



Teacher Standards and Practices Commission

250 Division Street NE, Salem, OR, 97301-1012

Phone: 503-378-3586 | Fax: 503-378-3758

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TSPC Major Modification Request Form (OAR 584-400-0080)

CONTACT INFORMATION

Institution: Pacific University

Program name: Reading Intervention Endorsement

PROVIDE FOR BOTH THE CURRENT LEVEL AND REQUESTED LEVEL, EVEN IF THEY ARE THE SAME.

Current level: Undergraduate (*always initial/pre-service*) Graduate Post-Graduate (*always advanced/in-service*)

AND Initial/Pre-service Advanced/In-service

Requested level: Undergraduate (*always initial/pre-service*) Graduate Post-Graduate (*always advanced/in-service*)

AND Initial/Pre-service Advanced/In-service

Requested Start Date: July 1, 2024

Commission meeting requested: April 4, 2024

Reason for the Request – Change in:

This modification request is due to substantial modifications in the following area(s):

Substantive changes to the Unit:

- Core mission and goals;
- Legal status, form of control, or ownership;
- Administration, if the change is a result of the unit head's termination by the institution;
- Offerings of academic programs for credit through contractual relationship with external organizations;
- Structure or content that results in the EPP no longer meeting Oregon statutes or administrative rules.

Substantive changes to the programs:

- Degree level of the program;
- Core curriculum (*The sequence of courses and/or key transition points in the program that are utilized to meet state standards.*);
- Core clinical practices (*The sequence, structure, and/or length of the experiences in the clinical practice that are utilized to meet state standards.*);
- Additions of single-subject endorsement areas within a state-recognized Preliminary Teaching License program.
- Other (*Please describe*):

ADDITIONAL INFORMATION

Along with this form, the EPP is required to submit a narrative report to TSPC that includes all items listed below that are applicable to this modification request. **Select all items** applicable to this request:

- A description of the proposed modifications.
- Proof that the modification will not affect the program's approval status or reduce the quality of the program in any way.
- Proof of official institutional approval of the modified program.
- Goals or objectives, learning activities, and competency of the modified program.
- Procedures used to develop the modified program.
- Procedures to be used to evaluate the modified program, once implemented.
- Recommendations from the consortium or other partners.
- A description of the clinical practices for the modified program.

Name: Karren Timmermans

Email Address: kmtimm@pacificu.edu

Signature: Karren Timmermans

Date: 2/19/2024

Submit via email to: Candace.Robbecke@Oregon.gov

Use of electronic signature is acceptable.

TSPC Major Modification Request
Reading Intervention Endorsement Program Modifications | Pacific University

Proposer: Karren Timmermans, Pacific University School of Learning and Teaching

Email: guth8416@pacificu.edu

Date: 02.19.2024

Pacific University Reading Intervention Endorsement program is an add-on endorsement program available for in-service and pre-service candidates. The major modification proposal is designed to enhance the program and ensure that candidates who obtain the Reading Intervention Endorsement expand and deepen skills and knowledge related to Dyslexia and other reading difficulties for preK-12 students. This program includes/embeds [Dyslexia Certificate courses](#) that are [International Dyslexia Association \(IDA\)](#) accredited. The revised program aligns with the Science of Reading and Oregon’s Early Literacy Framework.

Pacific University’s Reading Intervention program also, in support of the Early Literacy Success School Grant, is an academic program which will allow candidates to access professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction. This program also supports [OAR 581-022-2440 Teacher Training Related to Dyslexia](#).

This modification will also ensure that candidates seeking financial aid eligibility will be able to obtain aid for the entire endorsement should they elect to do so.

The proposed modifications meet state standards for teacher preparation programs (OAR 584-420-0015 and OAR 584-420-0016) and were approved by the School of Learning and Teaching faculty on November 15, 2023.

Proposed Modifications

Current Courses	Proposed Courses
<p>RDNG 642 Reading Assessments & Techniques (3 credits) Course Description: Emphasizes ways to implement formal and informal reading and writing assessments to inform instruction and program decision-making. The course presents and discusses resources, methodologies, and the use of new technologies and instructional techniques to address children's and adolescent's learning needs with particular attention to struggling readers and writers.</p>	<p>RDNG 613 Literacy Evaluations for Instruction (3 credits) Course Description: Candidates review, evaluate and administer diagnostic literacy assessments, and implement multisensory instructional techniques. Course includes field work. (Typically offered in fall) TSPC Reading Intervention Standards 1, 3, 4, 5 TSPC Dyslexia Standards 3 & 4 TSPC Dyslexia Standard 1</p>

<p>RDNG 643 Multisensory Literacy Instructional Techniques (3 credits) Course Description: Emphasizes ways to identify indicators of reading difficulties and implement multisensory approaches to reading and writing instruction. Course content presents, discusses, and evaluates instructional resources and techniques, methodologies, and the use of technology to address children's and adolescent's learning needs with particular attention to those with specified reading disabilities.</p>	<p>RDNG 610 Foundations of Literacy Acquisition & Development (3 credits) Course Description: This course addresses the foundational aspects of literacy acquisition with attention to the ways in which cognition, behavior, environment, cultural, and social factors contribute to and impact literacy development and learning over time. Course materials review federal and state policies and perspectives for identifying and servicing children identified with dyslexia and other specified learning disabilities. Course includes field work. (Typically offered in summer) TSPC Reading Intervention Standards 1, 4, 5 & 6</p> <p>RDNG 614 Perspectives on Vision and Learning (3 credits) This course addresses the impact of vision development on the learning process with special attention to literacy acquisition and achievement, with or without incidences of comorbidity. Course includes field work. (Typically offered in fall) TSPC Reading Intervention Standards 1, 3 & 4</p>
<p>RDNG 644 Text Composition & Comprehension (3 credits) Course Description: Emphasizes the writing processes and conventions necessary to compose text across different genre, and addresses the factors of reading comprehension across genres. Course content considers the demands of writing and text comprehension presents to children and adolescents, and means of intervention and assistive technologies, with particular attention to those with specified reading and writing learning needs.</p>	<p>RDNG 612 Literacy Fundamentals II (3 credits) This course addresses reading fluency and comprehension, written expression and handwriting, and accommodative and assistive technology to support students with dyslexia or other specified learning disability through a multisensory approach to instruction. Course includes field work. (Typically offered in spring) TSPC Reading Intervention Standards 1, 2, 4, 5 TSPC Dyslexia Standard 2</p>
<p>RDNG 650 Leadership in Literacy (2 credits) Course Description: Emphasizes ways for candidates to work with colleagues to demonstrate, observe, and provide feedback on effective literacy strategies and approaches to use with students. Discusses ways for candidates to provide guidance and supervision of paraprofessionals. Emphasizes ways for candidates to participate in, initiate, implement and evaluate professional development programs to select and manage literacy programs. Discusses ways for candidates to interpret design and conduct data driven research at a school level.</p>	<p>RDNG 615 Literacy Leadership & Practice (3 credits) This course will replace RDNG 650 (2 credits) Course Description: This course focuses on the ways in which literacy leaders demonstrate, observe, and provide feedback on essential and effective literacy instructional practices. Candidates will learn strategies to provide guidance and leadership for paraprofessionals, and implement and manage literacy programming. Candidates will learn about ways in which to conduct and interpret school-wide data to support scientifically-based literacy decisions.</p>

	TSPC Reading Intervention Standards 5 & 6
RDNG 655 Multi-level Supervised Reading Practicum (2 credits) Course Description: Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading	RDNG 655 Multi-level Supervised Reading Practicum (2 credits) Course Description: Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading
ESOL 544 Educational Linguistics for ESOL Teacher (3 credits) Course Description: This course is designed to introduce candidates to linguistic aspects of teaching ESOL, and to build a solid foundation in theories of first and second language acquisition as they are relevant in teaching ESOL students.	RDNG 611 Literacy Fundamentals I (3 credits) Course Description: This course addresses properties and features of language, including phonetics, phonology, orthography and morphology, and their relevance to literacy acquisition, early intervention, and vocabulary development. Course includes field work. (Typically offered in spring) TSPC Reading Intervention Standards 1, 2, 4, 5 TSPC Dyslexia Standard 2
Total Program Credits: 16	Total Program Credits: 20

Course Goals and Objectives

RDNG 610 Foundations of Literacy Acquisition & Development (3 credits)

Course Description: This course addresses the foundational aspects of literacy acquisition with attention to the ways in which cognition, behavior, environment, cultural, and social factors contribute to and impact literacy development and learning over time. Course materials review federal and state policies and perspectives for identifying and servicing children identified with dyslexia and other specified learning disabilities. Course includes field work. (Typically offered in summer)

[TSPC Reading Intervention Standards 1, 4, 5 & 6](#)

Course Goals: To provide candidates with foundational knowledge of literacy acquisition as it relates to cognition, behavior, environment, cultural, and social factors; and explore policies and standards related reading.

Course Objectives: This course will address the following components of understanding and recognizing dyslexia:

- Knowledge of characteristics dyslexia
- Prevalence of dyslexia with common co-morbid exceptionalities
- Neurological aspects of dyslexia (RAN, executive function, working memory, etc.)
- Common dyslexia myths/misconceptions
- Understanding of typical reading development
- Indicators of dyslexia by age/grade level

RDNG 611 Literacy Fundamentals I (3 credits)

Course Description: This course addresses properties and features of language, including phonetics, phonology, orthography and morphology, and their relevance to literacy acquisition, early intervention, and vocabulary development. Course includes field work. (Typically offered in spring)

[TSPC Reading Intervention Standards 1, 2, 4, 5](#)

[TSPC Dyslexia Standard 2](#)

Course Goals: To provide candidates with foundational knowledge and understanding of the structure of English to inform the teaching of word recognition, word meaning, spelling, and sentence structure.

Course Objectives: This course will address the following components of understanding and recognizing dyslexia:

- Foundational concepts about reading development and instruction (phonological, orthographic, semantic, syntactic)
- Implement effective instructional techniques for each domain (phonological awareness, phonics, word recognition, fluency, vocabulary).

RDNG 612 Literacy Fundamentals II (3 credits)

Course Description: This course addresses reading fluency and comprehension, written expression and handwriting, and accommodative and assistive technology to support students with dyslexia or other specified learning disability through a multisensory approach to instruction. Course includes field work. (Typically offered in spring)

[TSPC Reading Intervention Standards 1, 2, 4, 5](#)

[TSPC Dyslexia Standard 2](#)

Course Goals: To provide candidates with foundational knowledge and understanding of the role of reading fluency and comprehension to inform the teaching of reading and writing through a variety of techniques and technologies.

Course Objectives: This course will address the following components of understanding and recognizing dyslexia:

- Implement effective instructional techniques for each domain (fluency, vocabulary, comprehension, handwriting and written expression).
- Implement strategies for accommodations/assistive technology

RDNG 613 Literacy Evaluations for Instruction (3 credits)

Course Description: Candidates review, evaluate and administer diagnostic literacy assessments, and implement multisensory instructional techniques. Course includes field work. (Typically offered in fall)

[TSPC Reading Intervention Standards 1, 3, 4, 5](#)

[TSPC Dyslexia Standards 3 & 4](#)

[TSPC Dyslexia Standard 1](#)

Course Goals: To provide candidates with foundational skills, knowledge and understanding of literacy assessments and implementation of multisensory instructional techniques with K-12 who have difficulty gaining literacy skills.

Course Objectives: This course will address the following components of understanding and recognizing dyslexia:

- Know, understand, and apply assessment relevant to evidence-based practice.
- Implement effective instructional techniques for each domain (phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and written expression).

- Engage in field work to understand how to interpret assessments and plan for instruction.

RDNG 614 Perspectives on Vision and Learning (3 credits)

Course Description: This course addresses the impact of vision development on the learning process with special attention to literacy acquisition and achievement, with or without incidences of comorbidity. Course includes field work. (Typically offered in fall)

[TSPC Reading Intervention Standards 1, 3 & 4](#)

Course Goals: To provide an overview of sensory development and integration, its foundational role in the learning process, and a comprehensive understanding of functional vision as related to literacy acquisition.

Course Objectives: This course will address the following components of understanding and recognizing dyslexia:

- Prevalence of comorbid exceptionalities
- Overview of accommodations/assistive technology
- Overview of screening/assessment for vision development

RDNG 615 Literacy Leadership & Practice (3 credits) *This course will replace RDNG 650 (2 credits)*

Course Description: This course focuses on the ways in which literacy leaders demonstrate, observe, and provide feedback on essential and effective literacy instructional practices. Candidates will learn strategies to provide guidance and leadership for paraprofessionals, and implement and manage literacy programming. Candidates will learn about ways in which to conduct and interpret school-wide data to support scientifically-based literacy decisions.

Course Goals: To prepare Reading endorsement candidates to be literacy leaders in their schools and districts.

Course Outcomes:

- Understand the characteristics of schools that successfully teach all children to read and write;
- Identify the characteristics of lessons, practices and programs aimed at literacy instruction;
- Choose and justify a focus for both a personal and a school-wide staff development effort;
- Design differentiated staff-development programs that take into account the participants' varied degrees of knowledge about and experience with the chosen focus of the program; and
- Design and implement a staff development activity to address the needs of the participant(s).
- Understand the basics of Title 1, Special Education and ELL/ESOL procedures as they relate to reading instruction.

RDNG 655 Multi-level Supervised Reading Practicum (2 credits)

Course Description: Complete a 90-hour supervised clinical experience working with students identified as having difficulties with reading.

Course Goals: Candidates will apply learned skills and knowledge to practical experience while collaborating with a reading intervention endorsed cooperating/mentor teacher.

Course Outcomes:

- Maintain a journal documenting your learning during the practicum experience.

- Portfolio: Address the 4 TSPC standards for the Reading Specialist Endorsement.
 - Develop competence in six key areas as set by TSPC:
 - (1) Foundational Knowledge and Dispositions
 - (2) Instructional Strategies and Curriculum Materials
 - (3) Assessment, Diagnosis and Evaluation
 - (4) Creating a Literate Environment
 - (5) Professional Development
 - (6) Leadership: Guidance and supervision of paraprofessionals.

Supplemental Materials

The modified program was developed using IDA accreditation documents, guidelines, and standards and will be evaluated under IDA accreditation standards.

Promoting literacy through research, education, and advocacy.™

July 31, 2023

Karren Timmermans
Professor
Pacific University
30 E 30th Street #5389
Eugene, OR 97405

Dear Karren,

I am writing with congratulations on the result of our review of your program

- ***Dyslexia Certification Program***

IDA accredits all three programs at the **Accreditation** level for their alignment with the IDA Knowledge and Practice Standards for Teachers of Reading, for a period of five years.

By December 1, 2026, ***Pacific University*** will be required to submit a mid-point review demonstrating impact metrics and documenting any significant changes to this program involving curriculum, faculty, or program leadership. If there are any substantive changes prior to the mid-point review, you must make the IDA Accreditation Department aware. Your program will be reviewed again in 2028.

Based on the review of your program, an audit will be sent to the Center for Effective Reading Instruction (CERI). CERI will be in contact to affirm which level of certification your students will be eligible for upon passing the KPEERI exam.

From the materials that were submitted, the IDA review team found the following information for each part of the application:

Comments:

1. The review team concluded that the program provided a strong reason for seeking accreditation and explained why they want the IDA Accreditation. The evidence was clear, well-articulated, and nicely structured.
2. The review team has concluded that the program provides a good sequence of content with covering all the standards thoroughly through the 4 courses (410/610, 411/611, 412/612, 413/613)
3. The review team has concluded that the 1 instructor is highly trained and knowledgeable in structured literacy and has passed the KPEERI exam.

Promoting literacy through research, education, and advocacy.™

4. The review team has concluded that the application states that the candidates will take the programs 6 Key Assessments.

From the materials that were submitted, the IDA review team offers the following recommendations to strengthen the program:

1. The review team recommends that 10 - 15% of the candidates take and pass the KPEERI exam in the first year and then increase 10% for each of the following years of accreditation (50% at the time of re-accreditation)
2. The review team recommends that the program considers a plan to build sustainability with this program by bring in additional faculty or cross train faculty, in case something happens to Dr. Timmermans.
3. The review team recommends that the program creates a process to evaluate inner-rater reliability(especially if they bring in another faculty member) in grades and key assessments
4. The review team cautions to the program for their 414/614 "Perspective on Visual Functioning and Learning" course. An article published recently in the Journal of American Association for Pediatric Ophthalmology and Strabismus concludes that "*..the use of vision therapy has never been shown scientifically to be effective and may prevent the application of effective interventions during the critical period of development when reading disorders can best be remediated*".
 - <https://dyslexiaida.org/how-to-counter-vision-based-claims-about-dyslexia-cures/>
 - <https://dyslexiaida.org/do-vision-problems-cause-dyslexia/>
 - <https://dyslexiaida.org/false-claims-mislead-about-dyslexia-treatment/>
 - <https://dyslexiaida.org/what-is-the-role-of-the-visual-system-in-reading-and-dyslexia/>

In the coming months, IDA will send out a press release announcing your school among the newly Accredited Programs. We will be promoting the Accredited Programs in IDA publications in the coming months. Please note that the language contained in this letter should not be used for marketing purposes.

Thank you for undertaking the considerable work involved in the IDA review process and for furthering efforts in Structured Literacy training for educators.

Sincerely,



Ms. Sonja Banks
CEO International Dyslexia Association



College of Education

Dyslexia Certificate Program

By considering all facets of children who struggle to gain access to literacy, teachers can serve as advocates and school leaders through well-informed and caring action.

The Dyslexia Certificate Program provides teachers with the skills and knowledge to meet the needs of students with dyslexia, from understanding and recognizing it to implementing evidence-based instruction. The Dyslexia Certificate is a part-time, 15-credit program for teachers and others who are

interested in learning about Dyslexia. The program addresses the foundational aspects of literacy acquisition and development, literacy, assessment methodologies, and literacy instructional strategies for phonological awareness, phonics, vocabulary, comprehension, and fluency.

Dyslexia Certificate Curriculum

The Dyslexia Certificate at Pacific University is a 15-credit program. Field experience is embedded in each of the five 3-credit classes and course delivery is 100 percent online in synchronous and asynchronous settings. Each course aligns with International Dyslexia Association (IDA) and International Literacy Association (ILA) standards. Pacific University's Dyslexia Certificate is an approved Dyslexia Training Opportunity by the Oregon Department of Education.

Course Description		Credits
RDNG 413/613	Literacy Evaluations for Instructions.....	3
RDNG 414/614	Perspectives on Visual Functioning & Learning.....	3
RDNG 411/611	Literacy Fundamentals I.....	3
RDNG 412/612	Literacy Fundamentals II.....	3
RDNG 410/610	Foundations of Literacy Acquisition & Development.....	3

Total Program Credits 15

“Our advanced programs focus on the essential elements of teaching and learning, from literacy acquisition and development to fluency and comprehension. Through a learner-centered approach, we draw on best practices and multiple curricular approaches to extend teachers' skills and knowledge to support children and adolescents as readers and writers”

— Karren Timmermans PhD
Program Coordinator
and Professor



pacificu.edu/dyslexia-certificate

From: [Karren](#)
To: [MONDRAGON Shara * TSPC](#); [Bridgewater, Jennifer](#); [KROTTS Richelle * TSPC](#)
Cc: [Anita Zijdemans Boudreau \(Google Sites\)](#); [RUSH Kristin * TSPC](#); [GOFF Melissa J * TSPC](#)
Subject: Re: Pacific University Major Modification Paperwork
Date: Friday, March 1, 2024 2:27:18 PM

You don't often get email from guth8416@pacificu.edu. [Learn why this is important](#)

Shara-

Thanks so much for getting in touch and following up with our proposal for a major modification to the reading endorsement program.

I reviewed the ELEPC recommendations. It is great to see this work happening at the state level. The revised reading program is completely aligned with the 6 standards in the ELEPC recommendations. The Dyslexia Certificate Program that is now embedded in the Reading Endorsement program has been accredited by IDA and aligned with the [KPS](#), which are similar to the ELEPC recommendations.

These changes will allow Pacific University to address the new Literacy Standards proposed in the ELEPC recommendations.

I appreciate your attention to this work. Please let me know if you have any additional questions.

Best,
Karren

Karren Timmermans, Ph.D.

Professor of Education | College of Education
Pacific University | 4000 E. 30th St. | Eugene, OR 97405

From: MONDRAGON Shara * TSPC <Shara.MONDRAGON@tspc.oregon.gov>
Date: Friday, March 1, 2024 at 1:44 PM
To: Bridgewater, Jennifer <bridgewater@pacificu.edu>, KROTTS Richelle * TSPC <richelle.krotts@tspc.oregon.gov>
Cc: Anita Zijdemans Boudreau (Google Sites) <zijd1751@pacificu.edu>, Karren <guth8416@pacificu.edu>, RUSH Kristin * TSPC <Kristin.RUSH@tspc.oregon.gov>, GOFF Melissa J * TSPC <Melissa.J.GOFF@tspc.oregon.gov>
Subject: Re: Pacific University Major Modification Paperwork

Jennifer,

Thank you for submitting your proposal for a major modification. We appreciate the effort you have put in to create this proposal. Given the current developments in the Oregon Early Literacy Framework (OELF) and the work around the [Early Literacy Educator Preparation Council](#) (ELEPC), we want to see if you have considered how the ELEPC work may impact your proposed program changes. We are including a draft of the ELEPC recommendations below (hyperlinked). Although we don't have an implementation schedule yet and are still only working from a draft of the recommendations, it is important to consider how the final recommendations will affect our EPP partner's programs and planning. Did your team talk about these ELEPC recommendations and how you might adjust for them?

https://www.oregon.gov/gov/policies/Documents/01.23.24_%20Draft_Final%20ELEPC%20Recommendations%20to%20Oregon%20TSPC.pdf

Best Regards,

Shara MonDragon, D.Ed.

Pronouns: She/Her/Hers [learn about gender pronouns](#)

Interim Director of Educator Preparation and Pathways Unit

Oregon Teacher Standards and Practices Commission

250 Division St., NE,

Salem, OR 97301-1012

Mobile: (971) 239-2101

Email: Shara.MonDragon@tspc.oregon.gov

EP&PC Meeting Dates	EPP Requests Submission Deadlines	Commission Meeting Dates
May 30, 2024	May 9, 2024	June 17-18, 2024

October 3, 2024	September 12, 2024	October 18, 2024
January 23, 2025	January 2, 2025	February 7, 2025
March 13, 2025	February 20, 2025	April 4, 2025

Data Classification Level 2 - Limited

This e-mail may contain information that is privileged, confidential, or otherwise exempt from disclosure under applicable law. If you are not the addressee or it appears from the context or otherwise that you have received this e-mail in error, please advise me immediately by reply e-mail, keep the contents confidential, and immediately delete the message and any attachments from your system.

From: Bridgewater, Jennifer <bridgewater@pacificu.edu>
Sent: Monday, February 19, 2024 2:19 PM
To: KROTTS Richelle * TSPC <richelle.krotts@tspc.oregon.gov>; MONDRAGON Shara * TSPC <Shara.MONDRAGON@tspc.oregon.gov>
Cc: Anita Zijdemans Boudreau (Google Sites) <zijd1751@pacificu.edu>; Karren <guth8416@pacificu.edu>
Subject: Pacific University Major Modification Paperwork

Hello Richelle and Shara,
Attached is the paperwork for Pacific University's request for major modification to the Reading Intervention endorsement.

Please let us know if you or your team have any questions.

Thank you,
Jennifer

Jennifer Bridgewater, MBA

Executive Assistant | Data, Accreditation, & Licensure Specialist

Pacific University | College of Education
2043 College Way | Forest Grove, OR 97116
p: 503.352.1433 | f: 503.352.1463 | bridgewater@pacificu.edu

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