

## **Certificate in Dyslexia (Online)**

### **Certificate Requirements (9 cr.)**

- K 515: Foundations of Dyslexia: Identification and Assessment (3 cr.)
- K 570: Intensive Reading Interventions and Supports for Students with Dyslexia (3 cr.)
- L 518: Reading Research for Literacy Leaders (3 cr.)



## New Degree Cover Sheet

**Title of Degree:** Dyslexia Graduate Certificate (non-degree)

**Campus(es) Offering Degree:** Indiana University Bloomington

**Academic Unit Proposing Degree:** School of Education

**Department Hosting Degree:** Department of Curriculum and Instruction

### I. Academic Features

#### **Goals/Objectives** (*Rationale for the Program*):

This online graduate certificate in dyslexia is designed for graduate-level students (e.g., certificate-only, M.S.Ed., Ed.S., Ed.D., Ph.D.) who work with children and adolescents with and at-risk for dyslexia. Recent studies suggest that the approximately 3-7% of the population has dyslexia (Peterson & Pennington, 2012; Snowling & Melby-Lervag, 2016). In public schools, over 2.3 million (4.6%) students receive special education services for a specific learning disability (Hussar et al., 2020), and the majority receive these services due to word-level reading difficulties associated with dyslexia (Fletcher et al., 2019). Other estimates of the prevalence of dyslexia within the school-age population suggest up to 15-20% of students have reading difficulties and are at risk for dyslexia (Rutter et al., 2004; Shaywitz, 2004); however, many of these students are not eligible for special education services. This means that these students primarily receive instruction in the general education classroom from general education teachers who have not been trained to work with students with dyslexia. As such, early identification of reading difficulties and appropriate intervention are crucial for improving reading and other life outcomes for students with dyslexia (Torgesen, 2002; Vaughn et al., 2010; Vaughn & Wanzek, 2014; Wanzek et al., 2018).

In 2018, the state of Indiana passed the Dyslexia Screening and Intervention Act (IC 20-35.5) which went into effect at the beginning of the 2019-2020 school year. This legislation was enacted to provide early identification and intervention for students who are at risk for dyslexia. This law now requires every public and charter school corporation in Indiana to (1) employ at least one authorized reading specialist trained in dyslexia, and (2) ensure all teachers receive dyslexia professional awareness training that addresses the characteristics of dyslexia, evidence-based interventions, and accommodations, and (3) use a response to intervention framework to annually screen students in kindergarten through second-grade for the characteristics of dyslexia and provide specialized instruction and intervention for students at risk for dyslexia. Prior to the implementation of this legislation, school corporations in Indiana were not required by law to assess students for dyslexia, nor were they required to provide interventions for this population of students. Additionally, in Indiana, teachers are only required to take one course in special education, which is not adequate to prepare educators to effectively work with students with dyslexia. The proposed online graduate certificate in dyslexia would meet the state's legislative requirements for "Authorized Reading Specialists Trained in Dyslexia" and help prepare school-based professionals to work with K-12 students with dyslexia.

#### **Principal Components (5a):**

The certificate would consist of three, 3-credit courses (9 credits total):

- New Course: EDUC-K 515: Foundations of Dyslexia: Identification and Assessment
- New Course: EDUC-K 570: Intensive Reading Interventions and Supports for Students with Dyslexia
- Existing Course: EDUC-L 518: Reading Research for Literacy Leaders

#### **Relation to Existing Programs (4a&b):**

The graduate certificate program combines resources from the special education program and language, culture, and literacy education program. Individuals could enroll in this program as a stand-alone certificate program or they could take these classes in their Plan of Study for a M.S.Ed., Ed.S., Ed.D., Ph.D., or graduate licensure program. Almost all programs in the School of Education require 9 elective credits, and the dyslexia graduate certificate courses could be stacked into those programs as electives. Individuals who begin with just the graduate certificate, may then choose to enroll in a degree-seeking program.

#### **Coherence with Campus Mission (2a):**



# New Degree Cover Sheet

This online graduate certificate in dyslexia is consistent with the mission of Indiana University because it will foster the development of “dynamic partnerships with state and local communities.” This program will recruit teachers, administrators, and other school-based professionals from across the state through our innovative online program. Additionally, our program will work with the Indiana Department of Education to ensure we meet state-requirements to become an approved dyslexia training provider. There are currently only five approved dyslexia training programs offered by institutions of higher education in Indiana, none of which are offered entirely online. Our online graduate certificate in dyslexia would offer a unique opportunity for individuals throughout the state to receive dyslexia training, regardless of their physical location. This will extend the university’s reach and serve national, state, and local communities with respect to educational, economic, and social development.

## Benefits of the Program for Constituents (2c, iv):

### Students

The proposed online graduate certificate in dyslexia would meet the state’s legislative requirements for “Authorized Reading Specialists Trained in Dyslexia” and prepare graduate students who are currently licensed teachers, administrators, school psychologists to educate K-12 students with dyslexia. It would also prepare graduate students in terminal degree programs to identify, assess, and intervene with individuals with dyslexia.

### IU

This program would attract graduate students throughout the state to Indiana University’s Bloomington campus.

### State

The state currently lacks university-level dyslexia preparation programs. Our online graduate certificate in dyslexia will offer a unique opportunity for individuals throughout the state to receive dyslexia training, regardless of their physical location. It will also prepare school-based professionals in Indiana to provide higher-quality educational programs for K-12 students throughout the state.

## Opportunities for Degree Recipients (5f) Inclusive of Any Credentials:

This certificate would primarily target the population of school-based professionals who are licensed in the state of Indiana and many of these professionals obtain graduate degrees and/or certificates from the SOE to further advance their careers. It would also meet the state’s legislative requirements for “Authorized Reading Specialists Trained in Dyslexia” and prepare graduate students who are currently licensed teachers, administrators, school psychologists to educate K-12 students with dyslexia. It would also prepare graduate students in terminal degree programs to identify, assess, and intervene with individuals with dyslexia in K-12 settings.

## II. Implementation:

### Steady State Enrollment/Degree Completion Projections (year five) (enrollment spreadsheet):

Headcount:	25
FTE:	10
Degree Recipients:	10

### Steady Resources (year five):

#### Faculty Resources (3i)

One faculty member would be needed to coordinate the program and teach two of the three courses. Another faculty member or adjunct would be needed to teach the third course.

#### Capital Equipment (3iii)

N/A

#### Facilities (3ii)

N/A

## Program Description

### **Dyslexia Online Graduate Certificate To Be Offered by Indiana University at Bloomington**

#### **1. Characteristics of the Program**

- a. Campus(es) Offering Program: Indiana University Bloomington
- b. Scope of Delivery (Specific Sites or Statewide): State- and Nationwide
- c. Mode of Delivery (Classroom, Blended, or Online): Online
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): N/A
- e. Academic Unit(s) Offering Program: School of Education, Department of Curriculum and Instruction

#### **2. Rationale for the Program**

The certificate would consist of three, 3-credit courses (9 credits total):

- New Course: EDUC-K 515: Foundations of Dyslexia: Identification and Assessment
- New Course: EDUC-K 570: Intensive Reading Interventions and Supports for Students with Dyslexia
- Existing Course: EDUC-L 518: Reading Research for Literacy Leaders

##### a. Institutional Rationale (Alignment with Institutional Mission and Strengths)

- Why is the institution proposing this program?

The state of Indiana passed the Dyslexia Screening and Intervention Act (IC 20-35.5) in 2018 which went into effect at the beginning of the 2019-2020 school year. This legislation was enacted to provide early identification and intervention for students with and at risk for reading difficulties such as dyslexia (approximately 15-20% of school-age individuals; Rutter et al., 2004; Syawitz, 2004). This law now requires every public and charter school corporation in Indiana to:

- employ at least one authorized reading specialist trained in dyslexia
- ensure all teachers receive dyslexia professional awareness training that addresses the characteristics of dyslexia, evidence-based interventions, and accommodations
- use a response to intervention framework to:
  - annually screen students in kindergarten through second-grade for the characteristics of dyslexia and students in grades 3-12 whose teachers recognize their reading difficulties
  - provide specialized instruction and intervention for students at risk for dyslexia

The Indiana Department of Education is currently accepting applications for programs for individuals to become “Authorized Reading Specialists Trained in Dyslexia.” The proposed online graduate certificate in dyslexia would meet the state’s legislative requirements for “Authorized Reading Specialists Trained in Dyslexia” and prepare graduate students who are currently licensed teachers, administrators, school psychologists to educate K-12 students with dyslexia. It would also prepare graduate students in terminal degree programs to identify, assess, and intervene with individuals with dyslexia in K-12 settings.

- How is it consistent with the mission of the institution?

This online graduate certificate in dyslexia is consistent with the mission of Indiana University because it will foster the development of “dynamic partnerships with state and local communities.” This program will recruit teachers, administrators, and other school-based professionals from across the state through our innovative online program. Additionally, our program will work with the Indiana Department of Education to ensure we meet state-requirements to become an approved dyslexia training provider. There are currently only five approved dyslexia training programs offered by institutions of higher education in Indiana, none of which are offered entirely online. Our online graduate certificate in dyslexia would offer a unique opportunity for individuals throughout the state to receive dyslexia training, regardless of their physical location. This will extend the university’s reach and serve national, state, and local communities with respect to educational, economic, and social development.

- How does this program fit into the institution’s strategic and/or academic plan?

“Priority Four: Re-Imagining Education” of Indiana University’s Bicentennial Strategic Plan aims to increase enrollment in schools of education and strengthen partnerships with Indiana school corporations. This online graduate certificate in dyslexia will help us recruit individuals to our School of Education because the state is requiring that each school corporation employ at least one “Authorized Reading Specialist Trained in Dyslexia” and ensure that all teachers have dyslexia professional awareness training. Individuals could enroll in this program as a stand-alone certificate program or they could take these classes in their Plan of Study for a M.S.Ed., Ed.S., Ed.D., Ph.D., or licensure program. Almost all programs in the School of Education require 9 elective credits, and the dyslexia graduate certificate courses could be stacked into those programs as electives. Individuals who begin with just the graduate certificate, may then choose to enroll in a degree-seeking program. Additionally, this program would help strengthen our partnerships with the Indiana Department of Education and school corporations across the state. Indiana University is known for its high-quality educational programs and degrees, and offering a dyslexia certificate that is approved by the Indiana Department of Education could strengthen our partnerships with school corporations who need training for their educators, administrators, and other school-based professionals.

- How does this program build upon the strengths of the institution?

Indiana University Bloomington and the School of Education (SOE) have several strengths that this certificate program would build upon. First, this certificate would primarily target the population of school-based professionals who are licensed in the state of Indiana and many of these professionals obtain graduate degrees and/or certificates from the SOE to further advance their careers. We are 5<sup>th</sup> in the nation for 2020 Best Online Master’s in Special Education category. Second, our Office of Online Education is specifically designed to ensure that students in online programs have high-quality educational experiences. Third, the SOE has pre-existing partnerships with educators, schools, and administrators throughout the state, which will be useful for promoting the program.

*Appendix 1: Institutional Rationale, Detail*

- [Bicentennial Strategic Plan – Priority Four: Re-Imagining Education](#)
- [Indiana University Bloomington – School of Education Rankings and Accreditation](#)

b. State Rationale

- How does this program address state priorities as reflected in *Reaching Higher, Achieving More*?

Low reading achievement is a strong predictor of high school dropout (Hernandez, 2011; Reschly & Christenson, 2012), and students who lack proficiency in reading in third grade are four times more likely than their peers to drop out of high school by age 19 (Hernandez, 2011). High school dropout can lead to other social and economic consequences such as decreased participation in the workforce and reduced wages (Brundage, 2017). This program will help train Indiana’s educators to improve the educational and postsecondary outcomes of K-12 students with dyslexia throughout the state, which in turn will increase social and economic opportunities for these students. These opportunities could also lead to more students with dyslexia being able to access institutions of higher education, such as Indiana University, in the future. This is directly connected to Completion and Preparation standard as outlined in the *Reaching Higher, Achieving More* document, which aims to increase preparation of K-12 students for higher education. The dyslexia online graduate certificate would help train school-based professionals to identify students with dyslexia early in their schooling, and then provide them with appropriate instruction and intervention to help prevent future reading difficulties. Early identification of reading difficulties and appropriate intervention are crucial for improving reading and other life outcomes for students with dyslexia (Torgesen, 2002; Vaughn et al., 2010; Vaughn & Wanzek, 2014; Wanzek et al., 2018).

This program will also address the *Reaching Higher, Achieving More* standard for Quality with respect to increasing opportunities for flexible and accelerated learning. The program will be offered entirely online, which makes it flexible for individuals who are working full-time and require courses that can be completed on their own time.

c. Evidence of Labor Market Need (*NOTE: This section can be brief for certificates*)

i. National, State, or Regional Need

- Is the program serving a national, state, or regional labor market need?

This program is serving a state-level labor market need. Indiana’s Dyslexia Screening and Intervention Act (IC 20-35.5) mandates that all public and charter school corporations in Indiana employ at least one individual who is designated as an “Authorized Reading Specialist with Training in Dyslexia,” and that all employees receive dyslexia professional awareness training. This certificate would meet the requirements for both aspects of this law.

ii. Preparation for Graduate Programs or Other Benefits

- Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?

This program could be completed as a part of other graduate programs in the School of Education, such as M.S.Ed. in Learning Sciences – Educational Psychology Track, Ed.S. in School Psychology, Ph.D. in Learning and Developmental Science – Specialization in Educational Psychology, Ph.D. in School Psychology, M.S.Ed. in Literacy, Culture, and Language Education, Ed.S. in Education – Literacy, Culture, and Language Education Track, Ed.D. in Literacy, Culture, and Language Education, Ph.D. in Literacy, Culture, and Language Education, M.S.Ed. in Special Education, Ed.S. in Education – Special Education Track, or the Ph.D. in Special Education. The three courses (9 credit hours) could also be considered for part of an individualized minor, cognate, or elective area for any students within the School of Education, if approved by a student’s advisor. Completion of this certificate could also prepare individuals to work with local, state, and national advocacy organizations such as the International Dyslexia Association, Decoding Dyslexia (national and state-level chapters), Council for Exceptional Children, International Council for Learning Disabilities, National Center for Learning Disabilities, Dyslexia Institute of Indiana, etc. This certification program could also be useful for parents of school-age children with dyslexia, as they often have to advocate for their child’s needs.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data

- Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor?

Both special education and general education teachers work with K-12 students with dyslexia. U.S. job outlook data for special education teachers suggests that there will be an increased demand for both general (4% increase) and special education (4% increase) teachers from 2019-2029 (U.S. Bureau of Labor Statistics,

2020). In Indiana from 2018-2028, projections for special education teachers range from a 3% to 13% increase and general education teachers range from a 4% to 9% increase (Projections Management Department, 2020).

*Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail*

- [National BLS Data for Special Education Teachers](#)
- [National BLS Data for Kindergarten and Elementary Teachers](#)
- [National and Indiana Data for General and Special Education Teachers](#)

#### iv. National, State, or Regional Studies

- Summarize any national, state, or regional studies that address the labor market need for the program.

Approximately 14% of elementary and secondary students (over 6 million students) receive special education services in the U.S., the majority of whom have reading related difficulties (Hussar et al., 2020). Forty-nine out of 50 states report persistent shortages in special education teachers (National Coalition on Personnel Shortages in Special Education and Related Services, 2020). One strategy for preparing and retaining special education teachers is to ensure they receive adequate preparation and professional development (CEEDAR Center, 2020). This dyslexia certificate will lead to advanced preparation to help teachers meet the needs of all students, including those with dyslexia.

*Appendix 3: National, State, or Regional Studies, Detail*

- [The Condition on Education: 2020](#)
- [National Coalition on Personnel Shortages in Special Education and Related Services](#)
- [Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions](#)

#### v. Surveys of Employers or Students and Analyses of Job Postings

- Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.

In the fall of 2019, the Department of Curriculum and Instruction and Department of Literacy, Culture, and Language Education invited Mr. Joseph Risch, the dyslexia coordinator at the Indiana Department of Education, to share information about this new legislation and its implications for our programs within the School of Education. Mr. Risch indicated that many school corporations were having difficulty obtaining training for their authorized reading specialists. Additionally, Mr. Risch pointed out that most schools were trying to find more accessible training for their general education teachers because they were the ones most likely to be implementing dyslexia

interventions, not just the special education teachers. Mr. Risch reported that many corporations, schools, administrators, and teachers lacked specialized training in:

- the characteristics of dyslexia
- administering assessments to screen students for dyslexia, inform specialized instruction, and monitor students' progress
- implementing interventions for students who are identified with the characteristics of dyslexia.

*Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail*

- N/A

Letters of Support (Not Required for Certificate)

vi.

- Summarize, by source, the letters received in support of the program.

*Appendix 5: Letters of Support, Detail (This appendix should contain the letters of support for the program.)*

### 3. Cost of and Support for the Program (Not Required for Certificate)

## **4. Similar and Related Programs**

- a. List of Programs and Degrees Conferred
  - i. Similar Programs at Other Institutions

Campuses offering (on-campus or distance education) programs that are similar:

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible.
- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

Currently, the Indiana Department of Education (IDOE) has provided a list of "Approved Dyslexia Training Programs" on their website. The majority of training providers on this list are private organizations, and only five approved programs are offered through universities in Indiana. One of these university programs (at

Anderson University) is only for preservice teachers at the undergraduate level, and the other four university programs (at Butler University, Marian University, Oakland City University, and Purdue University Northwest) are delivered either in-person only or through a blended approach (in-person and online). None of the university programs can be completed entirely online. Our online graduate certificate in dyslexia would offer a unique opportunity for individuals throughout the state to receive dyslexia training, regardless of their physical location.

There are no other graduate certificate programs in dyslexia at universities in Indiana.

*CHE Appendix A: Similar Programs at Other Institutions, Detail*

- [Indiana Department of Education Approved Dyslexia Training Programs](#)

ii. Related Programs at the Proposing Institution

- CHE staff will summarize data from the Commission’s Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution.

There are no related programs at Indiana University.

*CHE Appendix B: Related Programs at the Proposing Institution, Detail*

- N/A

b. List of Similar Programs Outside Indiana

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:
  1. [University of Florida Dyslexia Graduate Certificate](#)
  2. [Mount St. Joseph University’s Dyslexia Certificate](#)
  3. [Southern New Hampshire University Dyslexia Studies & Language-Based Learning Disabilities](#)
  4. [University of Georgia Graduate Certificate in Dyslexia](#)
  5. [University of Houston – Victoria’s Dyslexia Graduate Education Certificate](#)

c. Articulation of Associate/Baccalaureate Programs

- For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.

N/A

*Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail*

- N/A

d. Collaboration with Similar or Related Programs on Other Campuses

- Indicate any collaborative arrangements in place to support the program.

N/A

5. Quality and Other Aspects of the Program (Not Required for Certificate)

6. Projected Headcount and FTE Enrollments and Degrees Conferred (Not Required for Certificate)

*Appendix 1: Institutional Rationale, Detail*

- [Bicentennial Strategic Plan – Priority Four: Re-Imagining Education](#)
- [Indiana University Bloomington – School of Education Rankings and Accreditation](#)

## Appendix 2: Summary of Indiana DWD and/or U.S. Department of Labor Data, Detail

- [National BLS Data for Special Education Teachers](#)



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### Job Outlook

About this section 

Overall employment of special education teachers is projected to grow 3 percent from 2019 to 2029, about as fast as the average for all occupations. Employment of preschool education teachers is projected to grow 8 percent from 2019 to 2029, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 1,900 new jobs over the 10-year period. Demand will be driven by school enrollments and the need for special education services.

Demand for special education services and teachers should rise as disabilities are being identified earlier and as children with disabilities are enrolled into special education programs.

Federal laws require that every state must maintain the same level of financial support for special education every year. This reduces the threat of employment layoffs due to state or federal budget constraints. However, employment growth may depend on increases in funding.

#### Special Education Teachers

Percent change in employment, projected 2019-29

Note: All Occupations includes all occupations in the U.S. Economy.  
Source: U.S. Bureau of Labor Statistics, Employment Projections program

**Employment projections data for special education teachers, 2019-29**

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29		Employment by Industry
				Percent	Numeric	
Special education teachers	—	443,700	458,000	3	14,300	—
Special education teachers, preschool	25-2051	23,000	24,900	8	1,900	<a href="#">Get data</a>
Special education teachers, kindergarten and elementary school	25-2052	193,000	198,600	3	5,600	<a href="#">Get data</a>
Special education teachers, middle school	25-2057	84,700	86,900	3	2,200	<a href="#">Get data</a>
Special education teachers, secondary school	25-2058	143,000	147,600	3	4,600	<a href="#">Get data</a>

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[← Pay](#)
[State & Area Data →](#)

**SUGGESTED CITATION:**  
 Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Special Education Teachers, at <https://www.bls.gov/oooh/education-training-and-library/special-education-teachers.htm> (visited November 21, 2020).

- [National BLS Data for Kindergarten and Elementary Teachers](#)



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## Kindergarten and Elementary School Teachers

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### Job Outlook

Overall employment of kindergarten and elementary school teachers is projected to grow 4 percent from 2019 to 2029, about as fast as the average for all occupations. Rising student enrollment should increase demand for kindergarten and elementary teachers, but employment growth will vary by region.

The number of students enrolling in public kindergarten and elementary schools is expected to increase over the coming decade, and the number of classes needed to accommodate these students should rise. As a result, more teachers will be needed to teach public kindergarten and elementary school students.

Despite expected increases in enrollment in public schools, employment growth for kindergarten and elementary school teachers will depend on state and local government budgets. If state and local governments experience budget deficits, they may lay off employees, including teachers. As a result, employment growth of public kindergarten and elementary school teachers may be somewhat reduced.

#### Job Prospects

Some teachers are expected to reach retirement age over the coming decade. Their retirements may increase the need to replace workers who leave the occupation.

Opportunities will vary by region and school setting. There will be better opportunities in urban and rural school districts than in suburban school districts. Flexibility in job location may increase prospects.

#### Employment projections data for kindergarten and elementary school teachers, 2019-29

Occupational Title	SOC Code	Employment, 2019	Projected Employment, 2029	Change, 2019-29	Employment by Industry
				Percent	Numeric
Kindergarten and elementary school teachers	—	1,579,800	1,635,900	4	56,100
Kindergarten teachers, except special education	25-2012	127,700	132,400	4	4,700 <a href="#">Get data</a>
Elementary school teachers, except special education	25-2021	1,452,100	1,503,500	4	51,400 <a href="#">Get data</a>

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

← Pay
State & Area Data →

**SUGGESTED CITATION:**

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Kindergarten and Elementary School Teachers, at <https://www.bls.gov/oooh/education-training-and-library/child-care-and-elementary-school-teachers.htm> (visited November 21, 2020).

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- [National and Indiana Data for General and Special Education Teachers](#)

<b>Area Name</b>	<b>Occupation Name</b>	<b>Percent Change</b>
United States	Preschool Teachers, Except Special Education	7.0
United States	Kindergarten Teachers, Except Special Education	3.9
United States	Elementary School Teachers, Except Special Education	3.3
United States	Special Education Teachers, Preschool	7.9
United States	Special Education Teachers, Kindergarten and Elementary School	2.8
United States	Special Education Teachers, Middle School	2.8
United States	Special Education Teachers, Secondary School	3.0
United States	Special Education Teachers, All Other	7.6
Indiana	Preschool Teachers, Except Special Education	8.6
Indiana	Kindergarten Teachers, Except Special Education	4.1
Indiana	Elementary School Teachers, Except Special Education	3.6
Indiana	Special Education Teachers, Preschool	12.5
Indiana	Special Education Teachers, Kindergarten and Elementary School	2.6
Indiana	Special Education Teachers, Middle School	3.0
Indiana	Special Education Teachers, Secondary School	3.2
Indiana	Special Education Teachers, All Other	10.0

*Appendix 3: National, State, or Regional Studies, Detail*

- [The Condition on Education: 2020](#)
- [National Coalition on Personnel Shortages in Special Education and Related Services](#)
- [Preparing and Retaining Effective Special Education Teachers: Short-Term Strategies for Long-Term Solutions](#)

*Appendix 4: Surveys of Employers or Students and Analyses of Job Postings, Detail*

- [N/A](#)

*Appendix 9: Articulation of Associate/Baccalaureate Programs, Detail*

- [N/A](#)

*CHE Appendix A: Similar Programs at Other Institutions, Detail*

- [Indiana Department of Education Approved Dyslexia Training Programs](#)

*CHE Appendix B: Related Programs at the Proposing Institution, Detail*

- [N/A](#)

### Course Request Key Fields

1. Requesting Campus: Bloomington
2. Matching Course: No
3. School: EDUC School of Education
4. Subject EDUC- Education
- 5a. Course Number EDUC-K 515
- b. Has course number been reserved with, ussscrt@indiana.edu, University Student Services and Systems? Yes
6. Credit Type: Graduate
7. Is this a Purdue Course? No
- 8a. Course Title: Foundations of Dyslexia: Identification and Assessment
- b. Recommended Abbreviation: *Foundations of Dyslexia*

### Course Catalog Attributes

9. Academic Career GRAD
10. Effective Term (anticipated) Fall 2021
11. Credit Hours: Fixed or Variable? *3 credit hours; fixed*
12. Contact Hours: Fixed or Variable? *3 contact hours; fixed*
13. Is S-F grading approval being requested? No
14. Is variable title approval being requested? No
15. Prerequisites/Corequisites (*to be enforced during registration*): EDUC-L 518 Reading Research for Literacy Leaders
16. Course Description: Examines legislation affecting the identification and assessment of individuals with dyslexia, the characteristics of individuals with dyslexia, risk-factors for dyslexia, how dyslexia impacts literacy acquisition and development, and multi-tiered systems of supports. Components of the English language (i.e., phonology, phonetics, orthography, syntax, semantics, morphology) will be emphasized.

### Course Attributes for Scheduling

17. Equivalent Courses: *N/A*
- 18a. Repeatable for Credit? (*If yes include total credits and total completions allowed and if multiple enrollments allowed in term*): *No*
- 19a. Type of Instructional Experience (*Select primary component*)

- Activity
- Clinic
- Colloquium
- Demonstration
- Discussion
- Drill
- Field Trip
- Independent Study
- Internship
- Laboratory
- **Lecture**
- Methods Course
- Practice
- Practicum
- Quiz
- Readings
- Recitation
- Research
- Seminar
- Studio
- Wait List Section

b. Additional component(s) that apply (*Select all that apply*)

- Activity
- Clinic
- Colloquium
- Demonstration
- Discussion
- Drill
- Field Trip
- Independent Study
- Internship
- Laboratory
- Lecture
- Methods Course
- Practice
- Practicum
- Quiz
- Readings
- Recitation
- Research
- Seminar
- Studio

- Wait List Section

20. Instruction Mode (*select all that apply*)

- Closed Circuit TV
- Distance Synchronous Video
- Face-To-Face
- Hybrid
- Hybrid-Distance Video & Online
- Independent /Directed Study
- Internship/Practicum
- Online All
- Online Correspondence
- Online Interactive

21. Instructor Name: Kelly J. Williams

22. Estimated Enrollment: 15

23. Estimated Enrollment Percent Expected to be Graduate Students: 100%

24. Frequency of Schedule (*select one*)

- Fall/Spring
- Every Other Year
- Once Per Year
- As Needed
- Other

25. Course Typically Offered Schedule (*select one*)

- Fall/Spring/Summer
- Fall
- Fall and Spring
- Fall and Summer
- Spring
- Spring and Summer
- Summer

26. Will this course be required for majors? It will be required for the Dyslexia Graduate Certificate.

#### **Additional Course Information**

27. Justification for New Course: This course will be required for the newly proposed Dyslexia Graduate Certificate (9 credits). In 2018, the state of Indiana passed the Dyslexia Screening and Intervention Act (IC 20-35.5) which went into effect at the beginning of the 2019-2020 school year. This legislation was enacted to provide early identification and intervention for students who are at risk for dyslexia. This law now requires each public and charter school corporation in Indiana to employ at least one authorized reading specialist trained in dyslexia. Completion of this course along with the other 2

required courses will allow individuals to apply with the Indiana Department of Education to be an authorized reading specialist trained in dyslexia.

28. Does this course overlap with existing courses? (if yes please explain): No

29. Are the necessary reading materials currently available in the appropriate library? Yes

30. Do you anticipate this course will require a special fee? (Information Only) No

### Essential Syllabus Information

For each question, up to 4,000 characters including spaces.

#### ESI 1. Course Content

This course examines the state and federal legislation affecting the identification and assessment of individuals with dyslexia, the characteristics of individuals with dyslexia, risk-factors for dyslexia, how dyslexia impacts literacy acquisition and development, and multi-tiered systems of supports. Components of the English language (i.e., phonology, phonetics, orthography, syntax, semantics, morphology) will be emphasized. This course will also examine the use of multi-tiered systems of supports (MTSS) and response to intervention (RTI) frameworks in the identification of students with dyslexia. This includes the knowledge and skills needed to select and administer appropriate reading assessments for a variety of purposes and make data-based decisions to guide instructional planning and intervention design.

#### ESI 2. Representative Bibliography or Resources

- Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Wiley.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- Spear-Swerling, L. (2015). *The power of RTI and Reading Profiles: A Blueprint for Solving Reading Problems*. Brookes.
- Core Literacy Library (2008). *Assessing Reading Multiple Measures: For All Educators Working to Improve Reading Achievement*. Oakland: Arena Press.
- McKenna, M.C. & Stahl, S.A. (2015). *Assessment for reading instruction (3rd Edition)*. Guilford.
- Kilpatrick, D. A. (2016). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Wiley
- Linan-Thompson, S. & Ortiz, A (2009). Response to intervention and English-language learners: instructional and Assessment Considerations. *Seminars in Speech and Language*, 30 (20).
- National Center on Response to Intervention (2010). *Essential Components of RTI—A Closer Look at Response to Intervention*.
- National Center on Response to Intervention. (2020). Intensive intervention [webpage]. <https://intensiveintervention.org>
- IRIS Center. (2020). Web modules. <https://iris.peabody.vanderbilt.edu>
  - RTI (Part 1): An Overview
  - RTI (Part 2): Assessment

- RTI (Part 3): Reading Instruction
- RTI (Part 3): Putting it All Together
- Kearns, D. M., Hancock, R., Hoefft, F., Pugh, K. R., & Frost, S. J. (2019). The neurobiology of dyslexia. *TEACHING Exceptional Children*, 51(3), 175-188. DOI: 10.1177/0040059918820051
- Lindstrom, J. H. (2019). Dyslexia in the schools: Assessment and identification. *TEACHING Exceptional Children*, 51(3), 189-200. doi: 10.1177/0040059918763712
- Moats, L. (2020). *Speech to print: Language essentials for teachers*. Brookes.
- Individuals with Disabilities Education Act (2004)
- Indiana Dyslexia Screening and Intervention Act (2018).  
<https://www.doe.in.gov/sites/default/files/literacy/sb021705enrh.pdf>
- Miciak, J., & Fletcher, J. M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. *Journal of Learning Disabilities*. Advance online publication. <https://doi.org/10.1177/2F0022219420906801>
- Grigorenko, E. L., Compton, D. L., Fuchs, L. S., Wagner, R. K., Willcutt, E. G., & Fletcher, J. M. (2019). Understanding, educating, and supporting children with specific learning disabilities: 50 years of science and practice. *American Psychologist*. doi:10.1037/amp0000452
- Odegard, T. N., Farris, E. A., Middleton, A. E., Oslund, E., & Rimrodt-Frierson, S. (2020). Characteristics of Students Identified With Dyslexia Within the Context of State Legislation. *Journal of Learning Disabilities*, 53(5), 366–379. <https://doi.org/10.1177/0022219420914551>
- Moats, L.C. & Dakin, K.E. (2008). *Basic Facts About Dyslexia & Other Reading Problems*. The International Dyslexia Association.
- Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6-10.
- Lyon, R. Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.
- Reschly, D.J. (2014). Response to intervention and specific learning disabilities. *Topics in Language Disorders*, 34, 39-58.
- International Dyslexia Association: <https://dyslexiaida.org/>
- National Center for Learning Disabilities: <https://www.nclld.org/>
- Council for Learning Disabilities: <https://council-for-learning-disabilities.org>

### ESI 3. Teaching and Learning Methods

- Lectures
- Videos
- Oral and written discussions
- Podcasts
- Literature review
- Critical reading of articles and texts

### ESI 4. Learning Outcome/Objectives

Upon completion of this course, participants will understand:

1. How individuals learn to read and how dyslexia affects the acquisition and development of specific reading skills
2. Characteristics of individuals with dyslexia, including neurobiological origins and risk factors
3. Best practices in dyslexia identification and assessment

4. Federal and state legislation about dyslexia (e.g., Section 504 of the Rehabilitation Act, Indiana's Dyslexia Screening
5. and Intervention Act, and the Individuals with Disabilities Education Act)
6. The role of Response to Intervention/Multi-Tiered Systems of Support frameworks to identify and assess individuals with dyslexia
7. Demonstrate knowledge of and skill in selecting and implementing a variety of informal research-based reading assessments
8. Demonstrate knowledge of how to evaluate the psychometric properties of different reading assessments.

#### ESI 5. Learning Assessment

- Quizzes/Exams: open and close ended assessments over course content
- Discussion Posts: critical analysis of course readings and topics
- Assessment Case Study: case study project over formal and informal reading assessments
- Critical Issues Annotated Bibliography: write an annotated bibliography for 5-6 peer reviewed articles on a topic addressed in this course
- Dyslexia Awareness Project: create a presentation about the characteristics of and risk factors for dyslexia

### Course Request Key Fields

1. Requesting Campus: Bloomington
2. Matching Course: No
3. School: EDUC School of Education
4. Subject EDUC- Education
- 5a. Course Number EDUC-K 570
- b. Has course number been reserved with, ussscrt@indiana.edu, University Student Services and Systems? Yes
6. Credit Type: Graduate
7. Is this a Purdue Course? No
- 8a. Course Title: Intensive Reading Interventions and Supports for Students with Dyslexia
- b. Recommended Abbreviation: *Reading Interventions & Supports*

### Course Catalog Attributes

9. Academic Career GRAD
10. Effective Term (anticipated) Spring 2021
11. Credit Hours: Fixed or Variable? *3 credit hours; fixed*
12. Contact Hours: Fixed or Variable? *3 contact hours; fixed*
13. Is S-F grading approval being requested? No
14. Is variable title approval being requested? No
15. Prerequisites/Corequisites (*to be enforced during registration*): EDUC-L 518 Reading Research for Literacy Leaders (prerequisite); EDUC-K 515: Foundations of Dyslexia: Identification and Assessment (prerequisite)
16. Course Description: Examines methods and practices for designing and delivering intensive, evidence-based interventions (i.e., specially designed instruction) in reading for students with dyslexia. Covers explicit, direct instruction that is systematic, sequential, cumulative, diagnostic, and multisensory. Examines how to intensify and individualize instruction and provide supports to meet students' unique needs.

### Course Attributes for Scheduling

17. Equivalent Courses: *N/A*
- 18a. Repeatable for Credit? (*If yes include total credits and total completions allowed and if multiple enrollments allowed in term*): *No*

19a. Type of Instructional Experience (*Select primary component*)

- Activity
- Clinic
- Colloquium
- Demonstration
- Discussion
- Drill
- Field Trip
- Independent Study
- Internship
- Laboratory
- **Lecture**
- Methods Course
- Practice
- Practicum
- Quiz
- Readings
- Recitation
- Research
- Seminar
- Studio
- Wait List Section

b. Additional component(s) that apply (*Select all that apply*)

- Activity
- Clinic
- Colloquium
- Demonstration
- Discussion
- Drill
- Field Trip
- Independent Study
- Internship
- Laboratory
- Lecture
- **Methods Course**
- Practice
- Practicum
- Quiz
- Readings
- Recitation
- Research
- Seminar

- Studio
- Wait List Section

20. Instruction Mode (*select all that apply*)

- Closed Circuit TV
- Distance Synchronous Video
- Face-To-Face
- Hybrid
- Hybrid-Distance Video & Online
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- Internship/Practicum
- Online All
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21. Instructor Name: Kelly J. Williams

22. Estimated Enrollment: 15

23. Estimated Enrollment Percent Expected to be Graduate Students: 100%

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25. Course Typically Offered Schedule (*select one*)

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**Additional Course Information**

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required courses will allow individuals to apply with the Indiana Department of Education to be an authorized reading specialist trained in dyslexia.

28. Does this course overlap with existing courses? *(if yes please explain): No*

29. Are the necessary reading materials currently available in the appropriate library? Yes

30. Do you anticipate this course will require a special fee? (Information Only) No

### Essential Syllabus Information

*For each question, up to 4,000 characters including spaces.*

#### ESI 1. Course Content

This course examines methods and practices for designing and delivering intensive, evidence-based interventions (i.e., specially designed instruction) in reading for students with dyslexia. It focuses on explicit, direct instruction that is systematic, sequential, cumulative, diagnostic, and multisensory. Students will learn how to intensify and individualize instruction and provide supports to meet students' unique needs.

#### ESI 2. Representative Bibliography or Resources

- Mather, N., & Wendling, B. J. (2012). *Essentials of dyslexia assessment and intervention*. Wiley.
- Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides/>
- Kilpatrick, D. A. (2016). *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*. Wiley
- Core Literacy Library (2018). *Teaching Reading Sourcebook: For All Educators Working to Improve Reading Achievement, 3rd Edition*. Berkeley, CA: Arena Press.
- National Center on Response to Intervention (2010). *Essential Components of RTI—A Closer Look at Response to Intervention*.
- National Center on Response to Intervention. (2020). Intensive intervention [webpage]. <https://intensiveintervention.org>
- Leonard, K.M., Coyne, M.D., Oldham, A.C., Burns, D. & Gillis, M.B. (2019). Implementing MTSS in beginning reading: Tools and systems to support schools and teachers. *Learning Disabilities Research & Practice, 34*(2), 110–117.
- Moats, L., (2019). Structured Literacy™: Effective Instruction for Students with Dyslexia and Related Reading Difficulties. *PERSPECTIVES on Language and Literacy, 45*(2)
- Lang, L., Torgesen, J., Vogel, W., Lefsky, E., & Petscher, Y. (2009). Exploring the relative effectiveness of reading interventions for high school students. *Journal of Research on Educational Effectiveness, 2*, 149-175.
- Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-Based Individualization in Reading: Intensifying Interventions for Students With Significant Reading Disabilities. *TEACHING Exceptional Children, 46*(4), 20–29. <https://doi.org/10.1177/0040059914522978>

- Jung, P.-J., McMaster, K. L., Krunkel, A. K., Shin, J., & Stecker, P. M. (2018). Effects of data-based individualization for students with intensive learning needs: A meta-analysis. *Learning Disabilities Research and Practice, 33*(3), 144-155. <https://doi.org/10.1111/ldrp.12172>
- Danielson, L., & Rosenquist, C. (2014). Introduction to the TEC Special Issue on Data-Based Individualization. *TEACHING Exceptional Children, 46*(4), 6–12. <https://doi.org/10.1177/0040059914522965>
- Lindström, E. R., Gesel, S. A., & Lemons, C. J. (2019). Data-Based Individualization in Reading: Tips for Successful Implementation. *Intervention in School and Clinic, 55*(2), 113–119. <https://doi.org/10.1177/1053451219837634>
- Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What Is Intensive Instruction and Why Is It Important? *TEACHING Exceptional Children, 46*(4), 13–18. <https://doi.org/10.1177/0040059914522966>
- Moats, L. (2008). Whole-language high-jinks: How to tell when “scientifically-based reading instruction” isn’t. <https://files.eric.ed.gov/fulltext/ED498005.pdf>
- International Dyslexia Association. (2019). *Structured literacy: An introductory guide*. <https://app.box.com/s/mvuvhel6qaj8tghvu1nl75i0ndnlp0yz>
- Wanzek, J., Stevens, E. A., Williams, K. J., Scammacca, N., Vaughn, S., & Sargent, K. (2018). Current evidence on the effects of intensive early reading interventions. *Journal of Learning Disabilities, 51*(6), 612-624. doi: 10.1177/0022219418775110
- Scammacca, N. K., Roberts, G. J., Cho, E., Williams, K. J., Roberts, G., Vaughn, S., & Carroll, M. (2016). A century of progress: Reading interventions for students in grades 4–12, 1914–2014. *Review of Educational Research, 86*(3), 756-800. doi:10.3102/0034654316652942
- Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <http://whatworks.ed.gov>.
- Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc>.
- Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from [whatworks.ed.gov/publications/practiceguides](http://whatworks.ed.gov/publications/practiceguides).
- Florida Center for Reading Research (2008). *Small group differentiated reading groups*.
- IRIS Center. (2020). Web modules. <https://iris.peabody.vanderbilt.edu>
- International Dyslexia Association: <https://dyslexiaida.org/>
- National Center for Learning Disabilities: <https://www.nclld.org/>
- Council for Learning Disabilities: <https://council-for-learning-disabilities.org>

- Lectures
- Videos
- Oral and written discussions
- Podcasts
- Literature review
- Critical reading of articles and texts

#### ESI 4. Learning Outcome/Objectives

Upon completion of this course, participants will understand:

1. the five essential components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension) and the effective instructional elements involved with each area of reading
2. how to identify evidence-based practices and programs in reading
3. how to provide explicit, direct reading instruction that is systematic, sequential, cumulative, diagnostic, and multisensory.
4. how to intensify and individualize reading instruction for students with dyslexia
5. how to select and implement appropriate supports (e.g., accommodations, modifications, and assistive technology) for students with dyslexia

#### ESI 5. Learning Assessment

- Quizzes/Exams: open and close ended assessments over course content
- Discussion Posts: critical analysis of course readings and topics
- Explicit Reading Lesson Plan and Commentary: design a reading intervention lesson for 3-4 fictitious students with dyslexia and write a commentary explaining how the lesson meets the students' unique needs
- Reading Intervention Project: evaluate the research on a commercial reading intervention program and present these findings

## Graduate Studies Committee Template

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*Prior to presenting at the Graduate Studies Committee (GSC) for review, please provide answers to the following questions, as relevant. Please contact Matthew Boots ([mboots1@iu.edu](mailto:mboots1@iu.edu)) with any questions.*

**Title:** Dyslexia Online Graduate Certificate

**GSC presenter:** Kelly Williams

**This proposal is for a...**

- program change     new program     policy change     new policy

**Include responses to each question, as relevant:**

1. What are you proposing and why? (If proposing a change, then the description and rationale should be relevant to the change(s) only.)

We are proposing a new 9-credit hour online graduate certificate in dyslexia. It is designed for educators, administrators, school psychologists, and other school-based professionals who work with children and adolescents with and at-risk for dyslexia. See ICHE form for additional information.

2. How will this impact enrollment?

This online graduate certificate will lead to increased enrollment of graduate students in the School of Education. Graduate students can complete this program as a stand-alone program (i.e., certificate-only) or through elective, cognate, major-area, or minor area requirements in other current graduate programs.

3. How will this impact students' time to degree?

This certificate program will not impact students' time to degree. For degree-seeking students, it can be completed as part of their program without additional credit hours being required.

4. How will this impact specific student populations and/or DEI issues?

This graduate certificate in dyslexia will not specifically affect specific student populations and/or DEI issues at the university level; however, individuals who complete this certificate will have increased knowledge about how to identify, assess, and intervene with students with dyslexia in K-12 settings. Students with dyslexia are often educated in inclusive classroom settings (with their peers without disabilities) and all educators need to be prepared to meet the needs of these students.

5. How will this impact School of Education resources, including faculty loads?

This online graduate certificate will impact School of Education resources in the following ways:

- A new webpage will need to be created to recruit students.
- A new application will need to be created in the application system.
- Administrative staff in the Department of Curriculum and Instruction may need to answer emails and inquiries about the certificate program.
- A program coordinator will need to maintain the program (Kelly Williams)
- Recruitment webinars and emails will need to be created

## Graduate Studies Committee Template

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Prior to presenting at the Graduate Studies Committee (GSC) for review, please provide answers to the following questions, as relevant. Please contact Matthew Boots ([mboots1@iu.edu](mailto:mboots1@iu.edu)) with any questions.

- Special education faculty will be needed to teach two new courses: EDUC-K 5XX: Foundations of Dyslexia: Identification and Assessment and EDUC-K 6XX: Intensive Interventions for Students with Dyslexia. It is likely that these courses can be covered under currently faculty teaching loads; however, an adjunct faculty member may be needed depending upon course buyouts.
- No additional new faculty will be needed for EDUC-L 518: Reading Research for Literacy Leaders, as this course is currently taught regularly by Language, Culture, and Literacy Education program faculty members.
- No additional technology or resources will be needed.

6. How will this be effectively sustained over time?

This program will be effectively sustained over time by implementing the following:

- Designation of a program coordinator: Kelly Williams
- Maintenance of a webpage (Kelly Williams in coordination with Department of Marketing and Communications)
- Recruitment webinars (~2 times per fall and spring semester)
- Recruitment emails (1x per semester, fall, spring, and summer)
- Canvas course shells with learning modules for each course with predetermined syllabi, textbooks, readings, and assignments (all instructors will be required to use these required Canvas course shells)

7. What was the departmental vote tally for this proposal? (e.g., “*12 in favor, 2 opposed, 3 abstained*”) 32 Yes, 0 No 12/9/2020