

Graduate Certificate in Transition

Designed to be completed in as little as one year, the online Graduate Certificate in Transition provides graduates with knowledge in evidence-based practices to improve the post-secondary outcomes of youth with disabilities.

This Department of Special Education online program is comprised of rigorous eight week courses for a total of 15 credit hours (5 courses). A majority of the work is completed asynchronously, meaning that it does not happen "live." Courses are eight weeks long (2 courses per a typical semester) and typically contain multiple milestones throughout the course. Students are expected to follow the course modules in order, submit assignments on time, and participate in online discussions with classmates. Potential students must ensure that they are prepared to be successful. Online coursework will require approximately 15- 20 hours of undivided attention per week (including readings, online discussions, individual projects, etc.).

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 Transition 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.

The 15 hours required for the Transition Certificate are listed below.

Code	Title	Hours
SPED 859	Interagency Services for Transition to Adulthood	3
SPED 858	Assessment for Transition Planning	3
SPED 857	Career Development for Youth	3
SPED 856	Transition Education and Services from Childhood through Adulthood	3
SPED 862	Work-Based Learning	3
Total Hours		15

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/#graduateregulationstext>) 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.