

Student Information Packet

Dear Prospective Student,

Thank you for your interest in University of Saint Joseph's Online Masters for Teachers. We are pleased to bring our convenient, hybrid and online graduate programs to your local area. The tuition for these programs are offered at a reduced rate, and space in each cohort is limited to 18 students. These programs are dependent on the enrollment of 12 students.

This packet includes all of the information that you will need to be admitted into the program. Read through this packet carefully, and be sure to contact me if you have any questions. My team and I are committed to guiding you through the application process. Choosing where to go to graduate school is an important step, and I want to help you in any way that I can. You can reach me by phone at (860) 222-0682 or by email at twarmelink@graduateprogram.org.



NOTE: University of Saint Joseph strictly limits class size to 18 students and accepts applications on a first-come, first-served basis.

Complete steps 1-5 to become fully admitted and eligible for financial aid.

Apply online at http://www.graduateprogram.org/university-of-saint-joseph/application-checklist for faster processing.

1	Application for Graduate Admission Submit your application online	
2	Application Fee If you did not submit your application fee with your online application, you may use our secure payment center to submit your application fee online or mail a check or money order to the following address. University of Saint Joseph Office of Admissions 1678 Asylum Avenue West Hartford, CT 06117	

Diversity is fundamental to the mission of University of Saint Joseph.

Once you have submitted your application and application fee, turn to Page 2 or visit the **online checklist** to complete the remaining admission steps. Congratulations on your pursuit of a Master's degree with University of Saint Joseph!

Sincerely,
Theresa Warmelink
Graduate Information Office
(860) 222-0682
twarmelink@graduateprogram.org



Application Checklist for Admission



Please complete the steps of the application process in order to start the program and be eligible for financial aid.

Complete your application steps online at: http://www.graduateprogram.org/university-of-saint-joseph/application-checklist

3	Financial Aid & Payment Options (Pages 3-4) Determine how you plan to pay for the program: Financial Aid or Pay-As-You-Go with Payment Plan. If using Financial Aid, complete the FAFSA online. It is in your best interest to complete the financial aid process as early as possible; payment is due prior to your first night of class. If you do not plan to use financial aid, after you are registered please use your student account to set up a payment plan, or pay semester tuition in full before the start of your first course.	
4	Transcripts (Page 5) Submit an official transcript of your Bachelor's degree. If you need further instructions, please see page 7. An official transcript showing a Bachelor degree conferral and a minimum GPA of 2.5 is required to reserve your seat. Official transcripts from all institutions that you attended during your undergraduate career and listed on your graduate application will be required in order to be accepted to the program. Any student with a GPA below 2.5 on their degree-bearing transcript may be considered for acceptance. Contact the Graduate Information Office for more information. Please note: No GPA requirements for certified teacher applicants.	
5	Professional Recommendation Form (Page 6) The easiest and fastest way to request your recommendation is to use our online system. Submit contact information for one professional reference who can attest to your ability to pursue graduate work*. This will allow us to e-mail a reference form directly to your recommender on your behalf. Please note: No recommendations required for certified teacher applicants.	

If you choose to submit paper forms, documents should be faxed or mailed to:





(800) 504-7618



Financial Aid Information

Complete all steps below to apply for financial aid. **Note: There are financial aid options that are not based on need.** Most students in the Online Masters for Teachers use financial aid to pay for the program. We recommend that you complete these steps as soon as possible to make sure that your payment arrangements are in order by the first night of class. For help, please contact the Student Financial Services Office at **(860) 231-5223**.

HOW TO APPLY FOR FINANCIAL AID

- 1 Complete the 2025-2026 Free Application for Federal Student Aid at www.fafsa.ed.gov. You will need your 2023 Federal Tax Return, and University of Saint Joseph's School Code (001409). Graduate students are considered independent for financial aid purposes.
- **Review your Student Aid Report (SAR) for accuracy.** You will receive this report 7-10 days after the FAFSA is submitted. If there are any errors on your SAR, log back into your FAFSA to make corrections.
- 3 You will receive your financial aid award letter from USJ. This lists the financial aid that you qualify for. You will have to decline or accept the award. Be sure to contact Student Financial Services Office if you have any questions about your award.
- 4 Complete Loan Entrance Counseling and the Master Promissory Note. All federal loan borrowers must complete a Master Promissory Note and Entrance Counseling. Both can be completed at www.studentloans.gov.

Questions? Contact the Student Financial Services Office at **(860) 231-5223** or <u>financialaid@usj.edu</u>

FEDERAL LOAN REQUIREMENTS

To be eligible to borrow funds under the Federal Direct Loan Program, you must:

- 1. File the Free Application for Federal Student Aid (FAFSA)
- 2. Be a U.S. Citizen, permanent resident, or eligible non-citizen
- 3. Not be in default or overpayment on prior educational loans
- 4. Maintain satisfactory academic progress

FEDERAL LOAN FORGIVENESS/DISCHARGE PROGRAM

The Department of Education offers several options for Federal Loan Forgiveness or Discharge for teachers. The U.S. Department of Education will determine your eligibility for these programs; which are: Teacher Loan Forgiveness, Public Service Loan Forgiveness, and Perkins Loan Discharge. University of Saint Joseph is not responsible to verify your eligibility for this or any other program. Please do not base your enrollment on this program as it can be difficult to ensure qualification for Government Programs, which are subject to reform and funding changes.

Information and supplemental applications for each of these processes can be found at https://studentaid.ed.gov under How to Repay Your Loans then Forgiveness, Cancellation, and Discharge.

THE TEACH GRANT:

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 a year in grant assistance to students who are completing coursework towards certain high-need fields. In order to be eligible for a grant, a student must submit a FAFSA form and sign an Agreement to Serve as a full-time teacher at certain low-income schools and within certain high-need fields for at least four academic years within eight years after completing (or ceasing enrollment in) the course of study for which the candidate received a grant. The U.S. Department of Education and Student Financial Services Office will determine your eligibility for this program. The TEACH Grant converts to an unsubsidized Direct Loan if the student fails to complete any part of his or her obligation. This loan, plus interest, must be repaid.

For more information and to complete an Agreement to Serve (ATS) form, visit studentloans.gov/myDirectLoan/launchTeach.action.



Enrolling in Payment Plan

University of Saint Joseph offers payment plans to help make your graduate degree more affordable by dividing your tuition into monthly payments.

HOW TO ENROLL IN THE PAYMENT PLAN

- 1 Log into your myUSJ account at https://my.usj.edu. Click on the "Student" tab and then click on CASHNet link.
- 2 Scroll down on the CASHNet home screen and select payment plan. No enrollment fees apply.
- 3 Payments for the online payment plan must be made online at CASHNet using your Discover Card, MasterCard, Visa, American Express or withdrawal from your savings or checking account. Processing fees may apply for Debit and Credit cards. However, no fees apply if you enroll using a bank account for ACH payment.

Questions? Contact Student Accounts at 860-231-5266 or by e-mail at bursar@usj.edu

IMPORTANT NOTES

- · Enrollment for monthly payment plan is only available after course registration.
- If there is a previous balance on your account, CASHNet will adjust the payment plan.
- · Payments must be made online.



How to Request Official Transcripts

An official sealed transcript showing a Bachelor's degree conferral and a minimum GPA of 2.5 is required to be admitted. Official transcripts from all institutions that you attended during your undergraduate career and listed on your graduate application will be required in order to be accepted to the program. Follow the steps below to request transcripts from your Bachelor's degree-granting institution, and or any other institution if needed. **Please note: No GPA requirements for certified teacher applicants.**

TO ORDER TRANSCRIPTS

There are multiple ways to request transcripts, and each college or university will have their own process.

Typically, the easiest way to order official transcripts is:

1 Submit a transcript request to the Registrar's Office of the schools you attended and follow that school's procedures for requesting a transcript. Most colleges and universities require a signature on a Transcript Request Form or another signed request in writing such as letter. Many schools have a Transcript Request Form available for download on their Registrar's website. Some schools provide an online transcript request process with appropriate identity authentication.



Note: Some colleges and universities charge a small fee for official transcripts. Be sure to enclose your fee with your transcript request to avoid a delay in processing.

2 It can take several days for a transcript request to be processed and more for the transcript to be received through the mail, so plan accordingly. If you have not received confirmation of the receipt of each of your transcripts within 14 days of requesting them, please contact us at **(860) 222-0682**.

Please have all official transcripts sent to:

University of Saint Joseph
Office of Admissions

1678 Asylum Avenue West Hartford, CT 06117

Or have official transcripts sent electronically to: graduate@usj.edu

Remember: An admission decision cannot be made until all transcripts are received.



Note: Any student who has a GPA below 2.67 on their degree-bearing transcript may be required to complete a personal interview as part of the application for admission process. Please contact the Graduate Information Office at **(860) 222-0682** for more information.



Professional Recommendation Form

The fastest and easiest way to submit your recommendations is to use our online system. If you prefer to use a traditional form, please complete the top section of this form and give it to your professional recommender. **Please note: No recommendations required for certified teacher applicants.**

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1. Motivation for graduate work	0	1	2	3	4	5
2. Intellectual ability	0	1	2	3	4	5
3. Creativity	0	1	2	3	4	5
4. Breadth of knowledge	0	1	2	3	4	5
5. Oral communication	0	1	2	3	4	5
6. Written communication	0	1	2	3	4	5
7. Initiative	0	1	2	3	4	5
8. Resourcefulness	0	1	2	3	4	5
9. Emotional maturity	0	1	2	3	4	5
10. Cooperation	0	1	2	3	4	5
11. Promise as a manager/leader	0	1	2	3	4	5
12. Overall Recommendation	0	1	2	3	4	5
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Cohort XXXIII

1678 Asylum Avenue West Hartford, CT 06117



Plan of Study: Master of Arts in Curriculum and Instruction

Name						
Address		Street		City	State	Zip Code
Primary Pho	ne ()	E-mail Address				,
Goals and	d Focus of the Progran	n:				
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	ster of Arts in Curriculum & Instruction note: This program does not lead to	•	, ,		a course-em	bedded capstone
Course	Course Title		Start Week	End Wee	ek e	Credits
EDUC 511	Educational Issues: Contemporary and F	listorical Perspectives	Mar. 2, 2026	Apr. 27, 202	6	3
EDUC 534	Assessment for Learning		May 4, 2026	Jun. 22, 202	26	3
EDUC 556	Curriculum Development		Aug. 24, 2026	Oct. 12, 202	6	3
SPEC 539	Universal Design for Learning: Proactive	Inclusion for All Students	Oct. 19, 2026	Dec. 7, 2026	i i	3
EDUC 536	Technology for Learning		Jan. 4, 2027	Feb. 22, 202	27	3
EDUC 565	Multiple Intelligences Theory and the Art	S	Mar. 1, 2027	Apr. 26, 202	7	3
EDUC 535	Multilingualism and Multilingual Learners	3	May 3, 2027	Jun. 21, 202	27	3
EDUC 524	Instruction and Curriculum		Aug. 30, 2027	Oct. 18, 202	7	3
EDUC 515	Educational Research		Oct. 25, 2027	Dec. 13, 202		3
EDUC 537	Reflective Practitioner*		Jan. 10, 2028	Feb. 28, 202	28	3
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The courses for this program may be offered in a different order. This list should not be considered the finalized course sequence.



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

Name							
Address			Street		City	State	Zip Co
Primary Ph	one ()	E-mail Address		- 91		<i>p</i>
Goals ar	nd Focus	of the Progr					
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Plan of Study: Master of Arts in Instructional Technology

Name							
Address		Street		City	State		Zip Code
Primary Pho	ne ()	E-mail Address					
Goals and	d Focus of the Pro	gram:					
needs of today's accessibility, an environments the	s diverse learners. Built for wor d learning outcomes across K nat empower students – partic	v at the University of Saint Joseph equi king professionals, the program empha 12 settings. This fully online program p ularly multilingual learners and those w digital assessment, and the ethical and	asizes the meaningful into prepares educators to de vith special needs. Educa	egration of te velop dynam tors explore	echnology to ic, tech-inte instructiona	o enhance enga grated digital le al design, blende	agement, earning
Program	Design:						
program follow	s a cohort model for real-time	ogram combines the flexibility of asyn- collaboration and peer support. Course -8:45. The 30-credit program can be co	es are offered in eight-we	eek blocks, o	ne at a time		
Prerequi	sites:						
		ree from a regionally accredited institu	ution (minimum GPA of 2	5) and have	access to a	a classroom an	d students
_	program to support field study equirements and	and application of course content.					
		chnology, students must successfully of	complete all required cou	ırsework and	a course-e	mhedded cans	tone
		lead to initial teacher certification, lic	· ·		a oodroc c	Tribeaded dapo	itorie
Course	Course Title		Start Week	End We	eek	Credits	
EDUC 516	Educational Technology: Theory	and Application	Mar. 2, 2026	Apr. 27, 2	026	3	
EDUC 570	Technology in Education		May 4, 2026	Jun. 22, 2	2026	3	
EDUC 536	Technology for Learning		Aug. 24, 2026	Oct. 12, 2	026	3	
EDUC 581	Gen AI in Education		Oct. 19, 2026	Dec. 7, 20)26	3	
EDUC 588	Digital Learning Environments		Jan. 4, 2027	Feb. 22, 2		3	
EDUC 534	Assessment for Learning		Mar. 1, 2027	Apr. 26, 2		3	
EDUC 584	Integrating Technology and Liter	-	May 3, 2027	Jun. 21, 2		3	
SPEC 505		s to the Curriculum Special Education	Aug. 30, 2027	Oct. 18, 2		3	
EDUC 515	Educational Research Reflective Practitioner*		Oct. 25, 2027 Jan. 10, 2028	Dec. 13, 2 Feb. 28, 2		3	
	APSTONE PROJECT INCLUDE	<u> </u>		Total Credi		30	
"IVIAS I ER S CA	APSTONE PROJECT INCLUDE			iotai Creui	IL FIGURE	30	
PLAN OF S	TUDY AGREEMENT:	(Initial each line, then sign a	nd date)				
		rmation in the Student Information Pac	cket, including important	information	regarding a	ıdmissions, trar	nsferring
	its, refunds, enrollment, and tu						
		be delivered in a fully online format thi					g activities.
I und	derstand the Online Masters fo	r Teachers cohort requires all students	s to complete their cours	ework with g	rades of C	or better.	
I und	derstand that I can only re-take	two courses, one time each.					
Lunc	derstand that I am expected to	submit a course evaluation at the con-	clusion of each course.				
I hav	re read and understand this Pla	an of Study and agree to this Plan of St	udy Agreement.				
Student Sig	ınature			Date			
	,						
Program Di	rector Signature				Date		

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



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

Name					
Address		Street	City	State	Zip
Primary Pho	one ()	E-mail Address			
Goals an	d Focus of th	e Program:			
earning, increa vriting into cor ducators to ob n-line synchro	se engagement, and s e academic instruction oserve learners more c	Integration at the University of Saint Joseph is designed for ecupport diverse learners. This innovative program equips teach a across grade levels and content areas. Rooted in Multiple Inteleptly, design differentiated instruction, and create inclusive lespersed with in-person learning experiences on the USJ campuseum education.	ers to integrate visua elligences Theory, thi arning environments	ll arts, music, theater s online/hybrid prog , where all students (r, and creative ram prepares can thrive. Liv
Program	Design:				
essions that p ffered in eight	romote collaboration a -week blocks, one at a neline which can be co	d program combines the flexibility of asynchronous learning wand real-time engagement. The program follows a cohort mod time and live class sessions meet one evening per week from mpleted in approximately 18-months.	lel for real-time collab	oration and peer su	oport. Course
o apply, stude	nts must hold a bache	elor's degree from a regionally accredited institution (minimum eld study and application of course content.	GPA of 2.5) and have	e access to a classro	oom and stud
Dearee R	eguirements	and Career Outcome:			
o earn the Ma	ster of Arts in Education	on with an Arts Integration Concentration, students must succenter: This program does not lead to initial teacher certification		•	cand a cours
Course	Course Format	Course Title	Start Week	End Week	Credits
EDUC 565	Online	Multiple Intelligences Theory and the Arts	Mar. 2, 2026	Apr. 27, 2026	3
EDUC 563	Hybrid	Visual Arts for Educators (USJ Campus)	May 4, 2026	Jun. 22, 2026	3
EDUC 513	In Person	Curricular Applications of Multiple Intelligences Theory (USJ Campus)) Jun. 29, 2026**	Jul. 20, 2025**	6
EDUC 568	Online	Creativity, Writing and Nature	Aug. 24, 2026	Oct. 12, 2026	3
EDUC 564	Hybrid	Art Museum for Teachers (USJ Campus)	Oct. 19, 2026	Dec. 7, 2026	3
EDUC 562	Hybrid	Music for Educators (USJ Campus)	Jan. 4, 2027	Feb. 22, 2027	3
EDUC 566	Hybrid	Theatre Education (USJ Campus)	Mar. 1, 2027	Apr. 26, 2027	3
EDUC 515	Online	Educational Research	May 3, 2027	Jun. 21, 2027	3
EDUC 537	Online	Reflective Practitioner *	June. 28, 2027	July. 19, 2027	3
*MASTER'S CA	PSTONE PROJECT INCL	UDED	Tot	al Credit Hours	30
I hav	ve read and understan lits, refunds, enrollmer derstand that this prog	MENT: (Initial each line, then sign and date) d all information in the Student Information Packet, including in t, and tuition and fees. gram will be delivered in a hybrid format through a combination			
	<i>,</i> , , , , , , , , , , , , , , , , , ,	50% online class sessions), and in person courses. asters for Teachers cohort requires all students to complete th	neir coursework with	arades of C or hetter	
		y re-take two courses, one time each.	ion coarsework with	grades of o of better	
		ected to submit a course evaluation at the conclusion of each	course.		
1	·	d this Plan of Study and agree to this Plan of Study Agreement			
I hav					
I hav	gnature		Date		
Student Sig	gnature irector Signature		Date	Date	

**Dates are tentative and will be finalized no later than May of 2026.



Plan of Study: Master of Arts in Literacy

Name						
Address		Street		City	State	Zip Cod
Primary Pho	ne () E-m	ail Address		71	<u> </u>	,
	d Focus of the Program:					
The Master of A reading and writ to promote reac opportunities to earners, support echnology-infuses teacher-reserviting instruction.	Arts in Literacy at the University of Saint Josep ting across content areas across grade levels. ding, reflection, design and classroom tryouts of work collaboratively to analyze current resear it struggling readers, and promote equity throused, differentiated instruction, and the strategicarchers—designing and implementing literacy on, multilingual learners, and the integration of upport every student in becoming a capable, no	The live, fully online sylof research-based stratich, integrate emerging ugh culturally responsive use of reading and wintervention plans grouf multicultural literature	nchronous program for egies for strengthenin technologies, and to or re literacy practices. The riting to support learni and digital tools into or and digital tools into or	ormat includes cor g literacy skills. The create instructionate ne program emphang in all subject a and current theory	nvenient asynchronome cohort model offer al applications that e asizes diagnostic as reas. Educators also v. Topics include criti	ous activities ers educators ngage diverse sessment, o develop cal literacy,
Program						
Built for working effection, and p	g educators, this fully online program combine project development. The program follows a c time, and class sessions meet online the san	ohort model for real-tin	ne collaboration and p	eer support. Cour	rses are offered in e	ght-week
Prerequis	sites:					
STo apply, stude	ents must hold a bachelor's degree from a rec program to support field study and application		tution (minimum GPA	of 2.5) and have	access to a classroo	om and studer
	equirements and Career O					
To earn the Mas	ster of Arts in Literacy, students must success is program does not lead to initial teacher c	sfully complete all requ		course-embedde	ed capstone project.	
rease note. II	iis program uoes not leau to iintiai teachei c	ei iiiicalioii, licelisule,				
	Course Title			End Week	Credits	
Course	Course Title The Writing Process	·	Start Week Mar. 2, 2026	End Week Apr. 27, 2026	Credits 3	
Course EDUC 518			Start Week			
Course EDUC 518 EDUC 538	The Writing Process	age Arts	Start Week Mar. 2, 2026	Apr. 27, 2026	3	
Course EDUC 518 EDUC 538 EDUC 526	The Writing Process Critical Literacy	age Arts	Start Week Mar. 2, 2026 May 4, 2026	Apr. 27, 2026 Jun. 22, 2026	3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu		Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026	3 3 3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners	uts	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026	3 3 3 3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners Multicultural Literature for Children and Adolescer	uts	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027	3 3 3 3 3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners Multicultural Literature for Children and Adolescer Educational Issues: Contemporary and Historical Research	uts	Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027	3 3 3 3 3 3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511 EDUC 573	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners Multicultural Literature for Children and Adolescer Educational Issues: Contemporary and Historical I	uts	Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027	3 3 3 3 3 3 3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511 EDUC 573 EDUC 584	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners Multicultural Literature for Children and Adolescer Educational Issues: Contemporary and Historical I Content Area Literacy in Elementary Schools Integrating Technology and Literacy	uts	Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027	3 3 3 3 3 3 3 3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511 EDUC 573 EDUC 584 EDUC 521 EDUC 537	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners Multicultural Literature for Children and Adolescer Educational Issues: Contemporary and Historical for Content Area Literacy in Elementary Schools Integrating Technology and Literacy Action Research in Literacy	uts	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027	3 3 3 3 3 3 3 3 3 3	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511 EDUC 573 EDUC 584 EDUC 521 EDUC 537 *MASTER'S CAF I hav credi	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners Multicultural Literature for Children and Adolescer Educational Issues: Contemporary and Historical R Content Area Literacy in Elementary Schools Integrating Technology and Literacy Action Research in Literacy Reflective Practitioner*	In line, then sign a Student Information Page a fully online format the cort requires all students one time each.	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 and date) cket, including importation of a to complete their conclusion of each course	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Homan information results of synchronous and sursework with grant unsework with grant of the control of synchronous and sursework with grant of the control of synchronous and sursework with grant of the control of	3 3 3 3 3 3 3 3 3 3 3 9 ours 30	
Course EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511 EDUC 573 EDUC 584 EDUC 521 EDUC 537 *MASTER'S CAF I hav credi	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Langu Multilingualism and Multilingual Learners Multicultural Literature for Children and Adolescer Educational Issues: Contemporary and Historical Record Content Area Literacy in Elementary Schools Integrating Technology and Literacy Action Research in Literacy Reflective Practitioner* PSTONE PROJECT INCLUDED STUDY AGREEMENT: (Initial each re read and understand all information in the Stits, refunds, enrollment, and tuition and fees. Iderstand that this program will be delivered in Iderstand that I can only re-take two courses, of the read and understand this Plan of Study and the read and understand the Plan of Study and the read and understand the Plan of Study and the read and understand the Plan of Study and the read and understand the Plan of Study and the read and understand the Plan of Study and the Plan o	In line, then sign a Student Information Page a fully online format the cort requires all students one time each.	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 and date) cket, including importation of a to complete their conclusion of each course	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Homan information results of synchronous and sursework with grant unsework with grant of the control of synchronous and sursework with grant of the control of synchronous and sursework with grant of the control of	3 3 3 3 3 3 3 3 3 3 3 9 ours 30	



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

Name					
Address		Street	City	State	Zip Co
Primary Phone	e ()	E-mail Address			
Goals and	l Focus of the Pro	gram:			
and related profes Grounded in the la earners with dive	ssionals seeking to advance their s stest research and best practices in se cognitive, emotional, behaviora	ate Certificate in Autism and Neurodi skills in supporting students with aut n special education, this program en al, and social needs. Throughout the nprove outcomes for children and ac	ism and neurodivergent lea nphasizes strength-based, i program, students learn to	rning profiles across inclu nclusive instruction and re function as active membe	sive K–12 settings. esponsive support f ers of interdisciplina
Program :	Design:				
Built for working e reflection, and pro	educators, this fully online program pject development. The program f	m combines live, interactive weekly follows a cohort model for real-time ne the same evening each week fro	collaboration and peer sup	oport. Courses are offered	d in eight-week
Prerequis	sites:				
	tting throughout the program to s	rom a regionally accredited institution on the study and application of the study and a study a study and a study a study and a study	` ,		
Degree Re	equirements and (Career Outcome:			
	•	d Graduate Certificate in Autism and rk and a course-embedded capston			
		fers a valuable credential for educat			
ertification, lice					
ertification, lice	nsure, or endorsement., but it off	fers a valuable credential for educat	tors and professionals who	support neurodiverse po	pulations.
ertification, lice Course SPEC 560	nsure, or endorsement., but it off Course Title	fers a valuable credential for educat	start Week	support neurodiverse po End Week	credits
ertification, lice Course SPEC 560 SPEC 561	Course Title Introduction to Autism and Neuro	fers a valuable credential for educat	Start Week Mar. 2, 2026	End Week Apr. 27, 2026	Credits 3
Course SPEC 560 SPEC 562	Course Title Introduction to Autism and Neuro Behavioral Interventions	fers a valuable credential for educat diverse Learners for Neurodiverse Learners	Start Week Mar. 2, 2026 May 4, 2026	End Week Apr. 27, 2026 Jun. 22, 2026	pulations. Credits 3 3
Course SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate	fers a valuable credential for educat diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027	Credits 3 3 3 3 3 3 3
Course SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564 SPEC 541	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate Creating Effective Systems of Sup	fers a valuable credential for educated diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners opport	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027	pulations. Credits 3 3 3 3 3 3 3 3 3 3
Course SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564 SPEC 564 SPEC 541 SPEC 544	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate Creating Effective Systems of Sup	fers a valuable credential for educated diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners opport	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027	pulations. Credits 3 3 3 3 3 3 3 3 3 3 3 3 3
Course SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564 SPEC 541 SPEC 544 SPEC 544 SPEC 590	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate Creating Effective Systems of Sup The Science of Social-Emotional I Special Topics	fers a valuable credential for educated diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners opport	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027	pulations. Credits 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
Course SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564 SPEC 541 SPEC 544 SPEC 544 SPEC 590 SPEC 530	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate Creating Effective Systems of Sup The Science of Social-Emotional I Special Topics Research in Special Education*	fers a valuable credential for educated diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners opport	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027	Credits 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
Course SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564 SPEC 541 SPEC 544 SPEC 544 SPEC 590 SPEC 530	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate Creating Effective Systems of Sup The Science of Social-Emotional I Special Topics	fers a valuable credential for educated diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners opport	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028	pulations. Credits 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
COURSE SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564 SPEC 541 SPEC 544 SPEC 590 SPEC 530 SPEC 596 *MASTER'S CAPS	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs. Application of Instructional Strate Creating Effective Systems of Sur The Science of Social-Emotional I Special Topics Research in Special Education* Practicum TONE PROJECT INCLUDED	fers a valuable credential for educated diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners opport _earning	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027	pulations. Credits 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3
Course SPEC 560 SPEC 561 SPEC 561 SPEC 565 SPEC 565 SPEC 564 SPEC 541 SPEC 544 SPEC 590 SPEC 590 SPEC 596 *MASTER'S CAPS PLAN OF ST I have credits I under	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate Creating Effective Systems of Sup The Science of Social-Emotional I Special Topics Research in Special Education* Practicum TONE PROJECT INCLUDED TODY AGREEMENT: (Init read and understand all informations, refunds, enrollment, and tuition restand that this program will be deserted to the content of the	diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners poort Learning tial each line, then sign and ion in the Student Information Pack and fees. elivered in a fully online format throughers cohort requires all students to	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 d date) tet, including important information of synchologous complete their coursework.	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hour	pulations. Credits 3 3 3 3 3 3 3 3 3 3 3 3 signs 30 sions, transferring us learning activities
Course SPEC 560 SPEC 561 SPEC 562 SPEC 565 SPEC 564 SPEC 541 SPEC 544 SPEC 590 SPEC 590 SPEC 590 SPEC 596 *MASTER'S CAPS PLAN OF ST I have credits I under	Course Title Introduction to Autism and Neuro Behavioral Interventions Communication and Technology Supporting Mental Health Needs Application of Instructional Strate Creating Effective Systems of Sup The Science of Social-Emotional I Special Topics Research in Special Education* Practicum TONE PROJECT INCLUDED TODY AGREEMENT: (Init read and understand all informations, refunds, enrollment, and tuition restand that this program will be deserted to the content of the	diverse Learners for Neurodiverse Learners of Neurodiverse Learners gies for Neurodiverse Learners poort Learning tial each line, then sign and tion in the Student Information Pack and fees. elivered in a fully online format throughners cohort requires all students to courses, one time each. mit a course evaluation at the conclusions.	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 d date) tet, including important information of synchologous complete their coursework.	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hour	pulations. Credits 3 3 3 3 3 3 3 3 3 3 3 3 signs 30 sions, transferring us learning activities

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



Plan of Study: Autism and Neurodiverse Learners Graduate Certificate

Address Primary Phone () Goals and Focus of the P The Graduate Certificate in Autism and Neurod advance their skills in supporting students with best practices in special adjustion this program.	E-mail Address	City		
Goals and Focus of the P The Graduate Certificate in Autism and Neurod advance their skills in supporting students with			State	Zip (
The Graduate Certificate in Autism and Neurod advance their skills in supporting students with	rogram:			
advance their skills in supporting students with	10g1uiii.			
emotional, behavioral, and social needs. Throug communication to improve outcomes for childr	autism and neurodivergent learning prof n emphasizes strength-based, inclusive i hout the program, students learn to func	iles across inclusive K–12 s nstruction and responsive s tion as active members of in	ettings. Grounded in the la upport for learners with di nterdisciplinary teams, usi	atest research an iverse cognitive,
Program Design:				
Built for working educators, this fully online proreflection, and project development. The progr blocks, one at a time, and class sessions meet one year.	am follows a cohort model for real-time	collaboration and peer sup	port. Courses are offered	l in eight-week
Prerequisites:				
To apply, students must hold a bachelor's degror educational setting throughout the program participate in the program.	9 ,	,		
Program Requirements a	and Career Outcome			
program will be eligible to continue their study Learners. Course Course Title	to complete a so-cieuit MA III special E		eruncate in Autism and N	veurourverse
		Start Week	End Week	Credits
SPEC 560 Introduction to Autism and N	leurodiverse Learners	Start Week Mar. 2, 2026	End Week Apr. 27, 2026	Credits
SPEC 560 Introduction to Autism and N SPEC 561 Behavioral Interventions	leurodiverse Learners			
SPEC 561 Behavioral Interventions	leurodiverse Learners	Mar. 2, 2026	Apr. 27, 2026	3
SPEC 561 Behavioral Interventions SPEC 562 Communication and Technol		Mar. 2, 2026 May 4, 2026	Apr. 27, 2026 Jun. 22, 2026	3
SPEC 561 Behavioral Interventions SPEC 562 Communication and Technol SPEC 565 Supporting Mental Health No	logy for Neurodiverse Learners	Mar. 2, 2026 May 4, 2026 Aug. 24, 2026	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026	3 3 3 3 3

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.



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

Name						
Address		Street		City	State	Zip Code
Primary Phor	ne ()	E-mail Address				
-						
Goals and	l Focus of the Program	1:				
deepen their exp of today's classr practices. Key fo instruction, and a	rts in Advanced Teaching in Special Edu ertise in supporting learners with disab ooms, the program equips educators w ious areas include evidence-based inter assistive technology integration. The pr we Special Education, PreK-12 (#165 Er	ilities across diverse K-12 settii ith advanced knowledge in asse ventions in reading and mathen ogram is fully aligned with Conr	ngs. Grounded in c essment, instruction natics, mental and	urrent research ar nal planning, beha behavioral health	nd responsive to avioral support, a strategies, inclus	the real-world needs nd collaborative ive and differentiated
Program	Design:					
program follows evening per wee	g educators, this fully online program of s a cohort model for peer support and ek from 4:45 PM – 8:45 PM. This 38-cre plications for practicums are due by F	community. Courses are offere edit hour program can be comp	d in eight-week bl	ocks, one at a time	e and live class s	sessions meet one
Prerequis	sites:					
	nts must hold a bachelor's degree from aplete required field-based assignment	9	`	,	ng access to a c	lassroom with
Degree Ro	equirements and Care	er Outcome:				
	Special Education, PreK-12 (#165) en 65 endorsement must also pass the PReading. Course Title					
SPEC 539	Universal Design for Learning: Proactive In	clusion for All Students	Mar. 2, 2026	Apr. 27, 2026	3	
SPEC 561	Behavioral Interventions		May 4, 2026	Jun. 22, 2026	3	
SPEC 536	Summer Practicum I ***		Jun. 15, 2026**	Aug. 10, 2026**	4	
SPEC 518	Designing Learning Experiences for Stude	nts with Low-Incidence Disabilities	Aug. 24, 2026	Oct. 12, 2026	3	
SPEC 554	Research-Based Math Interventions		Oct. 19, 2026	Dec. 7, 2026	3	
SPEC 542	Science of Early Reading Development		Jan. 4, 2027	Feb. 22, 2027	3	
SPEC 540	Reading Comprehension and Vocabulary I	nterventions	Mar. 1, 2027	Apr. 26, 2027	3	
SPEC 535	Special Education Law		May 3, 2027	Jun. 21, 2027	3	
SPEC 537 SPEC 526	Summer Practicum II *** Educational Assessment		Jun. 14, 2027** Aug. 30, 2027	Aug. 9, 2027** Oct. 18, 2027	3	
SPEC 505	Assistive Technology for Access to the Cu	rriculum Special Education	Oct. 25, 2027	Dec. 13, 2027	3	
SPEC 530	Research in Special Education*		Jan. 10, 2028	Feb. 28, 2028	3	
	STONE PROJECT INCLUDED			otal Credit Hou	rs 38	
PLAN OF S	TUDY AGREEMENT: (Initial	each line, then sign an	d date)			
I have	e read and understand all information	n the Student Information Pacl	ket, including impo	ortant information	regarding admis	ssions,
trans	ferring credits, refunds, enrollment, an	d tuition and fees.				
	erstand that this program will be delivering activities.	ered in a fully online format thro	ough a combinatio	n of synchronous	and asynchrono	ous
I und	erstand the Online Masters for Teache	rs cohort requires all students	to complete their	coursework with g	grades of C or be	tter.
I und	erstand that I can only re-take two cou	rses, one time each.				
I und	erstand that I am expected to submit a	a course evaluation at the conc	lusion of each cou	rse.		
I have	e read and understand this Plan of Stu	dy and agree to this Plan of Stu	ıdy Agreement.			
Student Sig	nature			Date		
Program Di	rector Signature				Date	



Plan of Study: Master of Arts in Special Education (No Endorsement)

Name				
Address Street		City	State	Zip Co
Primary Phone () E-mail Address				
Cools and Force of the Drogram.				
Goals and Focus of the Program:				
Designed for passionate educators who want to make a greater impact in inclusive cla Joseph offers in-depth preparation to meet the academic, behavioral, and social-emoti o lead in general or special education settings, applying research-based strategies tha educators seeking to strengthen their professional knowledge and instructional practic	ional needs of childre t foster equity, inclus	en and adolescents sion, and meaningfu	with disabilities. Gra ul access to learning.	iduates are prepar
Program Design:				
Built for working educators, this fully online program combines live, interactive week effection, and project development. The program follows a cohort model for real-tolocks, one at a time, and class sessions meet online the same evening each week wo years.	ime collaboration ar	nd peer support. Co	ourses are offered i	n eight-week
Prerequisites:				
To apply, students must hold a bachelor's degree from a regionally accredited inst hroughout the program to support field study and application of course content. Degree Requirements and Career Outcome:	titution (minimum G	SPA of 2.5) and hav	e access to a class	room and studen
o earn the Master of Arts in Special Education, students must successfully comp	· ·	rsework and a cou	rse-embedded cap	stone project.
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 561 Behavioral Interventions	May 4, 2026	Jun. 22, 2026	3	
SPEC 518 Designing Learning Experiences for Students with Low-Incidence Disabilities	es Aug. 24, 2026	Oct. 12, 2026	3	
SPEC 554 Research-Based Math Interventions	Oct. 19, 2026	Dec. 7, 2026	3	
SPEC 542 Science of Early Reading Development	Jan. 4, 2027	Feb. 22, 2027	3	
SPEC 540 Reading Comprehension and Vocabulary Interventions	Mar. 1, 2027	Apr. 26, 2027	3	
SPEC 535 Special Education Law	May 3, 2027	Jun. 21, 2027	3	
SPEC 526 Educational Assessment	Aug. 30, 2027	Oct. 18, 2027	3	
SPEC 505 Assistive Technology for Access to the Curriculum Special Education	Oct. 25, 2027	Dec. 13, 2027	3	
SPEC 530 Research in Special Education*	Jan. 10, 2028	Feb. 28, 2028	3	
*MASTER'S CAPSTONE PROJECT INCLUDED	Tot	tal Credit Hours	30	
I have read and understand all information in the Student Information P credits, refunds, enrollment, and tuition and fees. I understand that this program will be delivered in a fully online format t I understand the Online Masters for Teachers cohort requires all studen 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 course read and understand this Plan of Study and agree to this Plan of	hrough a combinatints to complete their	on of synchronous	s and asynchronous	s learning activiti
Student Signature		Date		
Program Director Signature			Date	



Program Director Signature

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

Name							
Address			Str	eet	City	State	Zip Cod
rimary Ph	one ()		E-mail Address				
oals ar	nd Focus o	of the Program	n:				
–12 settings. nultilingual lea	As classrooms a	across the U.S. grow incre been greater. Grounded in	easingly linguistically ar	nd culturally diverse,	ne leaders in teaching Engli the need for skilled, compa s program empowers teac	assionate educators	who can support
rogran	n Design:						
eflection, and	project develop	ment. The program follo	ws a cohort model fo	r real-time collabor	ssions with the convenier ration and peer support. C 3:45. The 30-credit program	ourses are offered	in eight-week
rerequ	isites:						
nroughout the eaching licen rofessionals	e program to sup se. <i>The program</i>	oport field study and app also welcomes adminis dmission and will benefit	olication of course cor trators and teachers in	ntent. Applicants se Pre-K-12 settings,	mum GPA of 2.5) and have eeking cross-endorsement including those in non-put thowever, they are not eligit	t must possess a va blic school environn	alid Connecticut nents. These
)earee I	Requirem	ents and Care	er Outcome:				
		hing of Foreign Languag			ncy in the language of inst PI) and Writing Proficiency		ssing scores on th
EDUC 551		ulturally and Linguistically Di	verse Classrooms	Mar. 2, 2026	Apr. 27, 2026	3	
LING 501		stics for TESOL		May 4, 2026	Jun. 22, 2026	3	
ING 502		age Acquisition		Aug. 24, 2026	Oct. 12, 2026	3	
EDUC 552		or Second Language Teach	ing	Oct. 19, 2026	Dec. 7, 2026	3	
EDUC 559	Second Langu	age Assessment		Jan. 4, 2027	Feb. 22, 2027	3	
EDUC 553	Materials and	Curriculum Development fo	r TESOL	Mar. 1, 2027	Apr. 26, 2027	3	
EDUC 550	Second Langu	age Composition		May 3, 2027	Jun. 21, 2027	3	
EDUC 567	Advanced Stud	dies in Intercultural Learning	j*	Aug. 30, 2027	Oct. 18, 2027	3	
EDUC 579	TESOL Practic	um *		Oct. 25, 2027	Dec. 13, 2027	3	
EDUC 569	Policy Partners	ships and Advocacy for TES	OL*	Jan. 10, 2028	Feb. 28, 2028	3	
MASTER'S CA	APSTONE PROJECT	T INCLUDED			Total Credit Hour	s 30	
		REEMENT: (Initial		_			
cred	dits, refunds, enre	ollment, and tuition and	fees.		ing important information		
l un	derstand the Onl	line Masters for Teacher	rs cohort requires all s	tudents to comple	te their coursework with g	grades of C or bette	r.
		an only re-take two cou	,	ebo ooodusissa C	cale caurea		
		m expected to submit a erstand this Plan of Stud					
	ignature				Date		

Date



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

Name						
Address		Street		City	State	Zip C
Primary Phone (,)	E-mail Address		2.13		
-	oue of the Drogram					
	ocus of the Program			l ££ l 4.		: -1 1:1
graduate experience. E degree around their ov capstone project, stud- ntegrating technology	Education: Personalized Profession Designed for experienced teachers vn instructional goals and evolving ents design a learning pathway that , engaging learners through arts-bat) your interests into expertise.	and other educators who s classroom needs. Through at supports their unique visi	eek targeted profession a combination of core on for practice. Whethe	nal growth, MAPPP e coursework, self-se er you're excited to b	empowers students to elected electives, and a uild your knowledge a	shape a mas a personalized nd skill for
Program Des	sign:					
eading, reflection, an eight-week blocks, on approximately two ye plan of study. Six selferequisite of apply, students muthroughout the progration arms the Master of pathway courses, and apply apply and the Master of pathway courses, and apply with the progration and the Master of pathway courses, and apply with the master of pathway courses, and apply with the master of the ma	ust hold a bachelor's degree from am to support field study and app clirements and Care f Arts in Education with a Persona	ram follows a cohort mod- neet online the same eveni- program with a foundation of students to tailor their decompanies are a regionally accredited in polication of course content er Outcome:	el for real-time collaboring each week from 4: al course that helps a gree to their context a stitution (minimum Gl	pration and peer sup .45-8:45. The 30-cre rticulate profession nd passions. PA of 2.5) and have lents must complet	oport. Courses are of edit program can be could goals and shape a access to a classroom	fered in completed in n individualize om and studer s, six elective
ndorcoment	a a course embedded capstone p	,			•	•
			-	End Wools	·	
Course	Course Title		Start Week	End Week	Credits	·
Course EDUC 511	Course Title Educational Issues: Contemporary		Start Week Mar. 2, 2026	Apr. 27, 2026	Credits 3	
Course	Course Title		Start Week Mar. 2, 2026 May 4, 2026		Credits	
Course EDUC 511 Pathway Course #1	Course Title Educational Issues: Contemporary Self-Selected: See Menu		Start Week Mar. 2, 2026	Apr. 27, 2026 Jun. 22, 2026	Credits 3 3	
Course EDUC 511 Pathway Course #1 Pathway Course #2	Course Title Educational Issues: Contemporary Self-Selected: See Menu Self-Selected: See Menu		Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026	Credits 3 3 3	
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3	Course Title Educational Issues: Contemporary Self-Selected: See Menu Self-Selected: See Menu Self-Selected: See Menu		Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026	Credits 3 3 3 3 3	
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4	Course Title Educational Issues: Contemporary Self-Selected: See Menu Self-Selected: See Menu Self-Selected: See Menu Self-Selected: See Menu		Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027	Credits 3 3 3 3 3 3 3	
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5	Course Title Educational Issues: Contemporary Self-Selected: See Menu		Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027	Credits 3 3 3 3 3 3 3 3 3	
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5 Pathway Course #6	Course Title Educational Issues: Contemporary Self-Selected: See Menu		Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027	Credits 3 3 3 3 3 3 3 3 3 3	
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590	Course Title Educational Issues: Contemporary Self-Selected: See Menu Special Topics		Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027	Credits 3 3 3 3 3 3 3 3 3 3 3 3	
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590 EDUC 515 EDUC 537 *MASTER'S CAPSTON	Course Title Educational Issues: Contemporary Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner*	and Historical Perspectives	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027	Credits 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	
EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590 EDUC 515 EDUC 537 *MASTER'S CAPSTON PLAN OF STUD I have reaccredits, ref I understal by the coul	Course Title Educational Issues: Contemporary Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner*	and Historical Perspectives I each line, then signing the Student Information of fees. I rogram will be delivered in a courses will be delivered in the student Information of fees.	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Oct. 25, 2027 Jan. 10, 2028 The and date) Packet, including imposition of the properties of the p	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Feb. 28, 2028	Credits 3 3 3 3 3 3 3 3 4 3 3 4 0 regarding admission and asynchronous lead a day of the week the	earning activit at is determir
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #6 EDUC 590 EDUC 515 EDUC 537 *MASTER'S CAPSTON PLAN OF STUD I have reac credits, ref L understal by the coul I understal only re-tak I understal	Course Title Educational Issues: Contemporary Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner* EPROJECT INCLUDED DY AGREEMENT: (Initial and understand all information funds, enrollment, and tuition and that the core courses in this pend that the self-selected pathway rise listed from a menu of course and the Online Masters for Teache to two courses, one time each. Indicate the self-selected to submit and that I am expected to submit and that I am expected to Studies and understand this Plan of Studies.	and Historical Perspectives I each line, then signing the Student Information of fees. I rogram will be delivered in a courses will be delivered so the series cohort requires all students a course evaluation at the	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 The packet, including important that in either a hybrid or or elents to complete their conclusion of each	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Feb. 28,	Credits 3 3 3 3 3 3 3 3 4 3 3 4 0 regarding admission and asynchronous lead a day of the week the	earning activit at is determir
Course EDUC 511 Pathway Course #1 Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590 EDUC 515 EDUC 537 *MASTER'S CAPSTON PLAN OF STUD I have reaccredits, ref I understant by the count only re-take I understant only re-take	Course Title Educational Issues: Contemporary Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner* EPROJECT INCLUDED DY AGREEMENT: (Initial and understand all information funds, enrollment, and tuition and that the core courses in this pend that the self-selected pathway rise listed from a menu of course and the Online Masters for Teache to two courses, one time each. Indicate the self-selected to submit and that I am expected to submit and that I am expected to Studies and understand this Plan of Studies.	and Historical Perspectives I each line, then signing the Student Information of fees. I rogram will be delivered in a courses will be delivered so the series cohort requires all students a course evaluation at the	Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 The packet, including important that in either a hybrid or or elents to complete their conclusion of each	Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Feb. 28, 2028	Credits 3 3 3 3 3 3 3 3 4 3 3 4 0 regarding admission and asynchronous lead a day of the week the	earning activit at is determin

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



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

Address		Street	City	State	Zip C
Primary Pho	ne ()	E-mail Address			
oals an	d Focus of the Pro	ogram:			
ffective, resear ducators with t ourses explore eading compre	ch-based reading instruction for he knowledge and tools to mak language and literacy developr	Certificate in Dyslexia and Reading Disabilities r students with dyslexia and other reading cha e a meaningful difference in the lives of strug- nent, diagnostic assessment, and intensive in will also learn to apply assistive technology a	allenges. This highly targeted gling readers—especially the structional interventions in p	d graduate program focu e 10–20% of students af phonics, word reading, fl	uses on equipping ffected by dyslexia luency, vocabulary
rogram	Design:				
uilt for working	g educators, this fully online project development. The prog	rogram combines live, interactive weekly cla ram follows a cohort model for real-time co et online the same evening each week from	llaboration and peer suppo	ort. Courses are offered	d in eight-week
rerequi	sites:				
o apply, stude proughout the	nts must hold a bachelor's deg program to support field study	gree from a regionally accredited institution y and application of course content, and be			
egree R	equirements and	Career Outcome:			
nust successfu		on and Graduate Certificate in Dyslexia and I sework and a course-embedded capstone p			
Course	Course Title		Start Week	End Week	Credits
SPEC 572	Dyslexia and Reading Disabilitie	s: Connecting Assessment to Instruction	Mar. 2, 2026	Apr. 27, 2026	3
PEC 545	Seminar in Intensive Interventio	ns in Reading: Dyslexia and Reading Disabilities	May 4, 2026	Jun. 22, 2026	3
PEC 574	Seminar in Literacy Assessmen	t: Dyslexia and Reading Disabilities	Aug. 24, 2026	Oct. 12, 2026	3
PEC 543	Intensive Writing Interventions		Oct. 19, 2026	Dec. 7, 2026	3
PEC 540	Reading Comprehension and Vo	ocabulary Interventions	Jan. 4, 2027	Feb. 22, 2027	3
	Universal Design for Learning		Mar. 1, 2027	Apr. 26, 2027	3
PEC 539			May 3, 2027	Jun. 21, 2027	3
	Assistive Technology				
SPEC 505	Assistive Technology Special Topics		Aug. 30, 2027	Oct. 18, 2027	3
SPEC 505 SPEC 590			-	Oct. 18, 2027 Dec. 13, 2027	3
SPEC 505 SPEC 590 SPEC 596	Special Topics	ducation	Aug. 30, 2027		
SPEC 505 SPEC 590 SPEC 596 SPEC 530	Special Topics Practicum Capstone Research in Special E		Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	Dec. 13, 2027	3
SPEC 505 SPEC 590 SPEC 596 SPEC 530	Special Topics Practicum Capstone Research in Special E TUDY AGREEMENT:	ducation (Initial each line, then sign and our mation in the Student Information Packet,	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou	3 3 rs 30
SPEC 505 SPEC 590 SPEC 596 SPEC 530	Special Topics Practicum Capstone Research in Special E TUDY AGREEMENT: re read and understand all infoits, refunds, enrollment, and to	(Initial each line, then sign and ormation in the Student Information Packet, iition and fees.	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain	3 3 rs 30 sions, transferring
PEC 505 PEC 590 PEC 596 PEC 530 LAN OF S I have cred	Special Topics Practicum Capstone Research in Special E STUDY AGREEMENT: The read and understand all infoits, refunds, enrollment, and toderstand that this program will	(Initial each line, then sign and ormation in the Student Information Packet, lition and fees. be delivered in a fully online format through	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admission and asynchronous	3 3 rs 30 sions, transferring
PEC 505 PEC 590 PEC 596 PEC 530 LAN OF S I have cred	Special Topics Practicum Capstone Research in Special E STUDY AGREEMENT: The read and understand all infoits, refunds, enrollment, and toderstand that this program will	(Initial each line, then sign and ormation in the Student Information Packet, iition and fees.	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admission and asynchronous	3 3 rs 30 sions, transferring
PEC 505 PEC 590 PEC 596 PEC 530 LAN OF S I hav cred I unc	Special Topics Practicum Capstone Research in Special E STUDY AGREEMENT: The read and understand all infoits, refunds, enrollment, and toderstand that this program will	(Initial each line, then sign and ormation in the Student Information Packet, aition and fees. be delivered in a fully online format throughor Teachers cohort requires all students to compare the students.	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admission and asynchronous	3 3 rs 30 sions, transferring
PEC 505 PEC 590 PEC 596 PEC 530 LAN OF S I have cred I unc	Special Topics Practicum Capstone Research in Special E TUDY AGREEMENT: re read and understand all infoits, refunds, enrollment, and to derstand that this program will derstand the Online Masters for derstand that I can only re-take	(Initial each line, then sign and ormation in the Student Information Packet, lition and fees. be delivered in a fully online format through or Teachers cohort requires all students to coe two courses, one time each.	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admission and asynchronous	3 3 rs 30 sions, transferring
SPEC 505 SPEC 590 SPEC 596 SPEC 530 LAN OF S I have cred I und I und I und I und	Special Topics Practicum Capstone Research in Special E TUDY AGREEMENT: The read and understand all infoits, refunds, enrollment, and to derstand that this program will derstand the Online Masters for derstand that I can only re-taked derstand that I am expected to	(Initial each line, then sign and ormation in the Student Information Packet, aition and fees. be delivered in a fully online format throughor Teachers cohort requires all students to compare the students.	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework on of each course.	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admission and asynchronous	3 3 rs 30 sions, transferring
I have cred I und I und I und I und I und	Special Topics Practicum Capstone Research in Special E TUDY AGREEMENT: The read and understand all infoits, refunds, enrollment, and to derstand that this program will derstand the Online Masters for derstand that I can only re-taked derstand that I am expected to	(Initial each line, then sign and ormation in the Student Information Packet, sition and fees. be delivered in a fully online format through or Teachers cohort requires all students to coe two courses, one time each. submit a course evaluation at the conclusion	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework on of each course.	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admission and asynchronous	3 3 rs 30 sions, transferring
SPEC 505 SPEC 590 SPEC 596 SPEC 530 PLAN OF S I have cred I unc	Special Topics Practicum Capstone Research in Special E STUDY AGREEMENT: The read and understand all infoints, refunds, enrollment, and to the stand that this program will derstand that I can only re-take derstand that I am expected to the read and understand this Plant I am expected to the read and understand the read and understand this Plant I am expected to the read and understand the read and	(Initial each line, then sign and ormation in the Student Information Packet, sition and fees. be delivered in a fully online format through or Teachers cohort requires all students to coe two courses, one time each. submit a course evaluation at the conclusion	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework on of each course.	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admissionous and asynchronous with grades of C or bet	3 3 rs 30 sions, transferring
SPEC 505 SPEC 590 SPEC 596 SPEC 530 LAN OF S Lunc Lunc Lunc Lunc Lunc Lunc Lunc Lunc	Special Topics Practicum Capstone Research in Special E STUDY AGREEMENT: The read and understand all infoits, refunds, enrollment, and to the stand that this program will derstand that I can only re-take derstand that I am expected to the read and understand this Plant I am expected to the read and understand the read and u	(Initial each line, then sign and ormation in the Student Information Packet, sition and fees. be delivered in a fully online format through or Teachers cohort requires all students to coe two courses, one time each. submit a course evaluation at the conclusion	Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework on of each course. Agreement.	Dec. 13, 2027 Feb. 28, 2028 Total Credit Hountain regarding admissionous and asynchronous with grades of C or bet	3 3 rs 30 sions, transferring



Plan of Study: Dyslexia and Reading Disabilities Graduate Certificate

Name						
Address		Street	Cit	ty	State	Zip Coa
Primary Pho	ne ()	E-mail Address				
Goals and	d Focus of the Progra	nm:				
instruction for st tools to make a r development, dia	udents with dyslexia and other readir meaningful difference in the lives of s agnostic assessment, and intensive ir	abilities is designed for K-12 educators v ig challenges. This highly targeted gradu truggling readers—especially the 10-20 instructional interventions in phonics, wor and Universal Design for Learning princ	late program focuses of % of students affected rd reading, fluency, voc	on equippi by dyslex cabulary, re	ng educators with ia. Courses explo eading comprehe	n the knowledge and re language and litera nsion, and writing.
Program	Design:					
reflection, and p blocks, one at a one year.	project development. The program for time, and class sessions meet onlin	n combines live, interactive weekly class ollows a cohort model for real-time col ne the same evening each week from 4	llaboration and peer s	upport. C	ourses are offere	ed in eight-week
Prerequis	sites:					
		om a regionally accredited institution (application of course content, and be p				
			bassionate about imp	roving nic	racy outcomes i	or an students.
	equirements and Car					
coursework. Ple	ease note: This program does not l	ading Disabilities from the University o ead to initial teacher certification, lice omplete a 30-credit MA in Special Educ	ensure, or endorseme	ent. Stude	ents who comple	te the certificate
Course	Course Title		Start Week	End	Week	Credits
SPEC 572	Dyslexia and Reading Disabilities: Conr	necting Assessment to Instruction	Mar. 2, 2026	Apr. 2	27, 2026	3
SPEC 545	Seminar in Intensive Interventions in R	eading: Dyslexia and Reading Disabilities	May 4, 2026	Jun.	22, 2026	3
SPEC 574	Seminar in Literacy Assessment: Dysle	exia and Reading Disabilities	Aug. 24, 2026	Oct.	12, 2026	3
SPEC 543	Intensive Writing Interventions		Oct. 19, 2026	Dec.	7, 2026	3
SPEC 540	Reading Comprehension and Vocabula	ary Interventions	Jan. 4, 2027	Feb. :	22, 2027	3
				Total	Credit Hours	15
I have credi	re read and understand all informations, refunds, enrollment, and tuition and derstand that this program will be deferstand the Online Masters for Teaderstand that I can only re-take two derstand that I am expected to submit	elivered in a fully online format through chers cohort requires all students to co	ncluding important in a combination of syr omplete their coursev on of each course.	nchronous	and asynchrono	ous learning activities
Student Sia	matura			Data		
Student Sig	nature			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.



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

	on planning. Students eds of growing populatudents. venience of asynchroport. Courses are off program can be com	s in the Special Educ ations of students v onous time for read ered in eight-week
Soals and Focus of the Program: the Master of Arts in Special Education: Transition, Advocacy and Planning Across the Lifespan is a program designed coordinators, disability service professionals, transition coordinators, and educators supporting post-secondary transition, Advocacy and Planning Across the Lifespan program will learn evidenced-based practices to address the new sabilities in post-secondary education environments and develop equitable practices that support the learning of all starting program Design: The program Design: The program follows a cohort model for real-time collaboration and peer supple locks, one at a time, and class sessions meet online the same evening each week from 4:45-8:45. The 30-credit provo years. Prerequisites: The apply, students must hold a bachelor's degree from a regionally accredited institution (minimum GPA of 2.5). Reducators, case managers, and support services personnel are invited to participate in the program. Degree Requirements and Career Outcome:	on planning. Students eds of growing populatudents. venience of asynchroport. Courses are off program can be com	s in the Special Educ ations of students v onous time for read ered in eight-week
The Master of Arts in Special Education: Transition, Advocacy and Planning Across the Lifespan is a program designed coordinators, disability service professionals, transition coordinators, and educators supporting post-secondary transition, Advocacy and Planning Across the Lifespan program will learn evidenced-based practices to address the new sabilities in post-secondary education environments and develop equitable practices that support the learning of all standard program. Program Design: Luilt for working educators, this fully online program combines live, interactive weekly class sessions with the comflection, and project development. The program follows a cohort model for real-time collaboration and peer suppocks, one at a time, and class sessions meet online the same evening each week from 4:45-8:45. The 30-credit propersion of the program of the same evening each week from 4:45-8:45. The 30-credit propersion is a program of the program of the same evening each week from 4:45-8:45. The 30-credit propersion is a program of the pro	on planning. Students eds of growing populatudents. venience of asynchroport. Courses are off program can be com	s in the Special Educ ations of students v onous time for read ered in eight-week
coordinators, disability service professionals, transition coordinators, and educators supporting post-secondary transition, Advocacy and Planning Across the Lifespan program will learn evidenced-based practices to address the new sabilities in post-secondary education environments and develop equitable practices that support the learning of all standard program Design: Trogram Design: Will for working educators, this fully online program combines live, interactive weekly class sessions with the conflection, and project development. The program follows a cohort model for real-time collaboration and peer suppocks, one at a time, and class sessions meet online the same evening each week from 4:45-8:45. The 30-credit pro years. Were requisites: Description of the program of	on planning. Students eds of growing populatudents. venience of asynchroport. Courses are off program can be com	s in the Special Educ ations of students v onous time for read ered in eight-week
uilt for working educators, this fully online program combines live, interactive weekly class sessions with the confedection, and project development. The program follows a cohort model for real-time collaboration and peer supplocks, one at a time, and class sessions meet online the same evening each week from 4:45-8:45. The 30-credit play of the programs. Prerequisites: Do apply, students must hold a bachelor's degree from a regionally accredited institution (minimum GPA of 2.5). Reducators, case managers, and support services personnel are invited to participate in the program. Degree Requirements and Career Outcome:	oort. Courses are off program can be com	ered in eight-week
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o apply, students must hold a bachelor's degree from a regionally accredited institution (minimum GPA of 2.5). Reducators, case managers, and support services personnel are invited to participate in the program. Degree Requirements and Career Outcome:		
ducators, case managers, and support services personnel are invited to participate in the program. Degree Requirements and Career Outcome:		
Degree Requirements and Career Outcome:	elated service profes	ssionals, special
Degree Requirements and Career Outcome: To earn the Master of Arts in Special Education, students must successfully complete all required coursework and		
To corn the Master of Arte in Special Education etudente must augescafully complete all required asserted as		
o earn the Master of Arts in Special Education, students must successfully complete all required coursework and	l a course-embedde	d capstone project
lease note: This program does not lead to initial teacher certification, licensure, or endorsement.		
Course Course Title Start W	eek End Weel	k Credits
SPEC 560 Introduction to Autism and Neurodiverse Learners Mar. 2, 202		
SPEC 541 Creating Effective System of Support May 4, 202		
SPEC 523 Introduction to Transition Planning Aug. 24, 20		
SPEC 539 Universal Design for Learning: Proactive Inclusion for All Students Oct. 19, 20		3
SPEC 527 Foundation of Disability Law for Postsecondary Accessibility and Advocacy Jan. 4, 202		
SPEC 528 Assessment for Accessibility and Advocacy Mar. 1, 202	27 Apr. 26, 2027	7 3
SPEC 529 Promoting Student Self-Determination for Advocacy May 3, 202	27 Jun. 21, 2027	7 3
SPEC 505 Assistive Technology for Access to the Curriculum Aug. 30, 20	027 Oct. 18, 2027	7 3
SPEC 530 Research in Special Education* Oct. 25, 20	27 Dec. 13, 2027	7 3
SPEC 596 Practicum Jan. 10, 20)28 Feb. 28, 2028	3 3
*Master's Capstone Project Included	Total Credit Hou	urs 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	mation regarding ad	missions transfer
credits, refunds, enrollment, and tuition and fees.	Traction regarding ad	rinoolorio, transferi
I understand that this program will be delivered in a fully online format through a combination of synchi	ronous and asynchro	onous learning acti
I understand the Online Masters for Teachers cohort requires all students to complete their coursework	k with grades of C or	· better.
	. g	
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 Da	te	
Program Director Signature	Date	
he courses for this program may be offered in a different order. This list should not be considered the finalized co		



Important Info

Admissions Information

Applicants seeking to be officially accepted to graduate programs must meet the following requirements: 1. a Bachelor's degree from a regionally accredited institution; 2. a minimum undergraduate GPA of 2.5; 3. admission application, reservation form and non-refundable application fee; 4. official, sealed transcripts from all institutions attended; 5. one recommendation form; 6. plan of study form. Please note: recommendation must be obtained from individuals who are not family members or personal friends, or members of the Department of Education at University of Saint Joseph. Candidates must be officially accepted in order to start the program. Students must receive a grade of C or better in all graduate courses.

Enrollment Policy

The cohort programs at University of Saint Joseph are designed with the expectation that students will remain continuously enrolled and move through the coursework in sequence with their cohort group. While reasonable accommodations can be made for course make-up, students are not permitted to sit out for a course without prior approval from their academic advisor. Permission to sit out for a course in a cohort will be reserved for special circumstances and is not granted automatically. Students seeking special permission to sit out of a class should contact the Director of Online Masters for Teachers.

Immunization Policy

The proof of immunization requirement is designed to make sure all graduate students attending courses in-person with University of Saint Joseph have been vaccinated for Measles, Mumps, Rubella, and Varicella. Student health forms are all available online on the student health portal once you are registered for classes. Visit **usj.studenthealthportal.com** and log in with your USJ credentials. Students pursuing fully online degree programs are exempt from this requirement. Please Note: Online Masters students will be reviewed for admission and can be registered for their initial semester of coursework without proof of immunizations on file; however, they will be required to be compliant before they can register for their second semester of coursework. Please contact Health Services with questions.

Refund Policy

University of Saint Joseph refunds tuition and fees based on the University of Saint Joseph Institutional Policy. Adjustments made outside the institutional policy may be made by the Provost when extenuating circumstances, such as illness, exist. Refunds cannot be mailed until funds are received and checks have cleared. No refunds are given after the established drop/add date for standard courses as published in the Academic Calendar.

Technology Requirements

Students will receive account information for details to set up their MyUSJ, student email and Blackboard accounts once they are registered for classes.

Transferring Credits

A maximum of six credits may be transferred from another accredited graduate school into a University of Saint Joseph graduate program, provided the transferred course matches a course in the program plan of study and is completed prior to beginning coursework at University of Saint Joseph. To be eligible for transfer credit, a course to be transferred must carry a grade of B or higher. The coursework in transfer requests must have been completed within the last seven years. An official transcript of the credits and a completed Transfer Credit Request Form must be received in the Department of Education. A student will be asked to have a course description and syllabus sent with the official transcript. No transfer credit will be considered until the student has been officially accepted. Transfer of credits is not granted automatically. Approval is granted by the Director of Online Masters for Teachers. For information call (860) 231-5694. Transfer of credits may impact your eligibility for Financial Aid. Check with the Student Financial Services Office if you plan to transfer credits.

Tuition & Fees

The reduced tuition rate for Spring 2026 in the Online Masters for Teachers cohort programs is \$728 per credit hour. The tuition rate is guaranteed for the entire program as long as a student stays continuously enrolled. Additional costs to complete the program include:

- Textbooks
- \$50 application fee
- \$125 graduation fee (paid when the application to graduate is submitted)

Important Contacts

Graduate Information Office	Theresa Warmelink	860-222-0682	twarmelink@graduateprogram.org
Office of Admissions		860-231-5216	graduate@usj.edu
Student Financial Services		860-231-5223	financialaid@usj.edu
Cashier's Office		860-231-5266	bursar@usj.edu
Health Services		860-231-5530	healthservices@usj.edu