



## Off-Campus Education Programs

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 4 - 6)

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



### 2 \$50 Application Fee (Page 7)

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 Instructional Leadership (Principal Levels I + II) 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 Pages 8-9 for information about Financial Aid, or Page 10 for information about the Deferred Payment

### 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 11.

### 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).

## (Initial Certification with Master's ONLY):

### 8 Passing Praxis II Scores

You must meet the passing score on the Praxis II Content exam(s) for your chosen subject area. Have your test score(s) 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(s).



**(for School Superintendent Certification ONLY):**

**9 Recommendation**

Recommendation from a supervisor or an education agency representative attesting to the applicant's suitability for school leader.



**10 Admissions Portfolio**

School Superintendent candidates are required to submit an entrance portfolio meeting all college and state requirements:



**1) The ability to improve student achievement**

Copies of Test Data - KPREP, MAP, ACT Scores. Local Assessment Data (Formative/Summative). Any data that shows student growth.

**2) Knowledge of school laws related to school finance, school operations, and personnel matters**

Serving on Site-Based Council (Agenda & Minutes), School Budgets, School Handbook Revisions, Changes in Procedures (Special Education, Transportation, Food Service, Maintenance, etc.). Role in Teacher Evaluation Process.

**3) The ability to implement curriculum, instruction, and assessment**

Examples of Changes to Curriculum, Revised Curriculum Maps, Portrait of a Graduate Samples, Agendas & Minutes from Curriculum Committees, Any Changes to Schedules or New Course Offerings, etc.

**4) A commitment to ongoing professional growth**

Evidence of Conference Attendance, Joining Professional Organizations, Completion of Graduate School Classes, Workshops, etc.

**5) Effective communication skills**

Letters to Parents, Newsletters, Staff Memos, Presenting at a Conference, Speaking to Local Groups and Organizations, Leading (PLC) Faculty Meetings, etc.

**6) The ability to build relationships, foster teamwork, and develop networks**

Examples of Servant Leadership, Team Building Activities, Creating School/Community Partnerships, Participation in Community Events, Working Cooperatively with Local Law Enforcement, Parent Groups (PTO), After-School Programs, etc.

Please clearly label each section. You may submit it via email to [ifelkamp@graduateprogram.org](mailto:ifelkamp@graduateprogram.org) in one document.



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:  Summer 2022  Fall 2022

Type of Enrollment:  Degree-Seeking  Non-Degree Seeking

Cohort Location:  Online

Program:

#### Programs for Certified Teachers:

##### Master's Programs:

- Teacher Leader Master's**  
*(please select endorsement below)*
  - w/ English as a Second Language (P-12)
  - w/ Moderate & Severe Disabilities (P-12)  
*\*Previous LBD Certification Required*
  - w/ Instructional Computer Technology (P-12)
  - w/ Teacher Leader (P-12)
  - w/ Gifted Education (P-12)
- Literacy Specialist Master's with Teacher Leader Endorsement**
- LBD Certification (P-12) w/ Master's**
- MSD Certification w/ Master's**
- LBD & MSD Certification (P-12) w/ Master's**
- Instructional Leadership Master's (Level I)**
- Instructional Leadership – Advanced Leadership Studies (Level II)**

##### Endorsement Only Options:

- English as a Second Language (P-12)
- Instructional Computer Technology (P-12)
- Moderate & Severe Disabilities (P-12)  
*\*Previous LBD Certification Required*
- School Superintendent
- Director of Pupil Personnel
- Literacy Specialist (P-12)
- Director of Special Education
- Supervisor of Instruction
- Gifted Education (P-12)

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

- MSD Certification (P-12) w/ Master's**
- LBD Certification (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  Physical Education  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 (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), School Supervisor of Instruction, Director of Special Education, and Director of Pupil Personnel Students Only**

Do you have at least three years of documented teaching experience?  Yes  No

Do you hold a Master's degree in Education?  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**



# Application Fee Payment Form

**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.

<b>OFFICE USE ONLY</b>		
Date Received: <input type="text"/>	Capture Number: <input type="text"/>	Entered on Account: <input type="checkbox"/> Yes <input type="checkbox"/> 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 Summer 2022 should submit the 2021-2022 form. Students beginning in Fall 2022 should submit the 2022-2023 form. You will need your 2020 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.** Email Graduate Financial Planning at [gradfp@georgetowncollege.edu](mailto:gradfp@georgetowncollege.edu). In your email, please include the following information:
  - i. Student name
  - ii. Student ID number (if known)
  - iii. Number of hours you are scheduled for (typically 6 hours)
  - iv. Semester for which you are requesting aid
  - v. Type of aid requested (loan, TEACH grant, or both)
  - vi. Dollar amount you are requesting.
  - If you are unsure of the amount you wish to request you may indicate to simply cover certain charges. Examples include:
    - i. Tuition
    - ii. Tuition and fees*\*If you do not request to cover any and all fees, you will still have a balance due after your loan or grant comes in.*
- 5 Receive Notice that Financial Aid Has Been Awarded.** Once a student has been awarded financial aid it is necessary that the student accept his/her awards before they will be applied. An email will be sent to your Georgetown College email address to confirm that financial aid has been awarded with instructions to accept each award.
- 6 Accept Financial Aid.** In order to accept financial aid awards it is necessary to complete all of the following instructions:
  - i. Log in to the [my.GeorgetownCollege.edu](http://my.GeorgetownCollege.edu) website
  - ii. Select the *Grad Ed* tab
  - iii. Under Financial Aid Awards select the appropriate award year
  - iv. Click View *Financial Aid Awards*.
  - v. For each award select Accept or Decline.





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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 the GPA requirements) 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	Social Skills Development and Community Access	3
ECE 616	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 the GPA requirements) 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 to gain P-12 teaching certification through this program. This program allows for a LBD teaching certification and Rank II, MSD certification, and/or Rank I option. Please note if you are hired by a P-12 school district during your time in this program, you will be required to enroll into an Option 6 program. Please speak with our certification officer for more details

### 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 565	Typical and Atypical Development	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 the GPA requirements) in order to be fully admitted to the program. 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 (only LBD portion qualifies for alt. cert.).

\*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 Requirements		
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 Credit Hours 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 the GPA requirements and Praxis II (content) scores) 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 Director of Special Education degree is an administrative certification in the state of Kentucky. The Level I and II Director of Special Education program is designed for certified teachers who hold a Master's degree in Education, have experience as a special education teacher or school psychologist, and wish to earn certification as a Director of Special Education in the state of Kentucky.

### What you learn:

The Director of Special Education Program allows you the opportunity to learn advanced leadership skills that pertain to special education. You will have the opportunity to develop knowledge and skills to advocate, nurture, and sustain a school culture that promotes high levels of student learning. You will work to understand the legal and ethical aspects of the school system as well as prepare and assist teachers in understanding best practices in special education. You will have coursework that focuses on budgeting and funding sources as well as how to support the individual schools with addressing student needs. Throughout the program, you will have a mentor Director of Special Education that can support and guide you in learning how to support both the special education teachers in a building but also the students. You will participate in observations of teachers where you can share knowledge, skills, and training that encourages teachers to advocate and support students. With each course, you will work to build strong rapport with faculty, staff and support personnel at the school but also with students and families. Being a part of various observations and meetings will help you demonstrate and practice skills that will prepare you to serve as a Director of Special Education.

### How you learn:

For the Level I portion of the program, you will complete 15 credit hours. Once certified and working as a Director of Special Education, you will complete 6 additional hours towards the level II certification. These classes are fully online. Two three-hour courses will be offered in a 15-week format. Although clinical educators from the college and/or your professor will provide on-site support and assistance periodically throughout each class, 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 include assignments and project implementation based on your duties within your current employment. Following this schedule, you will complete the Level I program in two semesters and one summer session.

### Career Outcomes:

Upon successful completion of the Director of Special Education coursework (Level I), a recommendation will be made for Certification for the Director of Special Education.

### Degree Requirements:

Level I		
<b>EDA 600</b>	Introduction to School Leadership by Leading Teaching and Learning	<b>3</b>
<b>ECE 700</b>	Administration Of Special Education Programs	<b>3</b>
<b>EDA 604</b>	Organization and Legal Aspects of the School Principal	<b>3</b>
<b>ECE 702</b>	Advanced Topics in Assessment and Collaboration for Special Education Leaders	<b>3</b>
<b>ECE 704</b>	Special Education Law And Finance	<b>3</b>
<b>Total Program Hours for Level I :</b>		<b>15</b>
Level II (6 hours required for 5 year renewal) – Complete 6 hour Capstone Project in Special Education Administration area		
<b>ECE 706</b>	Internship in Ed Leadership: Director of Special Education	<b>6</b>
<b>Total Program Hours for Level II :</b>		<b>6</b>

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





## For:

The Supervisor of Instruction program is designed for certified teachers with a Master's degree in Education. In order to be accepted into this program, candidates must have a Principal Certification or a Master's degree with a specialized certification and/or coursework aligned to the program completion requirements.

## What you learn:

For teachers that wish to move to a more administrative role at the district or building level but do not desire to become a principal or a superintendent, the Supervisor of Instruction certification offers a unique opportunity. A Supervisor of Instruction works with directly with teachers to improve curriculum and instruction, resulting in improvements in student achievement. Management and implementation of professional development, teacher instruction, and data interpretation is the main focus for a Supervisor of Instruction.

## How you learn:

These classes are fully online. The first phase of the program is four 7 ½ week courses. The second phase is an internship that requires a full semester of classwork and field hours. Face-to-face class meetings are not required, and you will log into the online classroom using our online learning management system to participate in online activities which include assignments and project implementation based on your duties within your current employment.

## Career Outcomes:

Upon successful completion of the Level I coursework, a recommendation will be made for Certification for Supervisor of Instruction.

## Degree Requirements:

Level I		
EDA 730	Introduction to School Leadership by Leading Teaching and Learning	3
EDA 732	Leadership for Human Resources Development in Schools	3
EDA 734	Finance and Legal Aspects for the Supervisor of Instruction OR ECE 704 -- Special Ed Law & Finance	3
EDA 739	Advanced Assessment for Supervisors of Instruction	3
EDA 738	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	3
<b>Total Program Hours for Level I :</b>		<b>15</b>
Level II (6 hours required for 5 year renewal) – Complete 6 hour Capstone Project in Instructional Leadership related to Instructional Supervision		
EDA 736	Internship in Ed Leadership - Instructional Supervision	6

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



## For:

The Director of Pupil Personnel program is designed for certified teachers with a Master's degree in Education. A concentration in any field in the Master's degree in Education will meet the qualification for acceptance to this program.

## What you learn:

For teachers that wish to move to a more administrative role at the district level but do not desire to become a principal or a superintendent, the Director of Pupil Personnel certification offers a unique opportunity. A Director of Pupil Personnel can positively impact the barriers students face outside of the academic day that inhibit their ability to achieve in school. Management and implementation of the available resources to assist students is a focus for this position, along with district wide professional development needs and deliveries that result in student achievement. District personal management can also be a component to this role, as teachers with a Director of Pupil Personnel certification often manage the Human Resources Department of a district.

## How you learn:

These classes are fully online. The first phase of the program is four 7 ½ week courses. The second phase is an internship that requires a full semester of classwork and field hours. Face-to-face class meetings are not required, and you will log into the online classroom using our online learning management system to participate in online activities which include assignments and project implementation based on your duties within your current employment.

## Career Outcomes:

Upon successful completion of the Level I coursework, a recommendation will be made for Certification for Director of Pupil Personnel.

## Degree Requirements:

Level I		
<b>EDA 750</b>	Introduction to School Leadership by Leading Teaching and Learning	<b>3</b>
<b>EDA 752</b>	Human Resources Leadership	<b>3</b>
<b>EDA 754</b>	Administration Pupil Personnel	<b>3</b>
<b>EDA 756</b>	Principles of School Safety	<b>3</b>
<b>Total Program Hours for Level I :</b>		<b>12</b>
Level II (6 hours required for 5 year renewal) – Complete 6 hour Capstone Project in Instructional Leadership		
<b>EDA 758</b>	Internship in Ed Leadership - DPP	<b>6</b>
<b>Total Program Hours for Level II :</b>		<b>6</b>

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



### For:

The Superintendent Certificate is designed for school principals and other school district-level administrators that want to become eligible to serve as a School District Superintendent in the state of Kentucky. The EPSB requires that candidates must have at least two (2) years of experience in an approved administrative position.

### What you learn:

There is a critical need across the state of Kentucky for quality school district superintendents. According to data compiled by the Kentucky Association of School Administrators (KASA) in August, 2019, the average length of service for all superintendents at the start of the 2019-20 school year was 4.02 years (An increase from 3.86 in 2018-19). Data compiled by the Kentucky Department of Education in October, 2019, shows that Kentucky's 172 school districts are led by 142 males, 29 females and 4 minorities. This data is a clear indication of the consistent need for more qualified school superintendents, especially those diverse candidates that have an interest in assuming roles as Executive School Leaders. The curriculum consists of four courses that include high quality field experiences and a Capstone Project that emphasizes innovative solutions for school district change.

### How you learn:

These classes are fully online. Although clinical educators from the college and/or your professor will provide on-site support and assistance periodically throughout each class, 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 include assignments and project implementation based on your duties within your current employment. The program will consist of four, three-hour courses over two 15 week semesters. (Each course lasts 7 1/2 weeks).

### Career Outcomes:

Upon successful completion of coursework, a recommendation will be made for the School District Superintendent Certification.

### Degree Requirements:

Course	Course Name	Hours
EDA 720	The School Superintendency	3
EDA 722	School District Administration	3
EDA 724	Strategic Planning in Education	3
EDA 726	Leading School District Change (Capstone)	3
<b>Total Program Hours:</b>		<b>12</b>

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

## For:

For experienced teachers who hold a teaching certificate and who wish to earn a first Master's degree in education (Rank II)

## 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.

## 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. 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
ELECTIVE COURSE	Course chosen by Graduate Admissions	3
ELECTIVE COURSE	Course chosen by Graduate Admissions	3
ELECTIVE COURSE	Course chosen by Graduate Admissions	3
ELECTIVE COURSE	Course chosen by Graduate Admissions	3
<b>Total Credit Hours</b>		<b>30</b>

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

## For:

For experienced teachers who hold a teaching certificate and who wish to earn a first Master's degree in education (Rank II) and Instructional Computer Technology Endorsement. 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 Master's Teacher Leader MA with Instructional Technology endorsement is to empower you to leverage teacher leadership skills to improve the use of technology in your classroom, school, and district. Through research, data collection, assessment, and practice, you will learn to effectively identify and address important technology competencies, research-based practices, and new technology tools and resources in order to improve your own technology expertise, and to lead others in using appropriate technology, to improve student learning and teacher productivity.

## 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 and an endorsement in Instructional Computer Technology. There is no PRAXIS needed to earn this endorsement. You will enhance your classroom technology knowledge and skills, teach computer-related courses, and become a school, district, or state technology leader.

## Degree Requirements:

Course	Course Name	Hours
EDU 557	Planning and Management of Technology in Schools	3
EDU 630	Technology in the Online Classroom	3
EDU 642	Coding for Teachers	3
EDU 560	Methods of Teaching Technology Concepts with Practicum	3
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
<b>Total Credit Hours</b>		<b>30</b>

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



## For:

For experienced teachers who hold a teaching certificate and who wish to earn a first Master’s degree in education (Rank II) and Gifted Education endorsement. 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 Master’s Teacher Leader MA with Gifted Education endorsement is to empower candidates to learn about the characteristics and needs of gifted students and how they are identified for services in the schools. Later content includes becoming familiar with and competent in research-based instructional techniques and curriculum selection and modification. Serving the gifted involves teaching the students in various settings, and may include collaboration with administrators and other teachers. You will also study organization of professional development for school faculty and how to advocate for the gifted to teachers, parents, and others.

## 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 will be required to receive the Gifted Education endorsement. Possessing this endorsement will qualify you to serve as a gifted specialist in a school or school system; it will also enable you to better serve the gifted and other students if you remain in the regular classroom.

## Degree Requirements:

Course	Course Name	Hours
EDU 520	Foundations of Gifted Education	3
EDU 521	Curriculum and Instruction in Gifted Education	3
EDU 522	Differentiating for Gifted Learners in the Regular Classroom	3
EDU 523	Practicum in Gifted Education	3
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
<b>Total Credit Hours</b>		<b>30</b>

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

## For:

For experienced teachers who hold a teaching certificate and who wish to earn a first Master's degree in education (Rank II) and English as a Second Language endorsement. 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 Master's Teacher Leader MA with English as a Second Language endorsement is to train and prepare candidates to provide leadership to their schools, educators, and administrators. Candidates learn how to use data-based ESL program decisions, and they learn how to effectively collaborate with other school members including families. They also learn research-based teaching and assessment practices. Most of all, Georgetown College ESL candidates can apply their advocacy skills to be school leaders to increase cultural responsiveness and assure that their school culture is inviting to all students and families and assures that English learners achieve socially and academically.

## 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 will be required to receive the English as a Second Language endorsement.

## Degree Requirements:

Course	Course Name	Hours
EDU 580	ESL Teaching Methods and Techniques	3
EDU 581	ESL Assessment and Culture	3
EDU 583	ESL Linguistic Theory and Analysis	3
EDU 585	ESL Leadership	3
EDU 587	Communicating with Immigrants	3
EDU 527	Advanced Applications of Technology for Teacher Leaders	3
EDU 626	Developing Teacher Leadership through Research/Implementation of Capstone Research Project	6
EDU 510	Foundations: Becoming a Teacher Leader	3
EDU 529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	3
<b>Total Credit Hours</b>		<b>30</b>

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

## For:

For experienced teachers who hold a teaching certificate and who wish to earn a first Master's degree in education (Rank II) and Moderate to Severe Disabilities (MSD) certification. 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. Additionally, Kentucky needs highly effective MSD teachers. The Moderate & Severe Disabilities certification portion 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 this program students will have earned a Teacher Leader Master of Arts in Education degree. A passing score on the appropriate Praxis exam will be required to receive the Moderate to Severe Disabilities (MSD) Certification.

## Degree Requirements:

Course	Course Name	Hours
ECE 600	Introduction to Teaching Students with MSD	3
ECE 604	Teaching Individuals with Physical & Multiple Disabilities	3
ECE 606	Transition Services for Students with Disabilities	3
ECE 602	Curriculum and Instruction for Students with MSD	3
ECE 608	Field Component in MSD	3
EDU 510	Foundations: Becoming a Teacher Leader	3
EDU 527	Advanced Applications of Technology for Teacher Leaders	3
EDU 545	Curriculum and Assessment for Teacher Leaders	3
EDU 529	Teaching in a Diverse Society: Deepening the Skills for Teacher Leaders	3
EDU 626	Developing Teacher Leadership through Research / Implementation of Capstone Research Project	6
<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:

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:

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, teach computer-related courses, and become a school, district, or state technology leader.
- **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.)
- **Literacy Specialist (P-12):** Prepare candidates to be reading specialists and literacy coaches in schools.

### How you learn:

These are fully online cohorts. 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 below and the appropriate Praxis exam (if required), students will be eligible to earn an endorsement or certification in the state of Kentucky.

### 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</b>	Advanced Applications of Technology for Teacher Leaders	<b>3</b>
<b>EDU 630</b>	Technology in the Online Classroom	<b>3</b>
<b>EDU 642</b>	Coding for Teachers	<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>
<b>Literacy Specialist Endorsement (P-12)</b>		
<b>EDU 516</b>	Research-Based Practices in Literacy Instruction P-12	<b>3</b>
<b>EDU 517</b>	Educational Policy and Theoretical Foundations of Literacy	<b>3</b>
<b>ENG 526</b>	Teaching P-12 Writing Across the Curriculum	<b>3</b>
<b>EDU 604</b>	Instructional Coaching: Building Teacher Capacity through Mentoring and Collaboration	<b>3</b>
<b>EDU 662</b>	Assessing and Facilitating Literacy Development	<b>6</b>
<b>Total for Endorsement Only:</b>		<b>18</b>



## For:

The Moderate & Severe Disabilities Certification program is designed 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 less than one year.

## Career Outcomes:

Upon completion of the courses outline below, and a passing score on the Praxis exam, students will earn MSD certification. Candidates for this program will already hold prior LBD certification, but may embed this certification with the M.A.Ed Teacher Leader program to qualify for a Rank change as well as the certification in MSD.

## Degree Requirements:

Course	Course Name	Hours
ECE 600	Introduction to Teaching Students with MSD (10 hours of field experience)	3
ECE 604	Teaching Individuals with Physical & Multiple Disabilities (10 hours of field experience)	3
ECE 606	Transition Services for Students with Disabilities (10 hours of field experience)	3
ECE 602	Curriculum and Instruction for Students with MSD (10 hours of field experience)	3
ECE 608	Field Component in MSD (45 hours of field experience)	3
<b>Total Credit Hours</b>		<b>15</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 612	Language Development and Literacy Instruction	3
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 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.**



## **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.

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### 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.

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### 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.

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### 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 Summer 2022 or Fall 2022 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:gradfp@georgetowncollege.edu">gradfp@georgetowncollege.edu</a>