

MULTISENSORY MATHEMATICS I DISTANCE COURSES
The Atlantic Seaboard Dyslexia Education Center
Rockville, Maryland

Participant Credit/Non-Credit Options for Multisensory Math Classes

Participants in the Multisensory Math Distance Classes have several options for completion of the course. It is to the advantage of all participants to view all videos, participate in all Skype sessions, complete all activities practiced in the videos and complete the assigned readings. This will assure that each participant gains the essential foundations of this approach to teaching mathematics. Participants are not under any obligation to turn in assignments if they are taking the class purely for informational purposes.

Several credit options are also available. Participants may elect to take the course for **1) Continuing Education Credit, 2) ASDEC course credit toward certification as a *Multisensory Math Specialist* or as supplementary/complementary MSLE training or for 3) Graduate credit through Trinity University, Washington D.C. Schools may also seek certification.** The requirements for such credit options are outlined below. Assignments are due within two weeks of the final date of the course with the exception of those from graduate credit candidates. Participants seeking graduate credit must turn in all assignments by the completion of the course date as grade sheets are due within seventy two hours of the completion of the course. Additionally, a school seeking institutional certification may enroll multiple participants and wish for participants to complete assignments in a group setting and turn in materials from group discussions and reflections. A school may seek an extension for assignment completion so that group responses may be generated within the professional work schedule.

Credit Option 1: CEU-(Continuing Education Credit Hours) issued by ASDEC as an IMSLEC accredited training facility. Assignments due within two weeks of the end of course date. CEU credits will be emailed to participant.

- **Class Participation:** Complete viewing all videos and Participate in two Skype sessions.
- **Reflection:** Complete Questions 14, 15, & 16 of the final exam.

Credit Option 2: Credit toward ASDEC Multisensory Math Specialist Certification, additional credentialing as a school sponsored or independent classroom teacher, or as demonstration of multisensory math course work to accompany MSLE credentials as a certified language therapist/dyslexia professional. Participant will receive a grade sheet from ASDEC.

- **Class Participation:** Complete viewing all videos and Participate in two Skype sessions.
- **Readings:** Document completion of all readings with brief summaries and reflections.
- **Exam:** Complete the final exam and return electronically.
- **Demonstration Teaching:** Complete a ten minute CRA demonstration “New Introduction” Video and submit it via YouTube along with a complete lesson plan in which the video model is the new introduction and all other lesson plan components support and assess the New Introduction. Lesson Plan models may vary.

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Option 3: Graduate Credit Candidates- Participant will receive a grade sheet and transcript from Trinity University

- **Class Participation:** Complete viewing all videos and participate in two Skype Sessions
- **Readings:** Document completion of all readings with brief summaries and reflections.
- **Exam:** Complete the final exam and return electronically.
- **Demonstration Teaching:** Complete a ten minute CRA demonstration “New Introduction” Video and submit via YouTube
- **Graduate Project:** Create a plan for the first week of school detailing concepts to review which will support grade level content for a practicum student or class. Detail concepts, manipulatives, and approach to identify and fill potential skill and conceptual gaps students may possess.

School Based Option 4: School based group or departmental participation. A school may enroll multiple participants but not require each participant to invest personal time completing all assignments independently. In this case, participants benefit from brainstorming and generating collective responses to exam questions and analysis of the readings. Participants generate consensus responses to readings and the exam but each participant is required to complete the ten minute demonstration teaching video. Participants may use actual students with videos showing only the student’s hands and desk area, or participants may alternate role play as teacher and student with each other.

- **Videos:** Complete viewing all videos.
- **Skype Sessions:** Participate in two group Skype sessions.
- **Readings:** Document completion of all readings with brief summaries and reflections which may be completed as a group with input from all participants.
- **Exam:** Group completion the final exam. Exam is returned electronically. Exam may be completed in group discussions or grade level bands. General content questions can be returned as group reflections after discussion and may be compiled as collective responses. Where exam questions can be answered by specific classroom applications, individuals each insert a response appropriate for his/her specific class or grade level. For this question the participant’s name is indicated in the response with multiple short answers for the question. The exam is returned with multiple names and is graded for the group.
- **Demonstration Teaching:** Each participant must complete a ten minute CRA demonstration “New Introduction” Video and submit it via YouTube along with the complete lesson plan for which the video model is the new introduction and all other lesson plan components support and assess the New Introduction. Lesson Plan models may vary. Participants may use actual videos with students (with releases and not for public access) or participants may role play the student role for each other’s videos. Videos using live students may also position the camera so that only hands are shown and student names are not used.