



## **INTRODUCTION**

Congratulations on your admission to either the MSE in Literacy Program with a Dyslexia Endorsement or the Graduate Certificate in Dyslexia Program!

This Council for the Accreditation of Educator Preparation (CAEP) and International Dyslexia Association (IDA) accredited program provides graduate candidates with the opportunity to extend their areas of licensure by pursuing graduate degrees. All graduate faculty members are dedicated to excellence in their profession and have received awards and recognition in leadership, scholarship, and service to the areas in which they teach.

The primary purpose of these programs is to 1) prepare reading specialists/literacy coaches/dyslexia interventionist and/or coordinators with advanced knowledge, strategies, leadership skills and professional dispositions that will allow them to work with struggling readers and writers, assist other classroom teachers in various aspects of teaching, and lead the literacy program in public schools and other institutions; 2) help classroom teachers improve their literacy instruction. The program is designed to meet the performance standards of the Council for the Accreditation of Educator Preparation (CAEP), the International Literacy Association (ILA), the International Dyslexia Association (IDA), and the International Society for Technology in Education (ISTE).

As you prepare for your entrance into one of these programs, you should carefully read this handbook. This handbook contains the ethical expectations, course requirements, graduation, and licensure requirements you must meet in order to successfully complete this program of study.

You are about to embark on an exhilarating journey! We hope that you will relish the challenges and joys it will bring and make memories you will carry with you throughout your lives.



## Hints for Success

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- I. **Communication is critical!** Check your UCA email often. Please respond to emails promptly. Confirm the receipt of emails if response cannot be provided right away.

II.

## **Professional Dispositions and Practices**

If candidates exhibit a problem in professional behaviors (preparation, attendance, equity, communication, respect for policies and norms, ethical conduct, self-control, collaboration, or resourcefulness), skills (content knowledge and/or self-assessment/reflection), and/or practices (pedagogy) during coursework, the faculty member noting the concern completes a UCA COE [disposition rubric](#) and notifies the Program Coordinator. After receipt of the disposition rubric, the candidate must meet with the Program Coordinator. If another disposition rubric is submitted, the candidate will meet with the Program Coordinator to complete a [Performance Improvement Plan](#). If the plan is not adhered to, the candidate is subject to dismissal from the program.

### **Ethics**

All educators in Arkansas are to follow the [Code of Ethics for Arkansas Educators](#). Additionally, the International Dyslexia Association's Standard 5 Dispositions and Practices must be adhered to at all times.

1. Strive to do no harm, maintain confidentiality, and act in the best interest of struggling readers and readers with dyslexia and other reading disorders.
2. Maintain the public trust by providing accurate information about currently accepted and scientifically supported best practices in the field.
3. Avoid misrepresentation of the efficacy of educational or other treatments or the proof for or against those treatments.
4. Respect objectivity by reporting assessment and treatment results accurately and truthfully.
5. Avoid making unfounded claims of any kind regarding the training, experience, credentials, affiliations, and degrees of those providing services.
6. Respect the training requirements of established credentialing and accreditation organizations supported by the Center for Effective Reading Instruction (CERI) and IDA.
7. Avoid conflicts of interest when possible and acknowledge conflicts of interest when they occur.
8. Support just treatment of individuals with dyslexia and related learning difficulties.
9. Respect confidentiality of students or clients.
10. Respect the intellectual property of others.

**Programs of Study**

Beginning with Fall 2021 candidates, upon acceptance to either the master's degree or the graduate certificate in dyslexia program, candidates are required to submit evidence of meeting Act 1063 enacted as a result of Arkansas 2017 legislation. Act 1063 requires all teachers employed in a teaching position that requires a K-6 license, a K-12 license, a Reading Specialist license, or a Dyslexia license to demonstrate proficiency in knowledge and practices of scientific reading instruction via one of the pathways approved by the Arkansas Department of Elementary and Secondary Education (DESE).

ACT 1063 requires candidates and/or teachers to take part in professional development to meet the knowledge and practices in scientific reading instruction as approved by DESE (Phase 1). Teachers and candidates must also provide evidence of their ability to demonstrate their knowledge and practices in scientific reading instruction either via an ADE Certified Science of Reading Assessor (for in-service teachers) or passing the Pearson Foundations of Reading test (for pre-service OR in-service teachers)(Phase II).

If candidates entering the program can provide documentation of pathway completion, they complete the program's; ; Ó Ó Ó Ó Ó Ó

## **Graduation**

Information about graduation can be found at the following [2ng](#) [2ng](#) [2ng](#)

