UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Curriculum and Instruction

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) _____ **E-mail Address** _____

Goals and Focus of the Program:

The Master of Arts in Curriculum & Instruction empowers educators to deepen their instructional practice and design engaging, inclusive learning experiences across diverse educational settings. Designed for teachers who aspire to leadership roles such as curriculum coordinators, instructional coaches, or team leaders. The program emphasizes inclusive, student-centered design and instructional strategies that are research-driven and immediately applicable in the classroom. Grounded in Universal Design for Learning (UDL), backward design, and culturally responsive pedagogy, this fully online program helps educators create engaging, equitable curriculum that meets the needs of multilingual learners, students with disabilities, and all learners across grade levels. Educators will explore assessment strategies, differentiated instruction, curriculum mapping, technology integration, and multiple intelligences theory – all through a lens of reflective, inclusive practice.

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 the Master of Arts in Curriculum & Instruction, 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
EDUC 511	Educational Issues: Contemporary and Historical Perspectives	Mar. 1, 2027	Apr. 26, 2027	3
EDUC 534	Assessment for Learning	May 3, 2027	Jun. 21, 2027	3
EDUC 556	Curriculum Development	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 539	Universal Design for Learning: Proactive Inclusion for All Students	Oct. 25, 2027	Dec. 13, 2027	3
EDUC 536	Technology for Learning	Jan. 10, 2028	Feb. 28, 2028	3
EDUC 565	Multiple Intelligences Theory and the Arts	Mar. 6, 2028	May 1, 2028	3
EDUC 535	Multilingualism and Multilingual Learners	May 8, 2028	Jun. 26, 2028	3
EDUC 524	Instruction and Curriculum	Aug. 28, 2028	Oct. 16, 2028	3
EDUC 515	Educational Research	Oct. 23, 2028	Dec. 11, 2028	3
EDUC 537	Reflective Practitioner*	Jan. 8, 2029	Feb. 26, 2029	3
*MASTER'S CAPSTONE PROJECT INCLUDED				**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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Early Childhood Education/Special Education

Name

Address *Street* *City* *State* *Zip Code*

Primary Phone ( ) **E-mail Address**

Goals and Focus of the Program:

The Master of Arts in Early Childhood Education/Special Education is designed for teachers who want to expand their expertise in both early childhood and special education. This unique dual-focus program equips educators to support the developmental and learning needs of young children—from Pre-K through Grade 3, including those with disabilities and diverse learning profiles. Coursework integrates child development, inclusive curriculum design, emergent literacy, assessment, and family engagement to prepare professionals to lead classrooms that are both nurturing and inclusive.

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 real-time collaboration and peer support. 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 has an accelerated timeline which can be completed in 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 and students for field-based learning, and be committed to advancing inclusive, developmentally appropriate instruction for all young learners. The program welcomes administrators and teachers in early childhood and preschool settings, including those in non-public school environments.

Degree Requirements and Career Outcome:

To earn the Master of Arts in Early Childhood Education/Special Education, students must successfully complete all required coursework, and a capstone project embedded within the final independent study course along with fulfilling practicum requirements in Pre-K and Kindergarten settings.
Please note: This program does not lead to initial teacher certification.

Course	Course Title	Start Week	End Week	Credits
ECSE 520	Language Development and Emergent Literacy	Mar. 1, 2027	Apr. 26, 2027	3
ECSE 576	Primary Curriculum	May 3, 2027	Jun. 21, 2027	3
ECSE 587	Pre-K to Kindergarten Curriculum	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 535	Laws and Special Education	Oct. 25, 2027	Dec. 13, 2027	3
ECSE 540	Assessment: Pre-K to Grade 3	Jan. 10, 2028	Feb. 28, 2028	3
ECSE 530	Parents, Families, and Communication	Mar. 6, 2028	May 1, 2028	3
ECSE 510	Growth and Development in Early Childhood	May 8, 2028	Jun. 26, 2028	3
ECSE 595	Independent Study*	Aug. 28, 2028	Oct. 16, 2028	3
	500 Level Special Education Course	Oct. 23, 2028	Dec. 11, 2028	3
	500 Level Special Education Course	Jan. 8, 2029	Feb. 26, 2029	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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Early Childhood Education/Special Education (Cross-Endorsement)

Name

Address *Street* *City* *State* *Zip Code*

Primary Phone ( ) **E-mail Address**

Goals and Focus of the Program:

The Master of Arts in Early Childhood Education/Special Education is designed for certified teachers who want to expand their expertise in both early childhood and special education. This unique dual-focus program equips educators to support the developmental and learning needs of young children—from Pre-K through Grade 3, including those with disabilities and diverse learning profiles. Aligned with Connecticut Cross-Endorsement Regulations, the program prepares educators for the Integrated Early Childhood/Elementary N–3 and Special Education N–K (#113 endorsement). Coursework integrates child development, inclusive curriculum design, emergent literacy, assessment, and family engagement to prepare professionals to lead classrooms that are both nurturing and inclusive.

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 real-time collaboration and peer support. 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 has an accelerated timeline which can be completed in approximately 18-months. Practicum placements are finalized annually, and applications for practicums are due by February 1st.

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 and students for field-based learning, and be committed to advancing inclusive, developmentally appropriate instruction for all young learners. Applicants seeking cross-endorsement must possess a valid Connecticut teaching license.

Degree Requirements and Career Outcome:

To earn the Master of Arts in Early Childhood Education/Special Education, students must successfully complete all required coursework, and a capstone project embedded within the final independent study course along with fulfilling practicum requirements in Pre-K and Kindergarten settings. Upon completion students who possess a valid Connecticut teaching licensure will be eligible to apply for cross-endorsement under Connecticut's Integrated Early Childhood/ Elementary N–3 and Special Education N–K (#113) endorsement. **Please note: This program does not lead to initial teacher certification.** Individuals pursuing the #113 endorsement must also pass the Pearson Early Childhood Test and the Pearson Foundations of Reading Test.

Course	Course Title	Start Week	End Week	Credits
ECSE 520	Language Development and Emergent Literacy	Mar. 1, 2027	Apr. 26, 2027	3
ECSE 576	Primary Curriculum	May 3, 2027	Jun. 21, 2027	3
ECSE 587	Pre-K to Kindergarten Curriculum	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 535	Laws and Special Education	Oct. 25, 2027	Dec. 13, 2027	3
ECSE 540	Assessment: Pre-K to Grade 3	Jan. 10, 2028	Feb. 28, 2028	3
ECSE 530	Parents, Families, and Communication	Mar. 6, 2028	May 1, 2028	3
ECSE 510	Growth and Development in Early Childhood	May 8, 2028	Jun. 26, 2028	3
ECSE 580	Pre-K/K Practicum	Jun. 26, 2028**	Aug. 7, 2028**	6
ECSE 595	Independent Study*	Aug. 28, 2028	Oct. 16, 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.
****Dates listed are tentative until practicum placements are finalized. *** Check with Financial Aid regarding funding for summer practicums.**

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Instructional Technology

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) **E-mail Address** _____

Goals and Focus of the Program:

The Master of Arts in Instructional Technology at the University of Saint Joseph equips educators to design inclusive, digitally rich instruction that meets the needs of today's diverse learners. Built for working professionals, the program emphasizes the meaningful integration of technology to enhance engagement, accessibility, and learning outcomes across K-12 settings. This fully online program prepares educators to develop dynamic, tech-integrated digital learning environments that empower students – particularly multilingual learners and those with special needs. Educators explore instructional design, blended and hybrid learning models, assistive technology, digital assessment, and the ethical and innovative use of emerging tools like generative AI.

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 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 the Master of Arts in Instructional Technology, 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
EDUC 516	Educational Technology: Theory and Application	Mar. 1, 2027	Apr. 26, 2027	3
EDUC 570	Technology in Education	May 3, 2027	Jun. 21, 2027	3
EDUC 536	Technology for Learning	Aug. 30, 2027	Oct. 18, 2027	3
EDUC 581	Gen AI in Education	Oct. 25, 2027	Dec. 13, 2027	3
EDUC 588	Digital Learning Environments	Jan. 10, 2028	Feb. 28, 2028	3
EDUC 534	Assessment for Learning	Mar. 6, 2028	May 1, 2028	3
EDUC 584	Integrating Technology and Literacy	May 8, 2028	Jun. 26, 2028	3
SPEC 505	Assistive Technology for Access to the Curriculum Special Education	Aug. 28, 2028	Oct. 16, 2028	3
EDUC 515	Educational Research	Oct. 23, 2028	Dec. 11, 2028	3
EDUC 537	Reflective Practitioner*	Jan. 8, 2029	Feb. 26, 2029	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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Education
Arts Integration Concentration

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) _____ **E-mail Address** _____

Goals and Focus of the Program:

The Master of Arts in Education: Arts Integration at the University of Saint Joseph is designed for educators who believe in the power of the arts to elevate learning, increase engagement, and support diverse learners. This innovative program equips teachers to integrate visual arts, music, theater, and creative writing into core academic instruction across grade levels and content areas. Rooted in Multiple Intelligences Theory, this online/hybrid program prepares educators to observe learners more deeply, design differentiated instruction, and create inclusive learning environments, where all students can thrive. Live, on-line synchronous courses are interspersed with in-person learning experiences on the USJ campus that open new perspectives on curricular applications of multiple intelligences, theatre, and museum education.

Program Design:

Built for working educators, this hybrid program combines the flexibility of asynchronous learning with the richness of live weekly in-person and online sessions that promote collaboration and real-time engagement. 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 live class sessions meet one evening per week from 4:45 PM – 8:45 PM. This 30-credit hour program has an accelerated timeline which can be completed in approximately 18-months.

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 the Master of Arts in Education with an Arts Integration Concentration, 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 Format	Course Title	Start Week	End Week	Credits
EDUC 565	Online	Multiple Intelligences Theory and the Arts	Mar. 1, 2027	Apr. 26, 2027	3
EDUC 563	Hybrid	Visual Arts for Educators (USJ Campus)	May 3, 2027	Jun. 21, 2027	3
EDUC 513	In Person	Curricular Applications of Multiple Intelligences Theory (USJ Campus)	Jun. 28, 2027**	Jul. 19, 2027**	6
EDUC 568	Online	Creativity, Writing and Nature	Aug. 30, 2027	Oct. 18, 2027	3
EDUC 564	Hybrid	Art Museum for Teachers (USJ Campus)	Oct. 25, 2027	Dec. 13, 2027	3
EDUC 562	Hybrid	Music for Educators (USJ Campus)	Jan. 10, 2028	Feb. 28, 2028	3
EDUC 566	Hybrid	Theatre Education (USJ Campus)	Mar. 6, 2028	May 1, 2028	3
EDUC 515	Online	Educational Research	May 8, 2028	Jun. 26, 2028	3
EDUC 537	Online	Reflective Practitioner *	Aug. 28, 2028	Oct. 16, 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 hybrid format through a combination of online (synchronous and asynchronous learning activities), hybrid (at least 50% online class sessions), and in person courses.

_____ 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.
****Dates are tentative and will be finalized no later than May of 2027.**

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Literacy

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) _____ **E-mail Address** _____

Goals and Focus of the Program:

The Master of Arts in Literacy program is built for dedicated PreK–12 educators, and provides a deep, research-based understanding of literacy development and equips you with the practical tools needed to support diverse learners across grade levels and content areas. Grounded in the science of reading, the program emphasizes evidence-based instructional practices, authentic assessment, inclusion-focused pedagogy, and classroom application. You will develop the advanced skills needed to deliver high-quality literacy instruction, design effective interventions, and understand the unique strengths and needs of every learner.

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 the Master of Arts in Literacy, 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
EDUC 539	Developmental Reading for Advanced Practitioners	Mar. 1, 2027	Apr. 26, 2027	3
EDUC 511	Educational Issues: Contemporary and Historical Perspectives	May 3, 2027	Jun. 21, 2027	3
EDUC 518	Effective Practices in Writing Instruction	Aug. 30, 2027	Oct. 18, 2027	3
EDUC 573	Disciplinary Content Literacy	Oct. 25, 2027	Dec. 13, 2027	3
EDUC 526	Diagnosis and Remediation in Reading and Language Arts	Jan. 10, 2028	Feb. 28, 2028	3
EDUC 535	Multilingualism and Multilingual Learners	Mar. 6, 2028	May 1, 2028	3
EDUC 582	Multicultural Literature for Children and Adolescents	May 8, 2028	Jun. 26, 2028	3
EDUC 584	Integrating Technology and Literacy	Aug. 28, 2028	Oct. 16, 2028	3
EDUC 521	Action Research in Literacy	Oct. 23, 2028	Dec. 11, 2028	3
EDUC 537	Reflective Practitioner*	Jan. 8, 2029	Feb. 26, 2029	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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Special Education with Graduate Certificate in Autism and Neurodiverse Learners

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 with Graduate Certificate in Autism and Neurodiverse Learners at the University of Saint Joseph is designed for educators and related professionals seeking to advance their skills in supporting students with autism and neurodivergent learning profiles across inclusive K–12 settings. Grounded in the latest research and best practices in special education, this program emphasizes strength-based, inclusive instruction and responsive support for learners with diverse cognitive, emotional, behavioral, and social needs. Throughout the program, students learn to function as active members of interdisciplinary teams, using collaboration and communication to improve outcomes for children and adolescents with autism and other neurodiverse learning profiles.

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 or educational setting throughout the program to support field study and application of course content. Parents and related service professionals are invited to participate in the program.

Degree Requirements and Career Outcome:

To earn the Master of Arts in Special Education and Graduate Certificate in Autism and Neurodiverse Learners from the University of Saint Joseph, 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.**, but it offers a valuable credential for educators and professionals who support neurodiverse populations.

Course	Course Title	Start Week	End Week	Credits
SPEC 560	Introduction to Autism and Neurodiverse Learners	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 561	Behavioral Interventions	May 3, 2027	Jun. 21, 2027	3
SPEC 562	Communication and Technology for Neurodiverse Learners	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 565	Supporting Mental Health Needs of Neurodiverse Learners	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 564	Application of Instructional Strategies for Neurodiverse Learners	Jan. 10, 2028	Feb. 28, 2028	3
SPEC 541	Creating Effective Systems of Support	Mar. 6, 2028	May 1, 2028	3
SPEC 544	The Science of Social-Emotional Learning	May 8, 2028	Jun. 26, 2028	3
SPEC 590	Special Topics	Aug. 28, 2028	Oct. 16, 2028	3
SPEC 530	Research in Special Education*	Oct. 25, 2028	Dec. 11, 2028	3
SPEC 596	Practicum	Jan. 8, 2029	Feb. 26, 2029	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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Autism and Neurodiverse Learners Graduate Certificate

Name

Address *Street* *City* *State* *Zip Code*

Primary Phone ( ) **E-mail Address**

Goals and Focus of the Program:

The Graduate Certificate in Autism and Neurodiverse Learners at the University of Saint Joseph is designed for educators and related professionals seeking to advance their skills in supporting students with autism and neurodivergent learning profiles across inclusive K–12 settings. Grounded in the latest research and best practices in special education, this program emphasizes strength-based, inclusive instruction and responsive support for learners with diverse cognitive, emotional, behavioral, and social needs. Throughout the program, students learn to function as active members of interdisciplinary teams, using collaboration and communication to improve outcomes for children and adolescents with autism and other neurodiverse learning profiles.

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 one year.

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 or educational setting throughout the program to support field study and application of course content. Parents and related service professionals are invited to participate in the program.

Program Requirements and Career Outcome:

To earn the Graduate Certificate in Autism and Neurodiverse Learners from the University of Saint Joseph, students must successfully complete all required coursework. **Please note: This program does not lead to initial teacher certification, licensure, or endorsement.** Students who complete the certificate program will be eligible to continue their study to complete a 30-credit MA in Special Education with a Graduate Certificate in Autism and Neurodiverse Learners.

Course	Course Title	Start Week	End Week	Credits
SPEC 560	Introduction to Autism and Neurodiverse Learners	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 561	Behavioral Interventions	May 3, 2027	Jun. 21, 2027	3
SPEC 562	Communication and Technology for Neurodiverse Learners	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 565	Supporting Mental Health Needs of Neurodiverse Learners	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 564	Application of Instructional Strategies for Neurodiverse Learners	Jan. 10, 2028	Feb. 28, 2028	3
			Total Credit Hours	**15**

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. Financial Aid is only available to candidates who complete the full 30-credit master's degree.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Advanced Teaching in Special Education (Cross-Endorsement)

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	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 561	Behavioral Interventions	May 3, 2027	Jun. 21, 2027	3
SPEC 554	Research-Based Math Interventions	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 536	Embedded Practicum I **	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 535	Laws and Special Education	Jan. 10, 2028	Feb. 28, 2028	3
SPEC 540	Reading Comprehension and Vocabulary Interventions	Mar. 6, 2028	May 1, 2028	3
SPEC 518	Designing Learning Experiences for Students with Low-Incidence Disabilities	May 8, 2028	Jun. 26, 2028	3
SPEC 526	Educational Assessment	Aug. 28, 2028	Oct. 16, 2028	3
SPEC 537	Embedded Practicum II **	Oct. 23, 2028	Dec. 11, 2028	3
SPEC 530	Research in Special Education*	Jan. 8, 2029	Feb. 26, 2029	3
*MASTER'S CAPSTONE PROJECT INCLUDED			**Total Credit Hours**	**30**

**IF THE EMBEDDED PRACTICUM IS NOT APPROVED, CANDIDATES MUST COMPLETE TWO SUMMER PRACTICUM COURSES (JUNE 21 – AUGUST 5, 2027 AND JUNE 26 – AUGUST 10, 2028).

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 that participation in the embedded practicum courses requires an approved application confirming I meet all requirements. If my application is not approved, I will complete the two summer practicum courses instead.

☐ 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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Special Education
Concentration in 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. 1, 2027	Apr. 26, 2027	3
SPEC 561	Behavioral Interventions	May 3, 2027	Jun. 21, 2027	3
SPEC 554	Research-Based Math Interventions	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 565	Supporting Mental Health Needs of Neurodiverse Learners or other 500 Level Special Education Course	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 535	Laws and Special Education	Jan. 10, 2028	Feb. 28, 2028	3
SPEC 540	Reading Comprehension and Vocabulary Interventions	Mar. 6, 2028	May 1, 2028	3
SPEC 518	Designing Learning Experiences for Students with Low-Incidence Disabilities	May 8, 2028	Jun. 26, 2028	3
SPEC 526	Educational Assessment	Aug. 28, 2028	Oct. 16, 2028	3
SPEC 572	Dyslexia and Reading Disabilities: Connecting Assessment to Instruction or other 500 Level Special Education Course	Oct. 23, 2028	Dec. 11, 2028	3
SPEC 530	Research in Special Education*	Jan. 8, 2029	Feb. 26, 2029	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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in TESOL Education (Cross-Endorsement)

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) **E-mail Address** _____

Goals and Focus of the Program:

The Master of Arts in TESOL at the University of Saint Joseph prepares certified teachers to become leaders in teaching English to speakers of other languages in K–12 settings. As classrooms across the U.S. grow increasingly linguistically and culturally diverse, the need for skilled, compassionate educators who can support multilingual learners has never been greater. Grounded in the latest research and best practices, this program empowers teachers to foster language equity and create inclusive classrooms where all students thrive.

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. Applicants seeking cross-endorsement must possess a valid Connecticut teaching license. *The program also welcomes administrators and teachers in Pre-K-12 settings, including those in non-public school environments. These professionals are eligible for admission and will benefit from the program's specialized content; however, they are not eligible for cross-endorsement or state licensure through this program.*

Degree Requirements and Career Outcome:

To earn the Master of Arts in TESOL Education, students must successfully complete all required coursework and a course-embedded capstone project. Upon completion students who possess a valid Connecticut teaching licensure will be eligible to apply for cross-endorsement under Connecticut's Teaching English to Speakers of Other Languages (TESOL), PK–12 (#111) endorsement and/or Bilingual, PK–12 (#009) endorsement. **Please note: This program does not lead to initial teacher certification.** Individuals pursuing the #111 endorsement must demonstrate written proficiency in English with a passing score on the Praxis 2 Core Academic Skills Test in Writing and pass the Praxis II #5362 (English to Speakers of Other Languages) test with a minimum passing score of 155 in Connecticut. Individuals pursuing the #009 endorsement must hold certification in Elementary Education for teaching in bilingual elementary settings, or the subject area to be taught in secondary bilingual settings. In addition, individuals must demonstrate written proficiency in English with a passing score on the Praxis 2 Core Academic Skills Test in Writing AND proficiency in the language of instruction through passing scores on the American Council on the Teaching of Foreign Language (ACTFL) Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT).

Course	Course Title	Start Week	End Week	Credits
EDUC 551	Teaching in Culturally and Linguistically Diverse Classrooms	Mar. 1, 2027	Apr. 26, 2027	3
LING 501	Applied Linguistics for TESOL	May 3, 2027	Jun. 21, 2027	3
LING 502	Second Language Acquisition	Aug. 30, 2027	Oct. 18, 2027	3
EDUC 552	Methodology for Second Language Teaching	Oct. 25, 2027	Dec. 13, 2027	3
EDUC 559	Second Language Assessment	Jan. 10, 2028	Feb. 28, 2028	3
EDUC 553	Materials and Curriculum Development for TESOL	Mar. 6, 2028	May 1, 2028	3
EDUC 550	Second Language Composition	May 8, 2028	Jun. 26, 2028	3
EDUC 567	Advanced Studies in Intercultural Learning*	Aug. 28, 2028	Oct. 16, 2028	3
EDUC 579	TESOL Practicum *	Oct. 23, 2028	Dec. 11, 2028	3
EDUC 569	Policy Partnerships and Advocacy for TESOL*	Jan. 8, 2029	Feb. 26, 2029	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** _____

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

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Education with Personalized Professional Pathways Concentration

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) **E-mail Address** _____

Goals and Focus of the Program:

The Master of Arts in Education: Personalized Professional Pathways (MAPPP) at the University of Saint Joseph offers educators a flexible and individualized graduate experience. Designed for experienced teachers and other educators who seek targeted professional growth, MAPPP empowers students to shape a master's degree around their own instructional goals and evolving classroom needs. Through a combination of core coursework, self-selected electives, and a personalized capstone project, students design a learning pathway that supports their unique vision for practice. Whether you're excited to build your knowledge and skill for integrating technology, engaging learners through arts-based instruction, or expanding inclusive teaching strategies to support neurodiverse and multilingual learners, MAPPP helps you turn your interests into expertise.

Program Design:

Built for working educators, this mostly 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. Students begin the MAPPP program with a foundational course that helps articulate professional goals and shape an individualized plan of study. Six self-selected pathway courses allow students to tailor their degree to their context and passions.

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 the Master of Arts in Education with a Personalize Professional Pathways Concentration, students must complete all required courses, six elective pathway courses, 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
Pathway Course #1	Self-Selected: See Menu	Mar. 1, 2027	Apr. 26, 2027	3
Pathway Course #2	Self-Selected: See Menu	May 3, 2027	Jun. 21, 2027	3
Pathway Course #3	Self-Selected: See Menu	Aug. 30, 2027	Oct. 18, 2027	3
Pathway Course #4	Self-Selected: See Menu	Oct. 25, 2027	Dec. 13, 2027	3
Pathway Course #5	Self-Selected: See Menu	Jan. 10, 2028	Feb. 28, 2028	3
Pathway Course #6	Self-Selected: See Menu	Mar. 6, 2028	May 1, 2028	3
EDUC 511	Educational Issues: Contemporary and Historical Perspectives	May 8, 2028	Jun. 26, 2028	3
EDUC 590	Special Topics	Aug. 28, 2028	Oct. 16, 2028	3
EDUC 515	Educational Research	Oct. 23, 2028	Dec. 11, 2028	3
EDUC 537	Reflective Practitioner*	Jan. 8, 2029	Feb. 26, 2029	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 the core courses in this program will be delivered in fully online format through synchronous and asynchronous learning activities.

_____ I understand that the self-selected pathway courses will be delivered in either a hybrid or online format and on a day of the week that is determined by the course listed from a menu of courses.

_____ I understand the Online Masters for Teachers cohort requires all students to complete their coursework with grades of C or better and 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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Master of Arts in Special Education with Certificate In Dyslexia and Reading Disabilities

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) **E-mail Address** _____

Goals and Focus of the Program:

The M.A. in Special Education with a Graduate Certificate in Dyslexia and Reading Disabilities is designed for K–12 educators who want to deepen their expertise in effective, research-based reading instruction for students with dyslexia and other reading challenges. This highly targeted graduate program focuses on equipping educators with the knowledge and tools to make a meaningful difference in the lives of struggling readers—especially the 10–20% of students affected by dyslexia. Courses explore language and literacy development, diagnostic assessment, and intensive instructional interventions in phonics, word reading, fluency, vocabulary, reading comprehension, and writing. Educators will also learn to apply assistive technology and Universal Design for Learning principles to remove barriers and create inclusive reading environments.

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), have access to a classroom and students throughout the program to support field study and application of course content, and be passionate about improving literacy outcomes for all students.

Degree Requirements and Career Outcome:

To earn the Master of Arts in Special Education and Graduate Certificate in Dyslexia and Reading Disabilities from the University of Saint Joseph, 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 572	Dyslexia and Reading Disabilities: Connecting Assessment to Instruction	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 545	Seminar in Intensive Interventions in Reading: Dyslexia and Reading Disabilities	May 3, 2027	Jun. 21, 2027	3
SPEC 574	Seminar in Literacy Assessment: Dyslexia and Reading Disabilities	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 543	Intensive Writing Interventions	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 540	Reading Comprehension and Vocabulary Interventions	Jan. 10, 2028	Feb. 28, 2028	3
SPEC 539	Universal Design for Learning	Mar. 6, 2028	May 1, 2028	3
SPEC 505	Assistive Technology	May 8, 2028	Jun. 26, 2028	3
SPEC 590	Special Topics	Aug. 28, 2028	Oct. 16, 2028	3
SPEC 596	Practicum	Oct. 23, 2028	Dec. 11, 2028	3
SPEC 530	Capstone Research in Special Education	Jan. 8, 2029	Feb. 26, 2029	3
			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.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

Plan of Study: Dyslexia and Reading Disabilities Graduate Certificate

Name _____

Address _____ *Street* _____ *City* _____ *State* _____ *Zip Code*

Primary Phone ( ) **E-mail Address** _____

Goals and Focus of the Program:

The Graduate Certificate in Dyslexia and Reading Disabilities is designed for K–12 educators who want to deepen their expertise in effective, research-based reading instruction for students with dyslexia and other reading challenges. This highly targeted graduate program focuses on equipping educators with the knowledge and tools to make a meaningful difference in the lives of struggling readers—especially the 10–20% of students affected by dyslexia. Courses explore language and literacy development, diagnostic assessment, and intensive instructional interventions in phonics, word reading, fluency, vocabulary, reading comprehension, and writing. Educators will also learn to apply assistive technology and Universal Design for Learning principles to remove barriers and create inclusive reading environments.

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 one year.

Prerequisites:

To apply, students must hold a bachelor's degree from a regionally accredited institution (minimum GPA of 2.5), have access to a classroom and students throughout the program to support field study and application of course content, and be passionate about improving literacy outcomes for all students.

Degree Requirements and Career Outcome:

To earn the Graduate Certificate in Dyslexia and Reading Disabilities from the University of Saint Joseph, students must successfully complete all required coursework. **Please note: This program does not lead to initial teacher certification, licensure, or endorsement.** Students who complete the certificate program will be eligible to continue their study to complete a 30-credit MA in Special Education with a Graduate Certificate in Dyslexia and Reading Disabilities.

Course	Course Title	Start Week	End Week	Credits
SPEC 572	Dyslexia and Reading Disabilities: Connecting Assessment to Instruction	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 545	Seminar in Intensive Interventions in Reading: Dyslexia and Reading Disabilities	May 3, 2027	Jun. 21, 2027	3
SPEC 574	Seminar in Literacy Assessment: Dyslexia and Reading Disabilities	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 543	Intensive Writing Interventions	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 540	Reading Comprehension and Vocabulary Interventions	Jan. 10, 2028	Feb. 28, 2028	3
			Total Credit Hours	**15**

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. Financial Aid is only available to candidates who complete the full 30-credit master's degree.

UNIVERSITY OF SAINT JOSEPH CONNECTICUT | USJ

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. 1, 2027	Apr. 26, 2027	3
SPEC 541	Creating Effective System of Support	May 3, 2027	Jun. 21, 2027	3
SPEC 523	Introduction to Transition Planning	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 539	Universal Design for Learning: Proactive Inclusion for All Students	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 527	Foundation of Disability Law for Postsecondary Accessibility and Advocacy	Jan. 10, 2028	Feb. 28, 2028	3
SPEC 528	Assessment for Accessibility and Advocacy	Mar. 6, 2028	May 1, 2028	3
SPEC 529	Promoting Student Self-Determination for Advocacy	May 8, 2028	Jun. 26, 2028	3
SPEC 505	Assistive Technology for Access to the Curriculum Special Education	Aug. 28, 2028	Oct. 16, 2028	3
SPEC 530	Research in Special Education*	Oct. 23, 2028	Dec. 11, 2028	3
SPEC 596	Practicum	Jan. 8, 2029	Feb. 26, 2029	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.