

# Plan of Study: Master of Arts in Special Education Transition, Advocacy and Planning Across the Lifespan

|               |  |                |      |       |          |
|---------------|--|----------------|------|-------|----------|
| 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                          | Mar. 2, 2026  | Apr. 27, 2026             | 3         |
| SPEC 541                            | Creating Effective System of Support                                      | May 4, 2026   | Jun. 22, 2026             | 3         |
| SPEC 523                            | Introduction to Transition Planning                                       | Aug. 24, 2026 | Oct. 12, 2026             | 3         |
| SPEC 539                            | Universal Design for Learning: Proactive Inclusion for All Students       | Oct. 19, 2026 | Dec. 7, 2026              | 3         |
| SPEC 527                            | Foundation of Disability Law for Postsecondary Accessibility and Advocacy | Jan. 4, 2027  | Feb. 22, 2027             | 3         |
| SPEC 528                            | Assessment for Accessibility and Advocacy                                 | Mar. 1, 2027  | Apr. 26, 2027             | 3         |
| SPEC 529                            | Promoting Student Self-Determination for Advocacy                         | May 3, 2027   | Jun. 21, 2027             | 3         |
| SPEC 505                            | Assistive Technology for Access to the Curriculum                         | Aug. 30, 2027 | Oct. 18, 2027             | 3         |
| SPEC 530                            | Research in Special Education*                                            | Oct. 25, 2027 | Dec. 13, 2027             | 3         |
| SPEC 596                            | Practicum                                                                 | Jan. 10, 2028 | Feb. 28, 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.