



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:

121T02/ EDUC40398 Connecting Content with Literacy: Dynamic Strategies for Comprehension

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:

As a teacher in grades 6-12, do you struggle to incorporate literacy and comprehension best practices into your content-area classes? This online course provides teachers in grades 6-12 with a plethora of research-based strategies to tackle substantive literacy issues within their content-area classrooms. Teachers will learn how to incorporate vocabulary strategies within their content-area classrooms, and they will learn how to motivate students to read with cross-curricular reading strategies. Teachers will learn how to foster fluency within the content areas so that students' speaking and listening skills are actively employed. Teachers will explore a variety of writing strategies that can be used during everyday content-focused lessons. Teachers will be introduced to the backwards planning process so that they understand how beginning with and always keeping the end result in mind helps ensure that literacy concepts are not left out of their content-area lessons. An overview of assessment will be shared, and teachers will learn a variety of strategies for assessing their students' literacy skills, both formally and informally. By the end of this course, teachers will feel more confident and successful in their quest to implement research-based literacy strategies into their own teaching practices within the content areas.

Seeking approval for:

_____ recertification/relicensure

_____ personal and/or professional growth

_____ district or state requirement

Signature

Date