Early Intervention—Early Childhood Special Education Graduate Certificate

http://education.uoregon.edu/SPED (http://education.uoregon.edu/SPED/)

Stephanie Shire, Program Coordinator
541-346-1412
541-346-0683 fax
HEDCO Education Building, Third Floor
sped@uoregon.edu

Our licensure program prepares professionals to help children birth through 5 years with disabilities to succeed. Students learn to provide high quality services to young children with special needs with a focus on inclusive practices and family-guided intervention.

The Early Intervention major leads to a master's degree in Special Education with an emphasis in Early Intervention/Early Childhood Special Education (EI/ECSE).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

• Create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (CEC Initial Prep. Standard 1), as measured by passing grades (P) in all practicum and/or student teaching experiences.

• Practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity (CEC Initial Prep. Sub-Standards 1.1 and 1.2), as measured by a grade of B- or better in SPED 428/528 SPED Law.

• Create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being (CEC Initial Prep. Sub-standard 6.1), as measured by a grade of B- or better in SPED 426/526 Behavior and Classroom Management.

• Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities (CEC Sub-standard 5.1), as measured by grades of B- or better in all instructional methods courses.