

## EDEX Credit vs EDMA Credit

### **EDEX Credit** –

Courses taken prior to May 31, 2011 can be used in degree-seeking programs at Drake (with advisor approval...up to 6 hours)

Effective 6/1/2011 EDEX courses will ONLY be used for salary lane changes and recertification credit.

### **EDMA Credit** –

EFFECTIVE 7/1/2011 Courses taken for transfer into a degree-seeking program MUST be EDMA credit.

EDMA credit can also be used for recertification and salary lane changes.

EDMA syllabi must address outside class work. AEA's will determine how this will be done.

1 Credit Hour = 15 instructor-led/seat time hours X 2 hours outside work = 30 outside hours

2 Credit Hours = 30 instructor-led/seat time hours x 2 hours outside work = 60 outside hours

3 Credit Hours = 45 instructor-led/seat time hours x 2 hours outside work = 90 outside hours

4 Credit Hours = 60 instructor-lead/seat time hours x 2 hours outside work = 120 outside hours

### **Additional Information** –

EDEX and EDMA credit cannot be offered for same course...one or the other.

Drake will continue to use EDEX.

Site-based PLS classes will be EDEX.

Online PLS classes will be EDMA.

Tuition will remain the same for EDMA and EDEX...no increase.

**Guidelines for what constitutes out of class work**  
**Drake University Extension Education**

**Out of Class Activities**

**1. Group work (small group/large group)**

- Discussion (face to face and/or electronic)
- Presentations to outside groups/constituents (school boards, parent, students)
- Group project(s)
- Collaboration

**2. Implementation**

- Application of course content in the student's classroom or within their school/district
- Classroom observation
- Training of peers
- Modeling
- Technology integration

**3. Multimedia – viewing and/or generating**

- Video (DVD, You Tube/online clips, Vodcasts)
- Audio (Podcasts, web based audio)

**4. Project based assignments**

- Development of classroom materials
- Portfolio entries and additions
- Data collection and synthesis

**5. Presentations**

- Individual presentations to outside groups/constituents (school boards, parent, students)
- Poster Sessions
- Conferences/Clinics

**6. Reading (hardcopy or online)**

- Textbook(s)
- Periodicals
- Handouts

**7. Writing**

- Journal entries
- Short responses/reactions
- Formal papers
- Book/article reviews
- Reflections
- Lesson plans

### Guide to Out of Class Activities for EDMA Credit

As you write your course syllabus/proposal, you will need to address what students will be required to do outside the class. Following are some suggestions on how to incorporate this additional information into our course syllabus/proposal.

1. Include a new section, e.g., "Additional Out of Class Requirements"(Use attached list for suggestions)
2. Incorporate outside of class requirement with the course requirements.  
For example, "Participants will be expected to read at least five articles outside of class time and create an annotated bibliography."
3. List assignments and add approximate number of outside class hours-in parenthesis-that you expect it to take to complete.
4. Add a section/column to the rubric addressing what will be required outside of class.
5. Incorporate outside of class requirements throughout the syllabus...description, objectives, outcomes, requirements, etc. using key words found in the list, e.g. research, collaborate, observe, posting online, data retrieval, etc.

1. 10/01/2011 08:00:00 AM - 05:00:00 PM
2. 12/03/2011 08:00:00 AM - 05:00:00 PM

See the Sounds-  
Visual Phonics

Sample Syllabus  
for EDMA Credit

**Course Criteria**

15 hours in class time

**Scientific Research:**

What is the research base for this content?

Required for all learning opportunities, except meetings.

Visual Phonics is based on field and survey research conducted in the 1980s (Snow & Morrison). This research showed use of Visual Phonics (aka See the Sound/Visual Phonics) resulted in excellent progress, or more progress than had been with any other program/method in 77% of the 318 children that comprised the N. Other research through the years (Engel Murray, Smith-Stubblefield & Guidi) has shown evidence of a noticeable improvement in speech skills in children of visual and disabilities when Visual Phonics was added to therapy practices already in place. Past research (Slauson & Carrier) shown evidence of a noticeable improvement in sound/letter literacy skills when Visual Phonics was integrated into teaching practices already in place. Recent research is showing significant improvement in reading skills with elementary and junior deaf/hard of hearing students (Trezek & Malmgren; Trezek & Wang; Trezek, Wang, Woods, Gampp, & Paul), as well as elementary hearing students (Cihon; Haarstad; Puls).

Cihon, M., Gardner, R., Morrison, D., & Paul, V.P., (2008). Using Visual Phonics as a Strategic Intervention to Increase Behaviors for Kindergarten Participants At-Risk for Reading Failure. *Journal of Early and Intensive Behavior Intervention* 138-154.

Engel, D. C. & Murray, K. A. (1990). Application of Visual Phonics in Treatment of Developmental Apraxia. Technical Report, ASHA, Seattle, WA.

Haarstad, L. (2009). Improve Decoding With Visual Phonics. Unpublished Master's Action Research, St. Mary's University, Minneapolis, MN.

Puls, S. (2009). Visual Phonics: Improving Phonemic Awareness in a Special Education Classroom. Unpublished Master's Action Research, Western Illinois University, Macomb, IL.

Slauson, V. & Carrier, J. (1992). Making Phonics Multisensory Using See the Sound/Visual Phonics to Enhance Early Reading Instruction. Final report action research. Centennial Elementary School, Loveland, CO.

Snow, M. A. & Morrison, D. L. (1991). See the Sound: Eliminating Phonetic Roadblocks to Literature. Presentation at Northern Plains Regional Conference, International Reading Association, Minneapolis, MN.

Smith-Stubblefield, S. & Guidi, K. (2005). A Facilitating Technique to Improve Speech Intelligibility in Individuals with Hearing Impairment Syndrome. Unpublished paper. University of the Pacific, Stockton, CA.

Trezek, B. J., & Malmgren, K. W. (2005). The Efficacy of Utilizing a Phonics Treatment Package with Middle School Hard-of Hearing Students. *Journal of Deaf Studies and Deaf Education*, 3, 257-271.

Trezek, B. J., & Wang, Y. (2006). Implications of Utilizing a Phonics Based Reading Curriculum with Children Who Are Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 11, 202-213.

Trezek, B. J., Wang, Y., Woods, D. G., Gampp, T. L., & Paul, P. (2007). Using Visual Phonics to Supplement Beginning Reading Instruction for Students Who Are Deaf or Hard of Hearing. *Journal of Deaf Studies and Deaf Education*, 12 (3), 373-381.

**Required Readings:**

What texts, readings, and materials will you require participants to read? Include publication dates. Do the required readings represent multiple

- Instructor prepared packet

perspectives? Please ensure the required readings are current, reliable & easily accessible. Required for all learning opportunities, except meetings.

**Delivery Methods:**

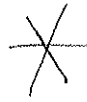
What delivery methods will you use? Required for all learning opportunities, except meetings.

- lecture
  - modeling
  - hands-on activity
  - small group work
  - role playing
  - demonstration
  - technology
- Lecture
  - Modeling
  - Hands-on Activity
  - Small Group Work
  - Demonstration
  - Technology

**Assignments:**

Specifically, what assignments will you require of participants? List them. Required for all learning opportunities, except meetings.

**In-Class Assignments - Visual Phonics**



In order to develop knowledge of and proficiency in the use of Visual Phonics hand shapes and written symbols, the combination of instructor-led and individual/small group collaboration will result in:

- Completion of training packet for hand shapes and written symbols - instructor led
- Completion of packet worksheets for symbol-letter correspondence - individual and small group collaboration
- Participation in small group activities - connection of hand shapes and written symbols to letter sounds and to vocabulary - instructor led/ individual and small group collaboration
- Completion of the written symbol review packet - individual and small group collaboration
- Participation in hand shape practice - common vocabulary that follow commonly taught phonics rules and those taught as sight words - instructor led/ individual and small group collaboration
- Participation in activities on the application of hand shapes and written symbols as spelling supports - instructor led

**Out of Class Assignments - Visual Phonics**



Required Reading - .5 hour

1. Montgomery, J. (2008). Dave Krupke: What Exactly Is Visual Phonics? *Communication Disorders Quarterly*, Vol. 2 177-182. (a hot link can be found in the Blogroll on the Sound Principles for Literacy web site: <http://soundprinciples4literacy.com>)

2. Herron, J. (2008). Why Phonics Teaching Must Change. *Educational Leadership*, vol. 66 (1), 77-81. (<http://www.ascd.org/cache/publications/educational-leadership/sept08/vol66/num01/Why-Phonics-Teaching-Must-Change>)

- Project-based assignments - planning and data collection - 4 hours
- Reading - articles about Visual Phonics or Visual Phonics research (*Sound Principles for Literacy* - <http://soundprinciples4literacy.com>) - 4 hours

- ◆ Trouble Shooting for Early Literacy Struggles
- ◆ Best Practices for Visual Phonics Implementation
- ◆ Implementation - A Few Ideas
- ◆ More on Implementation
- ◆ Sight Words - Dreaded or Interesting?
- ◆ Sorting Things Out
- ◆ What In the World Is a tuopuh?

- Reflection paper - 2 hours

The following assignments provide a listing of options from which to choose to complete 30 hours of outside class work

- Development of classroom materials integrating Visual Phonics - 4 hours
- Implementation - application of course content in the classroom - 10 hours
- Group work - collaboration with other teachers who have been trained in VP, discussion (face-to-face and/or e 3 hours
- Writing - lesson plans, reviews of articles - 3 hours
- Participation in blogs on teaching/learning/attitude/motivation - 3 hours
- Reading - multisensory teaching & learning, the impact of movement on learning, different types of praise and on students, or social/emotional aspects of learning. These articles can be either from the Sound Principles for web site or from other web sites or sources - 5 hours
- Presentations - parent groups, school board, building staff - 1-2 hours

**Web, blog and Twitter site Options:**

Free Teacher Articles - <http://www.chickmoorman.com/teachArtFree.html>

Spirit Whisperer Idea Exchange - <http://www.chickmoorman.com/SWideas.html>

Reponse-Able Educator Newsletters - <http://www.chickmoorman.com/newsletters/indexEd.html>

Uncommon Parenting Blog - <http://www.uncommon-parenting.com/category/blog/>

Twitter blog - <http://www.uncommon-parenting.com/category/blog/>

**Grading/Methods of Evaluation:**

How will grades be determined? Which assessment/evaluation tools will be utilized, i.e. rubrics, learning logs, portfolios, teacher generated checklist, etc. What will you evaluate? What is your grading scale? Required for all learning opportunities, except meetings.

- 11-12 = A
- 9-10 = B
- 6-8 = C
- 3-5 = D
- 2 or less = pass
- 2 and below = fail



**Rubrics:**

All learning opportunities must include a rubric used to determine the quality of the work

| <b>Rubric for AEA 267 Visual Phonics</b> |          |          |          |         |
|--|----------|----------|----------|---------|
|  | 4 points | 3 points | 2 points | 1 point |

produced. Learning opportunities will not be reviewed or approved until a rubric is received. Quality of the given assignments must be clearly described. Required for all learning opportunities, except meetings.

|  |   |   |  |   |
|--|---|---|--|---|
| Competence with hand shapes & written symbols  | Learner completes all activities and assignments with a high degree of proficiency in producing & recognizing all hand shapes and written symbols   | Learner completes all activities and assignments with few instances of inaccurate learning of hand shapes & written symbols.  | Learner completes activities and assignments inconsistently with limited proficiency in producing hand shapes & written materials.                     | Learner completes activities and assignments with inconsistent proficiency in producing hand shapes & written symbols.  |
| Strategy Implementation  | Strategies selected for implementation of hand shapes and/or written symbols match content & student needs in order to establish mapping of sound to print  | Strategies selected for implementation of hand shapes and/or written symbols generally match the content & student needs in order to establish mapping of sound to print  | Learner indicates the learning opportunity was interesting but does not identify specific strategies to be implemented or provides a limited plan.     | Strategies selected for implementation of hand shapes and/or written symbols contain some mismatches with the content & student needs in order to establish mapping of sound to print |
| Reflection   | Participant's reflections on their implementation between meetings conveys a clear understanding of the strategy and provides data to support positive impacts on student learning, and a plan for continuous improvement | Participant's reflections on their implementation between meetings conveys an effort to implement the strategy, with some anecdotal statements relative to the impact on student learning, and a plan to improve. | It is mentioned that the strategy was implemented. It is either unknown or unclear how the strategy was implemented, or if there is a plan to improve. | Participant's reflections on their implementation between meetings conveys an effort to implement the strategy, without anecdotal statements or a plan to improve                     |
| Grading Scale: A - 11-12 / B - 9-10 / C - 6-8 / D - 3-5 / F - 2 or less / Pass: 9 or above / Fail: Below 2 |   |   |  |   |

**Implementation:**  
 What evidence will participants submit to demonstrate implementation?  
 Required for all learning opportunities, except meetings.

Reflection Paper