

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

Name

Address Street City State Zip Code

Primary Phone E-mail Address

Goals and Focus of the Program:

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

Program Design:

Built for working educators, this fully online program combines live, interactive weekly class sessions with the convenience of asynchronous time for reading, reflection, and project development. The program follows a cohort model for real-time collaboration and peer support. Courses are offered in eight-week blocks, one at a time, and class sessions meet online the same evening each week from 4:45-8:45. The 30-credit program can be completed in approximately two years.

Prerequisites:

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

Degree Requirements and Career Outcome:

To earn the Master of Arts in Special Education and Graduate Certificate in Dyslexia and Reading Disabilities from the University of Saint Joseph, students must successfully complete all required coursework and a course-embedded capstone project. **Please note: This program does not lead to initial teacher certification, licensure, or endorsement.**

Course	Course Title	Start Week	End Week	Credits
SPEC 572	Dyslexia and Reading Disabilities: Connecting Assessment to Instruction	Mar. 2, 2026	Apr. 27, 2026	3
SPEC 545	Seminar in Intensive Interventions in Reading: Dyslexia and Reading Disabilities	May 4, 2026	Jun. 22, 2026	3
SPEC 574	Seminar in Literacy Assessment: Dyslexia 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 Vocabulary Interventions	Jan. 4, 2027	Feb. 22, 2027	3
SPEC 539	Universal Design for Learning	Mar. 1, 2027	Apr. 26, 2027	3
SPEC 505	Assistive Technology	May 3, 2027	Jun. 21, 2027	3
SPEC 590	Special Topics	Aug. 30, 2027	Oct. 18, 2027	3
SPEC 596	Practicum	Oct. 25, 2027	Dec. 13, 2027	3
SPEC 530	Capstone Research in Special Education	Jan. 10, 2028	Feb. 28, 2028	3
Total Credit Hours				30

PLAN OF STUDY AGREEMENT: (Initial each line, then sign and date)

- ☐ I have read and understand all information in the Student Information Packet, including important information regarding admissions, transferring credits, refunds, enrollment, and tuition and fees.
- ☐ I understand that this program will be delivered in a fully online format through a combination of synchronous and asynchronous learning activities.
- ☐ I understand the Online Masters for Teachers cohort requires all students to complete their coursework with grades of C or better.
- ☐ I understand that I can only re-take two courses, one time each.
- ☐ I understand that I am expected to submit a course evaluation at the conclusion of each course.
- ☐ I have read and understand this Plan of Study and agree to this Plan of Study Agreement.

Student Signature Date

Program Director Signature Date

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