

Name

Address  Street  City  State  Zip Code

Primary Phone  E-mail Address

## Goals and Focus of the Program:

The Master of Arts in Special Education: Transition, Advocacy and Planning Across the Lifespan is a program designed to meet the professional needs of accessibility coordinators, disability service professionals, transition coordinators, and educators supporting post-secondary transition planning. Students in the Special Education: Transition, Advocacy and Planning Across the Lifespan program will learn evidenced-based practices to address the needs of growing populations of students with disabilities in post-secondary education environments and develop equitable practices that support the learning of all students.

## Program Design:

Built for working educators, this fully online program combines live, interactive weekly class sessions with the convenience of asynchronous time for reading, reflection, and project development. The program follows a cohort model for real-time collaboration and peer support. Courses are offered in eight-week blocks, one at a time, and class sessions meet online the same evening each week from 4:45-8:45. The 30-credit 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 of 2.5). Related service professionals, special educators, case managers, and support services personnel are invited to participate in the program.

## Degree Requirements and Career Outcome:

To earn the Master of Arts in Special Education, students must successfully complete all required coursework and a course-embedded capstone project.

**Please note: This program does not lead to initial teacher certification, licensure, or endorsement.**

Course	Course Title	Start Week	End Week	Credits
SPEC 560	Introduction to Autism and Neurodiverse Learners	Aug. 24, 2026	Oct. 12, 2026	3
SPEC 541	Creating Effective System of Support	Oct. 19, 2026	Dec. 7, 2026	3
SPEC 523	Introduction to Transition Planning	Jan. 4, 2027	Feb. 22, 2027	3
SPEC 539	Universal Design for Learning: Proactive Inclusion for All Students	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 527	Foundation of Disability Law for Postsecondary Accessibility and Advocacy	May 3, 2027	Jun. 21, 2027	3
SPEC 528	Assessment for Accessibility and Advocacy	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 529	Promoting Student Self-Determination for Advocacy	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 505	Assistive Technology for Access to the Curriculum	Jan. 10, 2028	Feb. 28, 2028	3
SPEC 530	Research in Special Education*	Mar. 6, 2028	May 1, 2028	3
SPEC 596	Practicum	May 8, 2028	Jun. 26, 2028	3
*Master's Capstone Project Included			<b>Total Credit Hours</b>	<b>30</b>

## 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.