

Plan of Study: Master of Arts in Special Education Concentration on Classroom Strategies to Support Neurodiverse Learners

Name

Address Street City State Zip Code

Primary Phone E-mail Address

Goals and Focus of the Program:

M.A. in Special Education Concentration in Classroom Strategies to Support Neurodiverse Learners is designed for passionate educators who want to increase their knowledge, skills, and evidence-based strategies to support children with disabilities and other neurodiverse learners in general education settings across developmental levels, age groups and content areas. Graduates are prepared to assess the needs of individual students and to design and implement inclusive classroom strategies that support academic, behavioral, and social-emotional growth of every learner. Graduates are prepared to lead in general or special education settings, applying research-based strategies that foster equity, inclusion, and meaningful access to learning. It is ideal for educators seeking to strengthen their professional knowledge and instructional practices without pursuing cross-endorsement.

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) and have access to a classroom and students throughout the program to support field study and application of course content.

Degree Requirements and Career Outcome:

To earn a 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 539	Universal Design for Learning: Proactive Inclusion for All Students	Mar. 2, 2026	Apr. 27, 2026	3
SPEC 518	Designing Learning Experiences for Students with Low-Incidence Disabilities	May 4, 2026	Jun. 22, 2026	3
SPEC 565	Supporting Mental Health Needs of Neurodiverse Learners	Aug. 24, 2026	Oct. 12, 2026	3
SPEC 554	Research-Based Math Interventions	Oct. 19, 2026	Dec. 7, 2026	3
SPEC 535	Special Education Law	Jan. 4, 2027	Feb. 22, 2027	3
SPEC 540	Reading Comprehension and Vocabulary Interventions	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 561	Behavioral Interventions	May 3, 2027	Jun. 21, 2027	3
SPEC 526	Educational Assessment	Aug 30, 2027	Oct. 18, 2027	3
SPEC 572	Dyslexia and Reading Disabilities: Connecting Assessment to Instruction	Oct. 24, 2027	Dec. 13, 2027	3
SPEC 530	Research in Special Education*	Jan. 9, 2028	Feb. 28, 2028	3
*MASTER'S CAPSTONE PROJECT INCLUDED			Total Credit Hours	30

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.