



Fully Online

DEAFBLIND GRADUATE CERTIFICATE

Enhance your skills to meet the needs of unique learners through one of only two DeafBlind programs in the U.S.

The DeafBlind Certificate Program focuses on providing advanced training for early intervention providers, preschool teachers, special education teachers, teachers of the visually impaired, teachers of the deaf/hard of hearing, and rehabilitation counselors. The certificate is offered fully online with both synchronous and asynchronous instruction so it is accessible to professionals in other states. Kentucky participants may be eligible for a stipend to support their participation.



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and apply!

UK College of
Education

*Early Childhood, Special Education
and Counselor Education*

GROW YOUR SKILLSET

This fully online program is a strong complement to students and professional practitioners in a variety of programs. Complete the certificate requirement in four courses designed to enhance your ability to meet the needs of DeafBlind learners in a variety of settings.

APPLICATION REQUIREMENTS

- **Personal Statement**

The Personal Statement should include information about why the student wants to receive the certificate and any current experiences they have with learners who are DeafBlind.

- **Three letters of recommendation**



PROGRAM OVERVIEW

IEC 510: Practicum in Early Childhood

Designed to give students experience with supervised teaching at the preprimary level. Emphasis will be placed on observation and teaching (individuals, small and large group methods). Class sessions will be devoted to a discussion and analysis of challenges in student teaching, providing students with information related to their professional development as future teachers in addition to the opportunity to discuss and analyze experiences. Assignments will be related to working with learners who are DeafBlind.

IEC 547: Addressing Communication Needs of Learners who are DeafBlind

Overview of communication needs of learners who are DeafBlind. This course focuses on both receptive and expressive communication with emphasis on the forms and functions of each. Information about the various ways learners who are DeafBlind communicate, along with how to teach communication skills will be highlighted.

IEC 548: Assessment and Intervention Planning for Learners who are DeafBlind

Centers on information and opportunities to practice skills associated with gathering assessment information, determining learning targets, and designing instruction for learners who are DeafBlind. Information on the process of and strategies for assessing key areas of learning for the population including sensory, communication and mobility skills is provided. Emphasis will be given to teaching literacy, communication, mobility, social-emotional, and life skills.

BVI 617: Visual Impairment and Multiple Disabilities

Provides students with knowledge and skills necessary to design and implement programs for persons who have visual impairments and additional disabilities. Topics include assistive technology, augmentative and alternative communication, literacy instruction, sensory processing, adaptive behavior, and self-help skills. An emphasis will be placed on adaptations that enhance functioning for persons with developmental delays, autism, medical conditions, deaf-blindness, communication disorders, and those with common syndromes and eye disorders related to multiple disabilities.