Course Syllabus

Idaho State University - Albion Institute

Dyslexia: Reading & Writing Learning Disabilities (PD)

EDUC 5597 - 0129

Description

This course provides an in-depth examination of reading and writing disabilities, with a focused emphasis on dyslexia, to prepare educators to implement evidence-based practices in K–12 settings. Participants develop a comprehensive understanding of dyslexia, including its characteristics, underlying factors, and impact on literacy development, while also examining Idaho-specific laws, standards, and recommended practices. The course progresses from foundational concepts of skilled reading and writing to more advanced study of learning disabilities, equipping educators with the knowledge needed to support identification, assessment, and instruction for diverse learners.

Grounded in applied practice, the course engages participants in assessments, activities, and structured learning experiences that measure knowledge acquisition and instructional readiness. Assignments are designed to produce practical, implementation-ready tools, strategies, and resources that can be directly used in educational settings. Through substantive participation and guided feedback from an instructor and expert practitioner, participants refine their ability to apply course concepts to real-world contexts. This course supports improved teaching effectiveness and student outcomes.

Enrollment, Delivery, and Completion Information

- EDUC 5597: Dyslexia: Reading & Writing Learning Disabilities
- Course Completion: 30 clock hours awarded upon successful completion (graded as Satisfactory/Unsatisfactory)
- Enrollment Type: Open enrollment with self-registration
- Completion Timeframe: Six months from the date of enrollment
- Delivery Format: Fully online

- Purpose: K-12 professional development for recertification/relicensure and, where applicable, salary advancement.*

*Always check your state's relicensure requirements and your school or district's requirements before registering for a course to confirm how the course may be used.

Recertification and Professional Advancement Statement

Successful completion of this course results in a satisfactory or unsatisfactory completion status. This course provides 30 clock hours of professional development that may be applied toward teacher license renewal or recertification requirements. Learners enroll as non-matriculated students, and course completion is recorded on an Idaho State University transcript.

Depending on state, district, employer, and applicable salary schedule requirements, these clock hours may also be eligible for salary advancement, lane movement, or other forms of professional advancement. Acceptance and application of clock hours toward recertification, salary advancement, or other professional purposes are determined by the relevant state board of education, licensing authority, school district, human resources office, collective bargaining agreement, district policy, or other approving entity. Educators are encouraged to verify eligibility and obtain any required pre-approval before enrolling.

Student Expectations

Learners are expected to complete all activities and engage with the content in good faith. The course includes academically engaging learning through readings, lectures, videos, applied activities, and other instructional materials designed to support professional learning and implementation in educational settings. Successful completion requires meaningful participation in all required course components and learning activities as described below:

- Spend the time necessary to complete all assigned learning materials, activities, and assessments in support of the course learning outcomes
- Demonstrate thoughtful and substantive engagement by applying course knowledge through high-quality, timely work that produces practical strategies, tools, resources, or artifacts ready for use in educational settings

Required Materials and Technology

Students must have regular access to a reliable laptop or desktop computer capable of loading and running standard software.

The computer must support word processing, presentation tools (e.g., PowerPoint), Adobe Acrobat files (PDF), file downloads and uploads, and viewing videos.

The learning management system supports mobile devices, but mobile access should be considered supplemental only. Mobile devices may limit a student's ability to complete assignments successfully, particularly those involving file handling, multimedia creation, lesson plan development, or other course activities.

An up-to-date browser on any computer or device is required, along with a reliable internet connection.

General Technology Hardware for Online/Hybrid Courses - ISU Help Desk

No textbook purchase is required for this course.

Learning Outcomes

1. Analyze dyslexia within the context of state policy, educational research, and the science of reading, and apply this understanding to inform instructional and school-based decision-making.
2. Interpret the neurological, cognitive, and behavioral characteristics of dyslexia and apply this knowledge to identify student needs and inform instructional planning across developmental stages.
3. Design and evaluate evidence-based instructional approaches, accommodations, and technologies to support students with dyslexia and related learning disabilities in classroom settings.
4. Differentiate how dyslexia interacts with other learning differences and design targeted instructional strategies to support diverse learner profiles in educational settings.

Course Modules

Time Allocation	Module Content
4 hrs	Module 1: Introduction to Dyslexia
3.5 hrs	Module 2: Basics of Skilled Reading and Writing

3.5 hrs	Module 3: Learning Disabilities and Dyslexia
3.5 hrs	Module 4: Further Understanding Dyslexia
3.5 hrs	Module 5: Dyslexia Screening and Identification
4.5 hrs	Module 6: Teaching Students with Dyslexia
4 hrs	Module 7: Dyslexia and Twice-Exceptionalities
3.5 hrs	Module 8: Writing, Writing Difficulties, & Dysgraphia

Assignments and Grading

Successful course completion requires participants to complete all required learning activities and achieve a score of at least 80%.

Academic Integrity

Students are expected to follow institutional policies on academic honesty. Plagiarism, cheating, or misrepresentation of work undermines learning and will result in appropriate consequences as defined by university policy. If you are unsure whether something is acceptable, ask before submitting work.

Accessibility and Disability Services

The university is committed to providing an accessible learning environment. If you have a documented disability and need accommodations, contact the Disability Services office as early as possible to ensure that reasonable accommodations can be arranged. Students without documentation who believe they may have a disability or learning difference are encouraged to consult Disability Services about evaluation options and campus resources.