally certified teachers. This program is designed for candidates with no prior education degree/teacher certification and who are currently teaching under temporary provisional certificates.

Initial Certification / Traditional Route: Teacher certification for candidates who have little or no prior education coursework or background

### Master of Arts Degree in Moderate / Severe Disabilities (P-12)

The Master of Arts degree with Certification in Moderate / Severe Disabilities is an online certification program for candidates with a bachelor's degree (with or without teacher certification) who wish to teach students with moderate to severe disabilities (MSD). The program consists of 38 to 42 course hours and generally takes between 18 months and 3 years to complete.

**Two certification programs are offered**

Initial Certification / Alternative Route: Teacher certification for candidates with no prior education degree/teacher certification and who are currently teaching under temporary provisional certificates.

Initial Certification / Traditional Route: Teacher certification for candidates who have little or no prior education coursework or background.

### Master of Arts Degree in LBD and MSD Leading to Rank 2 and Rank I Certification

Special Education teachers in Kentucky instruct students with a variety of disabilities. Georgetown College has responded to this need to equip excellent teachers to teach LBD (Learning and Behavioral Disorders) and MSD (Moderate/Severe Disabilities) students by creating a unique dual certification program. Through this 60 - 63-hour program, completers will earn a MA in Education with LBD certification (Rank 2) and MSD certification (Rank I). See information about the LBD and MSD programs for specific courses and certification requirements.

# THE GRADUATE ADMISSION PROCESS

Graduate programs are offered through a cohort system. Applications for admission to the Graduate program are considered upon completion of the application process. The application may be accessed through our website (http://www.georgetowncollege.edu/education). Students who are admitted into the Graduate Education program progress through various checkpoints and must meet certain requirements at the various checkpoints in order to proceed in the program. These checkpoint requirements vary by program and are outlined on the curriculum contract for each program.

## Advanced Applicants

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

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

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

For most advanced applicants, admission decisions can be made with an application, an official college transcript, a copy of a current teaching certificate, a completed Kentucky Code of Ethics form, and a FERPA form.

Some programs may require different or additional admissions criteria. These criteria are listed below:

**Moderate / Severe Disabilities Additional Certification**: Requires KY teaching certification in LBD.

**Master of Arts Degree with School Principal Certification (P-12) and Rank 1**

- A GPA of 3.0 or higher at the Master's level.
- Three Program Entry Recommendation/Evaluations completed by: 1) your school principal, 2) a colleague, and 3) your superintendent (or his/her designee). These forms can be located on the online application.
- One Memorandum of Agreement signed by your superintendent. If other candidates within your school corporation have previously been fully accepted to the Master of Arts Degree with Principal Certification Program, the MOA is not required.
- Signed copies of the Kentucky School Personnel Code of Ethics and the confidentiality (FERPA) form. These forms can be located on the online application.
- A Personal Essay that describes your journey as an educator. This essay must include the names of the school corporations where you have worked, your job titles, and years/dates that you were employed.
- A current Kentucky Teaching Certificate (Rank 2 or higher) or eligibility for Kentucky Teaching Certificate at the Rank 2 level or higher
- Professional documents that include your most recent performance appraisal, and also describe and/or illustrate your experiences in relation to your professional development experiences, your ability to improve student achievement, and your leadership potential.
- A successful interview by the admissions committee. This committee will consist of a balance of school and college personnel One member will be mutually agreed on but will be from either area.

**Initial Teacher Certification Applicants**

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

**Assessment Requirements:** either (a) or (b) below:

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

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

  Always consult with the Education Professional Standards Board to verify the required exams and cut scores required for admission to teacher education programs.

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

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

The online application contains the documents required to complete a Graduate Education student application file. Links to the online application can be found at the Graduate Education website, http://www.georgetowncollege.edu/education/admissions. Specific program requirements for applications are listed below.

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.

**The Application Process**

**Teacher Leader Master of Arts (For Candidates Who are Already Certified)**

Complete application online at:
http://www.georgetowncollege.edu/education/admissions. A $50 application fee is required in order to be considered for admission.

- Forward one official transcript of all undergraduate and graduate coursework to: Graduate Education Admissions, Georgetown College, 400 E. College St., Georgetown, KY 40324. The undergraduate and graduate coursework/degrees must be from a regionally accredited institution and must be posted on the transcript. If you are requesting an electronic transcript, please send to grad@georgetowncollege.edu.

- Signed copies of the Kentucky School Personnel Code of Ethics and the confidentiality (FERPA) form (found in the online application)

- If certified to teach outside of Kentucky, a photocopy of a valid Teaching Certificate or Statement of Eligibility, (if applying for TLMA with MSD certificate, must hold LBD certification).

**Rank I, School Improvement Master of Arts**

Complete application online at:
http://www.georgetowncollege.edu/education/admissions. A $50 application fee is required in order to be considered for admission.

- Forward one official transcript of all graduate coursework to: Graduate Education Admissions, Georgetown College, 400 E. College St., Georgetown, KY 40324. The graduate coursework/degrees must be from a regionally accredited institution and must be posted on the transcript. A minimum graduate GPA of 3.00 is required for entrance into the Rank I program. If you are requesting an electronic transcript, please send to grad@georgetowncollege.edu.

- If certified to teach outside of Kentucky, please provide 1) a photocopy of a valid Teaching Certificate or Statement of Eligibility; (2) evidence of a passing score on the appropriate PRAXIS specialty exam and PRAXIS PLT; and 3) evidence of one year of teaching experience.

- Signed copies of the Kentucky School Personnel Code of Ethics and the confidentiality (FERPA) form (found in the online application).

**Master of Arts Degree with School Principal Certification (P-12) and Rank 1**

Complete application online at:
http://www.georgetowncollege.edu/education/admissions. A $50 application fee is required in order to be considered for admission.

- Forward one official transcript of all graduate coursework to: Graduate Education Admissions, Georgetown College, 400 E. College St., Georgetown, KY 40324. The graduate coursework/degrees must be from a regionally accredited institution and must be posted on the transcript. A minimum graduate GPA of 3.00 is required for entrance into the Rank I program. If you are requesting an electronic transcript, please send to grad@georgetowncollege.edu.

- A current Kentucky Teaching Certificate (Rank 2 or higher) or eligibility for Kentucky Teaching Certificate at the Rank 2 level or higher. Three years of successful teaching experience is required prior to admission. If certified to teach outside of Kentucky, please provide 1) a photocopy of a valid Teaching Certificate or Statement of Eligibility; (2) evidence of a passing score on the appropriate PRAXIS specialty exam and PRAXIS PLT; and 3) evidence of three years of teaching experience.

- Signed copies of the Kentucky School Personnel Code of Ethics and the confidentiality (FERPA) form (found in the online application).

- Three Program Entry Recommendation/Evaluations completed by: 1) your school principal, 2) a colleague, and 3) your superintendent (or his/her designee). These forms can be located on the online application.

- One Memorandum of Agreement signed by your superintendent. If other candidates within your school corporation have previously been fully accepted to the Master of Arts Degree with Principal Certification Program, the MOA is not required.

- Signed copies of the Kentucky School Personnel Code of Ethics and the confidentiality (FERPA) form. These forms can be located on the online application.

- A Personal Essay that describes your journey as an educator. This essay must include the names of the school corporations where you have worked, your job titles, and years/dates that you were employed.

- Professional Documents that include your most recent performance appraisal, and also describe and/or illustrate your experiences in relation to your professional development experiences, your ability to improve student achievement, and your leadership potential.

- A successful interview by the admissions committee. This committee will consist of a combination of 5 individuals with two members of your school district chosen by you, and two members

of the Graduate Education Department of Georgetown College. The fifth member will be mutually agreed on but will be from either area.

## Master of Arts with Initial or Alternative Certification in Middle/Secondary/P-12 Education

Complete application online at: http://www.georgetowncollege.edu/education/admissions. A $50 application fee is required in order to be considered for admission.

Requirements:

- Read, sign, and return the Kentucky School Personnel Code of Ethics and confidentiality form (FERPA) found in the online application
- Forward one official transcript of all undergraduate and graduate coursework to: Graduate Education Admissions, Georgetown College, 400 E. College Street, Georgetown, KY 40324. The undergraduate and graduate coursework/degrees must be from a regionally accredited institution and must be posted on the transcripts. If you are requesting an electronic transcript, please send to grad@georgetowncollege.edu.

## Master of Arts in Special Education (LBD or MSD) Initial, Alternative, and Advanced Certification

Complete application online at: http://www.georgetowncollege.edu/education/admissions. A $50 application fee is required in order to be considered for admission.

- Read, sign, and return the Kentucky School Personnel Code of Ethics and confidentiality form (FERPA) found in the online application.

Forward two official transcripts of all undergraduate and graduate coursework to: Graduate Education Admissions, Georgetown College, 400 E. College St., Georgetown, KY 40324. The undergraduate and graduate coursework/degrees must be from a regionally accredited institution and must be posted on the transcript. If you are requesting an electronic transcript, please send to grad@georgetowncollege.edu.

## Special Students

A student who desires to take courses and who either does not intend to become a candidate for the Master's degree, or does not meet the entrance requirements for a degree program, may enroll as a special student. Students desiring to take graduate courses for one or more of the reasons listed below are classified as special students in the following categories:

Category 1 (SP1): Students taking additional courses for professional development or to renew an expired teaching certificate separate from admission to a degree program. Students may take unlimited courses under this category, however only 6 hours may be transferred into a degree or endorsement/certification program (see Transfer Credits policy).

Category 2 (SP2): Students beginning a graduate program while awaiting receipt of required admission criteria (i.e., a valid teaching certificate, a transcript with posted degree, or official notification of a passing GRE or required test, etc.)

Category 3 (SP3): Students earning an endorsement or certification separate from a degree

Category 5 (SP5): Student pursing a cognate separate from a degree

For the special student category, the entrance requirements are:

If seeking an endorsement or certification (SP3) or cognate (SP5) all criteria for admission to the endorsement, certification, or cognate sought must be met. See admissions requirements in the Advanced Applicants admissions criteria above.

If seeking admission to a graduate program (SP2), all criteria for admission, with the exception of the criteria that precluded regular admission, must be submitted. Refer to the admission criteria listed in this catalog or on the Graduate Education website (http://www.georgetowncollege.edu/education/).

Students in Special Student category 2 are limited to 6 hours of coursework under special student status. Students in Special Student category 3 (endorsement or certification only) and category 5 (cognate only) are limited to coursework in that endorsement, certification, or cognate area.

**Visiting Students**

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

- An application form (available on the Graduate Education Website (http://www.georgetowncollege.edu/education/admissions)
- A signed Professional Code of Ethics and FERPA form (contained in online application)

- Written permission letter from your current program advisor to register including the specific course(s) for which you are approved. This may be sent in the form of an email sent to the Graduate Education Office at grad@georgetowncollege.edu.

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

**Undergraduate Students**

Applicants who hold a senior classification may be permitted to enroll as a special student (SP1) provided the academic schedule does not exceed 16 total semester hours in a Fall or Spring semester with no more than 6 hours of graduate courses per semester. Under graduate 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 Education.

**International Students**

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

Georgetown's minimum acceptable score on the TOEFL is 550 (paper-based) 213 (computer-based), or 79 (internet-based).
International students are required to complete their admission procedures at least 30 days prior to the term in which they expect to enter.

**English Language Learners (ELL)**

Students who have acquired English as a Second Language are required to meet all the admission requirements for entrance into the Graduate Education Program. In addition, they must submit official Test of English as a Foreign Language (TOEFL) scores demonstrating proficiency in

English. Georgetown's minimum acceptable score on the TOEFL is 550 (paper-based) 213 (computer-based), or 79 (internet-based).

If the student can demonstrate English language competence of reading and writing through documentation of completion of another U.S. college program or through holding a valid Kentucky Teaching Certificate, and an interview with the Director of Education Admissions and Operations (or designee) validates competence, the student may be admitted without official TOEFL scores.

# ACADEMIC POLICIES AND REGULATIONS

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

The graduate student is responsible for completing all program requirements within the permitted time limit. Academic policies of the Graduate Education program are made and enforced by the Graduate Academic Curriculum and Policy Committee (GACPC). Requests for clarification or exceptions to these policies must be made through the Dean of Education to this body.

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

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

### Academic Appeal Procedure

Candidates have a right to appeal a grade or other faculty decision. Candidates should first seek to resolve the problem with the specific faculty member involved. If a candidate wishes to lodge a complaint against a faculty member in an academic matter that cannot be resolved directly with the faculty member, the candidate should first consult with his/her academic advisor. The advisor will guide the candidate through the options available to the candidate (informal or formal complaint). When there is an informal expression of an academic concern, the candidate's faculty advisor should convey the essence of that concern to the Dean of Education, who will investigate the issue. The Dean will take any necessary action to help resolve the issue. If the faculty member in

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

Formal complaints should be reserved for situations in which a candidate believes he or she has been adversely affected in a way that cannot be or has not been resolved through informal intervention. When the candidate wishes to lodge a formal complaint, the candidate should generally seek advice from his/her academic advisor about the best way to proceed (unless the advisor is the focus of the complaint). To make a formal complaint, the candidate must submit a written statement of the difficulty to the Dean of Education and request that the issue be resolved through the Graduate Academic Curriculum and Policy Committee. This statement should be no longer than two pages and should concentrate on the facts of the issue in question.

The Dean of Education then reviews the facts, communicates with the person(s) involved, and attempts to resolve the difficulty to the candidate's satisfaction. If that attempt is unsuccessful, the matter will be forwarded to the Graduate Academic Policy and Curriculum Committee for review. The Committee will review the facts of the grievance and make a recommendation to the Provost for resolving the problem. The final disposition of the issue is in the hands of the Provost and is final and binding.

**Administrative Drop Policy**

Faculty teaching face-to-face courses may request an administrative drop for a candidate who fails to attend class and fails to contact the instructor after two class sessions. Faculty teaching online or blended courses may request an administrative drop for a candidate who fails to submit assignments and engage in required dialogue sessions for a period of two class sessions or within a minimum timeline of two weeks. The Graduate Office will send a written notification to the candidate prior to the administrative drop. The final decision to administratively drop a candidate will be made by the Provost after consultation with the candidate's advisor, the Director of Education Admissions and Operations, the Business Office, and the Financial Aid Office. The effective drop date will be the last day of participation as determined by activity recorded in online course learning management system (LMS) activity logs, by the last day of face-to-face class attendance, or other means of quantifiable participation, whichever is later.

**Advising**

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

**Certification Procedure**

NOTE: All policies are subject to change per EPSB regulations.

It is the student's responsibility to read and comply with the following policies and procedures concerning certification:

- All Certifications are granted by the Kentucky Education Professional Standards Board (EPSB).
- Applications for certification are processed by the Georgetown College Education Certification Office in accordance with EPSB regulations.
- Students must sign the certification application. The official EPSB certification applications cannot be processed until all program requirements have been successfully completed and the formal Degree Audit is conducted.

Note: The EPSB charges the student a fee for processing the CA-1 application BEFORE issuing the new certificate. This is the student's responsibility. The Georgetown College Certification Office does not accept money orders/cashier's checks for the EPSB.

*Contact Information:*

Education Professional Standards Board (EPSB)

100 Airport Road, 3rd Floor
Frankfort, KY 40601
Phone: (502) 564-4606
Website: http://www.kyepsb.net/

**Class Attendance**

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

**Comprehensive Examination**

In addition to the continuous assessment requirements, candidates are

required to submit a final assessment at the conclusion of their program that demonstrates that they satisfactorily meet all Kentucky Teacher standards, Georgetown College Conceptual Framework standards, and specialty standards. Details of this requirement are provided during the exit conference. Initial certification programs and some endorsement and certification only programs also require that students pass certain PRAXIS exams prior to being exited from the program.

## Confirming Enrollment

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

## Continuous Progress

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

In addition, all candidates enrolled in the Graduate Education program must demonstrate the professional dispositions expected of teacher candidates as outlined in the program's Conceptual Framework. Candidates' dispositions are assessed upon program entrance and also throughout the program at each checkpoint. When a candidate's dispositions are inconsistent with the Conceptual Framework, faculty submit a "Dispositions Evaluation-Record of Concerns" specifying the

specific concern(s) for which the candidate is being referred. Candidates who fail to meet program standards are required to meet with their academic advisor and the Dean of Education to develop an action plan and address all areas of weakness. The Conceptual Framework of the Georgetown College Teacher Education Program includes standards on the moral and ethical dispositions of candidates. If at any time during the program a candidate is found to be in violation of the Honor System at Georgetown College, such violation will be taken to the Vice President for Student Life and the Dean of Education for resolution. For severe infractions, sanctions may include expulsion from the program. Infractions are outlined in the Student Honor System website (http://www.georgetowncollege.edu/studentlife/honor-system/) and include cheating, plagiarism, stealing, lying, and double assignments (the use of one assignment to fulfill the requirements of more than one course).

Candidates who are enrolled in an initial program at the graduate level and who wish to maintain their temporary provisional certificate must be continuously enrolled; that is, they must take classes during the terms in which they are being employed as teachers. The Kentucky Teacher Internship Program (KTIP) will count as continuous enrollment, if the candidate has completed the required course work, for the purposes of maintaining the temporary provisional certificate. Special circumstances will be reviewed by the Program Coordinator and recommended for approval by the Dean of Education.

**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 Kentucky Teacher Standards and the Georgetown College Teacher Educator Conceptual Framework Standards. Exit requirements vary depending upon the specific program. For initial certification programs, teacher certification is recommended upon successful completion of all program requirements.

Students who plan to complete degree requirements by December, May and/or August of a given calendar year should make arrangements for degree completion and graduation by completing the online degree application by the deadline published in the academic calendar. This application will be available on the portal (https://my.georgetowncollege.edu/ICS/Academic_Info/Graduate_Educat ion/Program_Completion.jnz).

Prior to graduation candidates are required to:
- Complete the online degree application form
- Attend an 'Exit Conference' (either virtually or face-to-face)

- Communicate with an advisor to confirm graduation requirements
- Complete all necessary paperwork required for graduation and for teaching certificate
- Complete all coursework, required major assessments, and program exit requirements

Graduation exercises are held in May and December and all candidates for graduate degrees are highly encouraged to participate.

**Dropping a Course**

Students may drop a course without a grade being assigned prior to the first drop date of the semester. After the first drop date, a "W" grade will appear on the transcript. Students 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 as well as the drop fee. 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.

Dropping a course or failure to attend once a class has started will incur a portion of the tuition charge as well as the drop fee. Calculation of refund (if any) is determined by the effective drop date.

**Last date to drop a course without a grade:**

| | |
|---|---|
| Fall 1 2017 | Wednesday, September 13 |
| Fall 2017 | Monday, October 23 |
| Fall 2 2017 | Monday, October 23 |
| Spring 1 2018 | Wednesday, January 31 |
| Spring 2018 | Friday, March 09 |
| Spring 2 201 | Friday, March 09 |
| Summer 1 2018 | Thursday, May 24 |
| Summer 2 2018 | Monday, July 16 |

**Final date to drop a course:**

| | |
|---|---|
| Fall 1 2017 | Friday, September 29 |
| Fall 2017 | Friday, November 10 |
| Fall 2 2017 | Wednesday, November 22 |
| Spring 1 2018 | Friday, February 16 |
| Spring 2018 | Friday, March 30 |
| Spring 2 2018 | Wednesday, April 11 |

| Summer 1 2018 | Tuesday, June 5 |
| Summer 2 2018 | Monday, July 30 |

## Dropping Out of the Program

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

## Family Educational Rights & Privacy Act

FERPA, or the Family Educational Rights and Privacy Act, was passed into law by the US Congress in 1974, and has undergone occasional amendments since its passing. FERPA is a law that governs the release of, and access to, a student's Educational Record. FERPA also affords students certain rights regarding their Educational Records. More information about FERPA may be found on this website: http://www.georgetowncollege.edu/studentlife/student-handbook/family-educational-rights-and-privacy-act/

## Gender-Based Discrimination and Sexual Misconduct Policy

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

http://www.georgetowncollege.edu/studentlife/student-handbook/sexual-misconduct-policy/**.**

## Georgetown College Honor System

The Graduate Education program adheres to all policies governing the Honor System. Violations of the Honor System include cheating, plagiarism, stealing, lying (in academic matters), and double assignments, and are subject to college sanctions (see information under "Continuous Progress"). Procedures and processes relating to these policies, including the right of appeal, are included in the Student Honor System website (http://www.georgetowncollege.edu/studentlife/honor-system/).

## Georgetown College Technology Ethics Policy

The Graduate Education program adheres to all of the principles outlined in the Technology Ethics Policy. A statement of the policy, enforcement of the policy, and guidelines for use of computing resources including the internet, worldwide web, email, and related networks may be found on this website: http://www.georgetowncollege.edu/studentlife/student-handbook/technology-ethics/.

## Grades and Scholarship Standards

### *Grading*

The Graduate Education grading system is as follows:
A (93-100) (Excellent), B (85-92) (Satisfactory), C (75-84) (Minimally acceptable), F (below 75) (Unacceptable), I (Incomplete*), IP (In Progress*), Pass/Fail*, W (Withdrawn*), AU (Audit*).

* Not figured in computing the grade point average.

### *Completion Requirements*

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

### *Probation*

Students with a GPA below 3.0 after attempting at least 6 hours of course work will be placed on probation. Failure to raise the overall grade point average to the required level of 3.0 within the next 12 semester hours of enrollment (including summer terms) or earning a grade less than a "B"

during the probation period will result in suspension from Georgetown College for a period of one year. Students who are making satisfactory progress and have raised their GPA to at least a 2.8 after 12 semester hours of probationary status may make appeal to the Dean of Education to continue the probationary period for an additional 6 credit hours. No student will be allowed to continue on probationary status beyond 18 credit hours from the time that the probation period began.

### Suspension

Failure to raise the overall grade point average to 3.0 at the end of the probation period will result in suspension from Georgetown College for a period of one academic year. Having served the suspension, the student may apply for reinstatement to the Graduate Education program, and must meet all current admissions criteria. Reinstatement from suspension will require meeting all readmission policies. After returning from suspension, the student will be placed on probation. A second suspension will be final. During the suspension period, no credit earned by the student at any institution will be honored by Georgetown College.

### Academic Bankruptcy

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

### Graduate Academic Curriculum and Policy Committee (GACPC):

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

### Inactive Status

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

In order to register for classes, inactive candidates must be re-admitted to

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

**Independent Study**

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

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

**Institutional Review Board (IRB)**

All research investigation involving human subjects, conducted by faculty, staff, or students 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 insure 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 Moodle site, which includes IRB instructions and forms.

## Intellectual Property

Georgetown College encourages the production of creative and scholarly research, works, and inventions, known broadly as Intellectual Property, among faculty, staff and students. 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 on this website: http://www.georgetowncollege.edu/studentlife/student-handbook/intellectual-property/**.**

## LiveText

Each student in an Education program leading to a degree, endorsement, or certificate is required to have a subscription to LiveText. Students in these programs who have not previously purchased LiveText are automatically charged a one-time fee by Georgetown. Each student new to LiveText will receive an email about 2-3 weeks after your first semester begins with a key code and instructions on logging in to LiveText and setting up his/her online LiveText account.

The fee, which will appear on your first semester's bill as a portfolio fee, is a one-time expense which covers five years of use. You will not need to go to the LiveText website and pay for your subscription; instead, you will be billed for your LiveText subscription through the Georgetown College Business Office. You will continue to be able to use all the tools in LiveText and access anything you have created or stored there for a full 5 years. After the initial 5-year membership period you may extend your subscription for a nominal fee through LiveText if you so desire, or you may download all of your materials from your LiveText account to your computer.

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

## 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 1 (SP1) status, may only be eligible to transfer courses

into a degree program as indicated in the Transfer of Credits policy.

**Proficiency Evaluation**

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

1. Be fully admitted to the appropriate education program at Georgetown College. If seeking to add a certification area to a current certificate outside of being formally admitted to an eligible program of study, the candidate must have completed the original certification program at Georgetown College.

2. Submit a formal request for proficiency evaluation to the Dean of Education, stating:
   a. The specific course or program requirement to evaluate for proficiency,
   b. The method to demonstrate proficiency (i.e., previous coursework "at a level comparable to the usual requirements in that curriculum area," exceptional (unusual) experience, proficiency examination, etc.)

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

4. If the proficiency evaluation involves a course taken at another institution but used for a degree at that institution, the course will not be transferred into the program but will be evaluated to ensure that the course content and proficiencies were comparable to the course in the Georgetown College program. Courses accepted must be from a regionally accredited institution.

5. Graduate candidates may appeal proficiency evaluations as described in the 'Academic Appeals' section of the Graduate Catalog. Undergraduate candidates may appeal proficiency evaluations by submitting a letter of appeal to the Dean of Education. The appeal will be taken to the Education Advisory Committee for final dispensation.

## Registration Confirmation

To complete registration for classes, students 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 Business Office. Course registration will be cancelled for students who do not confirm registration through financial arrangements by the deadline determined by the business office. Each student 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. IRB approval forms can be downloaded from the college website.

**Satisfactory Academic Progress (SAP) – Graduate Policy**

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

*Enrollment*

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

*Quantitative Standard*

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

A graduate student enrolled at Georgetown College should be able to complete his/her degree of study in no more than 33 credits of academic work, including transfer work (exceptions include MA with LBD, MSD, Initial Certification, Principal, and 60 hour programs). Therefore, a Georgetown College graduate student typically may not receive federal financial aid after attempting ninety (90) credit hours. The maximum time frame for students enrolled in programs requiring completion of more or less than 60 credits will be 150% of the credits required, e.g., programs requiring 60 credits will have a 90 credit maximum. Once 90 hours are exceeded, aid would be suspended.

In order to complete the necessary number of hours to complete their degree at Georgetown at a reasonable rate, graduate students must complete two-thirds (2/3) of all hours attempted. All attempted hours will be totaled and multiplied by 67% (.67) to determine the number of credit hours a student must have earned. Grades of W, I, IP, NR, and F and transfer hours are counted as attempted hours; however grades of W, I, IP, NR and F will NOT be counted as earned hours. Retaking courses will add to the attempted total, but will count only once as an earned credit.

Example:

| Fall Hours Attempted | Spring Hours Attempted | Total Attempted Hrs | Student Must Earn |
|:---:|:---:|:---:|:---:|
| 6 | 6 | 12 x (.67) | 8 Hrs |
| 3 | 3 | 6 x (.67) | 4 Hrs |

## Qualitative Standard

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

## Notification of Results

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

## How to Regain Eligibility

### Quantitative-Maximum Time Frame

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

### Quantitative-Hours Attempted vs Hours Earned

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

### GPA

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

### Right to Appeal

If there were extenuating circumstances (injury, illness, death of a relative) that prevented the student from meeting Satisfactory Academic Progress, then the student does have a right to an appeal. This appeal must explain

1. The reason that SAP was not met and 2. What changes are now in place to ensure this will not be an issue during the next SAP evaluation. All appeals must be written and sent to the Director of Financial Planning – from there a committee of both Financial Planning and the Graduate Education Office team members will review and make a final decision.

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

**Student Load**

Students 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. Students who are enrolled in the Teacher Leader Master of Arts program, LBD program, or as a Special Student, and who are employed full-time may not enroll for more than two courses or 6 hours per semester (whichever is less) during the term of their employment. This regulation does not apply to candidates who are enrolled in the MA-Initial or Alternative Certification program; however, the program chair must approve the additional hours. At any given time, a student may only be enrolled in either a 15-week term or a 7.5-week term.

# Student Services

- **Career Services**

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

- **Counseling Services**

The Counseling Center offers confidential services to any student, faculty, or staff member of Georgetown College. Services are covered at no extra charge. More information may be found on this website: http://www.georgetowncollege.edu/studentwellness/counseling-services/**.**

- **Disability Support Services**

Georgetown College adheres to the recommendations and regulations established by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Therefore, no student with a disability shall be denied access to or participation in programs, services or activities of Georgetown College. More information may be found on this website:
http://www.georgetowncollege.edu/studentwellness/disability-support-services/**.**

- **Information Technology Services**

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

- Help-desk services - http://www.georgetowncollege.edu/its/its-policies/technology-support-policy/
- Microsoft Office downloads - http://www.georgetowncollege.edu/its/campus-network/available-software-downloads/microsoft-office/

## Time Limitation

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

## Transfer of Courses

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

## Transfer of Credits

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

All credits must be current (within the required time line or "window" for

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

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

Courses taken at Georgetown College as a special student 3 (SP3) or 5 (SP5) may be transferred into a degree program within the required timeline or "window" for graduate study upon approval of the candidate's advisor or program director and by the Dean of Education or designee.

# FINANCIAL PLANNING

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

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

The FAFSA (Free Application for Federal Student Aid) is a form used by the U.S. Department of Education to determine a student's eligibility for aid. It collects a variety of information about your family's finances. Every graduate student's FAFSA must be filed as an Independent.

File the FAFSA online at www.fafsa.ed.gov. To have your FAFSA results sent to Georgetown College, enter our school code (001964) in the school section.

The FAFSA must be filed annually and can be filed after October 1 each year.

In order to get your funds as soon as possible and avoid service charges on your student account, we strongly recommend that you file the FAFSA at least a month prior to enrolling.

The FAFSA you file will be valid for the Fall, Spring, and Summer terms.

The FAFSA must be filed to determine your eligibility for the following programs: Federal Student Loans and the Federal TEACH Grant.

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

## 1. Federal Direct Loans

Federal Direct loans are fixed-rate student loans (6.00%) for graduate students attending a college or university at least half time (3 hours).

Students must enroll for at least 3 hours per term to receive a Direct Loan.

Students can receive a loan totaling up to the cost of education. The cost of education includes both direct costs (your tuition and fees) and indirect costs (general allowances for housing, meals, etc.).

Origination fees (1.069%) 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 student 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.

Register for your coursework. Check http://www.georgetowncollege.edu/mastercalendar.htm for dates.

Contact Student Financial Planning to let us know about your intent to borrow funds.

For new Georgetown College borrowers only: Go to www.studentloans.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 students must choose UNSUBSIDIZED for the loan type.

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

## 2. Federal TEACH Grant

The TEACH Grant (Teacher Education Assistance for College and Higher Education Grants) is issued by the U.S. Department of Education.

A degree seeking graduate student can receive $1,862 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.

Students 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 www.studentaid.ed.gov.

Potential recipients must complete these steps:

File a FAFSA at www.fafsa.ed.gov.

Contact Student Financial Planning and return a Declaration Sheet so that we can create a TEACH Grant record with the Department of Education. The file is typically set up around the time classes begin, but you must let us know 3-4 weeks prior to that time.

Complete an Entrance Interview and an Agreement to Serve at https://teach-ats.ed.gov/.

The Agreement to Serve and Entrance Counseling must be completed

once per award year (fall, spring & summer).

**3. Northern Kentucky University Special Education Traineeship**

This program provides federal professional development funds to assist certified regular education teachers in obtaining certification in an area of special education. Also, the program can assist special educators in obtaining special education certification in an area not previously completed.

To view program requirements and to download an application (which you must mail back), go to. http://kytraineeship.org.

Communications about this program and funding decisions come directly from the Northern Kentucky University Traineeship office.

The FAFSA is not required to determine your eligibility for this program.

The Traineeship program has been paying $395 per credit hour for approved courses, but may vary.

Students must apply every semester: contact the program office for deadlines.

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

**Other Information**

*Loan Forgiveness* Georgetown College is not involved in loan forgiveness. However, there are federal loan forgiveness programs which you can contact. For more information regarding these programs, go to http://studentaid.ed.gov/LoanForgivenessForTeachers.

*Other Programs* Students are required to inform Georgetown College of other aid such as school district reimbursements they are receiving. We are required to consider these payments when determining how much aid a student can receive.

*Contact Information* For additional information, please contact:

Office of Student Financial Planning
Georgetown College
400 East College Street
Georgetown, KY 40324
Phone: (502) 863-8027
Email: gradfp@georgetowncollege.edu
Office Hours: Monday-Friday, 8:00 to 5:00 (Eastern Time)
Office Location: Giddings Hall, 1st Floor

**Expenses**

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

**Basic Charges** For the 2017-2018 academic year, the following basic student charges apply:

| | |
|---|---|
| Tuition | Fall:      $395/semester hour<br>Spring:   $410/semester hour |
| Audit | $395/course |
| Audit Recording Fee | $80/course |
| Field Studies / Mentored Teaching Fees<br>ECE 575 A & B, 576, 582, 584, 586, 608, 612, 614, 616, 620, 623<br>EDA 605, 611<br>EDU 532, 535, 536, 567 | $175/ course |
| LiveText Fee (Portfolio Fee) | $80 |
| Technology Fee | $ 75/course |
| Service Charges. The following service charges apply: | |
| Drop/Add | $20 |
| Reinstatement Fee (if dropped due to nonpayment) | $50 |
| Transcript Fee | $8 |

**Billing** It is the responsibility of each student to access their bill at the website https://my.georgetowncollege.edu/. The Business Office sends all billing information by email to each student's college email address. No

paper bills are sent. If the student makes changes to their registration and the billed amount changes, a corrected e-bill may not be received prior to the due date. If the student registers late, a bill may not be received prior to the due date. If the student has not received a bill prior to the payment deadline, it is the student's responsibility to contact the Business Office to arrange payment. Student billing information is always available on https://my.georgetowncollege.edu.

**Payment Due Dates for 2017-2018**

| Session | Due Date |
|---|---|
| Fall 2017 | 08/07/2017 |
| Fall 1 2017 | 08/07/2017 |
| Fall 2 2017 | 09/28/2017 |
| Spring 2018 | 12/22/2017 |
| Spring 1 2018 | 12/22/2017 |
| Spring 2 2018 | 02/15/2018 |
| Summer 1 2018 | 04/11/2018 |
| Summer 2 2018 | 06/04/2018 |

*Current Student Accounts*   Registration is complete upon receipt of either payment in full to the Business 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. The student 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, students must confirm registration by paying charges in full or by making arrangements to pay the bill in installments. Both methods require the student to contact the Business Office. If registration is not confirmed by the student, registration will be cancelled and the student will be billed drop charges plus 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 students approximately three weeks before the start of class. Registration can be viewed on https://my.georgetowncollege.edu. Deferred payment forms are available for downloading, and electronic payment can be made on https://my.georgetowncollege.edu. Payments of at least 1/3 of the total charges for the semester will be made over three consecutive months for fall and spring. For summer sessions, payments of at least 1/3 of the total charges for the summer will be made over three consecutive months.

**Deferred Payment Plan Due Dates for 2017-2018**

| Session | Due Date |
|---|---|
| Fall 2017 | 1st payment – 08/07/2017 |
| | 2nd payment – 09/07/2017 |
| | 3rd payment – 10/07/2017 |
| Spring 2018 | 1st payment – 12/22/2017 |
| | 2nd payment – 01/22/2018 |
| | 3rd payment – 02/22/2018 |
| Summer 1 and Summer 2 2018 | 1st payment – 04/11/2018 |
| | 2nd payment – 05/11/2018 |
| | 3rd payment – 06/11/2018 |

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

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

***Drops for Nonpayment/Reinstatement*** Students who have not received financial clearance by the deadline will be dropped from all classes. In addition to the $20 drop fees per course, students will be billed according to the refund schedule. Please refer to the refund schedule on the Business Office website. Click on the link for the semester in which you are enrolled. If a student is dropped for nonpayment and wishes to make the payment to be reinstated in the class, the reinstatement fee will be $50.

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

| | |
|---|---|
| Fall 2017 | 09/05/2017 |
| Fall 1 2017 | 09/05/2017 |
| Fall 2 2017 | 10/23/2017 |
| Spring 2018 | 01/22/2018 |
| Spring 1 2018 | 01/22/2018 |
| Spring 2 2018 | 03/12/2018 |
| Summer 1 2018 | 05/07/2018 |
| Summer 2 2018 | 07/02/2018 |

## *Refunds*

**Refunds** - The withdrawal process is completed when the student 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 2017 – Dates 08/21/2017-10/10/2017**

| | |
|---|---|
| August 23 – August 25 | 0% |
| August 26 - August 29 | 20% |
| August 30 – September 6 | 40% |
| September 7 – September 12 | 60% |
| After September 12 | 100% |

**Refund schedule for Fall 2 Term 2017 – Dates 10/12/2017-12/05/2017**

| | |
|---|---|
| October12 – October 13 | 0% |
| October 14 – October 16 | 20% |
| October 17 – October 23 | 40% |
| October 24 – October 30 | 60% |
| After October 30 | 100% |

**Refund schedule for Fall Term (FULL) 2017– Dates 08/21/2017-12/05/2017**

| | |
|---|---|
| August 21 – August 28 | 0% |
| August 29 – September 5 | 20% |
| September 6– September 22 | 40% |
| September 23 – October 6 | 60% |
| After October 6 | 100% |

**Refund schedule for Spring 1 Term 2018– Dates 01/08/2018-02/27/2018**

| | |
|---|---|
| January 8 – January 9 | 0% |
| January 10 – January 11 | 20% |
| January 12 – January 18 | 40% |
| January 19 – January 24 | 60% |
| After January 24 | 100% |

**Refund schedule for Spring 2 Term 2018 – Dates 03/01/2018-04/20/2018**

| | |
|---|---|
| March 1 – March 2 | 0% |
| March 3 – March 7 | 20% |
| March 8 – March 14 | 40% |
| March 15 – March 20 | 60% |
| After March 20 | 100% |

**Refund schedule for Spring Term (FULL) 2018– Dates 01/08/2018-04/20/2018**

| | |
|---|---|
| January 8 – January 15 | 0% |
| January 16 – January 22 | 20% |
| January 23 – February 5 | 40% |
| February 6 – February 20 | 60% |
| After February 20 | 100% |

**Refund schedule for Summer 1 Term 2018 – Dates 04/25/2018-06/14/2018**

| | |
|---|---|
| April 25 – April 26 | 0% |
| April 27 – May 1 | 20% |
| May 2 – May 8 | 40% |
| May 9 – May 15 | 60% |
| After May 15 | 100% |

**Refund schedule for Summer 2 Term 2018 – Dates 06/18/2018-08/08/2018**

| | |
|---|---|
| June 18 – June 19 | 0% |
| June 20– June 21 | 20% |
| June 22 – June 25 | 40% |
| June 26 – July 2 | 60% |
| After July 2 | 100% |

*Contact Information* For additional information, please contact:

Business Office | 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 5:00 (Eastern Time)
Office Location: Highbaugh Hall, 1st Floor

# GRADUATE COURSES OF INSTRUCTION

Courses numbered 400 to 499 are intended primarily for undergraduates, but may be taken by graduate students upon the approval of the chairpersons of the departments in which the course is offered and the Dean of Education. A 400 level course taken for graduate credit requires additional work beyond a regular undergraduate course. Courses numbered 500 and above are open only to those admitted for graduate study. The College reserves the right to cancel any course when the registration is not sufficient to warrant its continuance.

## ART – (ART)

**ART540. Independent Study in Art.** (1-3 hours) The student 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 students and may be eligible as an elective in the Instructional Technology Endorsement.

**ART570. Topics in Art.** (2-3 hours) 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 students.

## BIOLOGY – (BIO)

**BIO540. Independent Study in Biology.** (1-3 hours)

**BIO550. Seminar in Biology**. (2-3 hours)

**BIO570. Topics in Biology.** (2-3 hours)

## CHEMISTRY – (CHE)

**CHE510. 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.

**CHE520. The Science and History Behind the Atomic Bomb.** (3 hours) 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. Students 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.

**CHE540. Independent Study in Chemistry.** (1-3 hours)

**CHE570. Topics in Chemistry.** (2-3 hours)

### COMMUNICATION AND MEDIA STUDIES – (COMM)

**COMM540. Independent Study in Communications and Media Studies.** (1-3 hours)

**COMM570. Topics in Communication and Media Studies.** (2-3 hours)

### COMPUTER SCIENCE – (CSC) Windows

**CSC522. Implementing STEM in the Classroom with Robotics.** (3 hours). 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, students 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.

**CSC540. Independent Study in Computer Science**. (1-3 hours)

**CSC570. Topics in Computer Science.** (2-3 hours)

**EDU501. Teaching Reading and Writing.** (3 hours) 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.

**EDU506. History and Philosophy of Education.** (3 hours) 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.

**EDU507. Testing, Measurement, Statistics.** (3 hours) 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.

**EDU509. Teaching Math in the Elementary Grades.** (3 hours) A course designed to help the elementary school teacher improve the techniques to facilitate the learning of elementary school mathematics.

**EDU510. Foundations: Becoming a Teacher Leader.** (3 hours) This initial course in the Teacher Leader Master's program examines the role of the teacher leader in today's schools and engages students 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.

**EDU516. Research-Based Practices in Literacy Instruction P-12.** (3 hours) 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.

**EDU517. Educational Policy and Theoretical Foundations of Literacy.** (3 hours) 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.

**EDU520. Foundations of Gifted Education.** (3 hours) 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.

**EDU521. Curriculum and Instruction in Gifted Education.** (3 hours) 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.

**EDU522. Differentiating for Gifted Learners in the Regular Classroom.** (3 hours) 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.

**EDU523. Practicum in Gifted Education.** (2-3 hours) 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. Prerequisites: EDU520, EDU521.

**EDU525. Teaching Science in the Elementary Grades.** (3 hours) 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.

**EDU527. Advanced Applications of Technology for Teacher Leaders.** (3 hours) 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 student 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 students will then learn to explore technological solutions and advocate, in writing and through presentations, for their adoption. During this process students 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.

**EDU529. Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders**. (3 hours) 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.

**EDU532. Effective Classroom Instruction for Middle and Secondary Students.** (3-6 hours) 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.

**EDU535. Curriculum and Assessment for Teachers.** (6 hours) Mentored teaching experience for candidates in MA with Initial or Alternative Certification program for middle and/or secondary teachers. Requires advisor approval.

**EDU536. Mentored / Student Teaching for MA Certification.** (6 hours) 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.

**EDU540. Independent Study in Education.** (1-3 hours) Study of selected issues and topics in education.

**EDU542. Classroom Applications of Technology.** (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.

**EDU544. Classroom Management and Discipline.** (3 hours) Discusses developmental aspects of student behavior, motivation, and related factors in developing positive classroom behavior for students of various cultural backgrounds and exceptional education needs. (School-based clinical component required).

**EDU545. Curriculum and Assessment for Teacher Leaders.** (3 hours) Candidates study the ways that curriculum outcomes, assessment, and instruction 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, group

critiques of assessment items, and presentations of special selected topics in curriculum/ assessment. Other classroom activities in EDU545 will include tests on assessment knowledge and discussion activities with fellow class members.

**EDU550. Seminar in Education.** (2-3 hours) Subjects for study will vary with the needs and interests of students (substitutions may be approved by the Dean of Education).

**EDU552. Field Studies for MAAC.** (3 hours) 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).

**EDU557. Planning and Management of Technology in Schools.** (3 hours) Course addresses issues related to administering a technology environment at a classroom and school level. Addresses ISTE TF Standards TF-VIII, TF-V.D.4, TF-1.A.1-2, and TF-VI Prerequisite: Admission to IT program or permission of instructor.

**EDU558. Developing and Using Web-based Resources in the P-12 Classroom.** (3 hours) 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. Prerequisites: EDU527, EDU542, or permission of instructor.

**EDU560. Methods of Teaching Technology Concepts with Practicum.** (3 hours) 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. Prerequisite: 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.** (3 hours) 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. Prerequisite: EDU501, 502, or 516.

**EDU563. Research and Practice: Assessing and Facilitating Students' Literacy Development II.** (3 hours) 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. Prerequisite: EDU562.

**EDU565. Human Development, Behavior and Learning.** (3 hours) Study of normal growth and development, research in physical, social and emotional development, causes of behavior and learning theories.

**EDU567. Field Studies for MAAC Part 1. (2 hours)** First part of a two-part field studies experience designed to occur over a 15-week period. 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). This is part one of a two course sequence. Candidates must successfully pass this class with a 'C' or better to continue in EDU568. EDU568 must be taken immediately following completion of EDU567 or the entire sequence (EDU567 and EDU568) must be repeated.

**EDU568. Field Studies for MAAC Part 2 (1 hour)** Second part of a two-part field studies experience designed to occur over a 15-week period. 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). This is part two of a two course sequence. Prerequisite: EDU567 taken immediately preceding 568 with a 'C' or better.

**EDU570. Topics in Education.** (3 hours)

**EDU572. Inclusive and Responsive Teaching.** (3 hours). 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.

**EDU578. ESL for Mainstream Teachers.** (3 hours) 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.

**EDU580. ESL Teaching Methods and Techniques.** (3 hours) 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.

**EDU581. ESL Assessment and Culture.** (3 hours) 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.

**EDU583. ESL Linguistic Theory and Analysis.** (3 hours) This course familiarizes students with key concepts of Linguistic research and human language. In addition, English grammar is reviewed and practiced.

**EDU585. ESL Leadership**. (3 hours) 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.

**EDU587. Communicating with Immigrants.** (3 hours) 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.

**EDU589. ESL Special Topics/Academies.** (3 hours) This course will provide training in issues of law, State and Federal mandates, No Child

Left Behind, and National Board certification for ESL teachers. The focus of this course may vary depending on new initiatives or pressing issues facing teachers. If applicable, the particular focus of this course will be publicized in the course announcement in the respective course catalogue.

**EDU594. Developing Teacher Leadership through Research.** (3 hours) 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.

**EDU595. Implementation of Capstone Research Project.** (3 hours) 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 their 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 pro-gram. 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. Prerequisite: EDU594 or EDU596.

**EDU598. Literacy Leadership in Schools Practicum.** (3 hours) 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.

**EDU600. Leaders as Scholars: Philosophical Foundations and Issues in Education.** (3 hours) 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.

**EDU602. Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices.** (3 hours) 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.

**EDU604. Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration.** (3 hours) 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.

**EDU606. Educational Technology for the 21st Century Learner.** (3 hours) 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.

**EDU608. Using Data for Instructional Decision-Making.** (3 hours) 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.

**EDU609. Practicum for School Leaders.** (3 hours) 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.

**EDU611. CRIOP Practicum.** (3 hours) An intensive field-based internship designed to assist teachers in implementing the various elements of the Culturally Responsive Instruction Observation Protocol (CRIOP) model.

**EDU613. Foundations of Environmental Education.** (3 hours) 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.

**EDU615. Teaching Environmental Education.** (3 hours) 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. Students 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.

**EDU617. Case Studies in Environmental Education. (**3 hours) 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.

**EDU619. Environmental Ethics and Education.** (3 hours) 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.

**EDU621. Special Topics in Environmental Education.** (3 hours) 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.

**EDU622. School Based Field Experiences.** (1 hour) This course is a lab-based class for initial certification students who need to obtain 50 pre-clinical hours in EPSB-approved field experiences.

**EDU623. Field Studies for Alternative Certification Students.** (0-1 hour) This course is a lab-based class designed for alternative certification students to receive 15 hours of mentoring through the college and school mentor.

**EDU626. Developing Teacher Leadership through Research / Implementation of Capstone Research Project.** (6 hours) 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.

**EDU628. Using Data for Instructional Decision-Making / Practicum for School Leaders.** (6 hours) 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.

**EDU630. Technology in the Online Classroom.** (3 hours) 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 a requirement in the proposed Online Teaching and Learning P12 Cognate, an elective in the Instructional Technology Endorsement, and an elective in other advanced programs. Prerequisite: EDU527 or EDU542 or permission of instructor.

**EDU642. Coding for Teachers.** (3 hours) 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.

**EDU662. Assessing and Facilitating Literacy Development**. (6 hours) 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. Prerequisite: EDU 517.

## EDUCATION ADMINISTRATION – (EDA)

**EDA600. Introduction to School Leadership by Leading Teaching and Learning.** (3 hours) 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.

**EDA602. Leadership for Human Resources Development in Schools.** (3 hours) 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.

**EDA604**. **Organization and Legal Aspects of the School Principal.** (3 hours) Students 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.

**EDA605. Field Experiences in Leadership I.** (3 hours) 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.

**EDA606. School Climate and Culture.** (3 hours) 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.

**EDA608. Leveraging Community Systems and Resources.** (3 hours) 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.

**EDA610. Planning and Management of Technology in Schools for School Leaders.** (3 hours) 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.

**EDA611. Field Experiences in Leadership II.** (3 hours) 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.

**EDA612. Using Data for Instructional Decision-Making.** (3 hours) This course is designed for candidates to examine demographic and achievement data in their school against a backdrop of current educational issues. Students 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 EDA 614. Frameworks, theories, practices, and techniques used for conducting research related to school/teacher leadership will also be examined.

**EDA614. School Leadership Practicum.** (3 hours) 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.

**EDA616. Special Topics in School Leadership: Leadership and Management.** (3 hours) 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.

**EDA618. Special Topics in School Leadership: Instructional Leadership, Assessment, Collaboration and Climate.** (3 hours) 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.

**EDA640. Independent Study in Education Administration.** (1-3 hours)

**EDA650. Seminar in Education Administration.** (2-3 hours)

**EDA670. Topics in Education Administration.** (2-3 hours)

## EXCEPTIONAL CHILD EDUCATION – (ECE)
### (INCLUDING LBD, MSD, AUTISM)

**ECE500. Educational Evaluation.** (3 hours) 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.

**ECE501. Behavior Management for LBD Students.** (3 hours) This course is designed to provide students 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.

**ECE502. Introduction to LBD.** (3 hours) 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.

**ECE503. Educational Programming for LBD Students.** (3 hours) A course designed to prepare teacher candidates to instruct P-12 students with mild mental retardation, learning disabilities, behavior disorders, or mild orthopedic handicaps. Content includes effective teaching and learning strategies, development of lesson and unit plans to meet curriculum requirements based on student needs, and differentiation with specially designed instruction in academic areas.

**ECE504. Collaboration and Advocacy.** (3 hours) 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.

**ECE508. Introduction to Autism Spectrum Disorders (ASD).** (3 hours) 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.

**ECE510. Evidence-Based Practices for ASD.** (3 hours). 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. Prerequisite: ECE508.

**ECE512. Analyzing Behavior for Students with ASD.** (3 hours) 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. Prerequisite: ECE508.

**ECE514. Application of Strategies in Autism Spectrum Disorders.** (3 hours) The intent of any practicum is for the new teacher to effectively demonstrate their 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 students will complete 30 clock hours in completing the required portfolio. Prerequisites: ECE508, ECE510, and ECE512.

**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 60 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 60 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 or ECE582-585, 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 or ECE582-585 and approved final clinical (checkpoint 2) application.

**ECE582. Field Studies in LBD Component 1A.** (2 hours) Using the Kentucky Teacher Internship Program (KTIP) as a model and with the assistance of a mentor teacher and a college supervisor, candidates will assess strengths and needs of LBD 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 competencies

required by the Kentucky Teacher Standards.

Essential information regarding teaching as a profession will be addressed, including the Kentucky Teacher Standards, the Council for Exceptional Children Standards for Special Educators serving students with mild to moderate disabilities (LBD), and various Kentucky curricular documents. Candidates will also critically reflect on their value orientations and pedagogical foundations as they explore the Georgetown Teacher Education Conceptual Framework and its theme, "*Developing scholars who are competent and caring educators, committed to a spirit of service and learning*." Must take ECE 583 immediately following successful completion of this class or the class will have to be repeated. Prerequisites: ECE501 or ECE502.

**ECE583. Field Studies in LBD Component 1B.** (1 hour) Continuation of ECE582. Using the Kentucky Teacher Internship Program (KTIP) as a model and with the assistance of a mentor teacher and a college supervisor, candidates will assess strengths and needs of LBD 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 competencies required by the Kentucky Teacher Standards.

Essential information regarding teaching as a profession will be addressed, including the Kentucky Teacher Standards, the Council for Exceptional Children Standards for Special Educators serving students with mild to moderate disabilities (LBD), and various Kentucky curricular documents. Candidates will also critically reflect on their value orientations and pedagogical foundations as they explore the Georgetown Teacher Education Conceptual Framework and its theme, "*Developing scholars who are competent and caring educators, committed to a spirit of service and learning*." Prerequisites: ECE501 or ECE502 and ECE582.

**ECE584. Field Studies in LBD Component 1C.** (2 hours) This course is the second of two field course 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 ECE582-1A and ECE583-1B for continuous mentored teaching while in the classroom. This course continues the objectives of ECE582-1A and ECE583-1B, 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 **60** hours. Must take ECE 583 immediately following successful completion of this class or this class will have to be repeated. This course is offered fall and spring semesters only. Prerequisites: ECE582 and ECE583.

**ECE585. Field Studies in LBD Component 1D.** (1 hour) Continuation of ECE 584. This course is the second of two field course 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 ECE585-1D for continuous mentored teaching while in the classroom. This course continues the objectives of ECE582-1A and ECE583-1B, 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 **40** hours. This course is offered fall and spring semesters only. Prerequisites: ECE582 and ECE583.

**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 or ECE 582-585, 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 or ECE582-585 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 exam. Prerequisites: ECE500, 502, 508, 542, 565, 600, 602, 604, 606, 610, 620/621, 623/624.

**ECE620. Language Development and Instruction Part 1.** (2 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. Must take ECE621 immediately following successful completion of this class or the class will have to be repeated.

**ECE621. Language Development and Instruction Part 2.** (1 hour) This course is the second part of the 620 class, and will continue the 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.

**ECE623. Social Skills Development and Community Access Part 1.** (2 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. Must take ECE624 immediately following successful completion of this class or the class will have to be repeated.

**ECE624. Social Skills Development and Community Access Part 2.** (1 hour) This course is the second part of the 623 class and will continue to examine 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. Prerequisite: ECE623.

## 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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# INDEX

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