

Course Sequence and Description **(Total: 15 credit hours)**

Course 1: EEX 6135 Foundations of Literacy Development and Dyslexia

This course addresses the critical components of literacy development and introduces participants to the nature and needs of students with dyslexia. The focus is on the effects of dyslexia on learning to read and write. The course will also address the historical development of the field, relevant laws, and policies.

Course 2: EEX 6136 Dyslexia, Language, and the Brain

This course addresses dyslexia's neurobiological origins, its effect on language and literacy development, and the variations in the processing and development of the various elements of language and literacy among students with and without dyslexia. The course also addresses linguistic structures of and historical influences on the English language.

Course 3: EEX 6137 Dyslexia: Assessment for Intervention

This course addresses the principles and practices of effective assessment for students with dyslexia, including the various purposes of assessment, the psychometric properties of high-quality assessment tools, and issues related to test administration. Students will identify effective assessment tools, develop informal assessment procedures, and interpret assessment data to design intervention.

Course 4: EEX 6138 Dyslexia: Methods for Intervention

This course addresses principles and practices of evidence-based literacy intervention for students with dyslexia, including the stages of literacy development, the varied challenges that students may encounter as they develop literacy, effective intervention in various components of literacy, and the issues involved in designing a comprehensive literacy intervention program.

Course 5: EEX 6855 Dyslexia: Practicum in Assessment and Intervention

The practicum integrates the theoretical study of dyslexia assessment and intervention practices with application in authentic settings. In this course, students apply the principles of effective assessment and intervention and implement evidence-based practices for students with dyslexia. Students also apply what they have learned to effect change their local settings.