

Graduate Certificate in Low Incidence Disabilities for Paraprofessionals

The Graduate Certificate in Low Incidence Disabilities for Paraprofessionals program prepares educators to meet the needs of students with low incidence disabilities.

The 35-credit hour graduate certificate at the University of Kansas provides an opportunity for educators who meet the admission requirements to obtain a limited residency license in special education and students with low incidence disabilities. Admission requirements include: (1) bachelor's degree, (2) earned GPA of at least 2.5 on a 4.0 scale for their most recent 60 credit hours, (3) worked a minimum of one full school year as a full time special education paraprofessional, (4) can verify that a local education agency will employ and support them in an appropriate special education teacher assignment upon completion of this program under the Limited Residency License with KSDE.

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

- Bachelor's degree
- Earned GPA of at least 2.5 on a 4.0 scale for their most recent 60 credit hours
- Worked a minimum of one full school year as a full-time special education paraprofessional (note that other non-licensed non-teacher K12 school personnel are not be eligible)
- Can verify that a local education agency will employ and support them in an appropriate special education teacher assignment upon completion of this program
- Verification that a local education agency (LEA) will employ and support them in an appropriate SPED assignment during the completion of the program under the LRL license.

Graduate Certificate in Low Incidence Disabilities for Paraprofessionals 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.

Code	Title	Hours
SPED 732	Preparation for Teaching Students with Low Incidence Disabilities	6
SPED 742	Assessment and Methods of Teaching Students with Low-Incidence Disabilities in Inclusive Settings	3
SPED 735	Introduction to Teaching Learners with Low-Incidence Disabilities in Inclusive Settings	3
SPED 775	Practicum with Children and Youth with Disabilities: _____ (775A Fall Year 1 (2), 775B Spring Year 2 (2))	4
SPED 746	Assessment and Supports for Students with Complex Communication Needs	3
SPED 723	Positive Behavior Interventions and Supports for Students with Low-Incidence Disabilities	3
SPED 844	Advanced Methods in Access and Inclusion in the Core Curriculum	3
SPED 842	Methods in Access and Inclusion in the Core Curriculum	3
SPED 875	Practicum with Children and Youth with Disabilities: _____ (875A Fall Year 2(2); 875B Spring Year 2 (2))	4
SPED 856	Transition Education and Services from Childhood through Adulthood	3
Total Hours		35

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

- demonstrate understanding and use of philosophical, historical, legal, professionalism and ethical practices.
- demonstrate understanding of how disabilities may impact development and learning and use of this knowledge to provide meaningful and challenging learning experiences.
- demonstrate understanding and use of multiple and collaborative methods of formal and informal assessment in making educational decisions.
- demonstrate understanding and use of general and specialized curricula to individualize learning.
- demonstrate understanding and use of planning, selecting, adapting, accommodating, and implementing researched and evidence-based instructional strategies and technologies to promote learning
- demonstrate understanding of and uses strategies to create safe, inclusive, culturally responsive learning environments so that students become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.
- understand the roles and uses strategies of effective consultation, collaboration and communication with family members, professionals, teaching assistants, students, and community organization members.