



## 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 credit through the American College of Education and the prestigious University of California San Diego Division of Extended Studies.

American College of Education is approved by the Higher Learning Commission. UC San Diego is part of the University of California system and is accredited by the Western Association of Schools and Colleges (WASC).

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. Teachers must spend a minimum of three weeks in each course (consecutively, when taking multiple courses) before a final grade is released.

### Teacher Information

<b>Last Name:</b>	<b>First Name:</b>	<b>ID #:</b>
<b>School Name:</b>	<b>Address:</b>	
<b>Email Address:</b>	<b>Grade Level:</b>	<b>Daytime Phone:</b>

Course Number and Title:

**101T02 / ACE: LE5713 / UCSD: EDUC40145 / Vocabulary-Building Strategies for Students in Grades 4 - 12**

I am taking this course:

- for 3 semester units of graduate-level, degree-eligible credit through American College of Education.
- for 3 1/3 semester units of post-baccalaureate credit through UC San Diego Division of Extended Studies.
- as an in-service course. I may request a PDI Grade Report to document my completion.

Course Description:

Do your students struggle with academic vocabulary? Does vocabulary instruction often get set aside for more "important" literacy-related instruction? This online course is designed to increase the effectiveness of vocabulary instruction in grades 4-12. This course teaches about the importance of explicitly teaching vocabulary and what teachers can specifically do to enhance their literacy programs so that vocabulary development is constantly nurtured. The course begins by discussing academic language and how to choose, and then introduce, new words. Teachers will learn specific strategies such as Greek and Latin roots, structural analysis, word parts, semantic feature analysis, analogies, mnemonics, and morphology in order to increase student vocabulary. Strategies for using context clues to gain vocabulary understanding are shared. Teachers will learn how to incorporate graphic organizers such as concept maps and word webs into their daily instruction in order to boost students' vocabulary knowledge, both in reading and across all content areas. The idea of using vocabulary games will also be explored. Differentiation for teaching content area vocabulary at a variety of skill levels is shared. Ideas for vocabulary assessment are also discussed, resulting in an in-depth understanding of just what it takes to foster a quality vocabulary program. By the end of this course, teachers will have gained many effective strategies for teaching vocabulary.

Seeking approval for:

- \_\_\_\_\_ recertification/relicensure
- \_\_\_\_\_ personal and/or professional growth
- \_\_\_\_\_ district or state requirement

Signature

Date