

Name

Address Street City State Zip Code

Primary Phone E-mail Address

Goals and Focus of the Program:

The Master of Arts in Advanced Teaching in Special Education is designed for Connecticut-certified educators who want to deepen their expertise in supporting learners with disabilities across diverse K–12 settings. Grounded in current research and responsive to the real-world needs of today’s classrooms, the program equips educators with advanced knowledge in assessment, instructional planning, behavioral support, and collaborative practices. Key focus areas include evidence-based interventions in reading and mathematics, mental and behavioral health strategies, inclusive and differentiated instruction, and assistive technology integration. The program is fully aligned with Connecticut Cross-Endorsement Regulations and leads to a cross-endorsement in Comprehensive Special Education, PreK–12 (#165 Endorsement).

Program Design:

Built for working educators, this fully online program combines the flexibility of asynchronous learning with the richness of live weekly online sessions. The program follows a cohort model for peer support and community. Courses are offered in eight-week blocks, one at a time and live class sessions meet one evening per week from 4:45 PM – 8:45 PM. This 30-credit hour program can be completed in approximately two years.

Prerequisites:

To apply, students must hold a bachelor’s degree from a regionally accredited institution (minimum GPA 2.5), have ongoing access to a classroom with students to complete required field-based assignments, and possess a valid Connecticut teaching certificate.

Degree Requirements and Career Outcome:

To earn the Master of Arts in Advanced Teaching in Special Education, students must successfully complete all required coursework, a course-embedded capstone project that synthesizes learning across the program. Upon completion students will be eligible to apply for cross-endorsement under Connecticut’s Comprehensive Special Education, PreK–12 (#165) endorsement. **Please note: This program does not lead to initial teacher certification.** Individuals pursuing the #165 endorsement must also pass the Praxis 2 for Special Education (Core Knowledge and Mild to Moderate Applications) and the Pearson Foundations of Reading.

Course	Course Title	Start Week	End Week	Credits
SPEC 539	Universal Design for Learning: Proactive Inclusion for All Students	Aug. 24, 2026	Oct. 12, 2026	3
SPEC 518	Designing Learning Experiences for Students with Low-Incidence Disabilities	Oct. 19, 2026	Dec. 7, 2026	3
SPEC 536	Practicum I	Jan. 4, 2027	Feb. 22, 2027	3
SPEC 554	Research-Based Math Interventions	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 535	Law in Special Education	May 3, 2027	Jun. 21, 2027	3
SPEC 540	Reading Comprehension and Vocabulary Interventions	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 561	Behavioral Interventions	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 526	Educational Assessment	Jan. 10, 2028	Feb. 28, 2028	3
SPEC 537	Practicum II	Mar. 6, 2028	May 1, 2028	3
SPEC 530	Research in Special Education*	May 8, 2028	Jun. 26, 2028	3
Total Credit Hours				30

*MASTER’S CAPSTONE PROJECT INCLUDED

PLAN OF STUDY AGREEMENT: (Initial each line, then sign and date)

- I have read and understand all information in the Student Information Packet, including important information regarding admissions, transferring credits, refunds, enrollment, and tuition and fees.
- I understand that this program will be delivered in a fully online format through a combination of synchronous and asynchronous learning activities.
- I understand the Online Masters for Teachers cohort requires all students to complete their coursework with grades of C or better.
- I understand that I can only re-take two courses, one time each.
- I understand that I am expected to submit a course evaluation at the conclusion of each course.
- I have read and understand this Plan of Study and agree to this Plan of Study Agreement.

Student Signature Date

Program Director Signature Date

The courses for this program may be offered in a different order. This list should not be considered the finalized course sequence.