

OFFICE OF QUALITY PROFESSIONALS AND SPECIAL SCHOOLS
Summary of State Board of Education Items
January 16-17, 2014

OFFICE OF EDUCATOR LICENSURE

23. Approval of request from the University of Southern Mississippi for a Master's Degree Program in Dyslexia as recommended by the Commission on Teacher and Administrator Education, Certification and Licensure and Development

Background Information:

The University of Southern Mississippi (USM) requests approval of its Master of Education in Dyslexia Therapy program for licensure in Dyslexia Therapy 203. Research indicates that 15 percent of the population has some degree of dyslexia. Mississippi has a need for teachers with expertise as dyslexia therapists so that the potential of its students may be reached. Teachers, school administrators, legislators and the general public have demonstrated an increasing interest in dyslexia.

USM's Master of Education in Dyslexia Therapy is designed to prepare professionals to deliver high quality, specialized services to students with dyslexia. This will be the first such degree program in a public university in Mississippi. The proposed program has garnered support for the quality of the program from nationally recognized professionals in the field and professional associations.

Miss. Code Ann. § 37-173-1 defines a dyslexia therapist and the criteria for qualifications to include instruction using Orton-Gillingham based methodology and the requirement for school districts to screen all compulsory-school-age children enrolled in public school for dyslexia; subsequent dyslexia evaluations screen, Miss. Code Ann. § 37-173-15 (2013).

The implementation date for the program is June 2014. The Commission on Teacher and Administrator Education, Certification and Licensure and Development approved the request on November 8, 2013.

Recommendation: Approval

Back-up material attached

**EDUCATION PROGRAM APPROVAL FORM (N)
INSTITUTING A NEW PROGRAM**

Institution: The University of Southern Mississippi	Date Submitted to TAP: January 2, 2013; March 15, 2013; October 15, 2013
Institutional Contact: David Daves Maureen K. Martin	Contact's Phone: 601-266-5917; 601-266-5225 Contact's Email: david.daves@usm.edu maureen.martin@usm.edu
Proposed Date of Implementation: June 2013	Proposal to Implement a: <input checked="" type="checkbox"/> New Teacher Education Program <input type="checkbox"/> New Leadership or other Advanced Program <input type="checkbox"/> New Licensure Requirement

To request approval to implement a new program you must submit where applicable:

- an outline of the proposed program with clear indication of any proposed changes
- proposed core course syllabi and course descriptions
- a list of faculty who will provide instruction for the proposed courses/program of study and their curriculum vitae
- a list and copies of program outline for similar (or same) programs/courses of study at two or more IHLs (instate or out-of-state), or provide URLs if posted online
- documentation of institution administrative approval and MS IHL approval (if MS public institution)
- current professional association program recognition or state equivalent
- any other documentation that further supports the rationale for the proposal

NOTE: Use the spaces below for a brief description; however, please attach a more detailed proposal, and/or a copy of the proposal submitted for MS IHL approval.

Briefly state your request:
The University of Southern Mississippi requests that its Master of Education in Dyslexia Therapy be approved for the MDE Educator License #203 in Dyslexia Therapy.

Briefly state your rationale for the proposal:
Research indicates that 15% of the population has some degree of dyslexia. Mississippi has a need for teachers with expertise as dyslexia therapists so that the potential of its students may be reached. Increasing interest in dyslexia from teachers, school administrators, legislators and the general public has been demonstrated. The Southern Miss Master of Education in Dyslexia Therapy has been designed to prepare professionals to deliver high quality, specialized services to students with dyslexia. This will be the first such degree program in a public university in Mississippi.

NOTE: Program approval requests must be submitted no later than January 15 for upcoming fall implementation, and by July 15 for upcoming spring implementation. Please allow up to six months for standard review procedures once submitted to TAP and final approval. After TAP approves a licensed degree program or a new licensure requirement, the new program or requirements will be subject to approval by the Licensure Commission on Teacher and Administrator Education, Certification and Licensure and Development and the State Board of Education before candidates are eligible for Mississippi Teacher Licensure.

E-mail this form to Gail Gettis at ggettis@mde.k12.ms.us or fax to 601-359-1728.

SUMMARY OF CHANGES IN REVISED PROPOSAL

SUBMITTED OCTOBER 15, 2013

Master of Education Degree in Dyslexia Therapy

The University of Southern Mississippi

The revision submitted on October 15 includes the following modifications:

- 1. Addresses that every course in the proposed program has been modified to focus on dyslexia and dyslexia therapy (pages 10-49, 53);**
- 2. Includes a letter from IMSLEC (following page 7) explaining that the DuBard Association Method® is Orton-Gillingham based in content and principles of instruction;**
- 3. Removes references regarding speech-language disorders and other conditions which result in reading deficits;**
- 4. Notes that Mississippi College's Master of Education in Dyslexia Therapy and the DuBard Association Method® at The University of Southern Mississippi hold national accreditation (page 50)**

Miss. Code Ann. § 37-173-1 (Copy w/ Cite)

Pages: 3

Miss. Code Ann. § 37-173-1

MISSISSIPPI CODE of 1972

** Current through the 2013 Regular Session and 1st and 2nd Extraordinary Sessions **

TITLE 37. EDUCATION

CHAPTER 173. DYSLEXIA THERAPY SCHOLARSHIP FOR STUDENTS WITH DYSLEXIA PROGRAM

Miss. Code Ann. § 37-173-1 (2013)

§ 37-173-1. Definitions [Repealed effective July 1, 2016]

As used in this chapter, the following words and phrases shall have the meanings ascribed in this section unless the context clearly indicates otherwise:

- (a) "Board" means the State Board of Education.
- (b) "Department" means the State Department of Education.
- (c) "Dyslexia" means a specific learning disability that is neurological in origin, characterized by difficulties with accurate and fluent word recognition and poor spelling and decoding abilities, which typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction, and secondary consequences which may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.
- (d) "Dyslexia therapy" means an appropriate specialized dyslexia instructional program that is delivered by a Mississippi Department of Education licensed dyslexia therapist which is scientific, research-based, Orton-Gillingham based, and is offered in a small group setting to teach students the components of reading instruction which include:
 - (i) Phonemic awareness to enable students to detect, segment, blend and manipulate sounds in spoken language;
 - (ii) Graphophonemic knowledge (phonics) for teaching the letter-sound plan of English;
 - (iii) The entire structure of the English language that encompasses morphology, semantics, syntax and pragmatics;
 - (iv) Linguistic instruction directed toward proficiency and fluency with the patterns of language so that words and sentences are carriers of meaning; and
 - (v) Strategies that students use for decoding, encoding, word recognition, fluency and comprehension.

These components shall be taught using instructional approaches that include explicit, direct instruction which is systematic, sequential and cumulative, following a logical plan of presenting the alphabetic principle commensurate with the students' needs, with no assumption of prior

skills or language knowledge; individualized to meet the specific learning needs of each individual student in a small group setting; intensive, highly concentrated instruction that maximizes student engagement and uses specialized methods and materials; meaning-based instruction directed toward purposeful reading and writing, with an emphasis on comprehension and composition; and multisensory instruction that incorporates the simultaneous use of two (2) or more sensory pathways during teacher presentations and student practice.

(e) "Dyslexia therapist" means a professional who has completed training in a department approved Orton-Gillingham based dyslexia therapy training program attaining a AA license in dyslexia therapy or a professional participating in a state approved dyslexia therapy training program to attain a AA license in dyslexia therapy.

(f) "Mississippi Dyslexia Therapy Scholarship for Students with Dyslexia Program" means a scholarship to provide the option to attend a public school other than the one to which assigned, or to provide a scholarship to a nonpublic school of choice, for students in Grade 1 through Grade 6 diagnosed with dyslexia in order to receive comprehensive multisensory dyslexia therapy delivered by holders of an appropriate license in dyslexia therapy issued by the department.

(g) "School" means any public or state accredited nonpublic special purpose school that provides a specific learning environment that provides comprehensive dyslexia therapy instruction delivered by dyslexia therapists licensed by the department providing highly qualified education and intervention services to children diagnosed with the primary learning disability of dyslexia.

HISTORY: SOURCES: Laws, 2012, ch. 560, § 1, eff from and after July 1, 2012.

View

1 of 1



Book Browse

Miss. Code Ann. § 37-173-1 (Copy w/ Cite)

Pages: 3



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Master of Education Degree in Dyslexia Therapy

The University of Southern Mississippi

Proposal to
Teacher and Administrator Preparation
C/O Gail Gettis, Division Director
Mississippi Department of Education

Submitted by

David Daves, Ph.D.
Dept. of Curriculum, Instruction and Special Education
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DuBard School for Language Disorders
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On June 13, 2013

Revision submitted October 15, 2013

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Background and Statement of Purpose

History of Multisensory Structured Language Education

The idea that multisensory instruction is instrumental in improving memory and learning is not a new one. As early as the late 19th century, psychology publications and medical literature discussed multisensory learning (Birsh p. 27). Some of these early multisensory education approaches for language and reading included Montessori, Fernald and Keller, Orton, and McGinnis. While each of these methods differed from the other in some respects, they all included the important multisensory aspects.

Dr. Samuel Orton, along with Bessie Stillman and Anna Gillingham, devised what became known as the Orton-Gillingham method for teaching students with reading disabilities and dyslexia. At the same time, Mildred McGinnis, a teacher of the deaf at Central Institute for the Deaf, St. Louis, Missouri, devised the Association Method. It was originally designed for students with severe oral communication disorders but has been used successfully for students with dyslexia since the 1960s. Although these methodologies differ in origination, it is important to note that through the years, they have both, along with multiple other multisensory methodologies (e.g. Alphabetic Phonics, Hardman, Slingerland, Spalding, etc.), met the same rigorous national standards for content and principles of instruction for teaching students with reading difficulties and dyslexia. In other words, they represent different methodologies that target the same outcome: to support students with reading disabilities and dyslexia.

The definitions of dyslexia point to the phonological differences that are the primary underlying component of the disorder. By definition, phonology is the study of speech sounds and how they work within their environment. The phoneme, or sound, is the fundamental element of all language. To begin at the level of the phoneme, and proceed in a sequential manner to build skills, is essential to give students with dyslexia the phonological basis for overcoming their reading disabilities. All accredited multisensory structured language education (MSLE) methods, including Orton-Gillingham and the DuBard Association Method®, begin with teaching single sounds and progress to more advanced skills including syllable division and spelling rules as well as linguistic structures for comprehension and written expression.

Accreditation of the DuBard Association Method®

Since the 1960s the Association Method (now DuBard Association Method®) has been used as a successful intervention for students with dyslexia enrolled at the DuBard School for Language Disorders at The University of Southern Mississippi. In addition, the DuBard Association Method® is used at June Shelton School and Evaluation Center in Dallas, TX, The Parish School in Houston, TX, and in multiple public school districts in Mississippi. In 1998, the DuBard Association Method®

became one of the first four multisensory programs in the nation to receive national accreditation for all levels of training (Teaching, Instructor of Teaching, Therapy, Instructor of Therapy) from the International Multisensory Structured Language Education Council (IMSLEC). IMSLEC began in 1990 as a committee of the Orton Dyslexia Society (now the International Dyslexia Association) and was incorporated as an independent accrediting organization in 1995.

In the five to seven years prior to IMSLEC's incorporation, DuBard School for Language Disorders' founder and director, Dr. Etoile DuBard, and assistant director, Dr. Maureen K. Martin, served on committees to establish national standards for multisensory programs in the United States. They were joined by leaders from around the country who represented many multisensory methods, including, but not limited to Orton-Gillingham, Alphabetic Phonics, Spalding, Slingerland, Hardman, and Hermann. In 1997, the accreditation standards were adopted, and the first programs underwent the accreditation process to meet these standards in 1998. In 2006, IMSLEC and the Academic Language Therapy Association (ALTA), a certifying body, collaborated to form the Alliance for Accreditation and Certification of Multisensory Structured Language Education, Inc., the entity that now hosts the national certification examination.

Approval by the International Dyslexia Association

In 2012, the International Dyslexia Association (IDA) gave approval to all IMSLEC-accredited programs. As stated on the IDA website, "Following an independent program review, the International Dyslexia Association (IDA) recognized the International Multisensory Structured Language Education Council (IMSLEC) and the National Institute for Learning Development (NILD) for meeting IDA's *Knowledge and Practice Standards for Teachers of Reading*." (See <http://interdys.org/IDARecognizesIMSLECCandNILD.htm> for the full article.) It should be noted that IDA's statement was published in late 2012. IMSLEC's accreditation began in 1998 and numerous highly respected programs existed before IMSLEC's founding in 1995.

In addition, the Association Method has been included in IDA's Matrix of Multisensory Structured Language Programs for several years. See <http://www.interdys.org/ewebeditpro5/upload/MSL2007finalR1.pdf>

Please note that the existing accreditation is for the DuBard Association Method® training course, and not for the DuBard School for Language Disorders, the Department of Speech and Hearing Sciences, or The University of Southern Mississippi.

The accreditation certificate held by the DuBard Association Method® at Southern Miss reads:

The International Multisensory Structured Language Education Council
hereby certifies that

The Association Method

of

DuBard School for Language Disorders

The University of Southern Mississippi

has successfully fulfilled the IMSLEC Criteria

and is declared IMSLEC accredited at the

Teaching and Instructor of Teaching Levels

Therapy and Instructor of Therapy Levels

Reaccreditation November 2006/Council Member since 1998

Training Courses Accredited by IMSLEC

Currently there are over 32 training courses in over 90 locations that meet the accreditation standards according to IMSLEC, based on content and principles of instruction. A variety of methodologies are noted in the accredited training courses that follow:

- DuBard Association Method®, DuBard School for Language Disorders, Hattiesburg, MS
- Dyslexia Specialist Preparation Program, Neuhaus Education Center, Bellaire, TX
- Dyslexia Therapist Training Course, Texas Scottish Rite Hospital, Dallas, TX
- Dyslexia Therapy Program, Mississippi College, Clinton, MS
- The Hardman Technique, Hardman and Associates, Inc., Tallahassee, FL
- Learning Therapist Certificate Program, Southern Methodist University, Plano, TX
- Literacy Education & Academic Development (LEAD), LEAD/Literacy Education & Academic Development, Inc., Dallas, TX
- Orton Gillingham Dyslexia Specialist Training Course, Fairleigh Dickinson University, Teaneck, NJ
- Slingerland® Multisensory Approach for Language Arts, Slingerland Institute for Literacy, Bellevue, WA
- Shelton MSL Training Course, Shelton School, Dallas, TX
- The Spalding Method, Spalding Education International, Phoenix, AZ

(For a complete list of accredited training programs, please visit www.imslec.org)

Certification of Individuals

According to the Academic Language Therapy Association (ALTA) It is the intent of the Academic Language Therapy Association that Certified Academic Language Therapists (CALTs) be universally recognized as highly qualified specialists who have met uniform standards of professional post baccalaureate education, and that the credentials conferred by ALTA will assure the public and other professionals of the competence, integrity, and professionalism of Certified Academic Language Therapists. (<http://www.altaread.com>)

Sixteen DuBard School professionals, as well as those at other sites such as June Shelton School and Evaluation Center in Dallas, Texas, and Parish School in Houston, Texas, have successfully met the standards set forth by the Academic Language Therapy Association and IMSLEC through the DuBard Association Method® training, have passed the Alliance for Accreditation and Certification national exam, and maintain credentials as Certified Academic Language Therapists. Four professionals at the DuBard School have completed additional training and have met the standards for certification as Qualified Instructors (QI). In fact, the national standards for multisensory structured language education, i.e., dyslexia therapy, can be met through a variety of methodologies utilized in multisensory programs throughout the country.

Purpose of the Proposal

The purpose of this proposal is to acquire approval from the MDE Licensure Commission for the expansion of a well-established and accredited program into a full master's degree that will lead to licensure for dyslexia therapy. The master's degree includes rigorous content (phonology and phonological awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics) and principles of instruction (simultaneous multisensory, systematic and cumulative, direct instruction, diagnostic teaching, synthetic and analytic instruction) that meet national standards. Additionally, this master's degree will include a greater emphasis on research and assessment. This new degree program will be accredited automatically because it is an expansion of an existing accredited program. This was done by Southern Methodist University's Learning Therapy Certificate Program when their existing accredited program was expanded into a Master of Education degree in Reading and Writing. See <http://www.smu.edu/Simmons/AreasOfStudy/TL/GraduateCert/LT> and <http://www.smu.edu/Simmons/AreasOfStudy/TL/MastersDegrees/ReadingWriting>

Development of the Program

The development of this program has been a collaboration between personnel in the Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders at The University of Southern Mississippi over a period of more than three years. During this time, careful planning has taken place to ensure that all national standards continue to be met within the

course and practicum requirements. All practicum (700 clock hours with 20 observations) will be supervised by nationally certified academic language therapists (CALTs) who have had extensive training and experience in multisensory structured language education (MSLE) and intervention. Successful completion of all coursework and practicum hours will enable graduates to sit for the national examination required for certification. Administration of the program will be the responsibility of CISE. Program direction will be provided through a collaboration of leadership from CISE and DuBard School. This innovative design between two departments in two academic colleges is a strength which brings an abundance of expertise to the master's degree program at Southern Miss.

Miss. Code Ann. § 37-173-1 (An Act to establish the Mississippi Dyslexia Therapy Scholarship for Students with Dyslexia Program) specifies the use of an "Orton Gillingham based" program for dyslexia therapy. The DuBard Association Method® is Orton-Gillingham based in content and principles of instruction as are numerous accredited programs by various names around the country. This has been verified by the International Multisensory Structured Language Education Council (IMSLEC), the accrediting agency for multisensory structured language education (MSLE) programs. Please see the letter on the following page.



IMSLEC

International Multisensory Structured Language Education Council
15720 Hillcrest Road • Dallas, TX 75248

July 25, 2013

Dr. Daphne Buckley
Deputy State Superintendent for Quality Professionals and Special Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771
Email: dbuckley@mde.k12.ms.us

Re: The University of Southern Mississippi's request for licensure approval for the
Master of Education in Dyslexia Therapy

Dear Dr. Buckley:

In 1995, the International Multisensory Structured Language Education Council (IMSLEC) was founded as a national accrediting body. The [mission of IMSLEC](#) is to accredit quality training courses for the professional preparation of multisensory structured language education specialists. (Please note: IMSLEC uses the term 'courses' to reference professional training.) Multisensory structured language education (MSLE) professionals are trained to provide specialized teaching and therapy to the 15-20% of individuals in our country who are challenged with dyslexia/reading disabilities.

IMSLEC's incorporation was the result of several years of work by leaders in the field from across the United States and from numerous multisensory structured language education (MSLE) approaches. They included representatives from Alphabetic Phonics, Association Method (now known as DuBard Association Method®), Lindamood-Bell, Orton-Gillingham, Dr. Charles Shedd's APSL, Slingerland, Spalding, Wilson Language Training and numerous other noted MSLE approaches. Standards for course content, practicum, clinical experience and a multitude of other requirements were set by these professionals. In 1998, IMSLEC accredited its first four professional development programs, and thereby endorsed the quality of the education and training provided by those programs. Interestingly, the four programs represented a variety of MSLE approaches including Association Method at the DuBard School for Language Disorders, The University of Southern Mississippi; the Language Training Course at Massachusetts General Hospital in Boston; LEAD (Literacy Education and Academic Development (LEAD) in Texas; and Spalding in Arizona. The Association Method, now known as DuBard Association Method®, course has maintained continual accreditation by IMSLEC since 1998.

The following question is addressed in the FAQs section of our website www.imslec.org

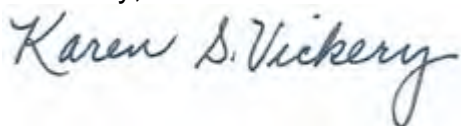
Where did the term "multisensory structured language education" (MSLE) originate? What does it mean?

The term was adopted by the original International Dyslexia Association (IDA) committee as a *generic* designation of the shared characteristics of well-known Orton-Gillingham-based approaches to teaching reading and language skills.
<http://imslec.org/questions.asp>

Although Orton-Gillingham is perhaps the best-known MSLE approach, IMSLEC accredits all MSLE approaches that share characteristics of the Orton-Gillingham methodology and meet the rigorous standards of the national accrediting body. Like all IMSLEC-accredited approaches, the DuBard Association Method® at the DuBard School for Language Disorders at The University of Southern Mississippi is sufficiently similar to Orton-Gillingham methodology that it is considered to be “Orton-Gillingham based” as it shares the same content and applies the same principles of instruction. In addition, the International Dyslexia Association (IDA) recently recognized all courses which are IMSLEC-accredited as meeting their *Knowledge and Practice Standards for Teachers of Reading*. <http://www.interdys.org/IDARecognizesIMSLECCandNILD.htm> In other words, all IMSLEC-accredited programs meet national standards for dyslexia training, regardless of the MSLE approach that is used.

Please feel free to contact me if additional information is needed.

Sincerely,



Karen S. Vickery, Ed.D., LDT, CALT
IMSLEC President
Director, Learning Therapist Certificate Program
Southern Methodist University
Email kvickery@mail.smu.edu

With the concurrence of IMSLEC Executive Committee Members:

Mary L. Farrell, Ph.D. Vice President / President-Elect

Kay F. Peterson, M.S., CALT/QI Vice President / Accreditation

Jeanine L. Phillips, MSED Treasurer
CALT/QI,

Nancy Cushen White, Ed.D., Secretary
CALT/QI

Program Outline

- This will be a 30-semester-hour master's degree program. The program will be in a hybrid format, including on-campus and on-line instruction in the two summer semesters, online courses in fall and spring, three weekends of instruction (Friday evening and Saturday) in the fall and spring, and an extensive supervised practicum experience. Additional semester(s) of practicum may be added if needed to meet the required number of clock hours.
- Those eligible for admission will have a teaching license and/or a bachelor's degree in education, speech and hearing sciences, or a related field.
- The program is a collaboration between the Department of Curriculum, Instruction and Special Education and the DuBard School for Language Disorders in the Department of Speech and Hearing Sciences.
- The DuBard School Professional Development program has been accredited by the International Multisensory Structured Language Education Council (IMSLEC) since 1998 and was one of the first four nationally accredited programs for multisensory structured language education (MSLE). The master's degree program, as an expansion of an already-accredited training course, will be accredited by IMSLEC (www.imslec.org).
- The degree program will meet the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading (www.interdys.org). In 2012, the International Dyslexia Association approved all programs that are accredited by IMSLEC as meeting the content and principles of instruction needed for appropriate intervention for students with dyslexia.
- The practicum may be initiated on the Southern Miss campus with students diagnosed with dyslexia, and it will be completed at other sites such as the graduate student's work site. A minimum of 9 semester hours of practicum will be earned to meet the required 700 clock hours. In Semesters 2 and 3, the course number will be SHS 690. In Semester 4, the course number will be CIR 737. The change in course number is to meet internal university requirements but will not change the scope of skills to be mastered and hours to be completed. Additional semester(s) of practicum may be added if needed to meet the required number of clock hours or achieve clinical competence.
- Supervision will be in person and by virtual technology. The graduate student will work side-by-side with the certified professional/supervisor for the entire first 50 hours of practicum. Therefore, all of these hours will be observed and supervised. Ten written evaluations will be provided by the supervisor and reviewed with the graduate student (one written evaluation for each four one-hour sessions). This is the model of supervision implemented with all university students who earn practicum hours in the DuBard School. Additional supervision will be done either on-site at the student's work or therapy site or through virtual supervision. All supervisors will be trained to the Therapy Level at a minimum through IMSLEC in the DuBard Association Method® and be approved by the DuBard School for Language Disorders. In

addition, these supervisors will all be Certified Academic Language Therapists, certified through the Academic Language Therapy Association through their training in the DuBard Association Method®. Currently 16 professionals at the DuBard School for Language Disorders meet this criterion for supervision, and additional professionals are continuing training. At the completion of each session, oral and/or written feedback will be given. Any student who does not demonstrate mastery of all levels of instruction or accrue the required number of hours will extend the practicum experience.

- All instructors are highly qualified and hold either a Ph.D., CALT, QI, or combinations of these credentials. In addition, they hold credentials in speech-language pathology, literacy, communication disorders, learning disabilities, elementary education, special education, school administration and related reading disorders. Faculty who will be teaching DuBard Association Method® courses hold credentials in dyslexia (Certified Academic Language Therapist-CALT and Qualified Instructor-QI). All are graduates of an IMSLEC-accredited course. The QIs have taught throughout Mississippi, the Southeast and in numerous states across the country. Their *multiple areas of expertise* are strengths for the program. IMSLEC standards require that “related disorders” be addressed in the accredited professional development program. Southern Miss is fortunate to have faculty with depth of knowledge in the MSLE program and in related areas. Several of the faculty members have been regular presenters at the annual International Dyslexia Association Conference over the past 20 years.
- In addition, courses such as CIR 691, Research in Literacy, and CIR 713, Literacy Assessment, may be appropriately taught by faculty from a range of disciplines since principles of research and assessment do not change from discipline to discipline. Dyslexia will be a focus of these courses so that the graduate student will embrace the important connections for working with individuals with dyslexia. To illustrate the appropriateness of faculty with diverse backgrounds who are qualified in the area of assessment § 37-173-15 (b) of the Mississippi Code identifies psychologists, psychometrists and speech-language pathologists as professionals capable of making a diagnosis of dyslexia.
- Graduates will be eligible to sit for the Alliance for Accreditation and Certification national exam which, when successfully completed, will lead to eligibility for the Certified Academic Language Therapist (CALT) national credential and membership in the Academic Language Therapy Association (ALTA) (www.altaread.org). Currently, 16 professionals at the DuBard School for Language Disorders, as well as others at the June Shelton School and Evaluation Center in Dallas, Texas, and the Parish School in Houston, Texas (both private schools serving students with dyslexia using the DuBard Association Method®), have successfully completed the DuBard Association Method® accredited professional development program, passed the national examination, and thus have met the requirements of ALTA to become Certified Academic Language Therapists, and/or Qualified Instructors through training in the DuBard Association Method®.
- Class size will be limited. In the first year, class size will be limited to no more than 15, and in the second year, 20. Following the second cohort, class size will be limited to 20

Course Descriptions: USM Graduate Bulletin

The courses listed below are required for completion of the 30-hour Master of Education in Dyslexia Therapy program through The University of Southern Mississippi. Course descriptions are provided in the university catalog with expanded course descriptions provided later in the proposal (<http://www.usm.edu/registrar/graduate-bulletins>).

Courses included in the master's degree were intentionally modified to ensure that all content meets IMSLEC standards, addresses IDA Knowledge and Practice Standards, and prepares course participants for the Alliance National Registration Exam required for national certification. The courses have been carefully designed to provide rigorous training and to produce high quality dyslexia therapists to support children in Mississippi. Since the professional development program has been in place for many years and has held accredited status for 15 years, it was not necessary to create all new courses. In addition, the content of courses in research and assessment, an expansion of the accredited program, are tailored to meet the needs of future dyslexia therapists. Adjusting content of existing courses is common practice in higher education in order to meet changing societal needs, incorporate emerging technology, and address new research and its impact on professional practice.

This list is in alphabetical/numerical order by course prefix. **Notes were added by the proposal authors.**

- CIR 691: **Research in Literacy.**** 3 hours. Analysis, synthesis, and evaluation of literacy research as it relates to the unit and the program conceptual frameworks.
Note: Course content will focus on research relevant to the study of dyslexia.
- CIR 705: **Components of Reading and Writing Process.**** 3 hours. A study of phonemic awareness, word identification, vocabulary and background knowledge, fluency, comprehension, and motivation and their integration in fluent reading and writing.
Note: Course content will focus on the relationship of these components as related to the written language disorder of dyslexia.
- CIR 706: **Foundations of the Literacy Process.**** 3 hours. A study of the psychological, sociological, and linguistic foundations of the reading and writing processes and variations related to cultural and linguistic diversity.
Note: Course content will focus on the relationship of these factors as related to dyslexia in multi-cultural and non-native English speaking populations, as well as in English-speaking populations.
- CIR 713: **Literacy Assessment, Diagnosis, and Evaluation.**** 3 hours. A comparison, interpretation and application of a wide range of formal and informal literacy assessment tools and practices.
Note: Course content will focus on the formal and informal assessments of reading and dyslexia screening.

- CIR 737: Practicum in Remedial Reading Instruction.** 3 hours. Provides the student experiences in reading diagnosis and remediation with emphasis on techniques in a practicum setting.
Note: Course content will focus on intervention, based on Orton-Gillingham based content and principles of instruction, for students whose primary disability is dyslexia.
- SHS 532: Language Disorders II: Habilitation of Oral and Written Language Disorders.** 3 hours. A multisensory intervention program for auditory processing and [oral and written] communication disorders.
Note: Course content will focus on identification and intervention, based on Orton-Gillingham based content and principles of instruction, for students whose primary disability is dyslexia.
- SHS 690: Clinical Experience in Speech and Hearing.** 6 hours. Prerequisite: SHS 532. This course is designed to provide clinical experience for non-degree students or those enrolled in a **non-speech and hearing sciences degree program**.
Note: Course content will focus on intervention, based on Orton-Gillingham based content and principles of instruction, for students whose primary disability is dyslexia.
- SHS 692: Special Problems: Oral and Written Language Development, Dyslexia and Related Disorders.** 3 hours. Typical speech and language development, disorders that affect oral and written language, the history of language, and the history of multisensory structured language intervention.
Note: Course content will focus on identification and intervention, based on Orton-Gillingham based content and principles of instruction, for students whose primary disability is dyslexia.
- SHS 727: Seminar: Association Method.** 3 hours. Prerequisite: Permission. Evaluation, management plans, and intervention techniques for language disordered children.
Note: Course content will focus on identification and intervention, based on Orton-Gillingham based content and principles of instruction, for students whose primary disability is dyslexia.



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

GRADUATE SCHOOL

118 College Drive #5024 | Hattiesburg, MS 39406-0001

Phone: 601.266.4369 | Fax: 601.266.5138 | www.usm.edu/graduateschool



November 27, 2012

TO: Dr. Denis A. Wiesenburg, Provost

FM: Dr. Susan A. Siltanen, Dean, Graduate School
Corresponding Secretary, Graduate Council

RE: M.Ed. in Dyslexia Therapy (CIP 13.10.11) Online Program

At its November 26,, 2012 meeting the Graduate Council approved and recommends for your approval a new master's of education (M.Ed) degree in Dyslexia Therapy to be offered online by the Department of Curriculum, Instruction, and Special Education. The department's *New Degree Program Proposal* (IHL Appendix 8) is attached.

This degree supports two bills signed by Governor Phil Bryant to provide master's educated dyslexia therapy educators in each school district in Mississippi. I enthusiastically endorse this degree program. If approved, this department will begin offering this degree program in the Fall of 2013. Please indicate your approval or disapproval by signing this memo and returning it to me. Please call me if you have any questions.

Cc: Dr. Ann P. Blackwell, Dean, College of Education and Psychology
Dr. David Daves, Chair, Department of Curriculum, Instruction, Special Education
Files



THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Office of the Provost

118 College Drive #5002
Hattiesburg, MS 39406-0001
Tel: 601.266.5002
Fax: 601.266.5297
www.usm.edu

March 1, 2013

Commission on Teacher and Administrator Education
Certification and Licensure and Development
C/O Gail Gettis, Division Director
Teacher and Administrator Preparation
Mississippi Department of Education
359 N. West St.
P.O. Box 771
Jackson, MS 39205-0771

This is to verify that the Board of Trustees of the Institutions of Higher Learning approved the Master of Education in Dyslexia Therapy for The University of Southern Mississippi on February 21, 2012.

Please let us know if we can provide any further information.

Sincerely,

Denis A. Wiesenburg
Provost

/ld

cc: Dr. Maureen K. Martin
Director, DuBard School for Language Disorders



COPY

Mississippi State Senate

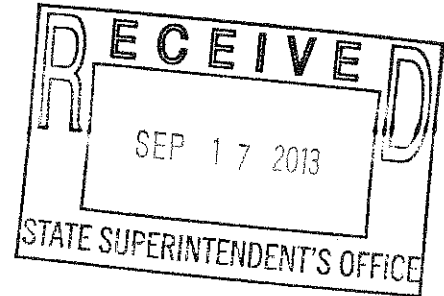
COMMITTEE ASSIGNMENTS:

Finance, Chairman
Accountability, Efficiency, Transparency
Congressional Redistricting
Constitution
Economic Development
Elections
Judiciary, Division A
Legislative Budget Committee
Legislative Reapportionment

SENATOR JOEY FILLINGANE

41st District
Covington, Forrest, Jefferson Davis,
Lamar and Marion Counties
8 Westbrook Drive
Sumrall, MS 39482
(601) 264-3323
Fax: (601) 264-3363

September 13, 2013



Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
Post Office Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us

Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

The DuBard Association Method®, the phonetic, multisensory structured language program that has been selected as the methodology for the basis of instruction for this program, is well suited to prepare graduate students for success. This methodology has been used with individuals diagnosed with dyslexia, as well as those with other disorders of oral and written language, at the DuBard School for Language Disorders at Southern Miss for over 50 years. This program, accredited since 1998, meets or exceeds the national standards for content and principles of instruction of Orton-Gillingham based methods as described by the International Multisensory Structured Language Education Council (IMSLEC). Letters from the accrediting organization and external reviews from noted professionals around the country attest to the common content and principles of instruction of the DuBard Association Method® and other Orton-Gillingham based programs. Additionally, the program meets standards of the Academic Language Therapy Association (ALTA) and recently has been recognized by the International Dyslexia Association (IDA) for meeting the *Knowledge and Practice Standards for Teachers of Reading*.

Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a member of the Mississippi Legislature, I believe that providing adequate and appropriate services to children with dyslexia is of utmost importance to our state. According to the U.S. Department of Education, 35% of 4th grade students in Mississippi performed below basic on the National Assessment of Educational Progress (NAEP) in reading in 2011. These students are less likely to graduate high school and are more likely to be incarcerated. The proposed Dyslexia Therapy program at Southern Miss will have a great impact in reaching these students by providing them with teachers who are well equipped to deal with the challenges they face.

I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,

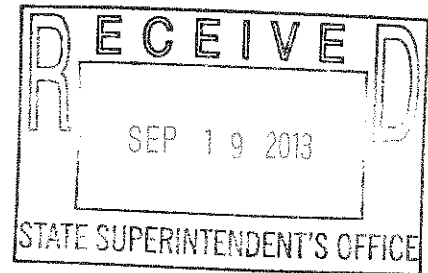
A handwritten signature in cursive script that reads "Joey Fillingane". The signature is written in black ink and is positioned above the printed name.

Joey Fillingane
Senate District 41

Date 9/16/13

COPY

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us



Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

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Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a member of the DuBard School Advisory Board, I have seen the effects of this program transform lives again and again. Expanding this nationally respected professional development program to a Master of Education in Dyslexia Therapy has the potential to reach far more children who need this specialized teaching. This will make for successful students who, because of improved reading skills and therefore better academic skills, are more equipped to join the work force in our state.

I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

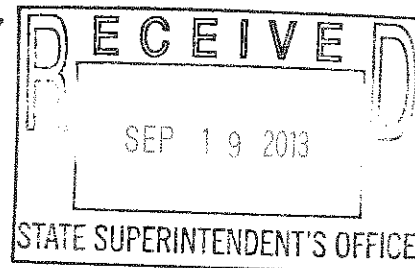
Sincerely,

Genevieve J. Bryant MD

Date

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us

COPY



Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

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Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a professional working in the field of dyslexia and other communication disorders, I have used the DuBard Association Method® as a therapy approach for students with dyslexia. This approach systematically and incrementally increases the reading, writing, and spelling skills of my students. This makes for successful students who, because of improved reading skills and therefore better academic skills, are more equipped to join the work force in our state.

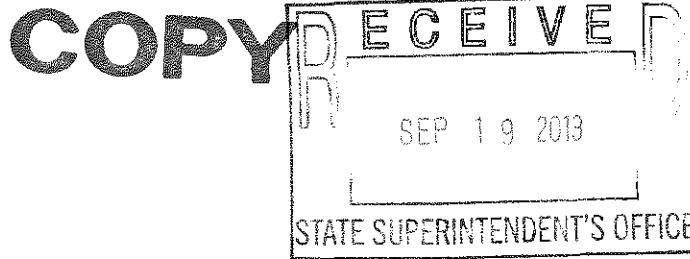
I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,

Angelia Brunham, CAL T

September 17, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us



Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

The DuBard Association Method®, the phonetic, multisensory structured language program that has been selected as the methodology for the basis of instruction for this program, is well suited to prepare graduate students for success. This methodology has been used with individuals diagnosed with dyslexia, as well as those with other disorders of oral and written language, at the DuBard School for Language Disorders at Southern Miss for over 50 years. This program, accredited since 1998, meets or exceeds the national standards for content and principles of instruction of Orton-Gillingham based methods as described by the International Multisensory Structured Language Education Council (IMSLEC). Letters from the accrediting organization and external reviews from noted professionals around the country attest to the common content and principles of instruction of the DuBard Association Method® and other Orton-Gillingham based programs. Additionally, the program meets standards of the Academic Language Therapy Association (ALTA) and recently has been recognized by the International Dyslexia Association (IDA) for meeting the *Knowledge and Practice Standards for Teachers of Reading*.

Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a member of the DuBard School Advisory Board, I have seen the effects of this program transform lives again and again. Expanding this nationally respected professional development program to a Master of Education in Dyslexia Therapy has the potential to reach far more children who need this specialized teaching. This will make for successful students who, because of improved reading skills and therefore better academic skills, are more equipped to join the work force in our state.

I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,

Charles A. Banks
Advisory Board Member
Dubard School for Children with Language Disorders



COPY

Mississippi State Senate

COMMITTEE ASSIGNMENTS:

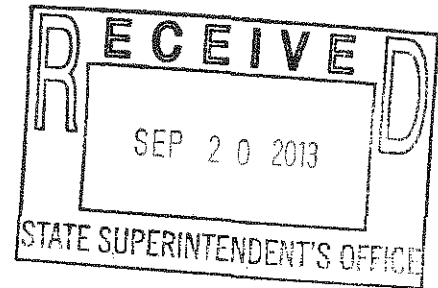
Universities and Colleges, Chairman
Accountability, Efficiency and Transparency
Education
Election
Energy
Finance
Housing
Ports and Marine Resources

SENATOR JOHN A. POLK

44th District
Forrest, Lamar, and Perry Counties
53 Tidewater Road
Hattiesburg, MS 39402

September 19, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
Post Office Box 771
Jackson, MS 39205-0771



Dr. House:

I would like to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. The program received approval from the Institutions of Higher Learning (IHL) in February, and is currently awaiting approval by the Mississippi Department of Education Licensure Commission.

The DuBard Association Method is well suited to prepare graduate students for success. This methodology has been used with individuals diagnosed with dyslexia at the DuBard School for Language Disorders at Southern Miss for over 50 years. This program, accredited since 1998, meets or exceeds the national standards for content and principles of instruction of **Orton-Gillingham** based methods as described by the International Multisensory Structured Language Education Council (IMSLEC). Letters from the accrediting organization and external reviews from noted professionals around the country attest to the common content and principles of instruction of the DuBard Association Method® and other Orton-Gillingham based programs.

I believe that providing adequate and appropriate services to children with dyslexia is critical to not only the welfare and livelihood of the children but also the financial stability of our state. Statistics have shown that dyslexic students are less likely to graduate high school and more likely to enter the prison system.

With the University of Southern Mississippi and the Dubard School working together, this proposed Dyslexia Therapy program could have a dramatic impact on reaching dyslexic students by providing them with well educated, well equipped instructors. Graduates of the program will have the skills needed to meet the needs of the approximately 15-20% of children with dyslexia in Mississippi schools.

I believe this program will help Mississippi better serve children with dyslexia and their teachers, and I urge your consideration and support of the proposed USM Master of Education Degree in Dyslexia Therapy.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Polk', written in a cursive style.

John Polk
Senate District 44

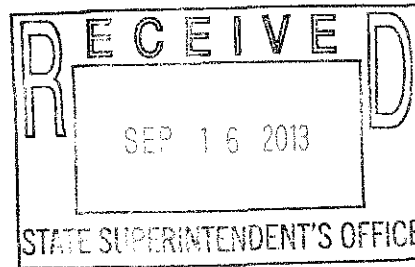
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September 12, 2013

Dr. Lynn House, State Superintendent of Education
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us

Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

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Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a member of the DuBard School Advisory Board, I have seen the effects of this program transform lives again and again. Expanding this nationally respected professional development program to a Master of Education in Dyslexia Therapy has the potential to reach far more children who need this specialized teaching. This will make for successful students who, because of improved reading skills and therefore better academic skills, are more equipped to join the work force in our state.

I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,

Barbara C. Johnson,
Executive Director

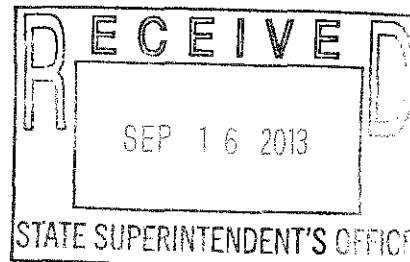
T. MICHAEL REED, P.A.
ATTORNEY AT LAW

COPY

612 N. MAIN ST., STE. 100/P.O. BOX 0081
HATTIESBURG, MS 39403
(601) 583-2607
(601) 583-2641 FAX
michael@tmichaelreed.com

September 13, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us



Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

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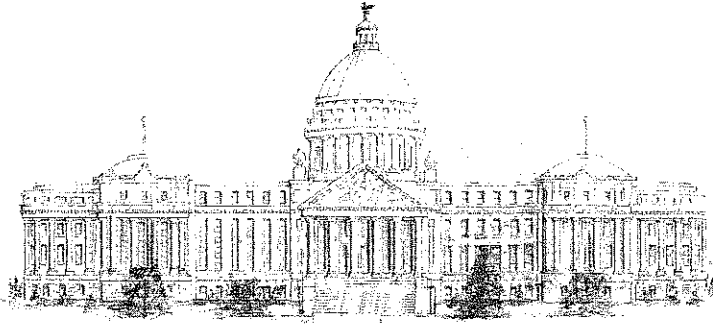
Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a parent of a child that attends the Dubard School and as a member of the DuBard School Advisory Board, I have personally seen the effects of this program transform lives again and again. Expanding this nationally respected professional development program to a Master of Education in Dyslexia Therapy has the potential to reach far more children who need this specialized teaching. This will make for successful students who, because of improved reading skills and therefore better academic skills, are more equipped to join the work force in our state.

I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,

A handwritten signature in black ink, appearing to be 'T. W. D.', written in a cursive style.



COPY

Mississippi State Senate

SENATOR BRICE WIGGINS

52nd District

Jackson County

Post Office Box 1018

Jackson, Mississippi 39215-1018

Phone: (601) 359-3232

Fax: (601) 359-5957

BWiggins@senate.ms.gov

www.bricewiggins.com

COMMITTEE ASSIGNMENTS:

Ports and Marine Resources, Chairman

Appropriations

Congressional Redistricting

Corrections

Education

Environmental Protection, Conservation and Water Resources

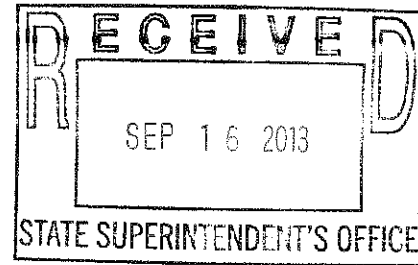
Judiciary, Division B

Legislative Reapportionment

Public Health and Welfare

September 12, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771



Dear Dr. House:

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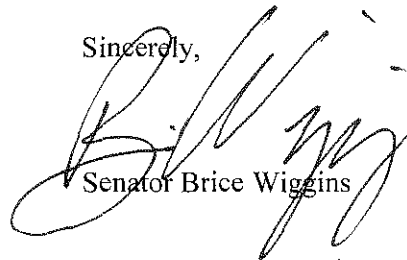
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Dr. Lynn House
September 12, 2013
Page 2

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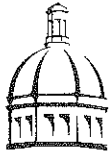
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Sincerely,

A handwritten signature in black ink, appearing to read "Brice Wiggins", is written over the typed name. The signature is fluid and cursive, with a large initial "B" and "W".

Senator Brice Wiggins

BW/mpa



THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

COPY

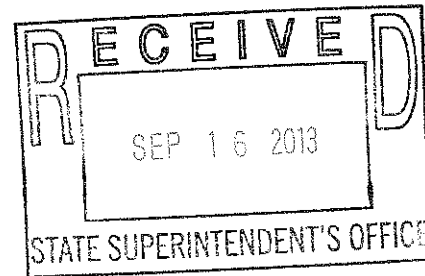
COLLEGE OF HEALTH

118 College Drive # 5040 | Hattiesburg, MS 39406-0001

Phone: 601.266.5253 | Fax: 601.266.5790 | www.usm.edu/health

September 12, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us



Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

The DuBard Association Method®, the phonetic, multisensory structured language program that has been selected as the methodology for the basis of instruction for this program, is well suited to prepare graduate students for success. This methodology has been used with individuals diagnosed with dyslexia, as well as those with other disorders of oral and written language, at the DuBard School for Language Disorders at Southern Miss for over 50 years. This program, accredited since 1998, meets or exceeds the national standards for content and principles of instruction of Orton-Gillingham based methods as described by the International Multisensory Structured Language Education Council (IMSLEC). Letters from the accrediting organization and external reviews from noted professionals around the country attest to the common content and principles of instruction of the DuBard Association Method® and other Orton-Gillingham based programs. Additionally, the program meets standards of the Academic Language Therapy Association (ALTA) and recently has been recognized by the International Dyslexia Association (IDA) for meeting the *Knowledge and Practice Standards for Teachers of Reading*.

Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

During the development of this program, personnel in the Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders planned carefully to ensure that all national standards for accreditation would continue to be met within the course and practicum requirements. The courses have been carefully designed to provide rigorous training and to produce high quality dyslexia therapists to support children in Mississippi. This innovative design between two departments in two academic colleges is a strength that brings an abundance of expertise to the master's

degree program at Southern Miss. Approval by the MDE Licensure Commission of this proposed program will allow Southern Miss, as the first public university in the state to do so, to combat the poor literacy rates of students across Mississippi.

I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Forster", with a long horizontal flourish extending to the right.

Michael Forster, Ph.D.

Dean and Professor

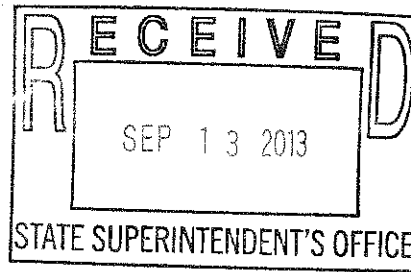
College of Health

The University of Southern Mississippi

COPY

September 11, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us



Dear Dr. House:

I am writing to express my strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.


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Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a professional working in the field of dyslexia and other communication disorders, I have used the DuBard Association Method® as a therapy approach for students with dyslexia. This approach systematically and incrementally increases the reading, writing, and spelling skills of my students. This makes for successful students who, because of improved reading skills and therefore better academic skills, are more equipped to join the work force in our state.

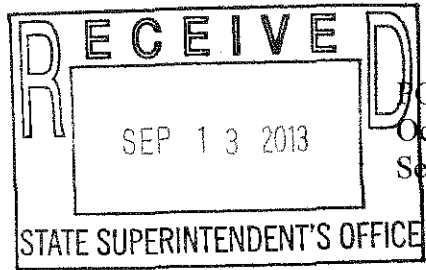
I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,


Kathy Shackelford, M.S., CCC-SLP

K. Shackelford
1055 Hwy 51 SE
Bayou La Batre, MS
39162-9

COPY



PO Box 1273
Ocean Springs MS 39566
September 12, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Dear Dr. House:

I strongly support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia.

The DuBard Association Method®, the phonetic, multisensory structured language program that has been selected as the methodology for the basis of instruction for this program, is well suited to prepare graduate students for success. This methodology has been used with individuals diagnosed with dyslexia, as well as those with other disorders of oral and written language, at the DuBard School for Language Disorders at Southern Miss for over 50 years. This program, accredited since 1998, meets or exceeds the national standards for content and principles of instruction of Orton-Gillingham based methods as described by the International Multisensory Structured Language Education Council (IMSLEC). Letters from the accrediting organization and external reviews from noted professionals around the country attest to the common content and principles of instruction of the DuBard Association Method® and other Orton-Gillingham based programs. Additionally, the program meets standards of the Academic Language Therapy Association (ALTA) and recently has been recognized by the International Dyslexia Association (IDA) for meeting the *Knowledge and Practice Standards for Teachers of Reading*.

Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

As a member of the DuBard School Advisory Board, I have seen the effects of this program transform lives again and again. Expanding this nationally respected professional development program to a Master of Education in Dyslexia Therapy has the potential to reach far more children who need this specialized teaching. This will make for successful students who, because of improved reading skills and therefore better academic skills, are more equipped to join the work force in our state.

I appreciate your time to acknowledge my support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

MY GRANDDAUGHTER
BENEFITED GREATLY FROM
SERVICES AT DUBARD SCHOOL.
THIS PROGRAM WILL GREATLY EXTEND
NEEDED SUPPORT TO MANY
ADDITIONAL CHILDREN
Jmy

Sincerely,

James N. Yelverton



IMSLEC

**International Multisensory Structured Language Education Council
15720 Hillcrest Road • Dallas, TX 75248**

July 25, 2013

Dr. Daphne Buckley
Deputy State Superintendent for Quality Professionals and Special Schools
Mississippi Department of Education
P. O. Box 771
Jackson, MS 39205-0771
Email: dbuckley@mde.k12.ms.us

Re: The University of Southern Mississippi's request for licensure approval for the
Master of Education in Dyslexia Therapy

Dear Dr. Buckley:

In 1995, the International Multisensory Structured Language Education Council (IMSLEC) was founded as a national accrediting body. The mission of IMSLEC is to accredit quality training courses for the professional preparation of multisensory structured language education specialists. (Please note: IMSLEC uses the term 'courses' to reference professional training.) Multisensory structured language education (MSLE) professionals are trained to provide specialized teaching and therapy to the 15-20% of individuals in our country who are challenged with dyslexia/reading disabilities.

IMSLEC's incorporation was the result of several years of work by leaders in the field from across the United States and from numerous multisensory structured language education (MSLE) approaches. They included representatives from Alphabetic Phonics, Association Method (now known as DuBard Association Method®), Lindamood-Bell, Orton-Gillingham, Dr. Charles Shedd's APSL, Slingerland, Spalding, Wilson Language Training and numerous other noted MSLE approaches. Standards for course content, practicum, clinical experience and a multitude of other requirements were set by these professionals. In 1998, IMSLEC accredited its first four professional development programs, and thereby endorsed the quality of the education and training provided by those programs. Interestingly, the four programs represented a variety of MSLE approaches including Association Method at the DuBard School for Language Disorders, The University of Southern Mississippi; the Language Training Course at Massachusetts General Hospital in Boston; LEAD (Literacy Education and Academic Development (LEAD) in Texas; and Spalding in Arizona. The Association Method, now known as DuBard Association Method®, course has maintained continual accreditation by IMSLEC since 1998.

The following question is addressed in the FAQs section of our website www.imslec.org

Where did the term "multisensory structured language education" (MSLE) originate? What does it mean?

The term was adopted by the original International Dyslexia Association (IDA) committee as a *generic* designation of the shared characteristics of well-known Orton-Gillingham-based approaches to teaching reading and language skills. <http://imslec.org/questions.asp>

Although Orton-Gillingham is perhaps the best-known MSLE approach, IMSLEC accredits all MSLE approaches that share characteristics of the Orton-Gillingham methodology and meet the rigorous standards of the national accrediting body. Like all IMSLEC-accredited approaches, the DuBard Association Method® at the DuBard School for Language Disorders at The University of Southern Mississippi is sufficiently similar to Orton-Gillingham methodology that it is considered to be "Orton-Gillingham based" as it shares the same content and applies the same principles of instruction. In addition, the International Dyslexia Association (IDA) recently recognized all courses which are IMSLEC-accredited as meeting their *Knowledge and Practice Standards for Teachers of Reading*. <http://www.interdys.org/IDARecognizesIMSLECCandNILD.htm> In other words, all IMSLEC-accredited programs meet national standards for dyslexia training, regardless of the MSLE approach that is used.

Please feel free to contact me if additional information is needed.

Sincerely,



Karen S. Vickery, Ed.D., LDT, CALT
IMSLEC President
Director, Learning Therapist Certificate Program
Southern Methodist University
Email kvickery@mail.smu.edu

With the concurrence of IMSLEC Executive Committee Members:

Mary L. Farrell, Ph.D.	Vice President / President-Elect
Kay F. Peterson, M.S., CALT/QI	Vice President / Accreditation
Jeanine L. Phillips, MSED CALT/QI,	Treasurer
Nancy Cushen White, Ed.D., CALT/QI	Secretary



October 22, 2013

Dr. Lynn House
State Superintendent of Education
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771
LHouse@mde.k12.ms.us

Dear Dr. House:

I am writing on behalf of the Mississippi Speech-Language-Hearing Association Executive Board to express our strong support of the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. This innovative and collaborative program from the Southern Miss Department of Curriculum, Instruction and Special Education (CISE) and the DuBard School for Language Disorders received approval by the Institutions of Higher Learning (IHL) in February 2013. Currently, approval of the proposal by the Mississippi Department of Education Licensure Commission is needed. Graduates of this Dyslexia Therapy program will have the skills needed to meet the needs of the approximately 15-20% of children in Mississippi schools with dyslexia. **Many speech-language pathologists have served this population effectively for decades due to the multisensory structured language approach in use by the DuBard School for over 50 years.**

The DuBard Association Method®, the phonetic, multisensory structured language program that has been selected as the methodology for the basis of instruction for this program, is well suited to prepare graduate students for success. This methodology has been used with individuals diagnosed with dyslexia, as well as those with other disorders of oral and written language, at the DuBard School for Language Disorders at Southern Miss for over 50 years. This program, accredited since 1998, meets or exceeds the national standards for content and principles of instruction of Orton-Gillingham based methods as described by the International Multisensory Structured Language Education Council (IMSLEC). Letters from the accrediting organization and external reviews from noted professionals around the country attest to the common content and principles of instruction of the DuBard Association Method® and other Orton-Gillingham based programs. Additionally, the program meets standards of the Academic Language Therapy Association (ALTA) and recently has been recognized by the International Dyslexia Association (IDA) for meeting the *Knowledge and Practice Standards for Teachers of Reading*.

Collaboration between CISE and the DuBard School will provide a wide range of expertise to provide a thorough and comprehensive program, and the use of a hybrid format will make it accessible to working professionals.

I appreciate the opportunity to express the support of the Mississippi Speech-Language-Hearing Association (MSHA) Executive Board for the Master of Education degree in Dyslexia Therapy proposed by The University of Southern Mississippi. I hope you will help move our state forward in being able to serve Mississippi's children and their teachers by showing your support of this program as well.

Sincerely,

Rachel Powell, Ph.D., President-Elect

President

Maureen Martin

President-Elect

Rachel Powell

Past President

Darlene Gore

**VP: Continuing
Education**

Anita Apperley

VP: School Issues

Claudette Edwards

VP: Healthcare

Leslie Hammond

**VP: Public Relations &
Marketing**

Mia Kimmons

VP: Audiology

Rebecca Lowe

VP: Finance

Karen Price