



**The Department of Special Education
Guide to the Masters Program**



September 2008

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Welcome to the Masters Program at the University of Kansas (KU) Department of Special Education.

The Department's graduate degree and special education endorsement programs prepare educators at various stages in their professional careers. We offer programs designed to meet the needs of beginning and advanced special educators, including building principals, district-level leaders, teacher educators, and researchers. We offer two main tracks across the graduate program: 1) Special Education Teacher Endorsements; and 2) Masters of Science Degree Programs. Our areas of specialization include high incidence disabilities, low-incidence disabilities, autism, early childhood education, secondary special education and transition, and deaf education. Throughout each of the programs, we incorporate critical issues and practices including collaborative and inclusive education, early childhood intervention, families and disabilities, learning disabilities, policy development, positive behavior support, transition, teacher education, and instructional technology and online learning.

Our courses are offered at the Main Campus in Lawrence and at the Edwards Campus in Overland Park, KS. Course locations vary based on specific program requirements, funded projects and periodic rotations so be sure to check the timetable when you enroll in classes. In addition, we are starting to develop and offer online classes available for any of our graduate students; these are designated as online classes in the timetable.

This guide is designed to provide you with an overview of the masters degree programs offered through our department. It will help you develop your program of study for either your Masters degree program or your special education endorsement program. In addition, this guide provides you with information about the culminating experiences to complete a Masters degree; as well as answers to frequently asked questions about a variety of topics!

Masters of Science in Education Degree Options

The Department of Special Education Masters program prepares graduate-level students to teach children and youth with disabilities. The program also prepares related services personnel who want to develop expertise in special education.

Areas of Study

The Department offers graduate-level study in six emphasis areas described below. Students have the option to earn a masters degree with or without Kansas special education endorsement in the High-Incidence Disabilities program (endorsement in Adaptive Special Education) and Low-Incidence Disabilities (endorsement in Functional Special Education).

- High-Incidence Disabilities
- Autism Spectrum Disorders
- Deaf Education
- Early Childhood Unified Education
- Low-Incidence Disabilities
- Secondary Special Education and Transition Services

Below are descriptions of the six concentration areas the Department of Special Education offers its Masters students. Included is information about which campus the program is taught, the number of hours to complete the program, and the professors who teach in the program.

High-Incidence Disabilities

Location: Edwards Campus

Number of Hours: Endorsement in Adaptive Special Education; Masters Degree

Professors: Dr. Sean Smith (program coordinator), Dr. Don Deshler, Dr. Juliet Hart, Dr. Earle Knowlton, Dr. Keith Lenz, Dr. Suzanne Robinson, and Dr. Richard Simpson.

Graduate preparation in High-Incidence Disabilities focuses on meeting the educational needs of students with learning and/or behavioral disabilities ranging from mild cognitive disabilities to attention deficits. This program focuses on strategies to promote access to the general curriculum for students with disabilities, as well as knowledge and strategies that address the unique learning and support systems that are necessary to educate students with special needs.

Students can obtain a Masters Degree (with or without the Kansas endorsement in Adaptive Special Education) or may study for an Adaptive endorsement only. Program graduates facilitate student access to the general education curriculum. They work as co-teachers, consultants and resource teachers who help classroom teachers adapt content and conditions. Click on the Curriculum links above to obtain a form of required courses for the Endorsement and Masters in this emphasis area of Special Education.

Master of Science in Education (M.S.Ed.) Program Requirements
Adaptive Curriculum (LD/BD/MR)
 Department of Special Education
 University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Masters Thesis or Project Option:

To complete a Masters degree in Special Education (M.S.Ed.), you must have a total of 30 credit hrs. Within this 30 credit hours a majority of the hours must be taken in Special Education. In addition, you must also enroll in 3 credit hours of either Masters Project or 3 credit hours of Masters Thesis and PRE 715.

Capstone Option:

Another option is a 36 credit hr. program. Within this 36 credit hours program, a majority of the hours must be taken in Special Education. In addition you must enroll in 3 credit hours of SPED 896 Capstone (Summer only), and PRE 715. Students choosing the Capstone option will be required to pass a four (4) hour written examination subsequent to completing all required coursework in their program of study. Students may not take the examination until completing all prerequisites and all degree requirements (except for those courses taken in the final semester when the final exam is also taken).

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|---|--------------|-------|
| | SPED 630/730 | Characteristics of Students in the Adaptive and Functional Curriculum | 3 | |
| | SPED 641/741 | Methods and Assessment: Academic Instruction for Students with Disabilities in General Education and Learning Center Strategies | 3 | |
| | SPED 742 | Methods and Assessment: Life Skills and Community-Based Instruction | 3 | |
| | SPED 743 | Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management | 3 | |
| | SPED 841 | Advanced Methods and Assessment: Learning Strategies and Content Enhancement | 3 | |
| | SPED 843 | Advanced Methods and Assessment: Strategies for Students with Significant Behavior, Social, & Emotional Needs | 3 | |
| | SPED 854 | Family and Interprofessional Collaboration in Special Education | 3 | |
| | SPED 775 | Practicum with Exceptional Children & Youth: Adaptive | 3 | |
| | SPED 875 | Advanced Practicum with Exceptional Children & Youth: Adaptive | 3 | |
| | SPED 856 | Transition Education and Services from Childhood through Adulthood (for middle and secondary certification only) | 3 | |

| | | | | |
|--|---------|--|-----|--|
| | PRE 715 | Understanding Research in Education | 3 | |
| | | *Outside Department Graduate School Courses (Course selection by approval of advisor). | 1-3 | |

| | | | | |
|--|----------|--|---|--|
| | SPED 898 | Masters Project or | 3 | |
| | SPED 899 | Masters Thesis or | 3 | |
| | SPED 896 | Capstone Adaptive Program Seminar: Written Comprehensive Exam (Offered Summer Semester Only) | 3 | |

*If transferring hours outside of KU, credits must be from an accredited university and approved by advisor. Conferences, workshops and pass/fail classes do not transfer.

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Autism Spectrum Disorders (ASD)

Location: Edwards Campus

Number of Hours: Masters Degree

Professors: Dr. Richard Simpson

The Autism Spectrum Disorders Program at the University of Kansas prepares education and service professionals for careers that involve children and youth with autism, Asperger Syndrome, and other pervasive developmental disorders. The program covers characteristics; assessment; curriculum, social, communication, and behavior interventions; and sensory and motor issues. Coursework addresses the complex needs of students with ASD, including those who require intensive and highly individualized programs to those who require less intensive modifications to succeed in a general education environment.

Students participate in multiple field-based practica in a variety of school and clinical sites, including the opportunity for field experiences in multicultural settings. Program participants earn a Masters Degree in Special Education with an emphasis in autism spectrum disorders.

Master of Science in Education (M.S.Ed.) Program Requirements
Children and Youth Requiring an
Autism Spectrum Disorder Masters Degree
Department of Special Education
University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Program Requirements:

The Autism Spectrum Disorder program is designed to prepare personnel in fields related to the education and children and youth diagnosed with Autism, Asperger Syndrome, and other pervasive developmental disorders. Program participants pursue a Masters degree in Special Education with an Emphasis in Autism and Asperger Syndrome. There is no licensure in the area of Autism Spectrum Disorders. Thus, students seeking licensure as a teacher of students with disabilities must also possess or complete a program in an existing licensure area (e.g., Adaptive)

Autism Spectrum Disorders Requirements:

| Completed | Course # | Course Title | Cr. hrs | Notes |
|-----------|----------|---|---------|-------|
| | SPED 760 | Education of Exceptional Children and Youth: Autism Spectrum Disorders | 3 | |
| | SPED 775 | Practicum with Exceptional Children & Youth: Autism Spectrum Disorders | 3 | |
| | SPED 785 | Application of Assessment Information: Autism Spectrum Disorders and Emotional/Behavioral Disorders I | 3 | |
| | SPED 798 | Autism Spectrum Disorders: Methods for Students with Asperger Disorders and High Functioning Autism | 3 | |
| | SPED 860 | Education of Exceptional Children and Youth: Autism Spectrum Disorders | 3 | |
| | SPED 875 | Practicum: Autism Spectrum Disorders | 3 | |
| | SPED 798 | Autism Spectrum Disorders: Collaboration and Consultation | 3 | |

Related Coursework for the Masters Degree:

(Note: PRE 715 is required. Shaded courses count as outside the ASD area courses; two are required)

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|---|--------------|-------|
| | PRE 715 | Understanding Research in Education | 3 | |
| | SPLH 848 | Language Disorders of Special Populations or another course outside of area | 3 | |

Advisor Approved Alternatives:

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|---|--------------|-------|
| | SPED 741 | Methods and Assessment: Academic Instruction for Students with Disabilities in General Education and Learning Center Settings | 3 | |
| | SPED 842 | Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs | 2 | |
| | SPED 844 | Advanced Methods: Nonsymbolic and Symbolic Communication Assessment and Augmentation Strategies | 3 | |
| | SPED 772 | Observation and Participation: Autism Spectrum Disorders | 3 | |
| | SPED 854 | Family and Interprofessional Collaboration in Special Education | | |

Coursework Required to Complete Program:

(Note: Select one with advisor approval; must be enrolled during your final semester)

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|--|--------------|-------|
| | SPED 898 | Masters Project or | 3 | |
| | SPED 899 | Masters Thesis or | 3 | |
| | SPED 896 | Capstone Program Seminar: Written Comprehensive Exam | 3 | |

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Early Childhood Unified Education*

Location: Main Campus

Number of Hours: Masters Degree

Professors: Dr. Eva Horn (program coordinator), Dr. Nancy Peterson and Dr. Barbara Thompson

The Early Childhood Unified Education program focuses on preparing professionals to meet the learning and development needs of all infants, toddlers, preschool and kindergarten-age children including those at-risk for and with disabilities and their families within natural and inclusive settings. Competencies address interdisciplinary approaches that integrate developmentally appropriate educational and early intervention strategies into holistic and functional activities for all young children and their families in settings such as homes, community childcare programs, preschools and kindergartens. Furthermore, the program emphasizes collaborative and team-based processes that empower families and program staff to work together to support the development of all young children. Click on the Curriculum link above for required coursework in the ECU Masters program (birth-kindergarten).

This Master's program now leads to a teaching license in the state of Kansas, the Kansas Unified Childhood License (birth-kindergarten). Click on the curriculum links above for required coursework for ECU licensure and for a Master's degree in ECU (birth-kindergarten).

Master of Science in Education (M.S.Ed.)
Early Childhood Unified Education (birth through Kindergarten) Curriculum
 Department of Special Education
 University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Admission Status: Regular _____ Probationary _____ Provisional (Prov. Plan attached) _____

Anticipated Date for Program Completion: _____

Program Requirements

Licensure/Masters Requirements:

| Semester Offered | Completed | Course Number | Course Title | Credit Hours | Notes |
|-------------------------|-----------|---------------|---|--------------|-------|
| Fall Lawrence | | SPED 752 | Introduction to the Discipline of Early Education | 3 | |
| Spring Lawrence | | SPED 750 | Curriculum and Methods in Early Education | 3 | |
| Fall Lawrence | | SPED 755 | Inclusive Strategies and Intervention Preschoolers | 3 | |
| Spring Lawrence | | SPED 753 | Assessment Methods in Early Education | 3 | |
| Spring Lawrence | | SPED 731 | Supporting Child with Significant Learning & Behavioral Concerns | 3 | |
| All Lawrence/Edwards | | SPED 854 | Family and Inter-professional Collaboration in Special Education | 3 | |
| Fall Lawrence | | SPED 734 | Inclusive Strategies and Intervention Infants and Toddlers | 3 | |
| All Lawrence/Edwards | | SPED 739 | Student Teaching in Unified Early Childhood: Inclusive Kindergarten/Preschool | 3 | |
| All Lawrence/Edwards | | | Student Teaching in Unified Early Childhood: Inclusive Infant/Toddler | 3 | |
| TOTAL HOURS | | | | 27 | |

Additional Courses Required for the Masters degree:

| | | | | | |
|-------------------------|--|---------|-------------------------------------|---|--|
| All Lawrence/Edwards | | PRE 715 | Understanding Research in Education | 3 | |
|-------------------------|--|---------|-------------------------------------|---|--|

Student will select one of the following for the Masters degree:

| | | | | | |
|-------------------------|--|----------|-----------------|-----------|--|
| All Lawrence/Edwards | | SPED 898 | Masters Project | 3 | |
| All Lawrence/Edwards | | SPED 899 | Master's Thesis | | |
| | | | | | |
| | | | | | |
| | | | | | |
| TOTAL HOURS | | | | 33 | |

*For information regarding Kansas Licensure, go to <http://soe.ku.edu/students/licensure/>. This website has the information on required licensure exams and application instruction. Standardized licensure exams should be taken approximately 3-6 months before you have finished all courses.

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Recommended Sequence

First Fall

| Course Number | Course Name | Credit Hrs | Time/Day |
|---------------|--|------------|----------------|
| SPED 752 | Introduction to the Discipline of Early Education | 3 | M 4:30-7:00pm |
| SPED 755 | Inclusive Strategies and Intervention Preschool and Kindergarten | 3 | W 4:30-7:00pm |
| SPED 854 | Family and Interprofessional Collaboration | 3 | TH 4:30-7:00pm |

First Spring

| Course Number | Course Name | Credit Hrs | Time/Day |
|---------------|--|------------|----------------|
| SPED 750 | Curriculum and Methods in Early Education | 3 | W 4:30-7:00pm |
| SPED 731 | Supporting Child with Significant Learning & Behavioral Concerns | 3 | Th 4:30-7:00pm |
| SPED 753 | Assessment Methods in Early Education | 3 | T 4:30-7:00pm |

First Summer

| Course Number | Course Name | Credit Hrs | Time/Day |
|---------------|--|------------|----------|
| SPED 739 | Student Teaching in Unified Early Childhood: Kindergarten/Preschool and Infant/Toddler | 3 | 8 weeks |

Second Fall

| Course Number | Course Name | Credit Hrs | Time/Day |
|---------------|--|------------|--------------------|
| SPED 734 | Inclusive Strategies and Intervention Infants and Toddlers | 3 | T 4:30-7:00pm |
| SPED 739 | Student Teaching in Unified Early Childhood: Kindergarten/Preschool and Infant Toddler | 3 | 20 wk for 14 weeks |
| PRE 715 | Understanding Research in Education | SPED | |

Second Spring

| Course Number | Course Name | Credit Hrs | Time/Day |
|---------------|----------------|------------|----------------|
| SPED 898/899 | Project/Thesis | 3 | TH 4:30-7:00pm |
| | | | |

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Low-Incidence Disabilities

Location: Main Campus

Number of Hours: Masters Degree

Professors: Dr. Mary Morningstar (program coordinator), Dr. Earle Knowlton, Dr. Wayne Sailor and Dr. Michael Wehmeyer

Masters preparation in the area of Low-Incidence Disabilities focuses on meeting the educational needs of students requiring a functional approach in addition to an intensive special education program to progress in the general curriculum. The types of students in functional programs would be those who have significant cognitive disabilities and concomitant cognitive, sensory, and physical impairments, and students with multiple disabilities.

The Masters and/or endorsement program (Functional Special Education) focuses on strategies to promote access to the general curriculum for students with significant disabilities, as well as knowledge and strategies addressing the unique learning and intensive support needs required to educate these students.

Master of Science in Education (M.S.Ed.) Program Requirements
Children and Youth Requiring a
Low-Incidence Masters Degree (Severe)
Department of Special Education
University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Masters Thesis or Project Option:

To complete a Masters degree in Special Education (M.S.Ed.), you must have a total of 30 credit hrs. Within this 30 credit hours a majority of the hours must be taken in Special Education. In addition, you must also enroll in 3 credit hours of either Masters Project or 3 credit hours of Masters Thesis and PRE 715.

Capstone Option:

Another option is a 36 credit hr. program. Within this 36 credit hours program, a majority of the hours must be taken in Special Education. In addition you must enroll in 3 credit hours of SPED 896 Capstone (Summer only), and PRE 715. Students choosing the Capstone option will be required to pass a four (4) hour written examination subsequent to completing all required coursework in their program of study. Students may not take the examination until completing all prerequisites and all degree requirements (except for those courses taken in the final semester when the final exam is also taken).

Licensure/Masters Requirements:

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|---|--------------|-------|
| | SPED 730 | Characteristics of Students in the Adaptive and Functional Curriculum | 3 | |
| | SPED 741 | Methods and Assessment: Academic Instruction for Students with Disabilities in General Education and Learning Center Strategies | 3 | |
| | SPED 742 | Methods and Assessment: Life Skills and Community-Based Instruction | 3 | |
| | SPED 743 | Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management | 3 | |
| | SPED 842 | Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs | 2 | |
| | SPED 844 | Advanced Methods: Nonsymbolic and Symbolic Communication Assessment and Augmentation Strategies | 3 | |
| | SPED 854 | Family and Interprofessional Collaboration in Special Education | 3 | |
| | SPED 856 | Transition Education and Services from Childhood through Adulthood | 3 | |
| | SPED 775 | Practicum with Exceptional Children & Youth: Functional | 3 | |
| | SPED 875 | Advanced Practicum with Exceptional Children & Youth: Functional | 3 | |
| | | TOTAL HOURS | 29 | |

Additional Courses Required for the Masters degree:

| | | | | |
|--|---------|---|---|--|
| | PRE 715 | Understanding Research in Education | 3 | |
| | | *Outside Department Graduate School Courses (Course selection by approval of advisor) | 3 | |

Student will select one of the following for the Masters degree:

| | | | | |
|--|----------|--|---|--|
| | SPED 898 | Masters Project or | 3 | |
| | SPED 899 | Masters Thesis or | 3 | |
| | SPED 896 | Capstone Adaptive Program Seminar: Written Comprehensive Exam (Offered Summer Semester Only) | 3 | |

*If transferring hours outside of KU, credits must be from an accredited university and approved by advisor. Conferences, workshops and pass/fail classes do not transfer.

*Secondary Special Education and Transition Services**

Location: Main Campus, Edwards Campus, Online

Number of Hours: Masters Degree (30 hours)

Professors: Dr. Mary Morningstar

Graduate education in the area of Secondary Special Education and Transition Services focuses on meeting the educational needs of secondary special education students and young adults with disabilities who are making the transition to adult life. The focus is cross-disability, meaning that program coursework provides information about effective program models and research impacting all students served in special education. Graduate students in the program choose to focus their studies on specific types of disabilities, as appropriate.

The Masters in Transition offers graduate students the opportunity for graduate education specific to effective transition models, programs and research. Within the Masters program, a minimum of 15 hours must be met from the approved Transition core or elective courses.

*The **online KU TransCert Program** offers educational opportunities for secondary special education professionals focusing on the transition from school to adult life. This online program draws from the existing KU Transition Masters coursework and consists of a 15-credit hour online program leading to a **graduate certificate in transition**. Students must apply and be admitted to the program before enrolling as a non-degree seeking student in the four core transition courses plus a one-course culminating experience.

Master of Science in Education (M.S.Ed.)
 Program Description
 Children and Youth Requiring a
Transition Services Curriculum
 Department of Special Education
 University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Minimum Requirements for Master of Science in Education:

PLAN A

1. 30 credit hours of which no fewer than 15 hours must be in Secondary/Transition approved core or elective courses. In addition, included within the 30 hours must be:
 - a. At least 2 elective courses taken outside the Program Area of Study.
 - b. Thesis: 6 hours maximum credit (must include 3 hrs. research and 3 hrs. thesis)
 OR Non-thesis option: 6 hours maximum credit (must include 3 hrs. research and 3 hrs. masters project)

PLAN B

1. 36 credit hours of which no fewer than 15 hours must be in Secondary/Transition approved core or elective courses.
2. Successful completion of a written comprehensive examination.

Please indicate your plans for completing the following courses:

| TRANSITION/SECONDARY CORE COURSES | Semester/Year | Credit |
|---|----------------------|---------------|
| SPED 856 Transition Education and Services from Childhood through Adulthood (3 hrs.) | | |
| SPED 857 Vocational Training and Employment (3 hrs.) | | |
| SPED 858 Assessment for Transition Planning (3 hrs.) | | |
| SPED 859 Interagency Services for Transition to Adulthood (Prerequisite: SPED 856 Transitions Education and Services from Childhood to Adulthood) | | |
| TRANSITION & SPECIAL EDUCATION ELECTIVE COURSES | Semester/Year | Credit |
| Pick 2-3 classes from Special Education coursework | | |
| SPED 742 Methods and Assessment: Life Skills and Community-Based Instruction | | |
| SPED 851/T&L 856: Law and Special Education | | |
| SPED 854: Interprofessional Collaboration | | |
| SPED 798 Special Course: Summer Institute: (Optional, not offered every summer) | | |
| SPED 897: Independent Study (1-3 cr. hrs.) Permission of instructor required | | |
| Other : | | |
| Other: | | |
| Other: | | |
| COMPLETION OF MASTERS PROGRAM (PLAN A) Thesis or Non-Thesis | Semester/Year | Credit |
| <u>Minimum of 2 elective courses taken from outside the Program Area of Study</u> | | |
| 1. PRE 715 Understanding Research in Education (recommended as one of the electives; see choice options below) | | |
| 2. Elective: | | |
| Thesis Option: SPED 899: Masters Thesis (3 hours of thesis research)h | | |
| Non-Thesis Option: SPED 898: Masters Project (3 hours of masters project) | | |
| COMPLETION OF MASTERS PROGRAM (PLAN B) | Semester/Year | Credit |
| <u>Minimum of 2 elective courses taken from outside the Program Area of Study</u> | | |
| 1. | | |
| 2. | | |
| Total Hours | | |

Deaf Education* (*Department is not currently accepting applications for this program area.*)

Location:

Number of Hours:

Professors: Dr. Sally Roberts

The Deaf Education program is designed to prepare highly qualified teachers of deaf and hard of hearing infants, children and youth, maintaining a strong focus on cultural and social diversity including affiliation with the Deaf community. Emphasizing individuality, the Deaf Education program is based on a guiding philosophy that appropriate education takes into account the needs and strengths of the student, family preferences, and cultural and community values.

The curriculum embraces a variety of approaches including communication modes, long-term goals, and educational options. As a result, graduates are prepared with a wide repertoire of skills and knowledge in language and communication, curriculum, pedagogy, and respect for individual differences and choices.

Graduates can become consultants to the general education teacher, itinerant teachers providing direct service to students and their families, and resource or classroom teachers. Follow these links to view the education curriculum requirements for Deaf/Hard-of-Hearing: Birth to Grade 3 and for Deaf/Hard-of-Hearing: Pre-K to Grade 12 (not currently available).

***American Sign Language (ASL)** - The University of Kansas offers coursework for undergraduates in the School of Education with a strong focus on the development of ASL and English sign system skills in preparation for entering the Deaf Education program at the Masters level.

Requirements for the Masters of Science in Education (M.S.Ed.)

A candidate for the degree of Master of Science in Education (M.S. Ed.) selects one of the program areas as a concentration for graduate study.

A minimum of 30 credit hours is required to receive a Masters degree, but some programs may require additional coursework. No *fewer* than 10 credit hours must be in your emphasis area of study, and most programs include considerably more hours in your area of study. Work toward your Masters degree is concentrated in your major area, with no more than 6 hours of elective coursework completed at KU permitted outside the major department.

All Masters programs in the department require a graduate class in research and evaluation methods (PRE 715). In addition, all students must participate in a culminating experience. There are three options within the department. They are the: 1) Masters project, 2) Masters thesis, and 3) the Capstone course and examination option. The Masters project and Masters thesis are written products, which are followed by an oral defense or closure meeting. Essential information that will help the student select the best option follows. However, determination of which option to complete and the specific requirements for each option are dependent on the student's program area and developed together with the student's faculty advisor.

Masters Project (SPED 898)

The Masters Project is the development of and field review of a practical intervention or resource. A Masters project is typically field-based and practitioner-oriented. It focuses on developing a product that targets the student's area of interest. The student is expected to conduct a thorough review of the literature, develop the "product" based on the review of the literature and with input from appropriate field based consumers and stakeholders, conduct a field/expert review of an initial version of the product, write a formal (APA format - see *American Association of Psychology, 5th edition*) paper presenting the procedures and methods for developing and evaluating the project, and complete an oral defense or closure meeting to faculty (typically the students advisor and two other faculty members) of the final product and supporting paper.

The student and his or her advisor should meet to plan the project content, develop a timeline and work scope for completing including identifying a Masters Project Committee made up of 3 faculty members (including advisor). While the majority of the planning of the project will take place between the student and advisor, the full committee must review the final project. Therefore, at least 2 weeks prior to the oral defense or closure meeting, a paper describing the rationale for, the development of, and the product must be submitted to all members of the project committee. Important timelines need to be adhered in order to ensure timely graduation/degree completion. All students must be enrolled in at least one hour of graduate study the semester that they complete their oral defense/closure meeting and in most cases this will be one hour of SPED 898 (Masters Project). However, students should check with their advisor due to the fact that program areas will have their own requirement regarding the number of Masters Project hour requirements for degree completion. For all students in the SOE completing a Masters degree, a minimum of one credit hour and a maximum of 4 is the policy in place.

Students are encouraged to check with the School of Education/Graduate School (Mary Ann Williams, mwilliams@ku.edu) to ensure that timelines are being met and appropriate paperwork has been filed and to do so early in the semester for which they anticipate completing the project and graduating.

Masters Thesis (SPED 899)

The Master's Thesis is the design and implementation of an independent and original empirical research study typically related to an intervention procedure. The thesis may be a replication of existing research or an original research study. The research may address a single individual or event, a small group, or a large group. A variety of research designs may be used including single subject design, group design, qualitative methods, surveys, and case studies. Decisions made about topic and research design are typically made in consultation with the student's academic advisor.

The student and his or her advisor should meet to plan the thesis. The student is expected to complete the following: 1) conduct a thorough review of the literature with a particular focus on the evidence-based literature; 2) design an empirical study to investigate the efficacy of an intervention or design a study that examines the perceptions and/or knowledge of a group of stakeholders regarding a problem or intervention; 3) submit and adhere to the needed Human Subjects Protection and Review* (see brief explanation below); 4) implement the study and appropriately analyze the data collected; 5) write a formal (APA format) paper presenting the literature review, methods, results and discussion; and 6) complete an oral defense or closure meeting (typically the student's advisor and two other faculty members are involved).

As with the project, the thesis is conducted as an individual/independent study together with your faculty advisor in your area. Typically, the thesis is completed during the final semester, however, with a thesis the final two semesters are recommended given the increased time required to develop, conduct, analyze outcomes, and write up an empirical study.

While the majority of the planning of the thesis will take place between the student and advisor, the full committee must review the final project. Therefore, at least 2 weeks prior to the oral defense or closure meeting, the formal write-up must be submitted to all members of the student's thesis committee. Student completing a Masters thesis are required to complete a formal "write-up" of their study, which must follow the guidelines of the Graduate School and with the final approved version being submitted electronically (see the Graduate School website: Procedural Instructions at <http://www.graduate.ku.edu/~etd/#Formatting>). Because the final approved version can only be submitted after the oral defense/closure meeting and after receiving final approval from the committee, students together with their advisor must be careful to ensure timely progress and close attention to due dates for each semester.

Important timelines need to be adhered to in order to ensure timely graduation/degree completion. All students must be enrolled in at least one hour of graduate study the semester that they complete their oral defense/closure meeting and in most cases this will be one hour of SPED 899 (Masters Thesis). However, students should check with their advisor due to the fact that program areas will have their own requirement regarding the number of Masters thesis hours required for degree completion. For all students completing a Masters in the SOE, a minimum of one credit hour and a maximum of 4 is the policy in place.

***Human Subjects Protection and Review**

The first step is for students to complete the HSCL tutorial found at:

http://www.rcr.ku.edu/hscl/hsp_tutorial/000.shtml . This tutorial must be completed before the student's research application will be reviewed by HSCL. Once the student has completed the tutorial they may locate the appropriate forms and examples of consent forms at http://www.rcr.ku.edu/hscl/hscl_handbook/app_b.shtml. When a student completes the Human Subject Application, the application needs to be sent to the faculty member with whom the student is working for their approval prior to submission to HSCL. For additional questions, students may contact:

David Hann
 HSCL Administrator
 University of Kansas Center for Research
 Human Subjects Research Compliance
dhann@ku.edu
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Capstone Seminar (SPED 896): Written Comprehensive Examination for Adaptive Program Students Summer Semester Only

SPED 896 – Capstone seminar is designed to be the culminating experience for Adaptive Program students who choose to complete their Masters programs with 36 hours of coursework and a comprehensive Masters examination instead of one of the other options (i.e., project or thesis). Students selecting this culminating experience option will complete the course during the final semester of their program. Participants will review current issues, evidence-based practices, home-school considerations, state and federal regulations, and Kansas's standards regarding appropriate education for students who need an adapted curriculum (i.e., Adaptive category designation). Through a series of topical seminars, focused readings, individual and group assignments, students will prepare for their Comprehensive Exam. The four-hour exam is administered at the conclusion of the course.

Currently the Capstone Seminar with a written comprehensive examination is only available for adaptive students completing their program in the summer session. However, other Masters programs areas may allow for a written comprehensive examination with or without a Capstone seminar, and students may discuss this option with their advisors.

Special Education Endorsement Programs

A teaching endorsement indicates that a currently licensed teacher (i.e., currently licensed as either an elementary or secondary general education teacher) is adding additional content and expertise in order to appropriately support the learning of students with specific learning and educational needs such as those who are English Language Learners or have needs for special education services. The department through its Masters program currently has available two state approved special education endorsement programs: Adaptive (High-Incidence), and Functional (Low-Incidence). Again to reiterate, in order to qualify for a Kansas special education endorsement, teachers must hold an elementary or secondary education license. KU teacher education students can work toward a special education *provisional endorsement* in special education while finishing their 5th year in the teacher education program. More information can be found below regarding provisional endorsement.

- **Adaptive Disabilities (K-6 or PK-12)** — Endorsement for working with special needs students who have mild to moderate learning disabilities, behavior disorders, mental retardation and autism. Contact: Dr. Sean Smith, seanj@ku.edu . Program of studies for this program follows on the next page
- **Functional Disabilities (PK-12)** — Endorsement for working with special needs students with severe cognitive and multiple disabilities including students with mental retardation, multiple and profound disabilities, and students with autism. Contact: Dr. Michael Wehmeyer wehmeyer@ku.edu . Program of studies for this program follows on the next page

For additional information about Kansas Teacher licensure and special education endorsement contact the licensure officer at KU, Alisa Palmer Branham, and the central information source for all licensure and endorsement questions. Contact Alisa at abranham@ku.edu for assistance or go to <http://soe.ku.edu/licensure/> for links to more information about licensure and endorsements.

Special Education Provisional Endorsement Information

“I am licensed in Elementary K-9 and want to add Special Education. What does it take to get a provisional license?” First, you must be a certified/licensed teacher and have a job offer requiring the special education endorsement. Provisional licensure is available after completion of three initial courses: one course each in characteristics, methods, and practicum in the specific area requested. A provisional license is effective for two years, during which time most students can complete the remaining 5-6 courses in the program. If necessary, you may request a second provisional, allowing up to 4 years total as long as 50% of remaining courses have been completed during the first 2-year license.

A local district wants to hire me as a Special Education teacher but I'm not licensed in special education yet. Can I work through KU to get a waiver while I'm taking classes for licensure?" Yes, call or email Alisa Branham as soon as you have the job offer and she will send you a packet of instructions. You must be a regularly licensed teacher in Kansas, admitted to KU and enrolled in at least one course before she can write the plan of study letter. KSDE deadlines for receiving waiver applications from schools are November 1 and February 1.

I am a 5th year, KU School of Education Undergraduate, what classes do I need to get provisional licensure in Special Education? KU students may begin taking a few special education courses as undergraduates and also may take 1-2 courses at graduate level during the fall of the professional year, as time permits. By completing the courses listed below, students become *eligible for the provisional endorsement*, allowing them to work as a special education teacher before completion of the entire program, which is typically 25-32 hours total.

Adaptive K-6 or PK-12 Provisional Endorsement

(Endorsement for working with special needs students who have mild-moderate learning disabilities, behavior disorders, mental retardation and autism)

SPED 326: (required for all students; includes adaptive characteristics)

SPED 641/741: (641 is the undergraduate level and 741 is the graduate level.) This course substitutes for the professional year fall requirement of SPED 706 (elementary) or 707 (secondary) so no additional costs is involved. Rather, students will have a more in-depth methods class for teaching students with adaptive disabilities.

SPED 775: This is the first of two SPED practica for Adaptive program completion. SPED 775 should be taken at the same time the student is taking the spring C&T internship, for a total of 12 weeks, full-time in the field placement. Students simply split the credits, enrolling for 3 credits in each course for a total of 6 credits so there is no additional cost. The nature of the practicum is flexible and developed specific to the needs of each student, their faculty advisor, the school, and other circumstances. It is critical that students work closely with faculty members from the Adaptive area prior to this placement to ensure they are placed in an appropriate school environment to address both general and special education requirements.

Functional PK-12 Provisional Endorsement

(Endorsement for working with special needs students with severe cognitive and multiple disabilities including students with mental retardation, multiple and profound disabilities, and some students with autism)

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SPED 326: (required for all students)

SPED 730: (characteristics of students requiring Adaptive and Functional Curricula; get permission number)

SPED 742: (assessment and methods: life skills and community-based instruction; get permission number) This course substitutes for the professional year fall requirement of SPED 706 (elementary) or 707 (secondary) so no additional cost is involved. Rather, students will have a more in-depth methods class for teaching students with functional disabilities.

SPED 775: This is the first of two SPED practica required for Functional program completion. SPED 775 should be taken at the same time the student is taking the spring C&T internship, for a total of 12 weeks, full-time in the field placement. Students simply split the credits, enrolling for 3 credits in each course for a total of 6 credits so there is no additional cost. The nature of the practicum is flexible and developed specific to the needs of each student, their faculty advisor, the school, and other circumstances. It is critical that students work closely with faculty members from the Functional area prior to this placement to ensure they are placed in an appropriate school environment to address both general and special education requirements.

Program Plan for
**Provisional/Full Endorsement Requirements for
 Adaptive Curriculum (LD/BD/MR)**
 Department of Special Education
 University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Adaptive Provisional Endorsement Requirements:

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|---|--------------|-------|
| | SPED 630/730 | Characteristics of Students in the Adaptive and Functional Curriculum | 3 | |
| | SPED 641/741 | Methods and Assessment: Academic Instruction for Students with Disabilities in General Education and Learning Center Strategies | 3 | |
| | SPED 775 | Practicum with Exceptional Children & Youth: Adaptive | 3 | |

Adaptive Endorsement Requirements (In addition to the above courses the following are required for full endorsement):

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|--|--------------|-------|
| | SPED 742 | Methods and Assessment: Life Skills and Community-Based Instruction | 3 | |
| | SPED 743 | Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management | 3 | |
| | SPED 841 | Advanced Methods and Assessment: Learning Strategies and Content Enhancement | 3 | |
| | SPED 843 | Advanced Methods and Assessment: Strategies for Students with Significant Behavior, Social, & Emotional Needs | 3 | |
| | SPED 854 | Family and Interprofessional Collaboration in Special Education | 3 | |
| | SPED 875 | Advanced Practicum with Exceptional Children & Youth: Adaptive | 3 | |
| | SPED 856 | Transition Education and Services from Childhood through Adulthood (required for middle and secondary certification only) | 3 | |

For information regarding Kansas Licensure, go to <http://soe.ku.edu/students/licensure/>. This website has the information on required licensure exams and application instructions. Two standardized licensure exams should be taken approximately 3-6 months before you have finished all courses.

Program Plan for
**Provisional/Full Endorsement Requirements for
 Functional Curriculum**
 Department of Special Education
 University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Functional Provisional Endorsement Requirements:

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|---|--------------|-------|
| | SPED 630/730 | Characteristics of Students in the Adaptive and Functional Curriculum | 3 | |
| | SPED 742 | Methods and Assessment: Life Skills and Community-Based Instruction | 3 | |
| | SPED 775 | Practicum with Exceptional Children & Youth: Functional | 3 | |

Functional Endorsement Requirements (In addition to the above courses the following are required for full endorsement):

| Completed | Course Number | Course Title | Credit Hours | Notes |
|-----------|---------------|---|--------------|-------|
| | SPED 741 | Methods and Assessment: Academic Instruction for Students with Disabilities in General Education and Learning Center Strategies | 3 | |
| | SPED 743 | Methods: Functional Behavioral Assessment, Positive Behavior Support and Classroom Management | 3 | |
| | SPED 842 | Advanced Methods: Strategies for Students with Significant Sensory, Motor and Health Needs | 2 | |
| | SPED 844 | Advanced Methods: Nonsymbolic and Symbolic Communication Assessment and Augmentation Strategies | 3 | |
| | SPED 854 | Family and Interprofessional Collaboration in Special Education | 3 | |
| | SPED 856 | Transition Education and Services from Childhood through Adulthood | 3 | |
| | SPED 875 | Advanced Practicum with Exceptional Children & Youth: Functional | 3 | |
| | | | | |

For information regarding Kansas Licensure, go to <http://soe.ku.edu/students/licensure/>. This website has the information on required licensure exams and application instructions. Two standardized licensure exams should be taken approximately 3-6 months before you have finished all courses.

Licensure Program

- The **Kansas Early Childhood Unified License (birth through kindergarten)** is an initial teaching license designed to prepare individuals for working with developmental and learning needs of all infants, toddlers, preschool and kindergarten-age children including those at-risk for and with disabilities and their families within natural and inclusive settings. This initial license is not currently available at the University of Kansas. However, the KU Department of Special Education's Masters Program in Early Childhood Unified has been developed to address the required standards and competencies for this license and the department is currently in the process of preparing a submission for state approval with expected submission Spring of 2008. **If approved (decision on approval should be made during Summer of 2008), completion of the program would lead to a Kansas Unified Early Childhood License (birth-kindergarten).** The proposed Program of studies for this program follows on the next page. Contact: Dr. Eva Horn, ehorn@ku.edu

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Master of Science in Education (M.S.Ed.)
Early Childhood Unified Education (birth through Kindergarten) *Proposed Licensure Plan
Department of Special Education
University of Kansas

Student Name: _____ KUID: _____

Advisor: _____ Admission Start Date: _____

Admission Status: Regular _____ Probationary _____ Provisional (Prov. Plan attached) _____

Anticipated Date for Program Completion: _____

Program Requirements

Licensure/Masters Requirements:

| Semester Offered | Completed | Course Number | Course Title | Credit Hours | Notes |
|----------------------|-----------|---------------|--|--------------|-------|
| Fall Lawrence | | SPED 732 | Introduction to the Discipline of Early Education | 3 | |
| Spring Lawrence | | SPED 750 | Curriculum and Methods in Early Education | 3 | |
| Fall Lawrence | | SPED 755 | Inclusive Strategies and Intervention Preschoolers | 3 | |
| Spring Lawrence | | SPED 753 | Assessment Methods in Early Education | 3 | |
| Spring Lawrence | | SPED 731 | Supporting Child with Significant Learning & Behavioral Concerns | 3 | |
| All Lawrence/Edwards | | SPED 854 | Family and Interprofessional Collaboration in Special Education | 3 | |
| Fall Lawrence | | SPED 734 | Inclusive Strategies and Intervention Infants and Toddlers | 3 | |
| All Lawrence/Edwards | | SPED 739 | Student Teaching in Unified Early Childhood: Kindergarten, Preschool and/or Infant Toddler (one of three options) | 3 | |
| All Lawrence/Edwards | | SPED 739 | -Student Teaching in Unified Early Childhood: Kindergarten, Preschool and/or Infant Toddler (one of three options) | 3 | |
| TOTAL HOURS | | | | 27 | |

*Currently this program does not lead to a teaching license in the state of Kansas. However, we are seeking approval for this sequence of courses and experiences for Kansas Unified Early Childhood License (birth-kindergarten).

PRACTICUM/FIELD EXPERIENCE INFORMATION

PRACTICUM FOR ADAPTIVE, AUTISM SPECTRUM DISORDERS (ASD), DEAF AND HARD OF HEARING (D/HH) AND FUNTIONAL: Two practicum experiences are required for special education endorsement: SPED 775 & 875.

SPED 775 is a practicum experience for the 5th year School of Education student as well as other graduate students who are seeking teaching licensure in the Adaptive, Autism Spectrum, Deaf & Hard of Hearing and Functional areas. The *SPED 775* practicum is designed to provide intense and direct teaching experiences with children and youth who have sensory, learning and behavioral needs. This practicum must be completed under the supervision of a special education teacher who is qualified and licensed to teach in this area. Students are expected to demonstrate professional conduct, exhibit competency in their classroom teaching experience as well as completing portfolio assignments. This practicum is a requirement for provisional licensure according to the Kansas State Department of Education (KSDE).

SPED 875 is the advanced practicum experience. Graduate students who have completed their core courses and who are nearing the completion of their degree typically enroll in *SPED 875* to obtain full endorsement. Most students will complete the *875* experience with a cooperating teacher. In some circumstances individuals who are teaching in a classroom under provisional certification in the area of their degree program may request permission to complete this practicum in his/her own classroom “on-the-job”. For example, if at the time of their enrollment a teacher is teaching students in the adaptive area and is seeking full endorsement in the adaptive area they may request an on-the-job practicum. The Field Experience Coordinator and the student’s academic advisor will review this request and determine if an “on-the-job” experience is appropriate. Students must demonstrate professional conduct, exhibit competency as a classroom teacher and complete an action research requirement as well as portfolio assignments.

Autism Spectrum Disorders (ASD) Specialization & Kansas Licensure: Students specializing in Autism Spectrum Disorders are required to complete *SPED 775* and *875*; however, since ASD is not a licensure area as determined by the KSDE, completing both practica in the ASD area does not lead to licensure. Thus, students who are in the ASD specialization area must also complete an Adaptive, Functional, or ECU practicum/student teaching requirements in order to obtain Kansas special education endorsement or license (in the case of ECU).

Students who complete the practica will:

- Demonstrate their knowledge and skills in the classroom
- Participate in ongoing professional dialogue with their University Supervisor
- Collaborate with teachers other than their cooperating teacher
- Complete a portfolio that reflects a wide variety of experiences within the classroom and greater school community that are consistent with the State of Kansas provisional licensure requirements
- Demonstrate the ability to conduct action research in the classroom setting
- Be prepared to meet the competencies associated with the licensure standards as determined by KSDE

Students will be notified by e-mail with the details for enrolling in the experience. Students may request a specific field experience site. KU will attempt to grant individual's requests, but there is no guarantee. If you have questions or need more information about the practicum experience, contact Dr. Deb Griswold at dgriz@ku.edu.

STUDENT TEACHING EXPERIENCES FOR EARLY CHILDHOOD UNIFIED (BIRTH THROUGH KINDERGARTEN):

Two practicum/student teaching experiences are required for all ECU (birth through kindergarten) Masters students. Both experiences will be taken as SPED 739 UEC Student Teaching.

SPED 739 - The student teaching course(s) is an intense, direct teaching field-based experience. Two three credit hours – two semesters long courses of SPED 739 in two of three types of settings (i.e., infant/toddler, preschool, and/or kindergarten) are required for the Early Childhood Unified Education (birth through Kindergarten) Masters Program. Settings must reflective provisions of services for all children including those with disabilities and those at risk for disabilities. The Kansas Professional Education Standards, along with the Kansas Early Childhood Unified (Birth through kindergarten) Teaching Standards, are embedded into the course objectives and requirements. Competency of these standards must be demonstrated. Students will work directly under the supervision of qualified personnel in the field of Early Childhood Education and Early Childhood Special Education. Depending on the age of the children served and the nature of the student teaching site, each student teaching experience includes either the development of a two-week lead teaching experience in the classroom or equivalent lead role appropriate to the context and role of the mentor/cooperating professional. Students will be required to: (a) provide details about their classroom/program setting and describe the learning environment; (b) set learning goals/outcomes for a variety of classroom, playgroup activities, and/or home visit contexts; (c) devise and implement their instructional and home visit plans; (d) demonstrate competence in supporting families; (e) demonstrate competence in communicating and collaborating with program personnel (i.e., para-educators, related service personnel, etc.); and (f) maintain a reflective journal on their experiences with children, families, and colleagues. Ongoing meetings with mentor/cooperating professionals and university supervisors are designed to facilitate both reflective and instructional learning. Participation is required in all seminars held on related content areas throughout the semester.

ECU Field Experience Requirements and Procedures: Students completing the Early Childhood Unified Education Masters program must enroll in two 3-credit hour sections of student teaching (SPED 739). Students must choose two of the following three options: an infant/toddler setting, a preschool setting, or kindergarten setting. These settings will be determined together with the student, student's academic advisor, and the ECU field services coordinator. Each 3 credit-hour section is to fulfill a minimum of 240 hours in the field over a 14-week period. Only one 3-credit-hour section of SPED 739 may be taken during a single semester (Note: this restriction does not apply to 5th year UEC students).

Student must apply for assignment to a student teaching setting one semester prior to the experience. While students are asked to indicate various factors that may affect their specific assignments, the ECU faculty and the ECU field services coordinator make the selection of the actual sites and the onsite cooperating professional. The ECU Masters program has a number of approved student teaching sites that offer a range of excellent experiences for our students. Access to personal transportation is highly recommended since many sites are in neighboring

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communities and require car travel. For those students with no access to transportation, every attempt will be made to assign them to sites that may be reached via public transportation within the Lawrence community.

For additional information about the Early Childhood Unified Education student teaching experience contact: Sue Wenner Lanyon, M.S.ED, at slanyon@ku.edu or 785-864-0740.

FREQUENTLY ASKED QUESTIONS

What is Enroll and Pay?

Enroll and Pay is the system in which students enroll, pay tuition, see grades, etc. You can access your enroll and pay by going to www.ku.edu then click on KYou (top left hand corner), enter your online ID and password to access your enroll and pay. Go to the KU Registrar website at www.registrar.ku.edu/ for student information (Deadlines/calendar, enroll/add/drop, drop dates policy, enrollment guide, employment, fees and tuition, finals/exams/grades, forms, graduation, schedule of classes)

How do I see my grades?

Grade reports are not mailed out. You access your grades through your Enroll and Pay.

Enrollment Status

How many hours do I have to be enrolled to be a full-time student? The normal full-time enrollment for a graduate student is 9 credit hours per semester or 6 hours per summer session.

Students are not normally permitted to enroll for more than 17 hours a semester or more than 9 hours in summer session.

The enrollment of those with foreign student (F-1) visas must conform to the minimum established by the regulations of the Immigration and Naturalization Service. International students must conform to the residence requirements of the Graduate School, even if the minimal enrollments of the INS are lower.

Full-time Student Classification and Residence Requirement

The following student loads for course work and/or appointments at KU for teaching or research represent full-time graduate student status for degree-seeking students for purposes of qualifying for fellowship tenure, student loan deferment, and similar certification, and for meeting residence requirements for doctoral degrees.

- 9 credit hours
- 6 credit hours and half-time teaching or research at KU

These figures are the minimum number of credit hours a student may carry and still be certified full time. A student may enroll for more hours with the approval of the department or program adviser, within general guidelines.

Readmittance

I am not currently enrolled, but have enrolled as a graduate student in the past 5 years, how do I get readmitted so I can enroll?

Contact your advisor and let them know you want to return, and then proceed as follows:

Permit to Re-enroll

If you have been admitted and have taken coursework as a graduate student within the past 5 years, but are not currently enrolled, your admission will have to be reactivated for you to be able to enroll. Go to <http://www.graduate.ku.edu/~graduate/GAPC/> Permit to Re-enroll (at the bottom of the page). Download and complete the Permit to Re-enroll form, send form and \$10 to graduate school as directed on top of the form.

I haven't taken any classes for over 5 years and want to get back into the program, what do I do?

If you haven't taken classes for 5 years, you will have to start your application process over. You will have to apply for admission (see procedural instructions at specialeducation.soe.ku.edu) and submit all application materials as instructed. Any course work taken in the past 7 years cannot apply to your masters program and will have to be retaken.

Advisement

Upon admission to the Department of Special Education, you are assigned a program advisor. Students are assigned whenever possible to advisors whose expertise and interests are complementary to their own stated objectives for graduate study and professional career goals. You and your advisor will plan your Masters program and he/she will advise you throughout the program. The same advisor usually also supervises your thesis or Masters research with the aid of the program committee. The program committee consists of two members of the graduate faculty chosen by the student and advisor. The committee convenes when appropriate, to act as an examination committee to question the student's knowledge of his/her thesis/research project and other content areas related to the student's graduate program and to evaluate topics related to the student's program of study. In the event that you need to request a change of advisor, contact the Department Masters Advisor for this process.

Special Education Course Descriptions

To see course descriptions go to the Special Education website at <http://soe.ku.edu/sped/current-students/courses.php> or view the descriptions on the online graduate catalog at <http://www.catalogs.ku.edu/graduate/>

Where can I locate what semesters my courses in Special Education will be offered?

Click on "scheduled rotation" at the Special Education website <http://soe.ku.edu/sped/current-students/courses.php>. You can also check the KU Schedule of classes on the KU Registrar's website each semester to find out which special education courses are offered. <http://www.opensections.ku.edu/index.html>

Credit Transfer

- Six hours of graduate credit (but not distance-learning courses) taken at a regionally accredited graduate school may be transferred and applied to a program leading to one of the Masters degree, if the transfer has the approval of the major department and the appropriate school.
- No graduate credit is given for correspondence courses outside of those approved and offered by KU under the following distance-education guidelines: Distance learning courses (including Internet, interactive television, video, continuing education courses, and others) may be offered for graduate credit only if they are assigned a line number, taught by a member of the KU graduate faculty, approved by the dean of the school or college offering the course, and confirmed by the dean of the Graduate School. (GS Handbook)
- Eight hours may be approved for transfer if the student holds a baccalaureate degree from KU.

- Transferred credit and graduate continuing education credit including distance-learning courses (limited to KU courses) together may not exceed 6-hours- or 8 hours if the condition just indicated is met – and they must not be the last hours required for the degree.
- Only work graded B (3.0 on a 4.0 scale) or higher may be transferred. Also classes that are not graded letter grade will not transfer.
- KU does not accept transfer credit from other institutions for graduate-level courses completed in institutes and workshops or given life/work experience.
- No courses taken from undergraduate or post-baccalaureate (non-graduate) credit either at KU or elsewhere may be transferred to KU to count toward an advanced degree.
- Courses that were counted toward meeting the requirements of a graduate degree, completed either at KU or at another institution, may not be used toward meeting the requirements for an additional advanced degree at KU.

Student Petition

Why do I need to fill out a student petition?

Universal Student Petition

This form is to be used by graduate students in the School of Education for course substitution requests, exception to number of hours taken, non-residency during final 30 hours, time extension requests, leaves-of absence from a program, to request an exception to a specific program requirement, etc.

Where do I go to get the petition? Download the universal petition at http://soe.ku.edu/students/forms_petitions.php

Who do I turn the petition into? Upon completion students should submit this form to their advisor. The typical time frame for resolution of a petition is 1-2 weeks. Students are responsible for submitting a complete petition and, with their advisor, monitoring its progress through the system. Students will be notified by email of the petition results.

Academic Probation

Upon falling below a cumulative graduate GPA of B, computed with the inclusion of grades earned at KU for all courses acceptable for graduate credit, the student is placed on probation by the Graduate Division of the school or the Graduate School.

The grades of P,S,U, and I, for which no numerical equivalents are defined, are excluded from the computation. If the student's overall graduate average has been raised to B by the end of the next semester of enrollment after being placed on probation, the student may be returned to regular status. If not, the student will not be permitted to re-enroll in the Graduate School unless the Graduate Division or the Graduate School acts favorably on a departmental recommendation for the student to continue study.

If admitted on probation, a student must earn an overall graduate average of at least B during the first semester of enrollment (in which case the student is considered to have achieved regular status) to be permitted to re-enroll. A student admitted on probation who fails to earn a B average in the first semester is not permitted to re-enroll.

When the particular circumstances are deemed to justify continuation, and upon the recommendation of the department or program, such a student may be continued on probation by the Graduate Division or the Graduate School for one additional semester equivalent of full-time graduate study.

Time Limit

To ensure continuity of progress and currency of knowledge, there is a seven-year time limit for completion of Masters degree requirements.

The Graduate Division has the authority to grant a one-year extension for compelling reasons, on recommendation of the department/committee.

If more than eight years are requested, the appropriate appeals body of the school considers petition for further extensions and, where evidence of continuous progress, currency of knowledge, and other reasons are compelling, may grant further extensions.

Masters Degree Time Limit Chart
Seven-year time to degree

| Semester Start Date: | Must be finished by end of: |
|----------------------|-----------------------------|
| Spring 2005 | Fall 2011 |
| Summer 2005 | Spring 2012 |
| Fall 2005 | Summer 2012 |
| Spring 2006 | Fall 2012 |
| Summer 2006 | Spring 2013 |
| Fall 2006 | Summer 2013 |
| Spring 2007 | Fall 2013 |
| Summer 2007 | Spring 2014 |
| Fall 2007 | Summer 2014 |
| Spring 2008 | Fall 2014 |
| Summer 2008 | Spring 2015 |
| Fall 2008 | Summer 2015 |
| Spring 2009 | Fall 2015 |

What student organizations are available for masters students?

The *KU Professionals for Disability (KUPD)* is an official student organization located within the Department of Special Education at the University of Kansas. The organization is open to all students who have an interest in the field of special education. The mission of KUPD is to provide support to students who are preparing to enter into a career working with children or adults with disabilities. The organization provides opportunities for students to gain awareness of current and emerging issues in the field and provide opportunities for students to network with other students and professionals.

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Each month KUPD schedules an educational presentation on a different disability-related topic. These are known as "Luncheon Lectures." Past topics have included international perspectives on disability issues; disability advocacy in the context of political ideologies; the job search process and achieving tenure in academic settings; and issues affecting students with disabilities in an urban environment. The Annual KUPD Student Conference, held at the University of Kansas Union in the spring, is a highlight event that has the feel of a professional conference. The conference provides a forum for the special education community to learn more about ongoing KU student research projects as well as an opportunity for the student presenters to engage in a professional development activity. On the second Friday of each month informal social gatherings are planned at various locations on campus and in the Lawrence community that provide opportunities for students to develop relationships with other special education graduate students. To learn more about KUPD visit the Special Education website at specialeducation.soe.ku.edu.

Graduation

I'm graduating this semester – what do I need to do?

Application for Degree - This form is required for all students who wish to graduate. Students need to complete and submit this form to the School of Education, who will forward it to the Registrar's Office. **If the student does not graduate in the term specified, they must complete a new form for the semester in which they wish to graduate. Deadlines for submission are:**

- March 1 (to assure inclusion in Commencement Book for Spring graduates)
- April 15 (Spring graduation)
- July 15th (Summer graduation)
- December 1st (Fall graduation)

Please see this page <http://www.registrar.ku.edu/directory/geninfo.shtml> on the registrar's web site for more information.

I want to attend convocation – who I contact?

See School of Education website at www.soe.ku.edu

I want to participate in commencement – where do I go to get information?

See School of Education website at www.soe.ku.edu and also www.registrar.ku.edu/graduation