Course Approval Request Form

Use this customized approval request form to print and share with your district or state teaching licensure authority when seeking approval for a Professional Development Institute course.

About PDI

The Professional Development Institute (PDI) has been offering quality online courses to K-12 educators for decades and providing training to teachers across the globe. Every PDI course is approved for graduate-level credit through the prestigious University of California San Diego Division of Extended Studies, ranked in the top ten universities in the United States.

UC San Diego is part of the University of California system and is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC).

Every PDI course is instructor-led and includes practical strategies for immediate implementation into the classroom, opportunities to interact with the instructor and other participants, rich content, and valuable assignments. Every PDI course is approved as 3 1/3 semester units (or 5 quarter units) of graduate-level credit, equivalent to 50 training hours. Teachers must spend a minimum of three weeks in each course (consecutively, when taking multiple courses) before a final grade is released.

Teacher Information

Last Name:	First Name:	ID #:
School Name:	Address:	
Email Address:	Grade Level:	Daytime Phone:

Course Number and Title:

76T02/ EDUC41478 Developing Phonemic Awareness in Emergent Readers

I am taking this course:

_____ for 3 1/3 semester unit of graduate level credit. Upon completion, I will receive a transcript from UC San Diego Division of Extended Studies.

_____ As an in-service course. I may request a PDI Grade Report to document my completion.

This course is approved as 50 training hours, whether taken for graduate credit or in-service.

Course Description:

Are you struggling to find effective research-based teaching practices to teach the essential foundational skills of reading? This online course is designed to help PreK-2 teachers as they explore a variety of ways to develop their students' phonemic awareness skills so that these emergent readers can become more successful, both in school and at home. The course begins by delving into the research behind phonemic awareness. Teachers will learn how to assess their emergent readers' phonemic awareness skills. Teachers will take a deep dive into a variety of research-based best practices as their young students learn to auditorily and visually discriminate the various sounds and letters as they transition from emergent to early readers. Teachers will be introduced to the alphabetic principle, and they will learn how phoneme knowledge can be used to blend sounds into words. Several instructional strategies for helping students increase their phonemic awareness include such things as blending, rhyming, onset and rime, syllable segmentation, and more. As students learn about print concepts, teachers will learn how to use the language experience approach to reinforce basic phonemic skills and concepts so that student comprehension increases. Other essential foundational skills which are addressed throughout the course include the cloze procedure, maze technique, retelling procedure, high frequency and sight words, and read-alouds. Teachers will understand how to build essential home-school connections so that the basic reading skills learned in the classroom can be practiced and reinforced at home. Finally, teachers will be introduced to the connection between phonemic awareness and writing. By the end of this course, teachers will feel more confident in their ability to incorporate a variety of best practices into their own teaching habits so that PreK-2 students have a solid foundation in phonemic awareness.

Seeking approval for:

_____ recertification/relicensure

_____ personal and/or professional growth

_____ district or state requirement

Signature   Date