

Graduate Certificate in Interdisciplinary Early Intervention

The Interdisciplinary Early Intervention Certificate (IEI) program focuses on preparing practitioners (e.g., speech-language pathologists, early childhood special education) to meet the developmental and early education needs of young children (birth-3 years old) with developmental delays or disabilities and those children considered at risk for developmental delays or disabilities. This is a four course (11-12 hour), face-to-face, graduate certificate program with 2 required courses and 2 electives, selected from other related areas. As an interdisciplinary program, the focus is on interdisciplinary early intervention in natural and inclusive settings. Special attention is paid to the provision of culturally and linguistically appropriate, family-centered supports. 11-12 credit hours are required to complete the certificate. This program is open to individuals from a variety of backgrounds and experiences who are interested in the field of early intervention.

This program WILL NOT lead to recommendation for initial teacher licensure/certification or endorsement of any kind.

Graduate Admissions Requirements

Applicants must meet both the University and departmental admission requirements to be considered for the program.

University of Kansas Graduate Admission Requirements

- All applicants must meet the requirements outlined in the Admission to Graduate Study (<https://policy.ku.edu/graduate-studies/admission-to-graduate-study/>) policy.
- Bachelor's degree: A copy of official transcripts showing proof of a bachelor's degree (and any post-bachelor's coursework or degrees) from a regionally accredited institution, or a foreign university with equivalent bachelor's degree requirements is required.
- English proficiency: Proof of English proficiency (<https://gradapply.ku.edu/english-requirements/>) for non-native or non-native-like English speakers is required. There are two bands of English proficiency, including Admission and Full proficiency. For applicants to online programs, Full proficiency is required.

Graduate Certificate in Interdisciplinary Early Intervention application requirements:

- A completed graduate application (<https://gradapply.ku.edu/>).
- Application fee.
- Official transcripts of all degree-granting post-secondary institutions you have attended and an official transcript for each degree earned.
- Two letters of recommendation.
- Personal statement declaring your interest in the program and it's relationship to your graduate course of study and/or career objectives.
- Current resume or CV.

Students that are currently enrolled (not graduated) in a special education master's program may add a certificate program to their student record without completing the online application, subject to current faculty advisor

and graduate certificate program coordinator approval. Please contact your advisor for more information.

Course Requirements for the Graduate Certificate in Interdisciplinary Early Intervention include:

Completion of the 4 course program plan for 11 or 12 credit hours.

Code	Title	Hours
Required Courses		
SPED/SPLH 736	Foundations of Early Intervention	3
SPED/SPLH 737	Infants and Toddler with Significant Needs	3
or SPED 731	Supporting Children with Significant Learning and Behavioral Concerns	
Pick 2 of the following courses:		5-6
SPLH 840	Communication of Infants and Toddlers: Early Intervention Supports and Services	
SPED 854	Family and Interprofessional Collaboration in Special Education	
SPED 734	Inclusive Strategies and Intervention for Infants and Toddlers: _____	
Total Hours		11-12

At least 50% of coursework in the certificate degree must be at the 700 level or above.

A minimum cumulative grade point average (GPA) of 3.0 or higher is required to remain in good academic standing and in order to graduate.

Additional information can be found in the graduate regulations (<https://catalog.ku.edu/education/#graduate/regulationstext>) section of the catalog.

At the completion of this program, students will be able to:

- Demonstrate critical-thinking and analytical skills to facilitate supportive and collegial inclusive learning communities premised on flexible and collaborative practice among general and special educators and parents of students receiving special education services.
- Demonstrate knowledge of evidence-based and high-leverage practices in special education.
- Demonstrate knowledge of characteristics, strengths, and typical areas of instructional need for students receiving special education services.