

OFFICE OF QUALITY PROFESSIONALS
Summary of State Board of Education Items
February 14-15, 2013

OFFICE OF EDUCATOR LICENSURE

10. Approval of Proposal from William Carey University for a New Master's Degree Program in Dyslexia Therapy that Leads to a 203 License as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development.

Background Information:

William Carey University is requesting approval of a master's level dyslexia degree program. The 2012 Dyslexia Bill (HB 1021) passed by the Mississippi Legislature will increase the need for dyslexia specialists in Mississippi school districts. Currently, Mississippi College has the only approved program in dyslexia therapy in the state. Both internal and external reviewers evaluated the proposal and made recommendations for revisions. William Carey addressed all of the concerns presented by the Commission on Teacher and Administrator Education, Certification and Licensure and Development (the Commission). On January 11, 2013, the Commission approved the proposal.

Recommendation: Approval

Back-up material attached

PROGRAM PROPOSAL

Name of Program	M.Ed. Dyslexia Therapy
Type of Program	Graduate Major
Department	School of Education
Proposed Credit Hours	Graduate 30 hours
Submitted by	Barry Morris
Date	September 6, 2012

APPENDIX A

William Carey University Master's Degree in Dyslexia Therapy Cohort program Summer 2013

Introduction

Mississippi passed two laws in 2012 that directly address dyslexia education. Mississippi Legislature HB 1031 (2012) assures that the student with dyslexia is identified and provides the opportunity for dyslexic students to receive appropriate Orton-Gillingham based dyslexia therapy through the Mississippi Dyslexia Therapy Scholarships for Students Program.

- Every student must be screened for dyslexia in the spring of kindergarten and the fall of first grade
- Schools must accept private evaluation reports revealing a diagnosis of dyslexia for eligibility for a dyslexia scholarship if testing is administered by state licensed diagnostician.
- Parents have the choice to place their children (grades 1-6) in a different public school or non-public, state accredited special purpose school that has a state licensed dyslexia therapist(s).
- Mississippi Adequate Educational Program (MAEP) funds must follow the student to the school of choice if the school provides dyslexia therapy delivered by licensed dyslexia therapists.
- Mississippi HB 1032 (2012) addresses the scholarship needs for training teachers to become dyslexia therapists.
- Scholarships will be awarded to 10 Mississippi educators yearly to pursue the Master's Degree in Dyslexia
- Educators must agree to teach in a Mississippi public school for 2 years upon completion of the program

This is a proposal requesting William Carey University to develop an innovative Master's Degree program in Dyslexia Therapy to meet the demand for licensed dyslexia therapists in public schools, non-public schools, or in private practice settings.

Location

The degree program will be developed by and coordinated through WCU's School of Education, Hattiesburg, MS.

Delivery program

The program will be organized around a two summer format in collaboration with Neuhaus Education Center with students moving through as a cohort. The program will initially accept a minimum of 10 and a maximum of 20 students.

Neuhaus Education Center is a Houston based non-profit educational foundation that provides comprehensive research-based dyslexia training for educators. Neuhaus currently collaborates with Southern Methodist University to provide instruction in SMU's Master's Degree program by Certified Academic Language Therapists, Qualified Instructors (CALT, QI).

Prerequisite Admission Requirement

Applicants will be required to have completed an undergraduate degree in a related educational field and be eligible for a Mississippi Department of Education licensure. These degrees should include, but may not be limited to early childhood development, elementary education, secondary education, speech language pathology, gifted education and special education.

Curriculum

Students will be required to complete a two year program that includes 30 hours of Masters level course work and 720 supervised clinical internship hours.

Year 1

- Summer – 6 semester hrs
- Fall – 3 semester hrs/internship
- Winter – 3 semester hrs/internship
- Spring – 3 semester hrs/internship

Year 2

- Summer – 6 semester hrs
- Fall – 3 semester hrs/internship
- Winter - 3 semester hrs/internship
- Spring – 3 semester hrs/internship

Innovative Features

Due to a lack of qualified instructors of dyslexia therapy in Mississippi, it is necessary that the program be associated with experts in the field whose program is nationally accredited and who bring the highest of credibility to the program. A collaboration with IMSLEC (International Multisensory Structured Language Educational Council) accredited Neuhaus Education Center will provide William Carey University's program immediate IMSLEC accreditation and allow the graduates of the program eligibility to sit for the national exam to become a Certified Academic Language Therapist (CALT).

Neuhaus will provide Certified Academic Language Therapists, QIs, for both summer sessions. They will also send a CALT, QI, to instruct two of the remaining 6 trimester classes for a total of 18 semester hrs. Neuhaus will also provide for the following:

- Supervision of students' clinical internship will be monitored through Skype;
- Supervision of students' clinical internship through video observation; and
- Teleconferences will be used as needed.

APPENDIX B

William Carey University Master of Education Dyslexia Therapy

COURSE DESCRIPTIONS

EDU 670: Introduction to Dyslexia Therapy and Multisensory Basic Language Skills I

This course is an introduction to the study of multisensory instruction of basic language skills and literacy instruction for students with dyslexia and related disorders. Specifically, the course focuses on reading readiness, the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of Orton-Gillingham instruction. The course provides practical application of the theoretical underpinnings of reading development to guide instructional decisions for students with dyslexia and related disorders.

EDU 671: Dyslexia Therapy Theory and Practice of Multisensory Basic Language Skills I

This course is an extension of EDU 670 and expands on the introduction to the study of multisensory structured language skills for students with dyslexia and related disorders. Specifically, the course focuses on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of Orton-Gillingham based instruction. The course provides practical application of the theoretical underpinnings of reading development to guide a therapist's instructional decisions for students with dyslexia and related disorders.

EDU 672 : Dyslexia Therapy Internship I / Written Expression

The course offers a study of research-based written expression instruction for students with dyslexia. This course sets professional guidelines for delivering dyslexia therapy and requires that the student be accumulating dyslexia therapy internship hours in a public school setting or private setting.

EDU 673: Dyslexia Therapy Internship II/ Multisensory Instruction for Students for Building Accuracy and Fluency

This course provides instruction in multisensory reading instruction for building accuracy and fluency for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires observations of students who are participating in a dyslexia therapy internship program.

EDU 674: Dyslexia Therapy Internship III/ Developing Meta Cognitive Skills

This course provides information on the development of meta-cognition, the ability to think about thinking. The course will offer a study of expressive language and receptive language and the development of written language skills. This course sets professional guidelines for

delivering dyslexia therapy and requires that the student be accumulating dyslexia therapy internship hours in a public school setting or private setting.

EDU 675: Dyslexia Therapy Planning and Application of Multisensory Basic Language Skills II:

This course is an advanced study of multisensory structured language skills for students with dyslexia. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components of Orton- Gillingham based instruction and provides practical implementation of dyslexia therapy for students with dyslexia.

EDU 676 : Dyslexia Therapy Assessment and Evaluation of Multisensory Basic Language Skills II Advanced Course:

This course is an extension of EDU 675 and expands on multisensory structured language skills providing an advanced study of dyslexia therapy. Specifically, the course provides the dyslexia therapist instruction for assessing students' progress and evaluating students' instructional needs in order to plan for appropriate Orton-Gillingham based dyslexia therapy sessions.

EDU 677: Dyslexia Therapy Internship IV/ Developing Vocabulary and Reading Success

This course provides instruction for the development of reading vocabulary and comprehension strategies. The course sets professional guidelines for delivering dyslexia therapy and requires observations of students who are conducting dyslexia therapy in a school or private setting.

EDU 678 : Dyslexia Therapy Internship V/ Multisensory Morphology

This course offers morphology instruction that will prepare the dyslexia therapist to deliver higher level language instruction to students as they advance in their reading skills. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program.

EDU 679 : Dyslexia Therapy Internship VI/ Multisensory Basic Language Skills III Advanced :

This course offers an advanced study of multisensory structured language skills designed for students at the highest level of dyslexia therapy instruction. The course is an in-depth study of the components of advanced Orton- Gillingham based instruction and provides practical implementation of dyslexia therapy.

APPENDIX C

William Carey University Master of Education Dyslexia Therapy

CO-HORT COURSE SCHEDULE

30 Semester hours/720 Internship Hours

- **FIRST YEAR**

Summer Trimester – 6 semester hours

EDU 670: Introduction to Dyslexia Therapy and Multisensory Basic Language Skills I

EDU 671: Dyslexia Therapy Theory and Practice of Multisensory Basic Language Skills I

Fall Trimester – 3 semester hours (15 class hours/120 internship hours)

EDU 672 : Dyslexia Therapy Internship I / Written Expression

Winter Trimester – 3 semester hours (15 class hours/120 internship hours)

EDU 673: Dyslexia Therapy Internship II/ Multisensory Instruction for Students for Building Accuracy and Fluency

Spring Trimester – 3 semester hours (15 class hours/120 internship hours)

EDU 674: Dyslexia Therapy Internship III/ Developing Meta Cognitive Skills

- **SECOND YEAR**

Summer Trimester – 6 semester hours

EDU 675: Dyslexia Therapy Planning and Application of Multisensory Basic Language Skills II:

EDU 676 : Dyslexia Therapy Assessment and Evaluation of Multisensory Basic Language Skills II Advanced Course:

Fall Trimester – 3 semester hours (15 class hours/120 internship hours)

EDU 677: Dyslexia Therapy Internship IV/ Developing Vocabulary and Reading Success

Winter Trimester – 3 semester (15 class hours/120 internship hours)

EDU 678 : Dyslexia Therapy Internship V/ Multisensory Morphology

Spring Trimester – 3 semester hours (15 class hours/120 internship hours)

EDU 679 : Dyslexia Therapy Internship VI/ Multisensory Basic Language Skills III Advanced :

External Review Recommendations/Responses
William Carey University
Dyslexia Therapy, M.Ed.

Recommendation: All courses use the same textbook; it may be more beneficial to tailor textbook selection to focus on the specifics of each course (e.g., choosing a book solely focused on written expression).

Response: Birsh, J.R. (2005) *Multisensory Teaching of Basic Language Skills* is a text that will be referred to throughout each course. Each chapter of the text book corresponds with topics covered in the individual courses and are authored by experts in the field on those particular topics. However, the recommendation for adding required additional text is appreciated; therefore, along with the stated required text in the syllabus, the following will be added to support research-based instruction for students with dyslexia.

EDU 671: Fletcher, J.M., Lyon, G.R., Fuchs, L.S., & Barnes, M.A. (2007). *Learning disabilities: from identification to intervention*. New York: Guilford

EDU 672: Graham, S., Harris, K. (2005). *Writing better: effective strategies for teaching students with learning difficulties*. Baltimore, MD: Paul H. Brookes.

EDU 673: Chall, J. (1983). *Stages of reading development*. New York: McGraw-Hill

Wolf, M (2001). *Time, fluency, and dyslexia*. Timonium, MD: York Press.

EDU 674: Stahl, S.A., & Nagy, W.E., (2006). *Teaching word meanings*. Mahwah, NJ: Erlbaum

EDU 676: Mather, N., & Wendling, B.J. (2012). *Essentials of dyslexia assessment and intervention*. Hoboken, NJ: John Wiley and Sons.

EDU 677: Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing words to life: robust vocabulary instruction*. New York, NY: Guilford Press.

EDU 678: Ebbers, S., (2006). *Vocabulary through morphemes*. Longmont, CO: Sopris West.

Recommendation: All of the courses rely heavily on the Orton-Gillingham method of instruction; perhaps inclusion of some other strategies/programs with a strong research base on areas like vocabulary and fluency would benefit students.

Response: Dr. Samuel Orton's work, in conjunction with his associate Anna Gillingham, formed the basis for the language-based remedial programs that are used today for students with developmental dyslexia (Uhry & Clark, 2004). According to the International Dyslexia Association (IDA) and the Alliance for Accreditation and Certification of Structured Language Education (2003), the clinical consensus is that the combination of Orton-Gillingham based instruction and Multisensory Structured Language Education facilitates the dyslexic student's ability to learn and recall information of necessary written language skills. However, several research-based multisensory strategies that did not

originate from Dr. Orton's research are discussed throughout these dyslexia therapy courses. (e.g., EDU 673 building fluency, EDU 674 meta-cognition and comprehension instruction, and EDU 677 vocabulary strategies).

Recommendation: Within the coursework, there is no mention of the different types of dyslexia (e.g. dysphonetic, dysnomia, dysnemkinesia) and how they may present different characteristics or require different interventions.

Response: According to the International Dyslexia Association, "Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and proven effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced experience that can impede growth of vocabulary and background knowledge."

Lyon, G.R., Shaywitz, S.E., Shaywitz, B.A. (2003). *A definition of dyslexia*. *Annals of Dyslexia*, 53, 1-14.

The characteristics of dyslexia are thoroughly discussed in EDU 670 and EDU 671, as well as the varying degrees of severity affecting phonology, memory, and visual/spatial affects on reading and handwriting. The components of Dyslexia Therapy instruction includes intervention practices that address weaknesses in all areas that may be affected in a student with dyslexia.

Recommendation: According to the rubrics for some of the courses, in order to get the highest score, a student must have all the components included; it may be more beneficial to add a quality component to this aspect to ensure that not only do students complete all of the components but they also submit high quality work/writing as part of that component.

Response: In each syllabus, there is a section titled Assignments that states, "All written assignments are to be typed using 12-point font (Times New Roman or very similar font), 1-inch margins, and double-spaced. All written assignments will be graded on writing mechanics, style, and content. The style should follow APA standards (6th ed.)." However, this will be restated in the Rubric to ensure high quality of work for written assignments.

Thank you for your recommendations.