

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:				
The Master of A across diverse leaders. The pro- classroom. Gro create engaging	Arts in Curriculum & Instruction empoweducational settings. Designed for teapogram emphasizes inclusive, student-unded in Universal Design for Learning, equitable curriculum that meets the essment strategies, differentiated inst	vers educators to deepen the chers who aspire to leader centered design and instruct g (UDL), backward design, a needs of multilingual learn	ship roles such as curriculu ctional strategies that are re and culturally responsive pe ers, students with disabilitie	im coordinator search-driven dagogy, this fo es, and all lear	rs, instruction and immedi ully online pro ners across (nal coaches, or team ately applicable in the ogram helps educators grade levels. Educators
Program	Design:					
reflection, and plocks, one at a two years. Prerequiation To apply, stude throughout the	g educators, this fully online program of project development. The program follows time, and class sessions meet online sites: Ints must hold a bachelor's degree from program to support field study and ap equirements and Care	ows a cohort model for rea the same evening each we n a regionally accredited in plication of course content	I-time collaboration and per sek from 4:45-8:45. The 30-c stitution (minimum GPA of	er support. Co credit program	urses are off can be com	ered in eight-week pleted in approximately
	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
I have cred I und I und I und I und I und	TUDY AGREEMENT: (Initial ve read and understand all information lits, refunds, enrollment, and tuition and derstand that this program will be delived derstand the Online Masters for Teach derstand that I can only re-take two conderstand that I am expected to submit we read and understand this Plan of Sturnature	in the Student Information of fees. ered in a fully online formaters cohort requires all studiurses, one time each. a course evaluation at the	Packet, including important through a combination of ents to complete their courconclusion of each course.	synchronous	and asynchro	onous learning activities.
Program Di	rector Signature				Date	
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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		,
Goals ar	nd Focus	of the Progr					
The Master of special educat 3, including tho ntegrated Earl	Arts in Early Chion. This uniques with disabily Childhood/El	nildhood Education/Spe e dual-focus program e ities and diverse learni ementary N-3 and Spe	ecial Education is designed for cerequips educators to support the deag profiles. Aligned with Connections and Education N-K (#113 endors lent to prepare professionals to lead	evelopmental and lear cut Cross-Endorsemer sement). Coursework i	ning needs of your nt Regulations, the ntegrates child dev	ng children—from program prepare velopment, inclus	n Pre-K through Grad es educators for the
Program	n Design						
orogram follo meet one ever	ws a cohort m ning per week	odel for real-time colla from 4:45 PM – 8:45 I	am combines the flexibility of asy aboration and peer support. Cou PM. This 30-credit hour program nnually, and applications for prac	rses are offered in eig has an accelerated t	ght-week blocks, o imeline which car	one at a time and	d live class sessions
Prerequ	isites:						
seeking cross and preschool program.	-endorsement I settings, inclu	must possess a valid ding those in non-pub	ed to advancing inclusive, develor Connecticut teaching license. The school environments; however the control of the control o	he program also welc	omes administrat	ors and teachers	s in early childhood
oroject embed students who	dded within the possess a val	e final independent stu id Connecticut teachir	cation/Special Education, studer idy course along with fulfilling pr ig licensure will be eligible to app 3) endorsement. Please note: Tl	racticum requirement oly for cross-endorse	s in Pre-K and Kir ment under Conn	ndergarten settin ecticut's Integrat	ngs. Upon completic ted Early Childhood,
roject embed tudents who Elementary No Foursuing the #	dded within the possess a val –3 and Specia #113 endorser	e final independent stu id Connecticut teachir I Education N–K (#11 nent must also pass t	ndy course along with fulfilling pr ng licensure will be eligible to app	racticum requirement oly for cross-endorse his program does no t and the Pearson For	ts in Pre-K and Kir ment under Conn t lead to initial tea undations of Reac	ndergarten settin ecticut's Integrat acher certification ling Test.	ngs. Upon completion ted Early Childhood
roject embed tudents who lementary N- ursuing the #	dded within the possess a val -3 and Specia #113 endorser	e final independent stu id Connecticut teachir I Education N-K (#11: nent must also pass t	ndy course along with fulfilling pr ng licensure will be eligible to apr 3) endorsement. Please note: TI ne Pearson Early Childhood Test	racticum requirement oly for cross-endorse his program does no t and the Pearson For Start Week	s in Pre-K and Kir ment under Conn t lead to initial tea undations of Reac	ndergarten settin ecticut's Integrat acher certification ling Test.	ngs. Upon completion ted Early Childhood
roject embed udents who ementary N- ursuing the # Course ECSE 530	dded within the possess a val –3 and Specia #113 endorser Course 7	e final independent studid Connecticut teachir I Education N-K (#11 nent must also pass t Fitle	ndy course along with fulfilling pr ng licensure will be eligible to app 3) endorsement. Please note: Tl ne Pearson Early Childhood Test	racticum requirement oly for cross-endorse his program does no t and the Pearson For Start Week Mar. 2, 2026	s in Pre-K and Kir ment under Conn- t lead to initial te- undations of Reac End Week Apr. 27, 2026	ndergarten settin ecticut's Integrat acher certification ling Test. Credits 3	ngs. Upon completion ted Early Childhood
oject embed udents who ementary N- ursuing the # Course ECSE 530	dded within the possess a val –3 and Specia #113 endorser Course 7 Parents, Far	e final independent stu id Connecticut teachir I Education N-K (#11: nent must also pass t Fitle milies, and Communicatio Development in Early Ch	ndy course along with fulfilling pr ng licensure will be eligible to app 3) endorsement. Please note: Tl ne Pearson Early Childhood Test	racticum requirement oly for cross-endorse his program does no t and the Pearson For Start Week Mar. 2, 2026 May 4, 2026	s in Pre-K and Kir ment under Conne t lead to initial tea undations of Reac End Week Apr. 27, 2026 Jun. 22, 2026	dergarten settin ecticut's Integrat acher certification ling Test. Credits 3 3	ngs. Upon completion ted Early Childhood
roject embed udents who ementary N- ursuing the # Course ECSE 530 ECSE 510 ECSE 540	dded within the possess a val —3 and Specia #113 endorser Course 7 Parents, Far Growth and Assessmen	e final independent studid Connecticut teachir I Education N-K (#11: nent must also pass to Fitle milies, and Communicatic Development in Early Ch t: Pre-K to Grade 3	ndy course along with fulfilling pring licensure will be eligible to app 3) endorsement. Please note: Ti the Pearson Early Childhood Test on	racticum requirement oly for cross-endorse his program does no t and the Pearson For Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026	es in Pre-K and Kir ment under Conne t lead to initial tea undations of Reac End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026	adergarten settin ecticut's Integrat acher certification ling Test. Credits 3 3 3	ngs. Upon completion ted Early Childhood
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roject embed tudents who lementary Nursuing the # Course ECSE 530 ECSE 510 ECSE 540 ECSE 520 ECSE 576 ECSE 587	dded within the possess a val —3 and Specia #113 endorser Course Team Parents, Far Growth and Assessmen Language Derimary Cur	e final independent studic Connecticut teachir I Education N-K (#11: nent must also pass to Fittle milies, and Communicatic Development in Early Chat: Pre-K to Grade 3 development and Emergentriculum	ndy course along with fulfilling pring licensure will be eligible to app 3) endorsement. Please note: Ti the Pearson Early Childhood Test on	racticum requirement oly for cross-endorse his program does no t and the Pearson For Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027	s in Pre-K and Kirment under Connit lead to initial tecundations of Reaction End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027	character setting acher certification of the certif	ngs. Upon completion ted Early Childhood
roject embed tudents who lementary Nursuing the # Course ECSE 530 ECSE 510 ECSE 540 ECSE 520 ECSE 576 ECSE 587 SPEC 535	dded within the possess a val —3 and Specia #113 endorser Course Team Parents, Far Growth and Assessmen Language Derimary Cur	e final independent studid Connecticut teachir I Education N-K (#11: nent must also pass to the first teachir I Education N-K (#11: nent must also pass to the first teaching teaching the first teaching	ndy course along with fulfilling pring licensure will be eligible to app 3) endorsement. Please note: Ti the Pearson Early Childhood Test on	racticum requirement oly for cross-endorse his program does no t and the Pearson For Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027	s in Pre-K and Kirment under Connet lead to initial tecundations of Reaction Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027	character setting acher certification of the control of the certification of the certificatio	ngs. Upon completion ted Early Childhood
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Course ECSE 530 ECSE 540 ECSE 540 ECSE 576 ECSE 587 SPEC 535 ECSE 580 ECSE 595 *Master's Ca PLAN OF I har refired in the properties of the proper	dded within the possess a val —3 and Specia #113 endorser Course 1 Parents, Far Growth and Assessmen Language Desired Fre-K to Kin Laws and Sere-K/K Praindependent STUDY ACC STUDY ACC Ave read and ununds, enrollment anderstand that the conderstand that the conderstand that the possess of t	e final independent studic Connecticut teachir I Education N-K (#11: nent must also pass to the milies, and Communication Development in Early Cht. Pre-K to Grade 3 development and Emergent in Education citiculum dergarten Curriculum pecial Education citicum to STREEMENT: (Initial derstand all information int, and tuition and fees. Ithis program will be delication in Masters for Teach can only re-take two controls in the control of the c	ady course along with fulfilling pring licensure will be eligible to app and licensure will be eligible to app and in the Pearson Early Childhood Test and lidhood the Literacy are the student Information Packet wered in a fully online format throunders cohort requires all students to app and in the Students to the students and students to app and in the students are supplied to the students and students to app and in the student Information Packet were disconnected to a fully online format throunders cohort requires all students to	racticum requirement oly for cross-endorse his program does not and the Pearson For and the Pearson For Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Jun. 28, 2027** Aug. 30, 2027 Tota and date) It, including important of sylonomic and complete their course	s in Pre-K and Kirment under Connet lead to initial teaundations of Reacundations of Reacundation	dergarten settin ecticut's Integrat acher certification of the control of the certification o	ngs. Upon completic ted Early Childhood on. Individuals
roject embed tudents who lementary Nursuing the # Course ECSE 530 ECSE 540 ECSE 540 ECSE 556 ECSE 576 ECSE 587 SPEC 535 ECSE 580 ECSE 595 *Master's Ca PLAN OF I ur I ur I ur	deded within the possess a val —3 and Specia #113 endorser Course 1	e final independent studic Connecticut teachir I Education N–K (#11: nent must also pass to the milies, and Communication Development in Early Chit: Pre-K to Grade 3 development and Emergent in Education dergarten Curriculum dergarten Curriculum pecial Education eticum to Study* I Included GREEMENT: (Initial derstand all information int, and tuition and fees. Ithis program will be delication only re-take two column and expected to submit and connecticum to the program will be delicated and expected to submit and expected	tial each line, then sign in the Student Information Packer in a fully online format through the students to approximate the student Information Packer in a fully online format through the school of the student in a fully online format through the school of the students and surgest the school of	racticum requirement oly for cross-endorse his program does not and the Pearson For and the Pearson For Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Jun. 28, 2027** Aug. 30, 2027 Tota and date) It, including important of system of each course.	s in Pre-K and Kirment under Connet lead to initial teaundations of Reacundations of Reacundation	dergarten settin ecticut's Integrat acher certification of the control of the certification o	ngs. Upon completited Early Childhood on. Individuals
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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 EDUC 537	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	APSTUNE PROJECT INCLUDE			iolai 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		



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

Address		Street		City	State	Zip Cod
Primary Phon	ne ()	E-mail Address		71	-	,
	l Focus of the Program	·-				
The Master of Ar reading and writi to promote readi opportunities to earners, support technology-infus as teacher-resea writing instructio	rts in Literacy at the University of Saint ing across content areas across grade ing, reflection, design and classroom tr work collaboratively to analyze current t struggling readers, and promote equitied, differentiated instruction, and the sarchers—designing and implementing lip, multilingual learners, and the integrapport every student in becoming a cap	Joseph is designed for K-12 levels. The live, fully online sy youts of research-based strat research, integrate emerging ty through culturally responsive trategic use of reading and wateracy intervention plans grouation of multicultural literature	nchronous program for egies for strengthenin technologies, and to or re literacy practices. The riting to support learni anded in student data a and digital tools into or	ormat includes con g literacy skills. The create instructionate ne program emph ng in all subject a and current theory	nvenient asynchrono he cohort model offe al applications that e asizes diagnostic as reas. Educators also y. Topics include crit	ous activities ers educators engage diverse esessment, o develop ical literacy,
Program l						
Built for working reflection, and pr	educators, this fully online program coroject development. The program follo time, and class sessions meet online t	ws a cohort model for real-tin	ne collaboration and p	eer support. Cou	rses are offered in e	ight-week
Prerequis	sites:					
	ents must hold a bachelor's degree fror program to support field study and app		tution (minimum GPA	of 2.5) and have	access to a classroo	om and studer
-	equirements and Care					
To earn the Mast	ter of Arts in Literacy, students must s	uccessfully complete all requ		course-embedde	ed capstone project.	
Please note: Thi	is program does not lead to initial tea	cher certification, licensure,	or endorsement.			
Course	Course Title	· · ·		End Wook	Cradita	
	Course Title The Writing Process		Start Week	End Week	Credits	
EDUC 518	The Writing Process		Start Week Mar. 2, 2026	Apr. 27, 2026	3	
EDUC 518 EDUC 538	The Writing Process Critical Literacy	d Language Arts	Start Week Mar. 2, 2026 May 4, 2026	Apr. 27, 2026 Jun. 22, 2026		
EDUC 518 EDUC 538 EDUC 526	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and	d Language Arts	Start Week Mar. 2, 2026	Apr. 27, 2026	3	
EDUC 518 EDUC 538 EDUC 526 EDUC 535	The Writing Process Critical Literacy		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 EDUC 582 EDUC 511	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Multilingualism and Multilingual Learners	olescents	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	
EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Multilingualism and Multilingual Learners Multicultural Literature for Children and Ad	olescents torical Perspectives	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	
EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Multilingualism and Multilingual Learners Multicultural Literature for Children and Ad Educational Issues: Contemporary and His	olescents torical Perspectives	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	3 3 3 3 3 3	
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 Multilingualism and Multilingual Learners Multicultural Literature for Children and Ad Educational Issues: Contemporary and His Content Area Literacy in Elementary School	olescents torical Perspectives	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	
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 Multilingualism and Multilingual Learners Multicultural Literature for Children and Ad Educational Issues: Contemporary and His Content Area Literacy in Elementary School Integrating Technology and Literacy	olescents torical Perspectives	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	
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 Multilingualism and Multilingual Learners Multicultural Literature for Children and Ad Educational Issues: Contemporary and His Content Area Literacy in Elementary School Integrating Technology and Literacy Action Research in Literacy	olescents torical 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	3 3 3 3 3 3 3 3 3 3	
EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 573 EDUC 573 EDUC 584 EDUC 521 EDUC 537 *MASTER'S CAPS I have credit I unde	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Multilingualism and Multilingual Learners Multicultural Literature for Children and Ad Educational Issues: Contemporary and His Content Area Literacy in Elementary School Integrating Technology and Literacy Action Research in Literacy Reflective Practitioner*	each line, then sign a in the Student Information Par fees. ered in a fully online format th rs cohort requires all students rses, 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 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 Homeontain results of synchronous and sursework with gradustics.	3 3 3 3 3 3 3 3 3 3 3 and asynchronous lead	
EDUC 518 EDUC 538 EDUC 526 EDUC 535 EDUC 582 EDUC 511 EDUC 573 EDUC 584 EDUC 521 EDUC 537 *MASTER'S CAPS I have credit I unde	The Writing Process Critical Literacy Diagnosis and Remediation in Reading and Multilingualism and Multilingual Learners Multicultural Literature for Children and Ad Educational Issues: Contemporary and His Content Area Literacy in Elementary School Integrating Technology and Literacy Action Research in Literacy Reflective Practitioner* STONE PROJECT INCLUDED TUDY AGREEMENT: (Initial eread and understand all information its, refunds, enrollment, and tuition and erstand that this program will be deliverestand the Online Masters for Teache erstand that I can only re-take two couperstand that I am expected to submit a pread and understand this Plan of Studies and Information its and the Plan of Studies and Information in the Information in the Information in the Plan of Studies and Informa	each line, then sign a in the Student Information Par fees. ered in a fully online format th rs cohort requires all students rses, 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 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 Homeontain results of synchronous and sursework with gradustics.	3 3 3 3 3 3 3 3 3 3 3 and asynchronous lead	



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
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



Plan of Study: Autism and Neurodiverse Learners Graduate Certificate

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 properties of the project development. The proground 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 for 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)

Address			Street		City	State	Zip
Primary Phon	ne ()	E-mail Address				
Goals and	l Focus	of the Progr	am:				
designed for pass oseph offers in- o lead in general	sionate educ depth prepara or special ed	ators who want to ma ation to meet the acad lucation settings, apply	ke a greater impact in inclusive clasemic, behavioral, and social-emotioning research-based strategies that nowledge and instructional practic	nal needs of childre foster equity, inclusi	n and adolescents ion, and meaningfu	with disabilities al access to lear	s. Graduates are pre
Program l	Design:	1 1					
eflection, and pr	roject develo	pment. The program	om combines live, interactive wee follows a cohort model for real-ti line the same evening each week	ne collaboration an	nd peer support. C	ourses are offe	ered in eight-week
Prerequis	ites:						
Degree Re	equiren	nents and Ca	application of course content.				
		•	udents must successfully compl I teacher certification, licensure	•	sework and a cou	ırse-embedded	I capstone project.
lease note: Thi		loes not lead to initia	· · ·	or endorsement.	sework and a cou	rse-embedded	l capstone project.
lease note: Thi	is program d	loes not lead to initia	· · ·	•			I capstone project.
Course SPEC 539	is program d	loes not lead to initia itle sign for Learning: Proact	I teacher certification, licensure	or endorsement. Start Week	End Week	Credits	l capstone project.
Course SPEC 539 SPEC 561	Course T Universal De Behavioral In	loes not lead to initia itle sign for Learning: Proact sterventions	I teacher certification, licensure	or endorsement. Start Week Mar. 2, 2026 May 4, 2026	End Week Apr. 27, 2026	Credits 3	l capstone project.
Course SPEC 539 SPEC 561 SPEC 518	Course T Universal De Behavioral In Designing Le	loes not lead to initia itle sign for Learning: Proact sterventions	I teacher certification, licensure	or endorsement. Start Week Mar. 2, 2026 May 4, 2026	End Week Apr. 27, 2026 Jun. 22, 2026	Credits 3 3	I capstone project.
Course SPEC 539 SPEC 561 SPEC 518 SPEC 554	Course T Universal De Behavioral In Designing Le Research-Ba	Title sign for Learning: Proact sterventions earning Experiences for S	I teacher certification, licensure ive Inclusion for All Students students with Low-Incidence Disabilitie	or endorsement. Start Week Mar. 2, 2026 May 4, 2026 s Aug. 24, 2026	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026	Credits 3 3 3	l capstone project.
Course SPEC 539 SPEC 561 SPEC 518 SPEC 554 SPEC 542	Course T Universal De Behavioral In Designing Le Research-Ba Science of E	itle sign for Learning: Proact sterventions earning Experiences for S used Math Interventions	I teacher certification, licensure ive Inclusion for All Students students with Low-Incidence Disabilitie	or endorsement. Start Week Mar. 2, 2026 May 4, 2026 Aug. 24, 2026 Oct. 19, 2026	End Week Apr. 27, 2026 Jun. 22, 2026 Oct. 12, 2026 Dec. 7, 2026	Credits 3 3 3 3 3	l capstone project.
Course SPEC 539 SPEC 561 SPEC 518 SPEC 554 SPEC 542 SPEC 540 SPEC 535	Course T Universal De Behavioral In Designing Le Research-Ba Science of E- Reading Con Special Educ	Title sign for Learning: Proact atterventions carning Experiences for S used Math Interventions arrly Reading Development apprehension and Vocabuseation Law	I teacher certification, licensure ive Inclusion for All Students students with Low-Incidence Disabilitie	or endorsement. Start Week Mar. 2, 2026 May 4, 2026 S. 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	3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3	I capstone project.
Course SPEC 539 SPEC 561 SPEC 518 SPEC 554 SPEC 542 SPEC 540 SPEC 535 SPEC 526	Course T Universal De Behavioral In Designing Le Research-Ba Science of Ea Reading Con Special Educ Educational	Title sign for Learning: Proact sterventions earning Experiences for S sed Math Interventions arly Reading Developmen inprehension and Vocabu- eation Law Assessment	I teacher certification, licensure ive Inclusion for All Students itudents with Low-Incidence Disabilitie int llary Interventions	or endorsement. Start Week Mar. 2, 2026 May 4, 2026 S. 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	Credits 3 3 3 3 3 3 3 3 3	I capstone project.
Course SPEC 539 SPEC 561 SPEC 518 SPEC 554 SPEC 542 SPEC 540 SPEC 535 SPEC 526 SPEC 526 SPEC 505	Course T Universal De Behavioral In Designing Le Research-Ba Science of Ea Reading Con Special Educ Educational Assistive Tec	Title sign for Learning: Proact interventions earning Experiences for S ised Math Interventions arrly Reading Developmen inprehension and Vocabulation Law Assessment chnology for Access to the	I teacher certification, licensure ive Inclusion for All Students students with Low-Incidence Disabilitie	or endorsement. Start Week Mar. 2, 2026 May 4, 2026 S. 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	I capstone project.
Course SPEC 539 SPEC 561 SPEC 518 SPEC 554 SPEC 542 SPEC 540 SPEC 535 SPEC 526 SPEC 505 SPEC 505 SPEC 530	Course T Universal De Behavioral In Designing Le Research-Ba Science of E Reading Con Special Educ Educational Assistive Tec	itle sign for Learning: Proact sterventions earning Experiences for S used Math Interventions arly Reading Developmen sterion and Vocabu- station Law Assessment chnology for Access to the Special Education*	I teacher certification, licensure ive Inclusion for All Students itudents with Low-Incidence Disabilitie int llary Interventions	or endorsement. Start Week Mar. 2, 2026 May 4, 2026 S. 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 Feb. 28, 2028	Credits 3 3 3 3 3 3 3 3 3	capstone project.
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Program Director Signature

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

Name						
Address		S	treet	City	State	Zip Cod
Primary Pho	one ()	E-mail Address	s			
Goals an	d Focus of the Progi	ram:				
The Master of A <-12 settings. A multilingual lear	Arts in TESOL at the University of Sai As classrooms across the U.S. grow rners has never been greater. Ground poms where all students thrive.	nt Joseph prepares certific	and culturally diverse,	the need for skilled, compa	assionate educators v	who can support
Program	Design:					
eflection, and	g educators, this fully online program project development. The program a time, and class sessions meet or	follows a cohort model f	or real-time collabora	ation and peer support. C	ourses are offered ir	eight-week
Prerequi	sites:					
Degree R To earn the Ma Upon completion	re eligible for admission and will be ghthis program. Requirements and Causter of Arts in TESOL Education, stop on students who possess a valid Construction of Other Language (1988).	areer Outcome: tudents must successfull connecticut teaching licer	y complete all require	ed coursework and a cou o apply for cross-endorse	rse-embedded capsi ement under Connec	one project.
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Date



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

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Primary Phone	()	E-mail Address				
Goals and Fo	ocus of the Progr	am:				
graduate experience. I degree around their ov capstone project, stud ntegrating technology	Designed for experienced teach wn instructional goals and evol lents design a learning pathwa	ssional Pathways (MAPPP) at the ners and other educators who s ving classroom needs. Through y that supports their unique visi ts-based instruction, or expandi	eek targeted profession a combination of core on for practice. Whether	nal growth, MAPPP coursework, self-se er you're excited to b	empowers students to elected electives, and a ouild your knowledge a	o shape a mas a personalized and skill for
Program Des						
eight-week blocks, or approximately two ye plan of study. Six selferequisite of apply, students minoughout the progration of earn the Master of apply in the Master of the progration of the master of the progration of the master of the master of the progration of	ne at a time, and class session ears. Students begin the MAP E-selected pathway courses a es: ust hold a bachelor's degree f am to support field study and cirements and Ca f Arts in Education with a Pers	program follows a cohort modinal meet online the same evening PP program with a foundation allow students to tailor their decirom a regionally accredited in application of course content reer Outcome: sonalize Professional Pathway the project. Please note: This program is a cohort to the project.	ing each week from 4 al course that helps a gree to their context a stitution (minimum G	45-8:45. The 30-cre rticulate profession nd passions. PA of 2.5) and have lents must complet	edit program can be on the deal goals and shape and shape and shape and saccess to a classroot te all required course	completed in an individualize om and studer ss, six elective
Course	Course Title		Start Week	End Week	Credits	
EDUC 511		rary and Historical Perspectives	Mar. 2, 2026	Apr. 27, 2026	3	
	Self-Selected: See Menu	iary and motorioan eropeotives		Jun. 22, 2026		
ratnway Course #1	Sell-Selected, See Mellu		May 4, 2026	Juli, ZZ, ZUZU	1 3 1	
-	Self-Selected: See Menu		May 4, 2026 Aug. 24, 2026	Oct. 12, 2026	3	
Pathway Course #2			Aug. 24, 2026 Oct. 19, 2026			
Pathway Course #2 Pathway Course #3	Self-Selected: See Menu		Aug. 24, 2026	Oct. 12, 2026	3	
Pathway Course #2 Pathway Course #3 Pathway Course #4	Self-Selected: See Menu Self-Selected: See Menu		Aug. 24, 2026 Oct. 19, 2026	Oct. 12, 2026 Dec. 7, 2026	3	
Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5	Self-Selected: See Menu Self-Selected: See Menu Self-Selected: See Menu		Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027	Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027	3 3 3	
Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5 Pathway Course #6	Self-Selected: See Menu Self-Selected: See Menu Self-Selected: See Menu Self-Selected: See Menu		Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027	Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027	3 3 3 3	
EDUC 590	Self-Selected: See Menu		Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027	Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027	3 3 3 3 3	
Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590 EDUC 515	Self-Selected: See Menu Special Topics		Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027	Oct. 12, 2026 Dec. 7, 2026 Feb. 22, 2027 Apr. 26, 2027 Jun. 21, 2027 Oct. 18, 2027	3 3 3 3 3 3	
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 STUE	Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner* SEPROJECT INCLUDED DY AGREEMENT: (Ini	tial each line, then sig	Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	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 I	3 3 3 3 3 3 3 3 4 Jours 30	
Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590 EDUC 515 EDUC 537 *MASTER'S CAPSTON PLAN OF STUE I have reaccredits, rei I understa by the cou I understa only re-tak	Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner* ME PROJECT INCLUDED DY AGREEMENT: (Initial and understand all informate funds, enrollment, and tuition and that the core courses in the number of the country of	ion in the Student Information and fees. is program will be delivered in way courses will be delivered irses. achers cohort requires all stud	Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 n and date) Packet, including important the ineither a hybrid or or ents to complete their conclusion of each con	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 Information rough synchronous nline format and on	3 3 3 3 3 3 3 4 0 3 7 1ours 30 7 7 8 and asynchronous I a day of the week the	earning activi nat is determir
Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590 EDUC 515 EDUC 537 **MASTER'S CAPSTON PLAN OF STUE I have reaccredits, rei I understa by the cou I understa only re-tak I understa I understa only re-tak	Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner* NE PROJECT INCLUDED DY AGREEMENT: (Initial and understand all informate funds, enrollment, and tuition and that the core courses in the modern that the self-selected patherse listed from a menu of cound the Online Masters for Teate two courses, one time each and that I am expected to subside and understand this Plan of	ion in the Student Information and fees. is program will be delivered in way courses will be delivered urses. achers cohort requires all stud h. mit a course evaluation at the	Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 n and date) Packet, including important the ineither a hybrid or or ents to complete their conclusion of each con	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 Information rough synchronous nline format and on	3 3 3 3 3 3 3 4 0 3 7 1ours 30 7 7 8 and asynchronous I a day of the week the	earning activit
Pathway Course #2 Pathway Course #3 Pathway Course #4 Pathway Course #4 Pathway Course #5 Pathway Course #6 EDUC 590 EDUC 515 EDUC 537 *MASTER'S CAPSTON PLAN OF STUE I have reaccredits, rei I understa by the cou I understa only re-tak	Self-Selected: See Menu Special Topics Educational Research Reflective Practitioner* NE PROJECT INCLUDED DY AGREEMENT: (Initial and understand all informate funds, enrollment, and tuition and that the core courses in the number of the county of the Online Masters for Teate two courses, one time each and that I am expected to subte deand understand this Plan of the United Selected (Selected Patherse) and the Online Masters for Teate two courses, one time each and that I am expected to subte deand understand this Plan of the United Selected (Selected Patherse) and that I am expected to subte deand understand this Plan of the United Selected (Selected See Menu Self-Selected: See Menu Self-Select	ion in the Student Information and fees. is program will be delivered in way courses will be delivered urses. achers cohort requires all stud h. mit a course evaluation at the	Aug. 24, 2026 Oct. 19, 2026 Jan. 4, 2027 Mar. 1, 2027 May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 n and date) Packet, including important the ineither a hybrid or or ents to complete their conclusion of each con	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 I	3 3 3 3 3 3 3 4 0 3 7 1ours 30 7 7 8 and asynchronous I a day of the week the	earning activit



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	gram:			
ffective, researd ducators with to lourses explore leading compre	ch-based reading instruction for he knowledge and tools to make language and literacy developm	ertificate in Dyslexia and Reading Disabilities students with dyslexia and other reading cha e a meaningful difference in the lives of struggent, diagnostic assessment, and intensive in: will also learn to apply assistive technology and	Illenges. This highly targete gling readers—especially the structional interventions in	d graduate program foci e 10–20% of students at phonics, word reading, f	uses on equipping ffected by dyslexia luency, vocabulary
rogram	Design:				
uilt for working eflection, and p	g educators, this fully online pro project development. The progr	ogram combines live, interactive weekly cla ram follows a cohort model for real-time co t online the same evening each week from	llaboration and peer supp	ort. Courses are offered	d in eight-week
rerequi	sites:				
apply, studer roughout the	nts must hold a bachelor's deg program to support field study	ree from a regionally accredited institution and application of course content, and be p			
egree R	equirements and	Career Outcome:			
nust successfu		n and Graduate Certificate in Dyslexia and F sework and a course-embedded capstone p			
Course	Course Title		Start Week	End Week	Credits
SPEC 572	Dyslexia and Reading Disabilities	s: Connecting Assessment to Instruction	Mar. 2, 2026	Apr. 27, 2026	3
PEC 545	Seminar in Intensive Intervention	ns in Reading: Dyslexia and Reading Disabilities	May 4, 2026	Jun. 22, 2026	3
PEC 574	Seminar in Literacy Assessment:	Dyslexia and Reading Disabilities	Aug. 24, 2026	Oct. 12, 2026	3
PEC 543	Intensive Writing Interventions		Oct. 19, 2026	Dec. 7, 2026	3
	Reading Comprehension and Vo	cabulary Interventions	Jan. 4, 2027	Feb. 22, 2027	3
PEC 540					
	Universal Design for Learning		Mar. 1, 2027	Apr. 26, 2027	3
PEC 539	Universal Design for Learning Assistive Technology		Mar. 1, 2027 May 3, 2027	Apr. 26, 2027 Jun. 21, 2027	3
SPEC 539 SPEC 505	-		-		
SPEC 539 SPEC 505 SPEC 590	Assistive Technology		May 3, 2027	Jun. 21, 2027	3
SPEC 539 SPEC 505 SPEC 590 SPEC 596	Assistive Technology Special Topics	ducation	May 3, 2027 Aug. 30, 2027	Jun. 21, 2027 Oct. 18, 2027	3
SPEC 539 SPEC 505 SPEC 590 SPEC 596 SPEC 530	Assistive Technology Special Topics Practicum Capstone Research in Special Ec		May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027	3 3 3 3
SPEC 539 SPEC 505 SPEC 590 SPEC 596 SPEC 530	Assistive Technology Special Topics Practicum Capstone Research in Special Ec	(Initial each line, then sign and creation in the Student Information Packet,	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou	3 3 3 3 rs 30
SPEC 539 SPEC 505 SPEC 590 SPEC 596 SPEC 530	Assistive Technology Special Topics Practicum Capstone Research in Special Ec TUDY AGREEMENT: (re read and understand all inforits, refunds, enrollment, and tuits)	(Initial each line, then sign and c rmation in the Student Information Packet, ition and fees.	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 sions, transferring
SPEC 539 SPEC 505 SPEC 590 SPEC 596 SPEC 530 LAN OF S I hav cred	Assistive Technology Special Topics Practicum Capstone Research in Special Editorial Section of the Processing Section of	(Initial each line, then sign and commation in the Student Information Packet, ition and fees. be delivered in a fully online format through	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 sions, transferring
PEC 539 PEC 505 PEC 590 PEC 596 PEC 530 LAN OF S I hav cred I unc	Assistive Technology Special Topics Practicum Capstone Research in Special Editorial Section of the Processing Section of	(Initial each line, then sign and c rmation in the Student Information Packet, ition and fees.	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 sions, transferring
PEC 539 PEC 505 PEC 590 PEC 596 PEC 530 LAN OF S I hav cred I unc	Assistive Technology Special Topics Practicum Capstone Research in Special Editorial Section of the Processing Section of	(Initial each line, then sign and commation in the Student Information Packet, ition and fees. be delivered in a fully online format through a Teachers cohort requires all students to command the students.	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 sions, transferring
PEC 539 PEC 505 PEC 590 PEC 596 PEC 530 LAN OF S I hav cred I unc	Assistive Technology Special Topics Practicum Capstone Research in Special Ecternation re read and understand all inforits, refunds, enrollment, and tuiderstand that this program will derstand the Online Masters for derstand that I can only re-take	(Initial each line, then sign and commation in the Student Information Packet, ition and fees. be delivered in a fully online format through a Teachers cohort requires all students to continuous two courses, one time each.	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important information of synchromomplete their coursework	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 sions, transferring
SPEC 539 SPEC 505 SPEC 590 SPEC 596 SPEC 530 PLAN OF S I have cred I unc	Assistive Technology Special Topics Practicum Capstone Research in Special Editor of the read and understand all informatis, refunds, enrollment, and tuit derstand that this program will derstand the Online Masters for derstand that I can only re-take derstand that I am expected to	(Initial each line, then sign and commation in the Student Information Packet, ition and fees. be delivered in a fully online format through a Teachers cohort requires all students to command the students.	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework on of each course.	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 sions, transferring
SPEC 539 SPEC 505 SPEC 590 SPEC 596 SPEC 530 PLAN OF S I have cred I unc	Assistive Technology Special Topics Practicum Capstone Research in Special Editor of the read and understand all informatis, refunds, enrollment, and tuit derstand that this program will derstand the Online Masters for derstand that I can only re-take derstand that I am expected to	(Initial each line, then sign and commation in the Student Information Packet, ition and fees.) be delivered in a fully online format through a Teachers cohort requires all students to commo two courses, one time each.	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework on of each course.	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 sions, transferring
I have cred I unc	Assistive Technology Special Topics Practicum Capstone Research in Special Editor of the read and understand all informatics, refunds, enrollment, and tuil derstand that this program will derstand the Online Masters for derstand that I can only re-take derstand that I am expected to be read and understand this Plance	(Initial each line, then sign and commation in the Student Information Packet, ition and fees.) be delivered in a fully online format through a Teachers cohort requires all students to commo two courses, one time each.	May 3, 2027 Aug. 30, 2027 Oct. 25, 2027 Jan. 10, 2028 date) including important inform a combination of synchro omplete their coursework on of each course.	Jun. 21, 2027 Oct. 18, 2027 Dec. 13, 2027 Feb. 28, 2028 Total Credit Hou nation regarding admis	3 3 3 7 3 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 information its, refunds, enrollment, and tuition and terstand that this program will be deferstand the Online Masters for Teaderstand that I can only re-take two deferstand that I am expected to submitted.	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

lame					
ddress		Street	City	State	Ziŗ
rimary Phone	()	E-mail Address			
oals and I	Focus of the Prog	ram:			
oordinators, disabi ansition, Advocac	lity service professionals, trans y and Planning Across the Life	, Advocacy and Planning Across the Lifespar ition coordinators, and educators supporting span program will learn evidenced-based prac ents and develop equitable practices that sup	post-secondary transition plan ctices to address the needs of	nning. Students in t f growing population	he Special Educ
rogram D	esign:				
eflection, and proje	ect development. The prograr	ram combines live, interactive weekly class in follows a cohort model for real-time colla inline the same evening each week from 4:4	aboration and peer support. C	Courses are offered	d in eight-week
Prerequisit	es:				
o apply, students	must hold a bachelor's degre	e from a regionally accredited institution (m	ninimum GPA of 2.5). Related	d service professio	nals, special
ducators, case ma	anagers, and support services	s personnel are invited to participate in the p	program.		
Degree Reg	uirements and C	areer Outcome:			
o earn the Master	of Arts in Special Education,	students must successfully complete all re	equired coursework and a cou	urse-embedded ca	pstone project.
	·	ial teacher certification, licensure, or endo	•		,
Course C	Course Title		Start Week	End Week	Credits
	ntroduction to Autism and Neurod	verse Learners	Mar. 2, 2026	Apr. 27, 2026	3
SPEC 541 C	reating Effective System of Suppo		May 4, 2026	Jun. 22, 2026	3
	ntroduction to Transition Planning		Aug. 24, 2026	Oct. 12, 2026	3
	niversal Design for Learning: Proa	ctive Inclusion for All Students	Oct. 19, 2026	Dec. 7, 2026	3
		stsecondary Accessibility and Advocacy	Jan. 4, 2027	Feb. 22, 2027	3
	ssessment for Accessibility and A		Mar. 1, 2027	Apr. 26, 2027	3
SPEC 529 P	romoting Student Self-Determinat	ion for Advocacy	May 3, 2027	Jun. 21, 2027	3
SPEC 505 A	ssistive Technology for Access to	the Curriculum	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 530 R	esearch in Special Education*		Oct. 25, 2027	Dec. 13, 2027	3
SPEC 596 P	racticum		Jan. 10, 2028	Feb. 28, 2028	3
*Master's Capstor	ne Project Included		Tota	al Credit Hours	30
LAN OF STU	JDY AGREEMENT: (I	nitial each line, then sign and da	ite)		
	ead and understand all inform refunds, enrollment, and tuitio	ation in the Student Information Packet, income and fees.	cluding important information	n regarding admis	sions, transferr
I unders	tand that this program will be	delivered in a fully online format through a	combination of synchronous	s and asynchrono	us learning acti
Lunders	tand the Online Masters for T	eachers cohort requires all students to con	nplete their coursework with	grades of C or bet	rter.
		·	inprote their deargement man	9.4400 0. 0 0. 500	
I unders	tand that I can only re-take tv	o courses, one time each.			
I unders	tand that I am expected to su	bmit a course evaluation at the conclusion	of each course.		
I have re	ead and understand this Plan	of Study and agree to this Plan of Study Ag	reement.		
Student Signa	nture		Date		
				Doto	
rogram Direc	ctor Signature			Date	
ne courses for this	s program may be offered in a	a different order. This list should not be con	nsidered the finalized course	sequence.	