

# Master's in Special Education

Department of Early Childhood, Special Education, & Counselor Education  
University of Kentucky



Photo credit: Agence Olloweb

## Candidate Policies and Procedures Manual

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## Welcome and Introductions

Welcome to the Special Education Program at the University of Kentucky! Our program has the reputation of preparing many of the best teachers in Kentucky and our graduates are sought out by employers. Our mission is to prepare teacher candidates to educate students who qualify for special education services in Kentucky and around the United States. This program is a 30-hour program (for certified candidates) or a 31-hour program (for uncertified candidates) that leads to a Master of Science degree in special education and to certification in special education. Candidates already holding a rank will be recommended for a rank change upon completion of the program. Candidates in this program will select from two options for specialization: moderate/severe disability track or learning/behavior disorders track. There are also options for thesis and non-thesis tracks. The track you choose will offer coursework that shapes your research projects and clinical experiences.

### Introduction of the Special Education Faculty

Our team of professors are experts in the fields of assessment, applied behavior analysis, behavior management, systematic instruction, and methods for teaching academics, social/communication, and adaptive behavior skills. When you graduate from the Special Education Program at UK, you can be assured that you will be a highly trained professional ready to serve your population of learners. The faculty, including their areas of expertise, can be found on our [website](#).

## First Things First

It is important that you read the most recent [Graduate School Bulletin](#) and this handbook to ensure that you meet all university and program requirements. Make sure you attend to the [Requirements for Master's Degrees](#) found in the bulletin. **It is your responsibility to ensure that you meet all program and university deadlines for whichever of these areas concern you. Failure to meet deadlines may result in a delay in completing your program of study.** The Graduate School and university information is available at the university website at [www.uky.edu](http://www.uky.edu).

### Student Candidate Responsibilities

Candidates should also review the [Student Rights and Responsibilities](#) information found on the website. This document contains information regarding expected standards of student behavior and performance.

### Electronic Housekeeping

Taking care of some electronic housekeeping at the beginning of the semester will save you time - and possibly grief - in the months to come. We try and give some helpful hints and guidance in the sections that follow.

### ***Email Accounts, Advising, Registering for Classes***

After you have been accepted into the program, you will receive an email from the University of KY Graduate Admissions regarding a decision notification with a link to view your application status page. You will be directed to complete a Decision Reply form. Upon receiving that form, UK Graduate Admissions will send you an email welcoming you and providing you with your student ID number, your Linkblue user ID, and a link to visit the Information Technology Services to set up your UK email and Linkblue account. If you should need assistance with your email, contact [ITS Customer Services](#) at 859-218-HELP (4357). All communication coming from the University of Kentucky and your professors will be sent to your UK email address, so it is important you check this email frequently or have your UK email forwarded to an account of your choosing.

Upon admission, you will be assigned a faculty advisor who will work with you to lay out the courses that you should register for. The email from the Graduate School will also contain information on registering for classes. This is done on the Registrar's webpage during your scheduled registration window.

Many of our classes are taken by teachers who are working in the schools during the day, so our classes are offered one day a week and usually run from 4:30-7:00 p.m. EST to accommodate public school hours.

### ***Accessing your Courses via Canvas***

Most professors will use the online learning platform, Canvas, to communicate with you and deliver course materials. To access your course:

- **Log into [Canvas](#)** using your LinkBlue credentials.
- **Under your "Courses" tab, you will find the number of your course.** This is the live blueprint for your course. Make sure to check the course page often, as course material will be added here.
- If you need help with Canvas, check out the [Canvas Student Guide](#) for some in-depth FAQs, and the [Getting Started with Canvas video guide](#) for a quick setup.

### ***Distance Candidates Accessing Zoom***

Many of our classes are taught in a hybrid format in which we have candidates attending face-to-face on campus and distance candidates attending via Zoom taking class together. Candidates who live 45 minutes or more from campus should register for the distance education section of the course (usually noted by a "2" at the beginning of the section number [e.g., 201]). Candidates less than 45 minutes from campus should register for the campus section of the course (usually noted with a "0" at the beginning of the section number [e.g., 001]).

### ***Classrooms, Libraries, and Parking***

What follows is a brief introduction to your surroundings at the University of Kentucky campus. We have included some helpful links to detailed campus maps for your convenience.

### ***Classrooms***

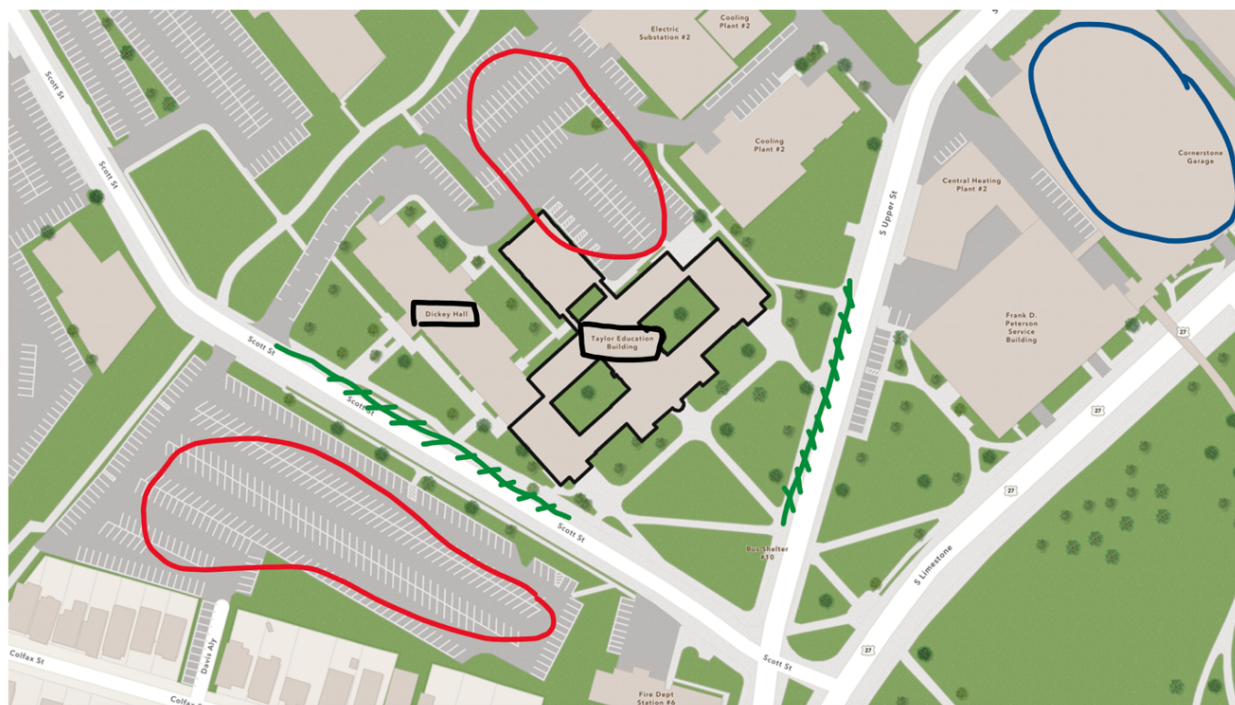
Most classes will be held on campus at either Dickey Hall (DH) or Taylor Education Building (TEB). The physical address for TEB is 597 S. Upper Street, Lexington, KY. Although TEB is on Upper Street and DH is on Scott Street, the buildings are connected by a breezeway and the parking options should be identical. To locate directions to any building on campus visit the link: <http://www.uky.edu/CampusGuide/>.

### ***Libraries***

The University has many libraries across campus. The one most relevant to you is the [Education Library](#) which is located on the second floor of DH (227 DH). The library specialist is Lisa Nichols ([lisa.nichols@uky.edu](mailto:lisa.nichols@uky.edu); 859-218-5761), who also can assist you with accessing materials using the electronic databases. The distance librarian for distance candidates is Carla Cantagallo, Distance Learning Services ([carla@uky.edu](mailto:carla@uky.edu), 859-218-1240).

### ***Parking***

The map below shows nearby parking to TEB and DH. Parking is available behind TEB and in a Scott Street lot (marked in red on map), however you will need to obtain an evening parking permit from [Transportation Services](#) to park there. There is also city parking along Scott Street and Upper Street in which you [pay a parking meter](#) (marked in green on map). Finally, you can [pay to park at the Cornerstone Garage](#) close to TEB (marked in blue on map).



## Dispositions, Expectations, Ethics

The University of Kentucky Special Education Teacher Education Program (SPED TEP) adheres to the standards set forth by the Education Professional Standards Board (EPSB) of Kentucky regarding teacher education. What follows are the standards, dispositions, and expectations set forth by EPSB and the University of Kentucky Teacher Education Program unit. All candidates in the SPED TEP are expected to demonstrate these standards, dispositions, and expectations throughout their participation in the teacher education program.

### Kentucky Teacher Performance Standards (KTPS)

1. **Standard 1. Learner development.** The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences.
2. **Standard 2. Learning differences.** The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. **Standard 3. Learning environments.** The teacher shall work with others to create environments that:
  - a. Support individual and collaborative learning; and
  - b. Encourage positive social interaction, active engagement in learning, and self-motivation.
4. **Standard 4. Content knowledge.** The teacher shall:
  - a. Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and
  - b. Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. **Standard 5. Application of content.** The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Standard 6. Assessment.** The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.
7. **Standard 7. Planning for instruction.** The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Standard 8. Instructional strategies.** The teacher shall understand and use and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections and to build skills to apply knowledge in meaningful ways.



9. **Standard 9. Professional learning and ethical practice.** The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner.
10. **Standard 10. Leadership and collaboration.** The teacher shall seek appropriate leadership roles and opportunities to:
  - a. Take responsibility for student learning;
  - b. Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and
  - c. Advance the profession.

### **Professional Commitments and Dispositions**

The required functional skills and dispositions can be thought of as your rules while you are in our program, and are as follows:

**Functional Skill and Disposition 1:** Candidates communicate appropriately and effectively.

- Communicates orally in formal presentations
- Communicates with individuals in small groups in informal settings
- Uses nonverbal communication skills
- Communicates in writing (reports, essays, letters, memos, e-mails)

**Functional Skill and Disposition 2:** Candidates demonstrate constructive attitudes.

- Demonstrates knowledge and command of socio-cultural variables in education
- Demonstrates constructive attitudes toward children, youth, parents, and the community
- Demonstrates awareness and acceptance of diversity in educational settings

**Functional Skill and Disposition 3:** Candidates demonstrate ability to conceptualize key subject matter ideas and relationships.

- Correctly states key subject matter ideas
- Explains key subject matter ideas
- Tailors key subject matter ideas to diverse populations
- Addresses misconceptions in key subject matter ideas
- Identifies real life examples to enhance student learning

**Functional Skill and Disposition 4:** Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.

- Demonstrates acceptable educator behavior in diverse educational settings
- Demonstrates adaptability in reflecting on self in relation to diverse groups
- Plans, teaches, and assesses in a culturally responsive manner

**Functional Skill and Disposition 5:** Candidates demonstrate a commitment to professional

ethics and behavior.

- Demonstrates understanding of the Kentucky School Personnel Code of Ethics
- Complies with all legal requirements required of educators in a knowledgeable and timely manner
- Demonstrates understanding of ethical issues related to the special education certification area

## **Graduate Student Professional Dispositions**

UK SPED faculty and supervisors developed a discipline-specific rubric to evaluate and monitor graduate student's professional disposition throughout your time in the program. It will be completed at the end of each semester by the special education faculty and supervisors.

### **Scoring Guidelines**

- The rubric is kept in each candidate's file or in their individual supervision folder.
- All UK-affiliated faculty and supervisors who oversee the student in coursework and fieldwork experiences will evaluate them. The comments section is used to elaborate on the item scores of 2 or less, and to provide behavior-specific praise for the items in which students exceed expectations.
- At the end of each semester in the master's program, the program director will input scores for all items (as informed or aggregated by affiliated faculty and supervisors).
- The student's advisor will scan through the rubric to note the number of unsatisfactory items across the rubric. If there are two or more unsatisfactory items, the candidate and the concern will be brought to the faculty's attention for further review and consideration of follow-up action.
- An extreme incident of lack of professionalism or appropriate dispositions also activates a case conference and a professional growth plan. If stipulations in the professional growth plan are not successfully completed, the candidate may be removed from the program.

**The rubric and specific disposition items are shown in Appendix A.**

## **Social Media Etiquette Recommendations**

Students must demonstrate professional and ethical conduct in all relationships when using social media. It is the student's responsibility to understand how social media can positively or negatively impact various employment opportunities. The following outlines the pros, cons, and cautions when using social media outlets.

### **PROS:**

- Encourages communication and interaction
- Allows easy networking and sharing of professional resources
- If used correctly, personal sites show online responsibility with digital resources



**CONS:**

- Easy access to dangerous and risky sites and images
- Allows the quick spread of unreliable or slanderous information

**CAUTIONS:**

- Your personal site reflects you and your school
- You must be extremely cautious ***at all times*** with what you post on any of your personal, private or even professional accounts.
- Consider the message you are portraying
- Avoid obscenities, rude gestures, and any other unprofessional conduct
- Avoid posting pictures or information that link you with illegal activity
- Avoid posting slanderous or malicious content about anyone
- Avoid texting about school-related personnel, students, or events
- Always put your best face forward
- **NEVER** reveal information about the school you work with or any of the students unless you have permission from your school administration and parent/guardian written consent
- **NEVER** post photos or videos of students unless you have permission from your school administration and parent/guardian written consent

**Dress Code Expectations**

Many candidates in the M.S. special education program will be teaching in their own classrooms and will follow their school's dress code, however some candidates will be assigned to practicum settings and should follow these expectations. All candidates should have a neat, clean appearance, and follow the code of the district(s) in which they are placed.

- Be mindful of your hygiene by brushing your teeth, bathing, having clean and groomed hair, and applying deodorant daily. Shave or groom facial hair to ensure a neat and hygienic appearance.
- Shorts and ball caps are not permitted; sneakers are only permitted as appropriate.

Additionally, the following are prohibited:

- Wearing items or tattoos that reference activity that is either illegal outright or prohibited for minors (e.g., clothing that promotes the use of drugs, alcohol, or tobacco or other criminal activity).
- Wearing items that display messages of bias, including any type of attire or tattoos that contain language which advocates or demonstrates approval of discrimination based on ethnic background, color, race, national origin, religious belief, sexual orientation, or disability.
- Wearing items that are overly revealing, suggestive, obscene or lewd, including any type of attire that is likely to expose parts of the body with movement, those that expose body contours or regions of the body (e.g., tube tops, cut off shirts, sagging pants, "bare midriff" tops), and those that are tailored from transparent materials or improperly maintained.

## Faculty Expectations

You have just read a lot about our expectations of YOU as a student candidate. There are things you can expect from the faculty in our program. These things include, but are not limited to:

- Coming to class prepared
- Providing course content in organized and informative class sessions
- Presenting you with the most current information and research from the field of special education
- Responding to you promptly (as indicated on the front page of your syllabus)
- Evaluating performance and products fairly
- Creating an environment in which ideas may be shared openly

## Professionalism: EPSB Professional Code of Ethics for Kentucky Certified School Personnel

KRS 161.028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education Professional Standards Board. The [code of ethics set forth by the Education Professional Standards Board](#) is linked here. Students enrolled in the special education master's program are expected to follow the code of ethics. Violation of the code either by a certified teacher or an uncertified candidate enrolled in the program may be grounds for dismissal from the program.

## Course Sequence Options and Tracks

### Options

There are two options for specialization within the program: moderate and severe disabilities (MSD) track and learning and behavior disorders (LBD) track. There also are options for students to complete thesis or non-thesis tracks. The track you choose will offer coursework that shapes your research projects and clinical experiences, and your advisor can help determine the best track. The flowchart in Figure 1 will point you toward the correct option based on your teaching certificate status and desired outcome. If you do not hold any teaching certificate or you hold a teaching certificate in another discipline, there are options you can pursue to gain your master's and teaching certificate or to gain an additional teaching certificate. Candidates in these programs will also need to be accepted into the Teacher Education Program (TEP). Your graduate school application will also serve as your TEP application. If you already hold a teaching certificate in the focus area of the master's, then you will gain advanced knowledge in your area.

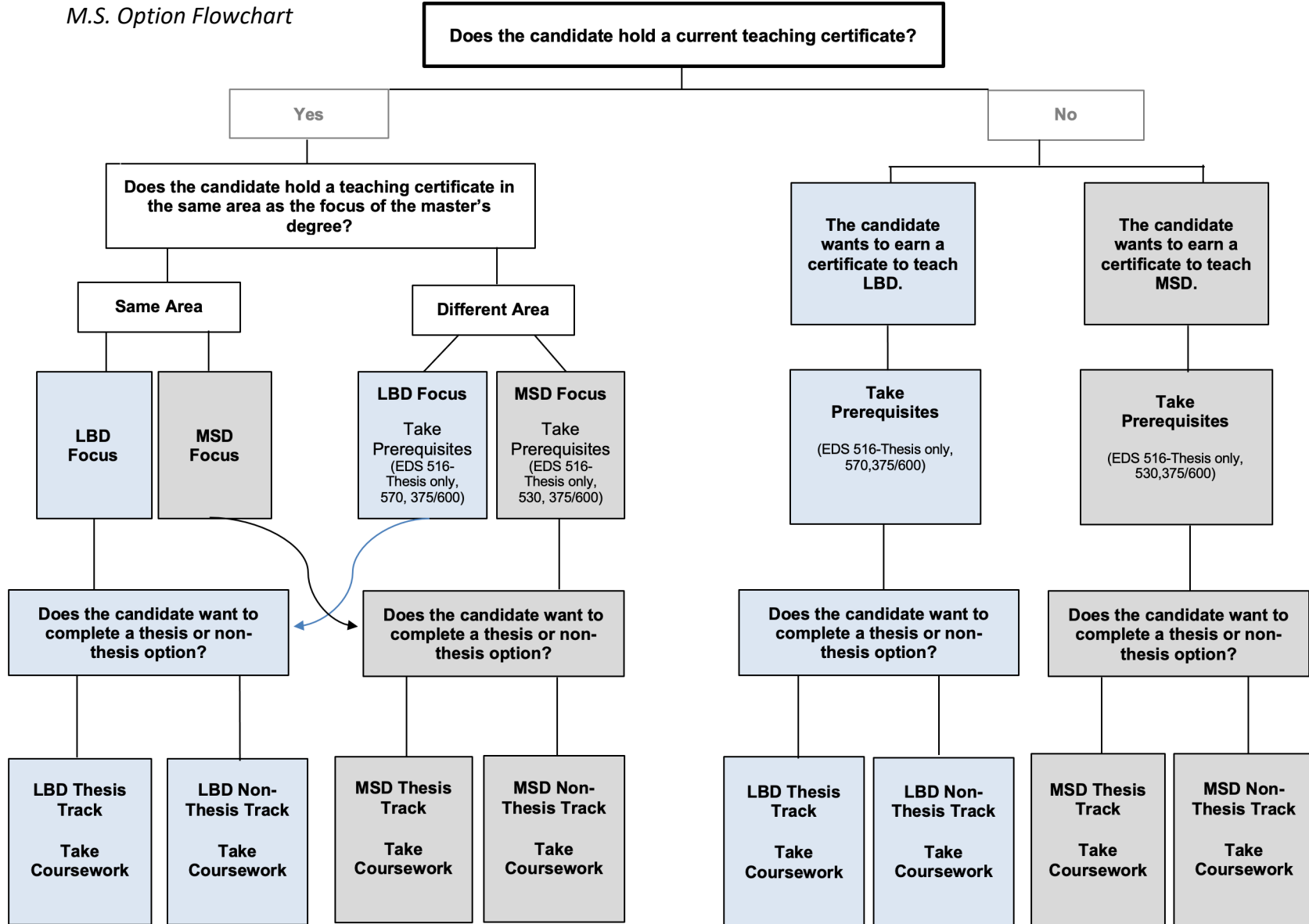
### Coursework

Coursework focuses on special education with two options for specialization within the program: moderate and severe disabilities (MSD) track and learning and behavior disorders (LBD) track. The track you choose will offer coursework that shapes your research projects and

clinical experiences.

The Master's in Special Education Program is approved by the Kentucky Education Professional Standards Board and the Association for Advancing Quality in Education Preparation (AAQEP). There are eight tracks that lead to a Master of Science in Special Education. **The tracks with related coursework are outlined in Appendix B, and Program Plans for all options are found in Appendix C.**

**Figure 1**  
*M.S. Option Flowchart*



## Thesis and Capstone Procedures

### *Thesis (Plan A)*

Candidates, in collaboration with their advisor, can select a thesis or non-thesis track. Candidates in a thesis track will complete a supported research study as the culminating project of the master's program. The study will be conducted using a rigorous experimental design and be completed following rigorous research standards. These are most often conducted using a single case research design and include participants who are learners with disabilities. Candidates selecting a thesis option should be interested in research and it is a good option for students who are considering additional advanced education. During the last semester of coursework, you will register for EDS 768 for 3.0 credit hours when you complete your thesis. During the semester prior to taking EDS 768, candidates, in collaboration with their advisor and Director of Graduate Studies, select a master's committee made up of three faculty including a Chair of the committee and two members. At least two committee members (including the chair or co-chair) must be members of the Graduate Faculty, and at least one of the two must be a Full member of the Graduate Faculty. A complete list of current Graduate Faculty [can be found here](#). Candidates in the thesis track will work with their committee to propose their thesis study, complete the thesis, analyze their results, submit a written thesis, and orally defend the thesis. **A check sheet of activities for Plan A thesis candidates is shown in Appendix D.**

### *Non-Thesis/Capstone*

Candidates selecting a non-thesis track will work with your advisor to complete a capstone project during the last semester of coursework. The capstone project will entail the implementation of three academic/behavioral change programs for students with disabilities. You will write the procedures you used, analyze your results, submit a written capstone project, and orally defend the capstone to an examining committee made up of three faculty members. The candidate will work with the advisor and Director of Graduate Studies to select three faculty, including a Chair of the committee and two members, to serve on the examining committee. At least two committee members (including the chair or co-chair) must be members of the Graduate Faculty, and at least one of the two must be a Full member of the Graduate Faculty. A complete list of current Graduate Faculty [can be found here](#). **A check sheet of activities for non-thesis candidates should complete during the program is shown in Appendix E.**

## Retention and Dismissal

### Retention Requirements

- Students will maintain continuous enrollment in the Program. A student, except in special circumstances in which a leave of absence is negotiated in advance with the DGS and communicated to the Graduate School, must be enrolled in the designated classes according to their specific program plan during the designated semesters of the 2- to 2.5-year program and must complete their thesis or capstone during the designated

semester. Students who (1) take more than two consecutive semesters' leave of absence, (2) take more than 3 semesters' leave of absence total, or (3) do not make appropriate progress toward the degree, will be withdrawn from the program and required to reapply if they desire to complete the degree requirements. Because certain classes are not offered every semester or every year, a semester leave of absence could mean that students would have to wait a full year before those classes become available again to be taken.

- A minimum GPA of 2.75 on all coursework is required and a course grade of "B" or better is required on core coursework (EDS 601, EDS 618, EDS 630, EDS 634, EDS 768) to maintain status in the program.
- Students will have no more than two outstanding Incomplete ("I") grades at any time. You cannot graduate with an Incomplete grade on your transcript.
- Students must demonstrate professional skills and dispositions and ethical behavior as evaluated each semester throughout the program, as described in the Graduate Student Professional Disposition Rubric, to maintain status in the program.

### **Scholastic Probation, Plan of Improvement, and Dismissal Procedures**

When students have completed 12 or more semester hours of graduate course work with a cumulative GPA of less than 3.00, they are placed on scholastic probation and provided with a plan of improvement by the Graduate School. Students will have one full-time semester (or equivalent of 9 hours) to remove the probation by attaining a 3.0 (overall) GPA. If probation is not removed, the student may be subject to dismissal from the Graduate School. The Dean of the Graduate School or designee will consult with the DGS prior to undertaking the dismissal action. The DGS will take the student's case to the special education faculty who will provide a recommendation on moving forward with dismissal or developing an improvement plan.

When students have accumulated two or more unsatisfactory item evaluations in a single semester on the Special Education Master's Graduate Student Professional Disposition Rubric, the case will be brought before the special education faculty who will make a recommendation on a plan of improvement that will be completed and dismissal procedures if the improvement plan is not followed and realized. If an ethical violation occurs or an extreme incident of lack of professionalism, the candidate will participate in a conference with the special education faculty who will vote on the development of a plan of improvement or dismissal. **The Plan of Improvement form is shown in Appendix F.**

### **Ombud Services**

The Office of Academic Ombud Services is responsible for assisting students and instructors as they work through and resolve academic-related problems and conflicts. The major arenas of activity for UK's Academic Ombud include both Student Academic Rights and Academic Offenses. The primary focus of Academic Ombud Services is the process by which decisions are made, and the primary task of the Ombud is to ensure fair policies, processes, and procedures that are equitably implemented. Thus, the Academic Ombud is a neutral party working as an

advocate for fairness and equity.

Services provided by the ombud include but are not limited to:

- Grade disputes
- Admission/registration problems
- Disciplinary matters
- Perceived favoritism
- Fear of retaliation
- Charges of and sanctions resulting from plagiarism or other academic offenses
- Disability accommodation issues
- Cross-cultural misunderstandings & personality conflicts

*Contact Information:* 109 Bradley Hall; (859)257-3737; [ombud@uky.edu](mailto:ombud@uky.edu);  
<http://www.uky.edu/Ombud/>

## **Tuition Information**

You can find tuition refund policies, deadlines, amounts and other important information on the [UK Student Account Services](#) website and the [Registrar's Tuition and Fees](#) website.

## **State Authorization and Licensure**

If you plan to complete a University of Kentucky online program while living outside of Kentucky, you should check the [Out-of-State Students page](#) to determine if the University of Kentucky is authorized to provide this program in your state of residence. If you plan to use the degree to seek licensure, you should also determine if the degree meets the educational requirements for [licensure](#) in your state.

### **Student Relocation Disclosure**

All distance education students should keep in mind that relocating during the course of a program to another state could impact whether that student can continue in the course and/or meet the eligibility requirements of that state. If you plan to move to another state during your program, please contact your program advisor as soon as possible.

### **Licensure Disclosure**

States may have additional requirements for programs that lead to professional licensure or certification. If you plan to use the degree to seek licensure, you should also determine if the degree meets the educational requirements for licensure in your state. Visit the [State Authorization and Licensure](#) website to learn more about your program.



## Resources

The University has a plethora of resources for students both inside and outside of the classroom. A link to resources for graduate students can be found [here](#).

## Final Thoughts

The special education program is delighted that you have chosen us for your advanced education. We have a state-of-the-art faculty who are dedicated to your education and preparing individuals who serve those with disabilities well. If you ever need assistance beyond what you are receiving in your courses, do not hesitate to contact your professor, the program faculty chair (Dr. Channon Horn), or the Department Chair (Dr. Melinda Ault).

Help us to make this handbook better. If you have suggestions for additional information that should be included in the handbook, contact Dr. Channon Horn Director of Graduate Studies ([channon.horn@uky.edu](mailto:channon.horn@uky.edu), 859-257-0590)

## **Appendix A**

### **Graduate Student Professional Disposition**

## **Graduate Student Professional Disposition**

### **Scoring Guidelines**

- The rubric is kept in each candidate's file or in their individual supervision folder.
- All UK-affiliated faculty and supervisors who oversee the student in fieldwork experiences will evaluate them. Please use the comments section to elaborate on the item scores of 2 or less. Please also provide behavior-specific praise for the items in which students exceed expectations.
- At the end of each semester in the master's program, the program director will input scores for all items (as informed or aggregated by affiliated faculty and supervisors).
- The program director will scan through the rubric to note the number of unsatisfactory items across the rubric. If there are two or more unsatisfactory items, the candidate and the concern will be brought to the faculty's attention for further review and consideration of follow-up action.
- An extreme incident of lack of professionalism or appropriate dispositions also activates a case conference and a professional growth plan. If stipulations in the professional growth plan are not successfully completed, the candidate may be removed from the program.

### **Score by Item**

3. Meets Expectations = adheres to the guideline as outlined in the table.
2. Still emerging = displays emerging skill with room for improvement (e.g., indicates area of growth)
1. Unsatisfactory = fully violates the guideline as written.

Graduate Student Professional Disposition Rubric						
<b>Purpose:</b> This document will serve as our dispositions monitoring document that will follow the candidate from program entry to completion. It will be used as an additional data item to make decisions about (a) a candidate's progress through the program; (b) document and provide accolades for exceptional candidates; (c) use for documentation of continual improvement for program design; and (d) provides a point of conversation with candidates. This form will be completed/reviewed at the end of each semester by faculty and supervisors.						
Expectations/Behaviors	Semester in Program					
	FA1	SP1	SU1	FA2	SP2	SU2
<b>Communication</b>						
Written and verbal communication complies with standard English and conventions (grammar, mechanics, structure), including APA 7th edition.						
Communicates at an appropriate level with the learner (or listener).						
Demonstrates active and reflective listening.						
Maintains appropriate comments in classroom, clinic, and field placements (e.g., maintains confidentiality; age-appropriate interactions; topics relevant to setting [professional conversations]).						
Uses a variety of communication strategies to motivate learners (e.g., voice inflection, language, words).						
Incorporates feedback into oral and written communication products.						
<b>Professionalism</b>						
Responds to emails and requests promptly (e.g., within 24 hours during the work week).						
Turns in work on time.						
Exhibits punctuality (ready to engage on time).						
Makes and keeps scheduled meetings.						
Maintain professional dress in relevant settings (e.g., clinic, classroom).						
Functions and fulfills obligations as a participant and leader of a team in a classroom and/or field placements (e.g., clinic).						
Maintains professional boundaries with students, peers, staff, and faculty.						



Recognizes own areas of need and asks for support if needed (e.g., seeks clarification).						
Initiates problem solving to clarify or remedy professional skill deficits (e.g., fluency with response prompting procedures).						
Assumes personal responsibility for performance and interactions with others.						
<b>Adherence to Governing Ethical Guidelines by Profession</b>						
Demonstrates professional ethics according to professional organization (BACB, CEC).						

Notes by Semester
Semester: _____
Semester: _____



## **Appendix B**

### **List of Courses by Options**

**Appendix B**  
**List of Courses by Options**

**Part-time Rotation**

	Candidates who are already Certified				Candidates who are not Certified (Initial Certification)			
	1. LBD T	2. MSD T	3. LBD NT	4. MSD NT	5. LBD T	6. MSD T	7. LBD NT	8. MSD NT
Fall 1	EDS 601* EDS 630* EDS 632 (1)*	EDS 601* EDS 630* EDS 632 (1)*	EDS 516* EDS 630* EDS 632 (1)*	EDS 516* EDS 630* EDS 632 (1)*	EDS 601* EDS 630* EDS 632 (1)*	EDS 601* EDS 630* EDS 632 (1)*	EDS 516* EDS 630* EDS 632 (1)*	EDS 516* EDS 630* EDS 632 (1)*
Spring 1	EDS 618 EDS 610 EDS 632 (1)*	EDS 631 EDS 618 EDS 632 (1)*	EDS 610 EDS 518 EDS 632 (1)*	EDS 631 EDS 518 EDS 632 (1)*	EDS 610 EDS 618 EDS 632 (1)*	EDS 605 EDS 631 EDS 632 (1)*	EDS 610 EDS 518 EDS 632 (1)*	EDS 605 EDS 631 EDS 632 (1)*
Summer 1	EDS 633*	EDS 633*	EDS 633* – or G. elective	EDS 633* – or G. elective	EDS 633*	EDS 633*	EDS 633* – or G. elective	EDS 633* – or G. elective
Fall 2	EDS 611 EDS 632 (1)*	EDS 632 (1)* G. elective	EDS 611 EDS 632 (1)*	EDS 660 EDS 632 (1)*	EDS 611 EDS 628 EDS 632 (1)*	EDS 628 G. elective EDS 632 (1)*	EDS 611 EDS 628 EDS 632 (1)*	EDS 628 G. elective EDS 632 (1)*
Spring 2	EDS 634* G. Elective	EDS 634* EDS 605	EDS 634* EDS 661	EDS 634* EDS 605	EDS 750 (4)*	EDS 750 (4)*	EDS 750 (4)*	EDS 750 (4)*
Fall 3	EDS 768*	EDS 768*	EDS 632 (Ca)*	EDS 632(Ca)*	EDS 768*	EDS 768*	EDS 632 (Ca)*	EDS 632 (Ca)*
Total CH	30	30	30	30	31	31	31	31

*Note.* LBD = Learning and Behavior Disorders; MSD = Moderate/Severe Disabilities; T = Thesis Track; NT = Non-Thesis Track; \* = core courses – do not substitute unless under exceptional circumstances; G. Elective = guided elective; (Ca) = Capstone. CH = Credit Hours; All courses are 3 credit hours, unless otherwise specified (#)

**Full Time Rotation**

	Candidates who are already Certified				Candidates who are not Certified (Initial Certification)			
	1. LBD T	2. MSD T	3. LBD NT	4. MSD NT	5. LBD T	6. MSD T	7. LBD NT	8. MSD NT
Fall 1	EDS 601* EDS 630* EDS 611  EDS 632 (2)*	EDS 601* EDS 630* G. elective  EDS 632 (2)*	EDS 516* EDS 630* EDS 611  EDS 632 (2)*	EDS 516* EDS 630* EDS 660  EDS 632 (2)*	EDS 601* EDS 630* EDS 611 EDS 628 (8/week) EDS 632 (1)*	EDS 601* EDS 630* EDS 628 (8/week) EDS 632 (1)*	EDS 516* EDS 630* EDS 611 EDS 628 (8/week) EDS 632 (1)*	EDS 516* EDS 630* EDS 628 (8/week) EDS 632 (1)*
Spring 1	EDS 618 EDS 610 EDS 634* G. Elective  EDS 632 (1)*	EDS 631 EDS 618 EDS 634* EDS 605  EDS 632 (1)*	EDS 610 EDS 518 EDS 634* EDS 661  EDS 632 (1)*	EDS 631 EDS 518 EDS 634* EDS 605  EDS 632 (1) *	EDS 610 EDS 618   (12/week) EDS 632 (3)*	EDS 605 EDS 631 G. elective  (12/week) EDS 632 (3)*	EDS 610 EDS 518   (12/week) EDS 632 (3)*	EDS 605 EDS 631 G. elective  (12/week) EDS 632 (3)*
Summer 1	EDS 633*	EDS 633*	EDS 633* – or elective	EDS 633* – or elective	EDS 633*	EDS 633*	EDS 633* – or elective	EDS 633* – or elective
Fall 2	EDS 768*	EDS 768*	EDS 632 (Ca)*	EDS 632(Ca)*	EDS 768* EDS 750 (4)*	EDS 768* EDS 750 (4)*	EDS 632 (Ca)* EDS 750 (4)*	EDS 632 (Ca)* EDS 750 (4)*
Total CH	30	30	30	30	32	32	32	32

*Note.* LBD = Learning and Behavior Disorders; MSD = Moderate/Severe Disabilities; T = Thesis Track; NT = Non-Thesis Track; \* = core courses – do not substitute unless under exceptional circumstances; G. Elective = guided elective; (Ca) = Capstone. CH = Credit Hours; All courses are 3 credit hours, unless otherwise specified (#)

***Courses***

EDS 516: Principles of Behavior Management and Instruction (3.0)  
EDS 518: Behavior Management in Applied Settings (3.0)  
EDS 601: Concepts and Principles of Applied Behavior Analysis (3.0)  
EDS 605: Assessment and Treatment of Social and Adaptive Behaviors (3.0)  
EDS 608: Creating Supportive and Respectful Learning Environments (3.0)  
EDS 610: Advanced Educational Assessment for Students with Mild Disabilities (3.0)  
EDS 611: Contemporary Trends and Issues in the Education of Students with Mild Disabilities (3.0)  
EDS 618: Assessment and Treatment of Problem Behavior (3.0)  
EDS 628: Reading & Language Arts Assessment & Methods for Students with Mild/Moderate Disabilities (3.0)  
EDS 630: Advanced Methods for Teaching Students with Disabilities (3.0)  
EDS 631: Advanced Programming for Students with Moderate and Severe Disabilities (3.0)  
EDS 632 (A,B,C,D): Advanced Practicum in Special Education (variable)  
EDS 634: Leadership in Special Education (3.0)  
EDS 660: Overview of Characteristics and Instructional Strategies for Individuals with ASD (3.0)  
EDS 661: Advanced Instructional Strategies for Students with ASD (3.0)  
EDS 750 Student Teaching for Initial Certification in Special Education (variable)  
EDS 768: Residence Credit for the Master's Degree Program (3.0)  
Electives: Depending on the track, students will be advised into 1-2 guided electives individualized to student interest.

## **Appendix C**

### **Program Plans by Option**

**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Learning and Behavior Disorders (Thesis Track)  
for Candidates who Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Work:** \_\_\_\_\_  
**Previous Education:** \_\_\_\_\_  
**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who Hold a Teaching Certificate outside of LBD will need to take the following prerequisite courses prior to the Program of Studies:

EDS 516 (3.0 credit hours): Principles of Behavior Management & Instruction

EDS 570 (3.0 credit hours): Characteristics of Learning and Behavioral Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 601: Concepts and Principles in ABA	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 618: Assessment and Treatment of Problem Behavior	3	Spring I	
EDS 610: Educational Assessment for Mild Disabilities	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design	3	Summer I	
EDS 611: Trends and Issues in the Education Mild Disabilities	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 634: Leadership in Special Education	3	Spring II	
Guided Elective	3	Spring II	
EDS 768: Research Credit Master's Degree	3	Fall III	
Total hours	30 hours		

Practicum will include experiences *in* classrooms serving students with LBD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Moderate and Severe Disabilities (Thesis Track)  
for Candidates who Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Work:** \_\_\_\_\_  
**Previous Education:** \_\_\_\_\_  
**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who Hold a Teaching Certificate outside of MSD will need to take the following prerequisite courses prior to the Program of Studies:

EDS 516 (3.0 credit hours): Principles of Behavior Management & Instruction

EDS 530 (3.0 credit hours): Moderate and Severe Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 601: Concepts and Principles in ABA	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 618: Assessment and Treatment of Problem Behavior	3	Spring I	
EDS 631: Advanced Programming for Students with MSD	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design	3	Summer I	
Guided Elective	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 634: Leadership in Special Education	3	Spring II	
EDS 605: Assessment & Treatment of Social/Adaptive Beh	3	Spring II	
EDS 768: Research Credit Master's Degree	3	Fall III	
Total hours	30 hours		

Practicum will include experiences *in* classrooms serving students with MSD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date



**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Learning and Behavior Disorders (Non-Thesis Track)  
for Candidates who Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Work:** \_\_\_\_\_  
**Previous Education:** \_\_\_\_\_  
**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who Hold a Teaching Certificate outside of LBD will need to take the following prerequisite courses prior to the Program of Studies:

EDS 570 (3.0 credit hours): Characteristics of Learning and Behavioral Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 516: Principles of Behavior Management & Instruction	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 518: Behavior Management in Applied Settings	3	Spring I	
EDS 610: Educational Assessment for Mild Disabilities	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design or Guided Elective	3	Summer I	
EDS 611: Trends and Issues in the Education Mild Disabilities	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 661: Advanced Strategies for Students with ASD	3	Spring II	
EDS 634: Leadership in Special Education	3	Spring II	
EDS 632: Advanced Practicum in Special Education	3	Fall III	
Total hours	30 hours		

Practicum will include experiences *in* classrooms serving students with LBD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Moderate and Severe Disabilities (Non-Thesis Track)  
for Candidates who Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Work:** \_\_\_\_\_  
**Previous Education:** \_\_\_\_\_  
**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who Hold a Teaching Certificate outside of MSD will need to take the following prerequisite courses prior to the Program of Studies:

EDS 530 (3.0 credit hours): Moderate and Severe Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 516: Principles of Behavior Management & Instruction	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 518: Assessment and Treatment of Problem Behavior	3	Spring I	
EDS 631: Advanced Programming for Students with MSD	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design or Elective	3	Summer I	
EDS 660: Characteristics and Instructional Strategies for ASD	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 634: Leadership in Special Education	3	Spring II	
EDS 605: Assessment/Treatment of Social/Adaptive Behaviors	3	Spring II	
EDS 632: Advanced Practicum in Special Education	3	Fall III	
Total hours	30 hours		

Practicum will include experiences *in* classrooms serving students with MSD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Learning and Behavior Disorders (Thesis Track)  
for Candidates who Do NOT Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Work:** \_\_\_\_\_

**Previous Education:** \_\_\_\_\_

**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who do not hold a teaching certification will need to take the following prerequisite courses prior to the Program of Studies:

EDS 516 (3.0 credit hours): Principles of Behavior Management & Instruction

EDS 570 (3.0 credit hours): Characteristics of Learning and Behavioral Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 601: Concepts and Principles in ABA	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 618: Assessment and Treatment of Problem Behavior	3	Spring I	
EDS 610: Educational Assessment for Mild Disabilities	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design	3	Summer I	
EDS 611: Trends and Issues in the Education Mild Disabilities	3	Fall II	
EDS 628: Reading/Lang Arts Assessment & Methods- Mild	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 750: Student Teaching Initial Certification	4	Spring II	
EDS 768: Residence Credit	3	Fall III	
Total hours	31 hours		

Practicum will include experiences *in* classrooms serving students with LBD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Moderate and Severe Disabilities (Thesis Track)  
for Candidates who Do Not Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**Work:** \_\_\_\_\_

**Previous Education:** \_\_\_\_\_

**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who do not hold a teaching certification will need to take the following prerequisite courses prior to the Program of Studies:

EDS 516 (3.0 credit hours): Principles of Behavior Management & Instruction

EDS 530 (3.0 credit hours): Moderate and Severe Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 601: Concepts and Principles in ABA	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 605: Assessment & Treatment of Social/Adaptive Beh	3	Spring I	
EDS 631: Advanced Programming for Students with MSD	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design	3	Summer I	
Guided Elective	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 628: Reading/Lang Arts Assessment & Methods- Mild	3	Fall II	
EDS 750: Student Teaching Initial Certification	4	Spring II	
EDS 768: Research Credit Master's Degree	3	Fall III	
Total hours	31 hours		

Practicum will include experiences *in* classrooms serving students with MSD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Learning and Behavior Disorders (Non-Thesis Track)  
for Candidates who Do Not Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Work:** \_\_\_\_\_  
**Previous Education:** \_\_\_\_\_  
**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who do not hold a teaching certification will need to take the following prerequisite courses prior to the Program of Studies:

EDS 570 (3.0 credit hours): Characteristics of Learning and Behavioral Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 516: Principles of Behavior Management & Instruction	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 518: Behavior Management in Applied Settings	3	Spring I	
EDS 610: Educational Assessment for Mild Disabilities	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design or Guided Elective	3	Summer I	
EDS 611: Trends and Issues in the Education Mild Disabilities	3	Fall II	
EDS 628: Reading/Lang Arts Assessment & Methods- Mild	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 750: Student Teaching Initial Certification	4	Spring II	
EDS 632: Advanced Practicum in Special Education	3	Fall III	
Total hours	31 hours		

Practicum will include experiences *in* classrooms serving students with LBD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

**Program Plan for a Master of Science Degree in Special Education  
With a Focus in Moderate and Severe Disabilities (Non-Thesis Track)  
for Candidates who Do Not Hold a Teaching Certification**

**Name:** \_\_\_\_\_ **Student Identification Number:** \_\_\_\_\_  
**Address:** \_\_\_\_\_  
**Work:** \_\_\_\_\_  
**Previous Education:** \_\_\_\_\_  
**Licensure/Other:** \_\_\_\_\_

**Program of Studies**

**Note:** Students who do not hold a teaching certification will need to take the following prerequisite courses prior to the Program of Studies:

EDS 530 (3.0 credit hours): Moderate and Severe Disabilities

EDS 375 or EDS 600 (3.0 credit hours): Introduction to Education of Exceptional Children/ Survey of Special Education

Course	Credit Hours	Semester	Grade
EDS 516: Principles of Behavior Management & Instruction	3	Fall I	
EDS 630: Advanced Methods for Teaching	3	Fall I	
EDS 632: Advanced Practicum in Special Education	1	Fall I	
EDS 605: Assessment & Treatment of Social/Adaptive Beh	3	Spring I	
EDS 631: Advanced Programming for Students with MSD	3	Spring I	
EDS 632: Advanced Practicum in Special Education	1	Spring I	
EDS 633: Single Subject Design or Guided Elective	3	Summer I	
Guided Elective	3	Fall II	
EDS 632: Advanced Practicum in Special Education	1	Fall II	
EDS 628: Reading/Lang Arts Assessment & Methods- Mild	3	Fall II	
EDS 750: Student Teaching Initial Certification	4	Spring II	
EDS 632: Advanced Practicum in Special Education	3	Fall III	
Total hours	31 hours		

Practicum will include experiences *in* classrooms serving students with MSD.

I, \_\_\_\_\_ agree to abide by the professional code of ethics.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director of Graduate Studies

\_\_\_\_\_  
Date

## **Appendix D**

### **Check Sheet for Plan A Thesis Master's Students**



## Appendix D

### Check Sheet for Plan A Thesis Master's Students

The term you intend to graduate:

**Application for Degree:** \_\_\_\_\_ (Date Submitted)

<http://myuk.uky.edu/> Click on Student Services / myRecords / Apply for Degree

Due the term in which you intend to graduate:

- \_ May degree – April 1
- \_ August degree – April 1
- \_ December degree – November 1

*If you submitted a degree application for a previous term, but did not graduate you must complete a new degree application for the current term.*

A minimum of 2 weeks prior to examination:

**Request for Final Master's Examination:** \_\_\_\_\_ (Date Submitted)

[https://ris.uky.edu/cfdocs/gs/MastersCommittee/Student/Selection\\_Screen.cfm](https://ris.uky.edu/cfdocs/gs/MastersCommittee/Student/Selection_Screen.cfm)

Conduct a review of your transcript and Degree Audit if available for your program to ensure the following:

- \_ You have completed or are in progress to complete the required number of earned hours for the degree in your program of study.
- \_ You do not have any missing or "I" grades.
- \_ Your GPA is 3.00 or higher.

Check the Graduate School Calendar <http://gradschool.uky.edu/key-dates> for term deadlines for the scheduling of final examinations.

#### **Committee Info:**

The examining committee should consist of at least three qualified faculty members recommended by the Director of Graduate Studies and appointed by the Dean of the Graduate School. At least two committee members (including the chair or co-chair) must be members of the Graduate Faculty, and at least one of the two must be a Full member of the Graduate Faculty. It is expected that at least two members of the committee will be from the student's program/department.

#### **Thesis:**

You have up to 60 days following the date of your defense OR by the end of the term in which you plan to graduate (whichever comes first) to submit your thesis to the Graduate School via UKnowledge. Check <http://gradschool.uky.edu/key-dates> for term deadlines. Within 2-3 days of submission, the Graduate School will review your thesis and check the format to ensure that it meets all requirements. Note, the last few weeks of the term are peak periods for thesis submission, so it is best to submit your thesis as soon as possible so that the final version can be accepted by the term deadline. Your thesis must be prepared in conformity with the instructions published by the Graduate School. Specific formatting instructions and sample pages can be found at <http://gradschool.uky.edu/thesis-dissertation-preparation>.

## **Appendix E**

### **Check Sheet for Plan B Non-Thesis Master's Students**

## Appendix E

### Check Sheet for Plan B Non-Thesis Master's Students

The term you intend to graduate:

**Application for Degree:** \_\_\_\_\_ (Date Submitted)

<http://myuk.uky.edu/> Click on Student Services / myRecords / Apply for Degree

Due the term in which you intend to graduate:

- \_ May degree – April 1
- \_ August degree – April 1
- \_ December degree – November 1

If you submitted a degree application for a previous term, but did not graduate you must complete a new degree application for the current term.

A minimum of 2 weeks prior to examination:

**Request of Final Master's Examination:** \_\_\_\_\_ (Date Submitted)

[https://ris.uky.edu/cfdocs/gs/MastersCommittee/Student/Selection\\_Screen.cfm](https://ris.uky.edu/cfdocs/gs/MastersCommittee/Student/Selection_Screen.cfm)

Conduct a review of your transcript and Degree Audit if available for your program to ensure the following:

- \_ You have completed or are in progress to complete the required number of earned hours for the degree in your program of study.
- \_ You do not have any missing or "I" grades.
- \_ Your GPA is 3.00 or higher.

Check the Graduate School Calendar <http://gradschool.uky.edu/key-dates> for term deadlines for the scheduling of final examinations.

#### **Committee Info:**

The examining committee should consist of at least three qualified faculty members recommended by the Director of Graduate Studies and appointed by the Dean of the Graduate School. At least two committee members (including the chair or co-chair) must be members of the Graduate Faculty, and at least one of the two must be a Full member of the Graduate Faculty. It is expected that at least two members of the committee will be from the student's program/department.

**Appendix F**  
**Plan of Improvement Form**

## Appendix F Plan of Improvement Form

Name of Student:  
 Student UK ID #:  
 Date of Conference:  
 Persons Present:

*This committee has conducted a review for the candidate. Reasons that resulted in creation of Plan of Improvement (Check all that apply).*

- ☐ Problem with Functional Skills or Disposition (see Graduate Student Professional Dispositions Rubric)
- ☐ Problems with coursework, subject standards, or overall GPA (e.g., grade of C or less in core courses, dropped below a 3.0 GPA)
- ☐ Problems with field experiences, practicum, or student teaching
- ☐ Problems with professional code of ethics
- ☐ Other

Specifically note problem(s):

*The status has been set for the candidate:*

- ☐ Candidate continue in good standing
- ☐ Candidate Warned
- ☐ Candidate Placed on Scholastic or Professional Probation
- ☐ Candidate Suspended from Program
- ☐ Candidate Dismissed from Program

If candidate is not in good standing, specify goals for improvement and timeline for monitoring progress.

General		
Goal/ Expectation	Timeline/ Deadline	Progress
	○	
	○	

The Special Education program faculty will meet on, or before, {date} to consider whether {student} should be dismissed from the Special Education program.

\_\_\_\_\_  
 Student Signature/ Date

\_\_\_\_\_  
 University Advisor Signature/ Date

\_\_\_\_\_  
 Director of Graduate Studies Signature/ Date

\_\_\_\_\_  
 Program Faculty Chair Signature/ Date



**Check Sheet for Plan B Non-Thesis Master's Students**













