



DANTE Institute for Teachers
Summer 2010 Application

N.B. Tuition for the DANTE Teachers Institute is \$650 per course. This special tuition rate reflects the commitment of the University of Dallas towards teacher development. A scholarship of \$200.00 total per person is available to the first 20 applicants under contract to the Catholic Dioceses of Dallas, Ft. Worth, or Tyler. If you wish to apply for one of the Catholic Teacher Scholarships, you must have the principal's signature in the appropriate space below.

OFFICIAL transcripts from all universities attended are required. To secure a place in one or more courses, a \$100 non-refundable deposit is required. Maximum enrollment in each course is 25. A course must have 10 students to make.

Personal Information

Name: _____ SSN: _____
Home Address: _____
City, State, Zip: _____
Phone: (____) _____ Email: _____

School Information

School Name: _____ Phone: (____) _____
School Address: _____
Grades/Subjects You Teach: _____

Catholic Teacher Scholarships: This section to be filled out only by those applying for scholarships.

I certify that the applicant is under contract as a teacher with the Diocesan school listed below.

Principal's Name (print) _____ School _____
Signature & Date *REQUIRED for the Scholarship

Principal's Signature: _____ Date _____

Course Selections: To secure a place in one or more courses, a \$100 non-refundable deposit** is required. Please make course selections in the appropriate section of this form.

By signing, you verify that all information provided is correct, and you accept responsibility for the payment of courses selected and subsequently taken. Tuition for each course is \$650. Payment is due by the first day of class.

Signature/Date: _____

If you have any questions, please call Mrs. Terri Randall at the Department of Education at 972-721-5389. Email: randall@udallas.edu. DANTE Website: http://dante.udallas.edu/ Mail this form and a tuition deposit of \$100, as well as required OFFICIAL transcripts (if you have never attended UD before) to:

DANTE Institute for Teachers
Education Department
University of Dallas
1845 E. Northgate Dr.
Irving, TX 75062-4736

Date Received (official use only):

**\$100 non-refundable deposits will be applied to tuition.

Course Selections

Please check the course(s) in which you plan to enroll. Students may enroll in no more than 2 courses per summer session. On campus courses meet Monday – Friday each week for three weeks.

Online/Independent Study Courses: June 14 – July 30

Course Title (Covers Topics For These Specific Grade Levels)			Instructor
___ Edu 5350 ST/Computer Problem Solving (K-12)	Self-paced	Online	Khirallah, B.
___ Edu 5352 Educational Evaluation (K-12)	Self-paced	Online	Khirallah, B.

Students MUST register for online/independent classes during the Summer I registration period and attend two mandatory on-campus sessions (orientation and presentation of course materials).

Session I: June 7 – June 25 (Monday – Friday)

- No DANTE courses are offered during Session I

Session II: July 12 – July 30 (Monday – Friday)

Course Title (Grade Levels)	Time	Room	Instructor
___ Edu 5357/02 ST/Foundations of Balanced Literacy (K-8)	8:30-11:30 a.m.	BMC	Hartmann, L.

Course Descriptions

All of the following courses can be used to satisfy Texas Catholic Conference requirements for teaching in Catholic schools in Texas. In addition, these courses may satisfy requirements in the University of Dallas Teacher Certification Program – with the approval of the UD Certification Officer and formal admission and acceptance into the University of Dallas Teacher Certification Program. For information about the UD Teacher Certification Program, contact Mrs. Kay Haaser, the University Certification Officer at khaaser@udallas.edu or 972-721-5184.

Edu 5350 Computer Problem Solving (All Level – Grades K-12): Requirements/ supporting materials for this course will be available online. To assist students in achieving course requirements, there will be a staffed computer lab at the University during specified times in June and July. To successfully complete the course, students are required to attend an orientation session and to arrange a time to present completed webfolios. Course explores the use of the computer as a tool for learning, as a guide to communication and research, an organizer in the presentation of knowledge, and as a mediator in the construction of knowledge. Students search/explore the internet, evaluate web sites, create PowerPoint presentations, construct web pages and author interactive programs/lessons. This course meets and/or exceeds the educational technology foundations for teachers as defined by NCATE and ISTE. 3 credit hours.

Edu 5352 Educational Evaluation (All Level – Grades K-12): Requirements/ supporting materials for this course will be available online. To assist students in achieving course requirements, there will be a teaching support available at the University during specified times in June and July. Teachers are charged with the responsibility of assessment. Just exactly, what does it mean to assess? Is it about grading? Is assessment the same as testing? Can assessments ever be objective? While the assessment and subsequent measurement of student achievement may seem "objective" when one considers multiple-choice tests or even machine-scored essays, even these approaches are far from "objective" for their construction, administration, and use are based on personal values and professional assumptions. The course examines the "big ideas" that, when well understood and applied, effectively inform good assessment practices and judgment. 3 credit hours.

Edu 5357/02 ST/Foundations of Balanced Literacy (Grades K-8): The purpose of this course is to extend and enhance the teacher's knowledge and awareness of the theory, research, and instructional strategies that will improve students' literacy competencies across all content areas. Within a collaborative environment, teachers will be actively involved in constructing knowledge and skills that support the "differentiated" needs of students in reading, writing, and speaking. Embedded in all facets of the course is a strong emphasis on support for English Language Learners. Students can expect to construct knowledge of concepts of second language acquisition and effective ESL strategies as they plan instruction appropriate for students in their current or future classrooms. 3 credit hours.