



Side by Side Comparison

Dyslexia Program Options

Courses	Dyslexia Specialist Iowa Endorsement (18 credits)	Science of Reading Certificate (10 credits)
<p>1. EDGR-592: The Science of Dyslexia: Etiology, Theory, Assessment, and Policy</p> <p>This course provides in depth coverage of the definition and neurobiological origins of dyslexia within the context of historical and theoretical considerations. Students will examine brain-based research, co-occurring disorders, cognitive-linguistic correlates, and the characteristics of dyslexia along a developmental continuum. Common misconceptions, principles of effective intervention, and a guiding framework of the essentials of dyslexia assessment will be covered. Appropriate use of the term, “dyslexia”, the experiences of individuals with dyslexia, and current trends in the identification/intervention for dyslexia will be explored. An overview of research-supported systematic, multimodal instructional practices and the features of well-designed IEP/504 plans appropriate for those with dyslexia will also be covered. Additionally, state and federal laws and policies in the field of dyslexia will be examined. (3 cr)</p>	<p>May-Aug meets via zoom Tuesday 5:30-8</p>	<p>May-Aug meets via zoom Tuesday 5:30-8</p>
<p>2. EDGR 586: Linguistics and Structured Literacy</p>	<p>Online May-Aug</p>	<p>Online May-Aug</p>

<p>This course focuses on the application of linguistic concepts in educational contexts. Topics to be addressed include: phonology, morphology, orthography, etymology of words, syntax, semantics, and the relationship of these components to reading development and language teaching/learning. Students will consider word study, language formation and processing, grammar, and other considerations of applied linguistics and how these topics relate to typical and atypical reading/writing development for students including those with dyslexia. (3 cr)</p>		
<p>3. EDGR-593: Screening, Assessment, and Diagnosis of Language and Literacy Difficulties</p> <p>This course provides a comprehensive view of assessments related to language and literacy difficulties, including reading and writing needs. Students will become confident in identifying strengths and limitations of tools for screening, diagnosis, progress monitoring, and measuring outcomes as they utilize a variety of informal, criterion-referenced, and norm-referenced assessment instruments. Students will gain an understanding of theory and research supporting the purpose of assessment, learn to interpret a variety of psycho-educational diagnostic reports, and gain competency in communicating assessment results with stakeholders. (3 cr)</p>	<p>Fall semester meets via zoom Tuesday 5:30-8</p>	<p>Choose 593 or 594</p>
<p>4. EDGR-596: Dyslexia Practicum 1: Advanced Assessment</p> <p>This practicum affords students the opportunity to experience various forms of norm-referenced and diagnostic assessments for the purpose of analyzing and communicating student characteristics and instructional needs. Students will work with individuals at the elementary and secondary level and gain experience in the collaborative-problem solving model which prioritizes involving multiple stakeholders, including parents. (3 cr)</p>	<p>Fall Semester</p> <p>Meets week 4 & 8 Saturday 9-4:30 (in person or zoom) and on zoom Tuesday nights</p>	

<p>5. EDGR-594: Diagnostic Literacy Instruction and Intervention</p> <p>This course addresses the essential elements of effective, multisensory/multimodal, and evidence based curriculum and instruction for literacy- designed to meet the needs of students with reading and writing difficulties (particularly dyslexia). Participants will develop a strong understanding of what is meant by a well designed comprehensive, cumulative, and systematic program rich in explicit and direct instruction rooted in the Science of Reading and the Knowledge and Practice Standards. As well, participants will be prepared to tailor instructional 504 plans/IEP goals to the unique and individual needs of their students through implementation of appropriate evaluation, data based intervention design and goal setting, progress monitoring, and necessary plan adjustments in a dyslexia-friendly learning environment. (3 cr)</p>	<p>Spring Semester</p> <p>meets Tuesday 5:30-8 via zoom</p>	<p>Choose 593 or 594</p>
<p>6. EDGR-595: Principles for Effective Structured Literacy Intervention: Routines and Protocols</p> <p>This course offers workshop exploration as well as opportunities for demonstration and hands-on practice of prescriptive approaches for instructing students with literacy struggles. Participants will engage in highly structured multisensory, systematic and sequential diagnostic repertoires.. This work includes explicit information about the planning and implementation of highly effective evidence based lesson routines and protocols that target various facets of the brain. (1 cr)</p>	<p>3-4 zoom or in person days</p> <p>June</p>	<p>3-4 zoom or in person days</p> <p>June</p>
<p>7. EDGR-597: Dyslexia Practicum 2: Advanced Reading Intervention</p> <p>This culminating practicum experience integrates dyslexia specific assessment practices, data based decision making, and intervention protocols for elementary and secondary aged students with characteristics of dyslexia. Participants will construct and deliver comprehensive, cumulative, and systematic structured literacy instructional protocols/plans based on student specific data and tailored to meet unique individualized student needs. Students will also construct a comprehensive RTI - Response to Intervention- report detailing student progress and instructional decisions with supporting rationale based on continuous monitoring and data. (2 cr)</p>	<p>Summer</p>	

