



Thank you for your interest in Georgetown College's off-campus Master's degree programs. We are pleased to bring our graduate programs to your local area. We offer affordable tuition rates for these programs, and space in each cohort is limited. Once you submit your application and application fee (Steps 1-2 below), I will be able to hold your place in class until your application file is complete.

This packet includes all of the information that you will need to be admitted into the program. Read through this packet carefully, and be sure to contact me if you have any questions. My team and I are committed to guiding you through the application process. Choosing where to go to graduate school is an important step, and I want to help you in any way that I can. You can reach me by phone at **(855) 765-8728** or by email at [ifelkamp@graduateprogram.org](mailto:ifelkamp@graduateprogram.org).



**NOTE: Georgetown College strictly limits enrollment in each program to 25 students and accepts reservations on a first-come, first-served basis.**

Complete steps 1-2 below to reserve your seat in this program.

Apply online at <http://www.graduateprogram.org/georgetown-college/application-checklist> for faster processing.

## 1 Application (Pages 3 - 5)

Complete and submit your application through the [online student portal](#).



## 2 \$50 Application Fee (Page 6)

Please log on your [online student portal](#) to pay your application fee.



Once you have reserved your seat, turn to **Page 2** or visit the [online checklist](#) to complete the remaining admission steps. Congratulations on your pursuit of a Master's degree with Georgetown College!

**Sincerely,**

Isabelle Felkamp

Graduate Information Office

**(855) 765-8728**

[ifelkamp@graduateprogram.org](mailto:ifelkamp@graduateprogram.org)



**NOTE:** Application requirements for School Principal Certification + Rank 1 Master's are available. Contact the graduate information office at (855) 765-8728 for more information.

### 3 Financial Aid & Payment Options

Determine how you plan to pay for the program: Financial Aid or Pay-As-You-Go.  
If using Financial Aid, Complete the FAFSA [online](#). It is in your best interest to complete the financial aid process as early as possible. See Page 7 for information about Financial Aid, or Page 8 for information about the Deferred Payment Plan.

### 4 Official Transcripts

Submit official transcripts with undergraduate degree posted and official transcript if graduate coursework was completed. **Students must have either a 2.75 undergraduate GPA, a 3.0 on the last 30 hours of coursework, or a 3.5 on 15 hours of graduate work.** For instructions and more information, see Page 9.

### 5 Curriculum Contract

Complete and submit the curriculum contract for your selected program using the [online student portal](#).

### 6 Teaching Certificate

Please submit a copy of your teaching certificate to [ifelkamp@graduateprogram.org](mailto:ifelkamp@graduateprogram.org).

### 7 4 C'S Writing Prompt

Please answer the writing prompt using critical thinking, communication, collaboration and creativity. You may view the prompt in your student portal at the bottom of your status page. Please submit your completed sample via email to [ifelkamp@graduateprogram.org](mailto:ifelkamp@graduateprogram.org).

#### (Literacy Specialist Master's with English Concentration ONLY):

- If you are certified in another area OTHER THAN English, you must meet the passing score on the English Content Praxis Exam (Praxis 5039). Have your official test scores sent to Georgetown College.
- If you are not a certified teacher, and simply seeking the Literacy Specialist Master's without a Kentucky Teaching License, you must submit ONE of the following:

- Passing score on the English Content Praxis Exam (Praxis 5039)

OR

- Passing GRE Scores: Verbal - 150 and Writing - 4.0

OR

- 18 credit hours in English (graduate or undergraduate) with a grade of B or above

Keep in mind, if you take the test outside of Kentucky, you must also have your test scores sent to the KY Education Professional Standards Board (EPSB). Contact the Graduate Information Office if you have questions about the above requirements.

#### (Initial Certification Programs ONLY):

### 8 Passing Praxis 1 or GRE Scores

You must meet the passing score on either the CASE (Core Academic Subjects Exam) (formally PPST) test or GRE. Have your official test scores sent to Georgetown College. If you take the test outside of Kentucky, also have your test scores sent to the KY Education Professional Standards Board. Contact the Graduate Information Office if you have questions about taking this exam.



Name  First  Last  Middle  Maiden Name

Date of Birth

Gender:  Male  Female      Marital Status:  Single  Married

Country of Citizenship       Social Security Number

Street Address

City       State/Province       Zip Code

County (if KY resident)       Country

Primary Phone       Email Address

### Enrollment Information

Are you a certified teacher?  Not Certified  Certified: What rank are you pursuing?  Rank 1  Rank 2

Enrollment Term:  Spring 2020

Type of Enrollment:  Degree-Seeking  Non-Degree Seeking

Cohort Location:  Online

### Program:

#### Programs for Certified Teachers:

##### Master's Programs:

- |   |   |
|---|---|
| <input type="checkbox"/> <b>Teacher Leader Master's</b><br><i>(please select endorsement below)</i><br><input type="checkbox"/> w/ English as a Second Language (P-12)<br><input type="checkbox"/> w/ Moderate & Severe Disabilities (P-12)<br><i>*Previous LBD Certification Required</i><br><input type="checkbox"/> w/ Instructional Computer Technology (P-12)<br><input type="checkbox"/> w/ Teacher Leader (P-12) | <input type="checkbox"/> <b>Literacy Specialist Master's</b><br><i>(please select an option below)</i><br><input type="checkbox"/> w/ Teacher Leader Endorsement<br><input type="checkbox"/> w/ English Concentration |
| <input type="checkbox"/> <b>LBD Certification (P-12) w/ Master's</b>  |   |
| <input type="checkbox"/> <b>LBD &amp; MSD Certification (P-12) w/ Master's</b>  |   |
| <input type="checkbox"/> <b>Instructional Leadership Master's (Level I)</b>   | <input type="checkbox"/> <b>Instructional Leadership – Advanced Leadership Studies (Level II)</b>   |

##### Endorsement Only Options:

- English as a Second Language (P-12)     Instructional Computer Technology (P-12)     Moderate & Severe Disabilities (P-12)  
*\*Previous LBD Certification Required*

#### Programs for Students without a Teaching License:

- Learning Behavior Disorders (P-12) w/ Master's**       **LBD & MSD Certification (P-12) w/ Master's**
- Initial Teaching Certification w/ Master's**  
*Select the Area in which you would like to become certified:*
- High School (9-12):  Biology  Chemistry  Physics  English  Mathematics  History
- Middle School (6-8):  Language Arts  Mathematics  Science  Social Studies
- All Grades (P-12):  Art  French  German  Spanish  Music-Instrumental  Music-Vocal  PE/Health



### Academic History

**Note:** One official transcript must be provided showing undergraduate degree awarded and, if applicable, any graduate degree posted. If you have attended Georgetown College in the past, you do not need to request Georgetown College transcripts.

Have the official copies sent to: Graduate Education Admissions  
Georgetown College  
400 E. College St.  
Georgetown, KY 40324

Email to: [grad@georgetowncollege.edu](mailto:grad@georgetowncollege.edu)

**Transcripts must be from a regionally-accredited institution.**

| Dates Attended<br>(year - year) | Institution | Location | Degree | When Received |
|---------------------------------|-------------|----------|--------|---------------|
|                                 |             |          |        |               |
|                                 |             |          |        |               |
|                                 |             |          |        |               |

### Kentucky Teaching Certificates Held

Do you have a current teaching certificate?  Yes  No

If yes, please select the teaching certificate held  Elementary P-5  Middle 6-8  Secondary 8-12  
 LBD P-12  P-12  Other

If other, please list

### Professional Certification (Outside of KY only)

If you have ever held, or currently hold a professional certificate, license, credential, or other document issued to you by any jurisdiction (other than Kentucky) within the United States or abroad, enclose a copy of the certificate(s) or provide the following:

State/Jurisdiction  Certificate Number  Type

Issue Date  Is your certificate a Lifetime Certificate?  Yes  No

If your certificate is not a lifetime certificate, what is the expiration date?

If you are not certified in Kentucky, please mail to Georgetown College - Graduate Admissions Office

### Race / Ethnicity

Responses to the following questions on race/ethnicity are voluntary. They are used for federal reporting purposes and are not used to determine a student's admissibility.

Are you Hispanic or Latino?  Yes  No

For Non-Hispanic U.S. Citizens, Select all that apply:

|   |  |  |
|---|--|--|
| <input type="checkbox"/> Asian                    | <input type="checkbox"/> Black             | <input type="checkbox"/> White, non-Hispanic |
| <input type="checkbox"/> Amer Indian/Alaskan Natv | <input type="checkbox"/> Unknown/Undecided | <input type="checkbox"/> Pacific Islander    |



**Character and Fitness:**

|   |   |
|---|---|
| 1) Have you ever had a professional certificate, license, credential, or any document issued to for practice denied, suspended, revoked, or voluntary surrendered?  | <input type="checkbox"/> Yes <input type="checkbox"/> No                              |
| 2) Are you currently being reviewed or investigated for purposes of such action as stated in #1 or is such action pending?  | <input type="checkbox"/> Yes <input type="checkbox"/> No                              |
| 3) Have you ever been dismissed, resigned, released, or asked to resign/retire or discharged from a professional position or military service for immorality, incompetence, willful neglect of duty, misconduct, or presenting false information toward obtaining the position? | <input type="checkbox"/> Yes <input type="checkbox"/> No                              |
| 4) Is any such action as stated in #3 pending?  | <input type="checkbox"/> Yes <input type="checkbox"/> No                              |
| 5) Have you ever been convicted of a felony or misdemeanor (other than a moving traffic violation), been found guilty, or entered a plea of 'nolo contendere' (no contest), even if adjudication was withheld, in Kentucky or any other state?                                  | <input type="checkbox"/> Yes <input type="checkbox"/> No                              |
| 6) If you indicated 'yes' to any items, #1 through #5, has that action been reviewed by the Education Professional Standards Board?   | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

**Date of Review**  **Explanation**

I affirm and declare that all information given by me on this form is true, correct, and complete to the best of my knowledge. I understand that any misrepresentation of facts, by omission, or addition, may result in the denial or revocation of my teaching certificate. Further, I understand that KRS 161,120 provides that a teaching certificate may be revoked at any time upon determination that false information was presented toward obtaining a teaching certificate.

I declare that I understand the standard for personal and professional conduct expected of a professional educator in Kentucky. I further certify that I have read and examined the CODE OF ETHICS applicable to school personnel, understand its provisions, and agree to abide by its terms during the course of my career as a professional educator.

I have read the above statements carefully.  Yes  No

**Instructional Leadership (School Principal) Students Only**

Do you hold a Master's degree from a regionally-accredited institution?  Yes  No

Is your GPA from your Master's Degree 3.0 or higher on a 4.0 scale?  Yes  No

**Enrollment Statements**

I hereby certify that I know of no legal or ethical reason why I would not be eligible for employment in Kentucky schools. I understand that withholding or giving false information may void my admitted status. I agree to abide by the Computing Ethics policy.  Yes

**Signature**

**Date**



**TO PAY BY CREDIT CARD:** Fill out this section or log in to your online student portal.

Please use this section to pay your \$50 non-refundable application fee.

If you have any questions, please call us at (855) 765-8728 or e-mail ifelkamp@graduateprogram.org.

**Student Name**

**Name on Card**

**Cardholder Address**

**City**  **State**  **Zip Code**

**Card Type:**  Visa  MasterCard  Discover  AMEX **Amount: \$51.48** (includes \$1.48 transaction fee)

**Card Number**  **Expiration Date**  **CCV#**

**Cardholder Signature**  **Date**

**Telephone Number of Payee** (  )

(in case there is a problem processing the transaction and we need to contact the cardholder for additional information)

**TO PAY BY ELECTRONIC CHECK:**

**Amount: \$50.25** (includes \$0.25 transaction fee)

**Account Number**  **Routing Number**

**Signature**  **Print Name**

Please note: Application and seat reservation are NOT secure until your non-refundable application fee is received.

**OFFICE USE ONLY**

**Date Received:**

**Capture Number:**

**Entered on Account:**  Yes  No



Complete all steps below to apply for financial aid. **Note: There are financial aid options that are not based on need.** Most students in our graduate education programs use financial aid to pay for the program. We recommend that you complete these steps as soon as possible to make sure that your payment arrangements are in order by the first night of class. For help, please contact the Financial Planning Office at **(502) 863-8027**.

## How to Apply for Financial Aid:

- 1 Complete the Free Application for Federal Student Aid at [www.fafsa.gov](http://www.fafsa.gov).** Students beginning in Spring 2020 should submit the 2019-2020 form. You will need your 2017 Federal Tax Return. All students will need your FSA ID (<https://fsaid.ed.gov/npas/index.htm>) and Georgetown College's School Code (**001964**). Graduate students are considered independent for financial aid purposes.
- 2 Review your Student Aid Report (SAR) for accuracy.** You will receive this form 7-10 days after the FAFSA is submitted. If there are any errors on your SAR, log back into your FAFSA to make corrections.
- 3 Complete Loan Entrance Counseling and the Master Promissory Note.** Both can be completed at [www.studentloans.gov](http://www.studentloans.gov) (you will need your FSA ID from Step 1).
- 4 Request Financial Aid. \*You cannot request financial aid until you have been registered for class.** Contact Graduate Financial Planning at [gradfp@georgetowncollege.edu](mailto:gradfp@georgetowncollege.edu). In your email, please include your name, student ID # (if known), the number of hours you have registered for, and the type and amount of financial aid you are requesting.

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## The Federal (Title 1) Teacher Loan Forgiveness Program:

If you and your school qualify, this program may provide loan forgiveness for eligible Federal Direct Loans. This is a separate program requiring separate forms and processes. The U.S. Department of Education will determine your eligibility for this program. Georgetown College is not responsible to verify your eligibility for this or any other program. Please do not base your enrollment on this program as it can be difficult to ensure qualification for Government Programs, which are subject to reform and funding changes.

**You must call 1-800-4-FED-AID to verify your eligibility or visit <https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher> for more information.**

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## The TEACH Grant:

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 a year in grant assistance to students who plan to teach in certain high-need fields. In order to be eligible for a grant, a student must submit a FAFSA form and sign a Declaration Sheet to agree to serve as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing (or ceasing enrollment in) the course of study for which the candidate received a grant. By signing the Declaration Sheet, you are confirming that you meet the stipulations of the TEACH Grant as outlined in the Declaration Sheet.

**For more information please contact the Financial Aid office at (502) 863-8027 or [gradfp@georgetowncollege.edu](mailto:gradfp@georgetowncollege.edu).**



Complete all steps below to enroll in a monthly payment plan. This plan will allow you to spread out tuition payments over the entire semester, and will break your tuition bill into more manageable payments.

Federal Student Loans are also available for graduate students (see page 7).

NOTICE: Your first payment will be due no later than the start of your first course. If you have not made financial aid or payment plan arrangements by the start of your first course you will receive a bill via e-mail to your My.GeorgetownCollege.edu account. Tuition bills will be e-mailed monthly; paper bills will not be mailed.

### How to Enroll in a Deferred Payment Plan:

- 1 Log into your My.GeorgetownCollege.edu account to view your tuition E-Bill.**
- 2 Download a Deferred Payment Form from the My.GeorgetownCollege.edu portal.** Print, sign, and mail your Deferred Payment Form along with your first payment prior to the due date on your first E-Bill. This signed agreement and first payment are due by the date on the deferred payment form.
- 3 Continue to make your scheduled payments.** The Deferred Payment Plan allows you to make three consecutive monthly payments over the course of a semester. Each payment will be 1/3 of your total bill for the semester.

**Questions? Contact the Business Office by phone at (502) 863-8700 or by e-mail at [student\\_accounts@georgetowncollege.edu](mailto:student_accounts@georgetowncollege.edu)**

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### Important:

- If you prefer, you may pay your tuition balance in full via My.GeorgetownCollege.edu. The system accepts Electronic Check, Visa, MasterCard, Discover and American Express. The service fee for electronic check payment is \$3 and the service fee for credit/debit card payments online is 2.5%.





Georgetown College requires official, sealed transcripts from all previously attended colleges and universities where degrees were earned. Follow the steps below to request transcripts from each school that you attended.

## REQUEST OFFICIAL TRANSCRIPTS:

There are multiple ways to request transcripts, and each college or university will have their own process.

### ONLINE:

Official Electronic Copies:

[grad@georgetowncollege.edu](mailto:grad@georgetowncollege.edu)

### BY MAIL:

- 1 Contact the Registrar's office at your previously attended school, either by phone, email, or through your university's website.
- 2 Submit a transcript request following that school's procedures. Most colleges and universities require a signature or other official request in writing. Many schools have a Transcript Request Form available to download on the Registrar's website. Some will allow you to order transcripts online.

**Note: Some colleges and universities charge a small fee for official transcripts. Be sure to enclose your fee with your transcript request to avoid a delay in processing.**

- 3 It can often take several days for a transcript request to be processed. When your transcripts are received, the Graduate Information Office will contact you, but if you have not received confirmation within 14 days, please contact us at **(855) 765-8728**.

Please have official copies mailed to:

**Georgetown College**

c/o Graduate Education Admissions

400 East College Street

Georgetown, Kentucky 40324



**Remember: An admission decision cannot be made until all official, sealed transcripts are received.**



**For:**

The Master of Arts degree with certification in Learning and Behavior Disorders is an initial certification program for candidates without a teaching certificate who wish to teach students with mild to moderate learning and behavior disabilities (LBD).

**What you learn:**

Kentucky needs P-12 teachers who are committed to providing high-quality learning experiences and services to students with mild to moderate learning and behavior disorders (LBD). Georgetown College’s Learning/Behavior Disorders Master of Arts in Education helps to fill the ongoing need for teachers in this area.

**Program Options:**

Students may choose from two tracks: **Traditional Initial Certification** or **Alternative Initial Certification**. Due to a lack of certified LBD teachers in specific areas, some schools are willing to hire candidates under a temporary-provisional certification who have a bachelor’s degree and are enrolled in an alternative LBD certification program.

**How you learn:**

This is a fully online cohort. Most courses will be offered in a 7 and a half week format, though some 15 week courses may be included. (In which you will take two courses at a time). You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. Following this schedule, you will complete the program in approximately 2 1/2 years.

**Career Outcomes:**

Upon completion of this program students will have earned a Master of Arts in Education degree and initial P-12 Certification in Learning/Behavior Disorders. A passing score on the Praxis exam will be required to earn your LBD Certification.

**Degree Requirements:**

| Course                    | Course Name  | Hours     |
|---------------------------|--|-----------|
| ECE 500                   | Educational Evaluation   | 3         |
| ECE 501                   | Behavior and Classroom Management of LBD Students                  | 3         |
| ECE 502                   | Introduction to LBD  | 3         |
| ECE 503                   | Educational Programming for LBD                                    | 3         |
| ECE 504                   | Collaboration and Advocacy   | 3         |
| ECE 508                   | Introduction to Autism Spectrum Disorders                          | 3         |
| ECE 575A                  | Field Studies in LBD Component I Part A                            | 3         |
| ECE 575B                  | Field Studies in LBD Component I Part B                            | 3         |
| ECE 586                   | Final Clinical Practice/Student Teaching                           | 6         |
| ECE 542                   | Using Technology to Remove Barriers for Students with Disabilities | 3         |
| ECE 565                   | Typical and Atypical Behavior                                      | 3         |
| EDU 501                   | Teaching Reading and Writing                                       | 3         |
| EDU 509                   | Teaching Math in Elementary Grades                                 | 3         |
| <b>Total Credit Hours</b> |  | <b>42</b> |

**Note:** This is only an introduction to the program. Coursework may be taken in a different order.

Students are required to meet all admission criteria (including passing the Core Academic Skills for Educators or Graduate Record Exam and meeting the minimum GPA requirement of 2.75 GPA (3.0 on last 30 hours of coursework), in order to be fully admitted to the program. In order to be considered for an alternative-certification position, you must meet all admissions criteria before you may interview for a position.

The state requires 200 hours of pre-clinical field hours and a full-time, 15 week student teaching experience, which must be completed while not being in a paid position. This does not apply if you are in an alternative certification status.



**For:**

The Master of Arts degree with certification in Moderate & Severe Disabilities (P-12) is an initial certification program for candidates without a teaching certificate who wish to teach students with moderate to severe learning and behavior disabilities (MSD).

**What you learn:**

Kentucky needs P-12 teachers who are committed to providing high-quality learning experiences and services to students with moderate to severe learning and behavior disabilities (MSD). Georgetown College’s Moderate & Severe Disabilities Master of Arts in Education helps to fill the ongoing need for teachers in this area.

**Program Options:**

Students may choose from two tracks: **Traditional Initial Certification** or **Alternative Initial Certification**. Due to a lack of certified MSD teachers in specific areas, some schools are willing to hire candidates under a temporary-provisional certification who have a bachelor’s degree and are enrolled in an alternative MSD certification program.

**How you learn:**

This is a fully online cohort. Most courses will be offered in a 7 and a half week format, though some 15 week courses may be included. (In which you will take two courses at a time). You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. Following this schedule, you will complete the program in approximately 2 1/2 years.

**Career Outcomes:**

Upon completion of this program students will have earned a Master of Arts in Education degree and initial P-12 Certification in Moderate and Severe Disabilities. A passing score on the Praxis exam will be required to earn your MSD Certification.

**Degree Requirements:**

| Course                    | Course Name  | Hours     |
|---------------------------|--|-----------|
| ECE 500                   | Educational Evaluation   | 3         |
| ECE 502                   | Introduction to Students with Disabilities                                 | 3         |
| ECE 508                   | Introduction to Autism Spectrum Disorders                                  | 3         |
| ECE 542                   | Using Technology to Remove Barriers for Students with Disabilities         | 3         |
| ECE 565                   | Typical and Atypical Development   | 3         |
| ECE 600                   | Introduction to Teaching Students with Moderate to Severe Disabilities     | 3         |
| ECE 610                   | Supporting Challenging Behaviors   | 3         |
| ECE 602                   | Curriculum & Instruction for Students with Moderate to Severe Disabilities | 3         |
| ECE 604                   | Teaching Individuals with Physical and Multiple Disabilities               | 3         |
| ECE 612                   | Language Development and Literacy Instruction                              | 3         |
| ECE 606                   | Transition Services for Students with Disabilities                         | 3         |
| ECE 614                   | Field Component in MSD   | 3         |
| ECE 608                   | Field Component in MSD   | 6         |
| <b>Total Credit Hours</b> |  | <b>42</b> |

**Note:** This is only an introduction to the program. Coursework may be taken in a different order.

Students are required to meet all admission criteria (including passing the Core Academic Skills for Educators or Graduate Record Exam and meeting the minimum GPA requirement of 2.75 GPA (3.0 on last 30 hours of coursework), in order to be fully admitted to the program. In order to be considered for an alternative-certification position, you must meet all admissions criteria before you may interview for a position.

The state requires 200 hours of pre-clinical field hours and a full-time, 15 week student teaching experience, which must be completed while not being in a paid position. This does not apply if you are in an alternative certification status.



**For:**

The Master of Arts in Education degree with certification in Learning and Behavior Disorders and Moderate and Disabilities is a certification program for candidates without a teaching certificate who wish to teach students with mild to moderate learning and behavior disabilities (LBD) and moderate and severe disabilities (MSD). Students who complete the full 60-63 hour course sequence will be eligible for both Rank 2 and Rank 1 in the state of Kentucky.

**What you learn:**

Kentucky needs P-12 teachers who are committed to providing high-quality learning experiences and services to students with mild to moderate learning and behavior disorders (LBD) and to students with moderate and severe disabilities (MSD). Georgetown College's Combined LBD and MSD Certification program provides teachers with the tools they need to work with P-12 students in a wide spectrum of special education settings.

**Program Options:**

Students may choose from two tracks: **Traditional Initial Certification** or **Alternative Initial Certification**. Due to a lack of certified LBD/MSD teachers in specific areas, some schools are willing to hire candidates under a temporary-provisional certification who have a bachelor's degree and are enrolled in an alternative LBD/MSD certification program. Please note that students will not be eligible to teach in a MSD classroom until the full LBD program is completed.

**How you learn:**

This is a fully online cohort. Most courses will be offered in a 7 and a half week format, though some 15 week courses may be included. (In which you will take two courses at a time). You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. Following this schedule, you will complete the program in approximately 3 years.

**Career Outcomes:**

Upon completion of this program students will have earned a Master of Arts in Education degree and P-12 Certification both Learning & Behavior Disorders (LBD) and Moderate & Severe Disabilities (MSD). A passing score on the appropriate Praxis exams will be required to earn your LBD and MSD Certifications.

**Degree Requirements:**

| Phase 1: LBD P-12 Certification |  |   |
|---------------------------------|--|---|
| ECE 500                         | Educational Evaluation   | 3 |
| ECE 501                         | Behavior and Classroom Management of LBD Students                  | 3 |
| ECE 502                         | Introduction to LBD  | 3 |
| ECE 503                         | Educational Programming for LBD                                    | 3 |
| ECE 504                         | Collaboration and Advocacy   | 3 |
| ECE 508                         | Introduction to Autism Spectrum Disorders                          | 3 |
| ECE 575A                        | Field Studies in LBD Component I Part A                            | 3 |
| ECE 575B                        | Field Studies in LBD Component I Part B                            | 3 |
| ECE 586                         | Final Clinical Practice/Student Teaching                           | 6 |
| EDU 501                         | Methods of Teaching Reading  | 3 |
| EDU 509                         | Teaching Elementary School Mathematics                             | 3 |
| ECE 542                         | Using Technology to Remove Barriers for Students with Disabilities | 3 |
| ECE 656                         | Typical and Atypical Behavior                                      | 3 |

| Phase 2: MSD Certification   |  |     |
|--|--|-----|
| ECE 600  | Introduction to Teaching Students with Moderate to Severe Disabilities       | 3   |
| ECE 602  | Curriculum and Instruction for Students with Moderate to Severe Disabilities | 3   |
| ECE 604  | Teaching Individuals with Physical or Multiple Disabilities                  | 3   |
| ECE 606  | Transition Services for Students with Disabilities                           | 3   |
| ECE 608  | Field Component in Moderate to Severe Disabilities                           | 3   |
| Phase 2: Rank 1  |  |     |
| Choose 1 or 2 elementary/secondary content-related elective courses. Electives may be chosen for the entire cohort.* |  | 3-6 |
| <b>Total 60-63</b>   |  |     |

**Note:** This is only an introduction to the program. Coursework may be taken in a different order.

Students are required to meet all admission criteria (including passing the Core Academic Skills for Educators or Graduate Record Exam and meeting the minimum GPA requirement of 2.75 GPA (3.0 on last 30 hours of coursework), in order to be fully admitted to the program. In order to be considered for an alternative-certification position, you must meet all admissions criteria before you may interview for a position.

The state requires 200 hours of pre-clinical field hours and a full-time, 15 week student teaching experience, which must be completed while not being in a paid position. This does not apply if you are in an alternative certification status.

\*Total credit hours must equal at least 60 hours in order to get Rank 1.



**For:**

The Master of Arts in Education degree with initial teaching certification is for individuals who hold a bachelor's degree with content courses in a certifiable major who wish to become a teacher. The subject area(s) in which you are eligible for certification will depend on the previous coursework you have completed as a part of your bachelor's degree.

**What you learn:**

The Master of Arts in Education provides initial teaching certification at the middle or high school levels in Biological Science, Chemistry, Physics, English, Mathematics, and Social Studies. Certification for teaching at all grade levels is offered in Art, French, German, Spanish, PE/Health, and Instrumental or Vocal Music. The program is available to individuals who hold a bachelor's degree with a major in one of the above-listed or closely related areas. A major verification must be completed to determine eligibility for this program.

**Program Options:**

Students may choose from two tracks: **Traditional Initial Certification** - Choose from a wide range of certification areas, building on your personal interests and educational background; **Alternative Initial Certification** - Due to a lack of certified teachers in specific areas, some schools are willing to hire candidates who have a bachelor's degree in the high-need content area and are enrolled in an alternative certification program under a temporary provisional certificate.

**How you learn:**

This is a fully online cohort. You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. You will finish one course every 7 and a half weeks. Following this schedule, you will complete the program in approximately 2 1/2 years.

**Career Outcomes:**

Upon completion of this program students will have earned a Master of Arts in Education degree and initial teaching certification in the chosen certifiable subject area. A passing score on the appropriate Praxis exam(s) will be required to earn your initial teaching certification.

**Degree Requirements:**

| Required Courses |   |   |
|------------------|---|---|
| EDU 506          | History and Philosophy of Education   | 3 |
| EDU 565          | Human Development, Behavior, & Learning   | 3 |
| EDU 532          | Effective Classroom Instruction for Middle and Secondary Students   | 6 |
| ECE 502          | Introduction to Special Education   | 3 |
| EDU 529          | Teaching in a Diverse Society   | 3 |
| EDU 542          | Classroom Applications of Technology  | 3 |
| EDU 602          | Reading, Writing, and Thinking: Promoting Comprehension and Engagement through Effective Literacy Practices | 3 |
| EDU 626          | Developing Teacher Leadership through Research/Implementation of Capstone Research Project                  | 3 |

| Field Experience for Alternative Track<br>(Temporary Provisionally Certified Teachers) |  |   |
|--|--|---|
| EDU 535  | Mentored/Student Teaching for MA Certification               | 6 |
| EDU 536  | Mentored/Student Teaching for MA Certification               | 6 |
| EDU 623  | Field Mentoring Plan (as needed)                             | 1 |
| <b>Total for Alternative Track 42-43</b>   |  |   |
| Field Experience for Traditional Track<br>(No Previous Certification)                  |  |   |
| EDU 535  | Mentored / Student Teaching for MA Certification             | 6 |
| EDU 536  | Mentored / Student Teaching for MA Certification             | 6 |
| EDU 622  | Field Experience in Middle and Secondary Schools (as needed) | 1 |
| <b>Total for Traditional Track 42-43</b>   |  |   |

**Note:** This is only an introduction to the program. Coursework may be taken in a different order.

Students are required to meet all admission criteria (including passing the Core Academic Skills for Educators or Graduate Record Exam and meeting the minimum GPA requirement of 2.75 GPA (3.0 on last 30 hours of coursework), in order to be fully admitted to the program. **In order to be considered for an alternative-certification position, you must meet all admissions criteria before you may interview for a position.**

The state requires 200 hours of pre-clinical field hours and a full-time, 15 week student teaching experience, which must be completed while not being in a paid position. This does not apply if you are in an alternative certification status.



## For:

For experienced teachers who hold a teaching certificate and who wish to earn a first Master’s degree in education (Rank 2). Experienced teachers who hold a teaching certificate and a first Master’s degree in education may also choose to complete this program to earn a second Master’s degree and Rank I.

## What you learn:

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 the program’s core curriculum, 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. In addition to the core curriculum, you will select one of the following endorsement/certification options to add to your certificate (See Page 17 for more details):

- English as a Second Language (P-12)
- Gifted Education (P-12)
- Instructional Computer Technology (P-12)
- MSD Certification (P-12) - *Previous LBD Certification Required, See Page 20*

## How you learn:

This is a fully online cohort. Face-to-face class meetings are not required. You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. You will finish one course every 7 and a half weeks. Following this schedule, you will complete the program in approximately 20 months.

## Career Outcomes:

Upon completion of this program students will have earned a Teacher Leader Master of Arts in Education degree. A passing score on the appropriate Praxis exam may be required to receive your selected endorsement option (See Page 17 for more details). 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 1.

## Degree Requirements:

| Course                    | Course Name  | Hours         |
|---------------------------|--|---------------|
| EDU 510                   | Foundations: Becoming a Teacher Leader   | 3             |
| EDU 527                   | Advanced Applications of Technology for Teacher Leaders                                    | 3             |
| EDU 529                   | Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders                    | 3             |
| EDU 545                   | Curriculum and Assessment for Teacher Leaders  | 3             |
| EDU 626                   | Developing Teacher Leadership through Research/Implementation of Capstone Research Project | 6             |
| ENDORSEMENT/CERTIFICATION | Required Course for Your Chosen Endorsement, See Page 17                                   | 3             |
| ENDORSEMENT/CERTIFICATION | Required Course for Your Chosen Endorsement, See Page 17                                   | 3             |
| ENDORSEMENT/CERTIFICATION | Required Course for Your Chosen Endorsement, See Page 17                                   | 3             |
| ENDORSEMENT/CERTIFICATION | Required Course for Your Chosen Endorsement, See Page 17                                   | 3             |
| <b>Total Credit Hours</b> |  | <b>30-33*</b> |

**Note: This is only an introduction to the program. Coursework may be taken in a different order.**

**\*Total hours depend on endorsement/ certification option.**



**For:**

Experienced teachers who hold a teaching certificate (Secondary English or ANY other field) and wish to earn a first Master’s Degree in Literacy Specialist Education (Rank 2). Experienced teachers who hold a teaching certification and a first Master’s Degree in education may also choose to complete this program to earn a second Master’s degree and Rank 1.

**What you learn:**

The basic tenet of the Master’s Degree with Literacy Specialist is to empower candidates to become specialists in literacy education. Candidates will learn to assess and develop the literacy potential of students grades K-12. Through research, data collection, assessment, and practice candidates will learn to effectively identify and address the literacy needs of students.

**How you learn:**

This is a fully online cohort. Face-to-face class meetings are not required. You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars, materials, discussion threads, assessments and/or group activities done electronically.

**Career Outcomes:**

Upon completion of this program students will have earned a Master’s Degree in Education Literacy Specialist with a Teacher Leader Endorsement. A passing score on the appropriate PRAXIS exam will lead to a Reading Specialist or Literacy Coach within a school building, and/or a Reading Supervisor within a district.

**Degree Requirements:**

| Course                    | Course Name   | Hours     |
|---------------------------|---|-----------|
| EDU 516                   | Research Based Practices in Literacy Instruction K-12   | 3         |
| EDU 517                   | Educational Policy and Theoretical Foundations of Literacy  | 3         |
| EDU 662                   | Research and Practice: Assessing and Facilitating Students’ Literacy Development I & II (field component) | 6         |
| EDU 604                   | Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration                     | 3         |
| EDU 510                   | Foundations: Becoming a Teacher Leader  | 3         |
| EDU 527                   | Advanced Applications of Technology for Teacher Leaders   | 3         |
| ENG 526                   | Teaching Composition Across the Curriculum  | 3         |
| EDU 626                   | Developing Teacher Leadership through Research/Implementation of Capstone Research Project                | 6         |
| EDU 529                   | Teaching in a Diverse Society: Deepening Skills for Teacher Leaders                                       | 3         |
| <b>Total Credit Hours</b> |   | <b>33</b> |

**Note: This is only an introduction to the program. Coursework may be taken in a different order.**



**For:**

Certified teachers who hold a teaching certificate (Secondary English or ANY other field) and wish to earn a first Master’s Degree in Literacy Specialist with a concentration in English (Rank 2). Experienced teachers who hold a teaching certification and a first Master’s Degree in education may also choose to complete this program to earn a second Master’s degree and Rank 1. Non certified teachers from private schools or post-baccalaureate candidates who wish to earn a Master’s degree in education with 18 hours of English content may also apply to this program, but it will not lead to Kentucky Teaching Certification.

**What you learn:**

The basic tenet of the Master’s Degree with English Concentration is to empower candidates to become specialists in English and English education. Candidates increase their content mastery of graduate level English and Literature. Students may also learn to assess and develop the literacy potential of students grades K-12. Through research, data collection, assessment, and practice candidates will learn to effectively identify and address the literacy needs of students.

**How you learn:**

This is a fully online cohort. Face-to-face class meetings are not required. You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars, materials, discussion threads, assessments and/or group activities done electronically.

**Career Outcomes:**

Depending on prior certification, successful completion of this program enables graduates for a variety of teaching opportunities:

- a. Certified teachers will earn a Master’s degree in Literacy Education with an endorsement as a literacy specialist K-12 in Kentucky Schools, and they will be qualified to teach AP English and/or dual credit English in Kentucky high schools. They will be eligible to teach English at the community college, junior college, and technical school levels.
- b. Non-certified candidates will earn a Master’s degree in Literacy Education and will be qualified to teach English at the community college, junior college and technical school levels.

**Degree Requirements:**

| Course                    | Course Name   | Hours     |
|---------------------------|---|-----------|
| EDU 516                   | Research Based Practices in Literacy Instruction K-12   | 3         |
| EDU 517                   | Educational Policy and Theoretical Foundations of Literacy  | 3         |
| EDU 662                   | Research and Practice: Assessing and Facilitating Students’ Literacy Development I & II (field component) | 6         |
| EDU 604                   | Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration                     | 3         |
| ENG 510                   | Composition Theory & Pedagogy   | 3         |
| ENG 512                   | African American Literature   | 3         |
| ENG 526                   | Teaching P-12 Writing Across the Curriculum   | 3         |
| ENG 514                   | Reading & Teaching Shakespeare  | 3         |
| ENG 518                   | Reading Poetry (non fiction; fiction)   | 3         |
| ENG 626                   | Action Research in Rhetoric   | 6         |
| <b>Total Credit Hours</b> |   | <b>36</b> |

**Note: This is only an introduction to the program. Coursework may be taken in a different order.**





**For:**

For experienced certified teachers who wish to add an endorsement or an additional certification to their certification. These courses may be taken alone to earn the endorsement or certification or may be added to our Teacher Leader degree program.

**What you learn:**

Georgetown College's endorsement programs are designed to give practicing teachers the knowledge and skills that they need to expand their teaching abilities. You may choose from five endorsement options:

- **English as a Second Language (P-12):** Help non-English-speaking students succeed academically and culturally
- **Instructional Computer Technology (P-12):** Enhance your classroom technology knowledge and skills and become a school technology leader.
- **Gifted Education (P-12):** Work with students who have shown significant academic promise
- **Moderate and Severe Disabilities (P-12):** Provide certified teachers with knowledge and strategies to teach MSD school-age children and young adults, as well to plan for their transition into adult life. (LBD Certification Required.)

**How you learn:**

This is a fully online cohort. Face-to-face class meetings are not required. You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. You will finish one course every 7 and a half weeks.

**Career Outcomes:**

Upon completion of the selected courses outlined on the next page and the appropriate Praxis exam (if required), students will be eligible to earn an endorsement or certification in the state of Kentucky. Endorsements may also be embedded into a degree-seeking program, such as our Master of Arts in Education Teacher Leader program.

**Required Coursework:**

| <b>English as a Second Language Endorsement (P-12)</b> |                                     |           |
|--|-------------------------------------|-----------|
| <b>EDU 580</b>   | ESL Teaching Methods and Techniques | <b>3</b>  |
| <b>EDU 581</b>   | ESL Assessment and Culture          | <b>3</b>  |
| <b>EDU 583</b>   | ESL Linguistic Theory and Analysis  | <b>3</b>  |
| <b>EDU 585</b>   | ESL Leadership                      | <b>3</b>  |
| <b>EDU 587</b>   | Communicating with Immigrants       | <b>3</b>  |
| <b>Total for Endorsement Only:</b>                     |                                     | <b>15</b> |

| <b>Instructional Computer Technology Endorsement (P-12)</b> |   |           |
|---|---|-----------|
| <b>EDU 557</b>  | Planning and Management of Technology in Schools        | <b>3</b>  |
| <b>EDU 560</b>  | Methods of Teaching Technology Concepts with Practicum  | <b>3</b>  |
| <b>EDU 527 Or</b>   | Advanced Applications of Technology for Teacher Leaders | <b>3</b>  |
| <b>EDU 606</b>  | Educational Technology for the 21st Century Learner     |           |
| <b>ELECTIVE</b>   | ELECTIVE WILL BE SELECTED FOR YOU                       | <b>3</b>  |
| <b>ELECTIVE</b>   | ELECTIVE OR FINAL PROJECT WILL BE SELECTED FOR YOU      | <b>3</b>  |
| <b>Total for Endorsement Only:</b>                          |   | <b>15</b> |

| <b>Gifted Education Endorsement (P-12)</b> |  |           |
|--|--|-----------|
| <b>EDU 520</b>                             | Foundations of Gifted Education                              | <b>3</b>  |
| <b>EDU 521</b>                             | Curriculum and Instruction in Gifted Education               | <b>3</b>  |
| <b>EDU 522</b>                             | Differentiating for Gifted Learners in the Regular Classroom | <b>3</b>  |
| <b>EDU 523</b>                             | Practicum in Gifted Education                                | <b>3</b>  |
| <b>Total for Endorsement Only:</b>         |  | <b>12</b> |

**Note: This is only an introduction to the program. Coursework may be taken in a different order.**



**For:**

The Master of Arts degree with Certification in Moderate & Severe Disabilities is a certification program for certified teachers who wish to teach students with moderate to severe disabilities (MSD). No LBD Certification is required to be eligible for this program.

**What you learn:**

Kentucky needs highly effective MSD teachers. The Moderate & Severe Disabilities program is designed to provide certified teachers with knowledge and strategies to teach MSD school-age children and young adults, as well to plan for their transition into adult life. Research-based practices are stressed. Instructional, social, educational, and transitional needs are addressed from birth through adult life. Collaboration with regular education, families, and community agencies in inclusive settings is emphasized.

**How you learn:**

This is a fully online cohort. Most courses will be offered in a 7 and a half week format, though some 15 week courses may be included. (In which you will take two courses at a time). Face-to-face class meetings are not required. You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. Following this schedule, you will complete the program in approximately 2 1/2 years.

**Career Outcomes:**

Upon completion of the courses outline below, students will have earned a Master of Arts in Education degree and P-12 Certification in Moderate & Severe Disabilities. A passing score on the Praxis exam will be required to earn MSD certification.

**Degree Requirements:**

| Course                    | Course Name  | Hours     |
|---------------------------|--|-----------|
| ECE 600                   | Introduction to Teaching Students with Moderate to Severe Disabilities       | 3         |
| ECE 604                   | Teaching Individuals With Physical and Multiple Disabilities                 | 3         |
| ECE 606                   | Transition Services for Students With Disabilities                           | 3         |
| ECE 621                   | Language Development and Instruction Part 2                                  | 1         |
| ECE 620                   | Language Development and Instruction Part 1                                  | 2         |
| ECE 502                   | Introduction to Teaching Students with Moderate to Severe Disabilities       | 3         |
| ECE 565                   | Typical and Atypical Development   | 3         |
| ECE 602                   | Curriculum and Instruction for Students with Moderate to Severe Disabilities | 3         |
| ECE 500                   | Education Evaluation   | 3         |
| ECE 614                   | Social Skills Development and Community Access                               | 3         |
| ECE 610                   | Supporting Challenging Behaviors   | 3         |
| ECE 616                   | Field Component MSD  | 6         |
| ECE 542                   | Using Technology to Remove Barriers for Students with Disabilities           | 3         |
| ECE 508                   | Introduction to Autism Spectrum Disorder                                     | 3         |
| <b>Total Credit Hours</b> |  | <b>42</b> |

**NOTE: This is only an introduction of the program. Coursework may be taken in a different order.**



## For:

The Master of Arts degree with Certification in Moderate & Severe Disabilities is a certification program for certified teachers who wish to teach students with moderate to severe disabilities (MSD). Certified teachers are required to hold prior LBD certification in order to be admitted to the program.

## What you learn:

Kentucky needs highly effective MSD teachers. The Moderate & Severe Disabilities program is designed to provide certified teachers with knowledge and strategies to teach MSD school-age children and young adults, as well to plan for their transition into adult life. Research-based practices are stressed. Instructional, social, educational, and transitional needs are addressed from birth through adult life. Collaboration with regular education, families, and community agencies in inclusive settings is emphasized.

## How you learn:

This is a fully online cohort. Face-to-face class meetings are not required. You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. You will finish one course every 7 and a half weeks. Following this schedule, you will complete the program in approximately 20 months.

## Career Outcomes:

Upon completion of the courses outline below, students will have earned a Master of Arts in Education degree and P-12 Certification in Moderate & Severe Disabilities. A passing score on the Praxis exam will be required to earn MSD certification. Candidates for this program will already hold prior LBD certification and will have the option to complete a Master of Arts in Education Teacher Leader or Rank 1 School Improvement Master of Arts in Education Degree along with their MSD certification. Those certified teachers who do not currently hold an LBD certification may be interested in our combined LBD & MSD option (see Page 21).

## Degree Requirements:

| Course                     | Course Name  | Hours     |
|----------------------------|--|-----------|
| ECE 600*                   | Introduction to Teaching Students with Moderate to Severe Disabilities       | 3         |
| ECE 602*                   | Curriculum and Instruction for Students with Moderate to Severe Disabilities | 3         |
| ECE 604*                   | Teaching Individuals with Physical or Multiple Disabilities                  | 3         |
| ECE 606*                   | Transition Services for Students with Disabilities                           | 3         |
| ECE 608*                   | Field Component in Moderate to Severe Disabilities                           | 3         |
| Master's Professional Core | See Page 11 for Teacher Leader Core<br>See Page 12 for Rank 1 Core           | 18        |
| <b>Total Credit Hours</b>  |  | <b>33</b> |

**Note: This is only an introduction to the program. Coursework may be taken in a different order.**

**\*Courses denoted with an asterisk may be taken to earn MSD certification only (without a Master's degree)**



## For:

The Master of Arts degree with certification in Learning and Behavior Disorders is a certification program for candidates with a teaching certificate who wish to teach students with mild to moderate learning and behavior disabilities (LBD).

## What you learn:

Kentucky needs P-12 teachers who are committed to providing high-quality learning experiences and services to students with mild to moderate learning and behavior disorders (LBD). Georgetown College's Learning/Behavior Disorders Master of Arts in Education helps to fill the ongoing need for teachers in this area.

## How you learn:

This is a fully online cohort. Most courses will be offered in a 7 and a half week format, though some 15 week courses may be included. (In which you will take two courses at a time). You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. Following this schedule, you will complete the program approximately 2 1/2 years, depending on prior coursework taken.

## Career Outcomes:

Upon completion of this program students will have earned a Master of Arts in Education degree and P-12 Certification in Learning/Behavior Disorders. A passing score on the Praxis exam will be required to earn your LBD Certification.

## Degree Requirements:

| Course   | Course Name  | Hours        |
|--|--|--------------|
| ECE 500  | Educational Evaluation   | 3            |
| ECE 501  | Behavior and Classroom Management of LBD Students                  | 3            |
| ECE 502  | Introduction to LBD  | 3            |
| ECE 503  | Educational Programming for LBD                                    | 3            |
| ECE 504  | Collaboration and Advocacy   | 3            |
| ECE 508  | Introduction to Autism Spectrum Disorders                          | 3            |
| ECE 575A   | Field Studies in LBD Component I Part A                            | 3            |
| ECE 575B   | Field Studies in LBD Component I Part B                            | 3            |
| ECE 576  | Field Studies in LBD Component II, Final Clinical Practice         | 3            |
| ECE 542  | Using Technology to Remove Barriers for Students with Disabilities | 3            |
| ECE 565  | Typical and Atypical Behavior                                      | 3            |
| EDU 501  | Teaching Reading and Writing                                       | 3            |
| <b>Coursework for Additional Certification (Not Required for All Students)</b> |  |              |
| EDU 509  | Teaching Math in Elementary Grades                                 | 3            |
| <b>Total Credit Hours</b>  |  | <b>36-39</b> |

**Note: This is only an introduction to the program. Coursework may be taken in a different order.**



**For:**

The Master of Arts in Education degree with certification in Learning and Behavior Disorders and Moderate and Disabilities is a certification program for candidates with a teaching certificate who wish to teach students with mild to moderate learning and behavior disabilities (LBD) and moderate and severe disabilities (MSD). Students who complete the full 60-63 hour course sequence will be eligible for both Rank 2 and Rank 1 in the state of Kentucky.

**What you learn:**

Kentucky needs P-12 teachers who are committed to providing high-quality learning experiences and services to students with mild to moderate learning and behavior disorders (LBD) and to students with moderate and severe disabilities (MSD). Georgetown College's Combined LBD and MSD Certification program provides teachers with the tools they need to work with P-12 students in a wide spectrum of special education settings.

**How you learn:**

This is a fully online cohort. Most courses will be offered in a 7 and a half week format, though some 15 week courses may be included. (In which you will take two courses at a time). You will log into the online classroom using our online learning management system to participate in online activities which may include assignments, webinars or chats, materials, discussion threads, assessments and/or group activities done electronically. Following this schedule, you will complete the program in approximately 3 years.

**Career Outcomes:**

Upon completion of this program students will have earned a Master of Arts in Education degree and P-12 Certification both Learning & Behavior Disorders (LBD) and Moderate & Severe Disabilities (MSD). A passing score on the appropriate Praxis exams will be required to earn your LBD and MSD Certifications.

**Degree Requirements:**

| Phase 1: LBD P-12 Certification |   |     |
|---------------------------------|---|-----|
| ECE 500                         | Educational Evaluation  | 3   |
| ECE 501                         | Behavior and Classroom Management of LBD Students   | 3   |
| ECE 502                         | Introduction to LBD   | 3   |
| ECE 503                         | Educational Programming for LBD   | 3   |
| ECE 504                         | Collaboration and Advocacy  | 3   |
| ECE 508                         | Introduction to Autism Spectrum Disorders   | 3   |
| ECE 575A                        | Field Studies in LBD Component I Part A   | 3   |
| ECE 575B                        | Field Studies in LBD Component I Part B   | 3   |
| EDU 576                         | Field Studies in LBD Component II, Final Clinical Practice  | 3-6 |
| EDU 501                         | Methods of Teaching Reading (may be waived based on undergraduate transcript evaluation)            | 0-3 |
| EDU 509                         | Teaching Elementary School Mathematics (may be waived based on undergraduate transcript evaluation) | 0-3 |
| ECE 542                         | Using Technology to Remove Barriers for Students with Disabilities                                  | 3   |
| ECE 565                         | Typical and Atypical Behavior   | 3   |

| Phase 2: MSD Certification  |  |     |
|---|--|-----|
| ECE 600   | Introduction to Teaching Students with Moderate to Severe Disabilities       | 3   |
| ECE 602   | Curriculum and Instruction for Students with Moderate to Severe Disabilities | 3   |
| ECE 604   | Teaching Individuals with Physical or Multiple Disabilities                  | 3   |
| ECE 606   | Transition Services for Students with Disabilities                           | 3   |
| ECE 608   | Field Component in Moderate to Severe Disabilities                           | 3   |
| Phase 2: Rank 1   |  |     |
| Choose 1 or 2 elementary or secondary content-related elective courses. Electives may be chosen for the entire cohort |  | 3-6 |
| <b>Total 60-63</b>  |  |     |

**Note: This is only an introduction to the program. Coursework may be taken in a different order.**



## **STANDARD 1: The teacher demonstrates applied content knowledge**

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes and knowledge
- 1.2 Connects content to life experiences of students
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
- 1.4 Guides students to understand content from various perspectives
- 1.5 Identifies and addresses students' misconceptions of content

## **STANDARD 2: The teacher designs and plans instruction**

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1 Develops significant objectives aligned with standards
- 2.2 Uses contextual data to design instruction relevant to students
- 2.3 Plans assessments to guide instruction and measure learning objectives
- 2.4 Plans instructional strategies and activities that address learning objectives for all students
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

## **STANDARD 3: The teacher creates and maintains learning climate**

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations
- 3.2 Establishes a positive learning environment
- 3.3 Values and supports student diversity and addresses individual needs
- 3.4 Fosters mutual respect between teacher and students and among students
- 3.5 Provides a safe environment for learning

## **STANDARD 4: The teacher implements and manages instruction**

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
- 4.2 Implements instruction based on diverse student needs and assessment data
- 4.3 Uses time effectively
- 4.4 Uses space and materials effectively
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking

## **STANDARD 5: The teacher assesses and communicates learning results**

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 5.1 Uses pre-assessments
- 5.2 Uses formative assessments
- 5.3 Uses summative assessments
- 5.4 Describes, analyzes, and evaluates student performance data
- 5.5 Communicates learning results to students and parents
- 5.6 Allows opportunity for student self-assessment



## **STANDARD 6: The teacher demonstrates the implementation of technology**

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction
- 6.2 Uses available technology to implement instruction that facilitates student learning
- 6.3 Integrates student use of available technology into instruction
- 6.4 Uses available technology to assess and communicate student learning
- 6.5 Demonstrates ethical and legal use of technology

## **STANDARD 7: Reflects on and evaluates teaching and learning**

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect on and evaluate student learning
- 7.2 Uses data to reflect on and evaluate instructional practice
- 7.3 Uses data to reflect on and identify areas for professional growth

## **STANDARD 8: Collaborates with colleagues/parents/others**

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
- 8.3 Implements planned activities that enhance student learning and engage all parties
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts

## **STANDARD 9: Evaluates teaching & Implements Professional Development**

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
- 9.3 Designs a professional growth plan that addresses identified priorities
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

## **STANDARD 10: Provides leadership within school/community/profession**

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
- 10.2 Develops a plan for engaging in leadership activities
- 10.3 Implements a plan for engaging in leadership activities
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts



KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. The Professional Code of Ethics for Kentucky Certified School Personnel, codified in 16 KAR 1:020, establishes the ethical standards for Kentucky certified school personnel and establishes that violation of the code may be grounds for revocation or suspension of Kentucky teacher/administrator certification.

**Certified School Personnel in the Commonwealth:**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach.
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all.
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession.

**To Students:**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator.
2. Shall respect the constitutional rights of all students.
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students.
4. Shall not use professional relationships or authority with students for personal advantage.
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
6. Shall not knowingly make false or malicious statements about students or colleagues.
7. Shall refrain from subjecting students to embarrassment or disparagement.
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**To Parents:**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student.
2. Shall endeavor to understand community cultures and diverse home environments of students.
3. Shall not knowingly distort or misrepresent facts concerning educational issues.
4. Shall distinguish between personal views and the views of the employing educational agency.
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

**To the Education Profession:**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession.
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities.
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
4. Shall not use coercive means or give special treatment in order to influence professional decisions.
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.





## Thank you for your interest in Georgetown College!

### About Georgetown College

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.

### Transferring Credits

Candidates are permitted to transfer up to 12 hours of graduate credit from another institution. Credits must have been earned from a nationally accredited institution or a regional institution of higher education accredited by EPSB.

All credits must be current (5 years), must meet the equivalent syllabus of a Georgetown College course, and must have been earned from an 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 Associate Dean of Education.

The culminating experience in the advanced Graduate Education programs is the action research project, which is currently completed in either EDU 596/597, EDU 594/595, or EDU 608/609. Candidates must take these courses at Georgetown College. Research courses taken at other institutions cannot be transferred to satisfy these requirements.

To request a review of your previous coursework for transfer credits, please email a copy of your unofficial transcript, and any available course description or syllabus for the course(s) you wish to transfer to the Graduate Information Office at [ifelkamp@graduateprogram.org](mailto:ifelkamp@graduateprogram.org).

### Cohort Information, Registration, and Refund Policies

Class size is limited to 25 students and a minimum number of student enrollments is required to begin each online cohort.

Students enrolling in the off-campus and online graduate programs will be registered for the entire cohort sequence. Written notification will be required to withdraw from an individual course or to withdraw from the program.

### Georgetown College Tuition & Fees

The tuition for students beginning a new cohort program in Spring 2020 is \$410 per credit hour. In addition, students will be responsible for a \$75 per course technology fee.

### Important Contacts

|                               |                  |                |  |
|-------------------------------|------------------|----------------|--|
| Graduate Information Office   | Isabelle Felkamp | (855) 765-8728 | <a href="mailto:ifelkamp@graduateprogram.org">ifelkamp@graduateprogram.org</a>                     |
| Graduate Education Department | Erin Hoff        | (502) 863-7031 | <a href="mailto:erin_hoff@georgetowncollege.edu">erin_hoff@georgetowncollege.edu</a>               |
| Student Accounts              |                  | (502) 863-8700 | <a href="mailto:student_accounts@georgetowncollege.edu">student_accounts@georgetowncollege.edu</a> |
| Financial Aid Office          | Lauren Frye      | (502) 863-8027 | <a href="mailto:Lauren_Frye@georgetowncollege.edu">Lauren_Frye@georgetowncollege.edu</a>           |