



UNIVERSITY OF DALLAS
The Catholic University for Independent Thinkers

DANTE Institute for Teachers
 Summer 2012 Application

Dallas Area Network for Teaching and Education (DANTE)

N.B.: Tuition for the DANTE Teachers Institute is \$760 per course. This special tuition rate reflects the commitment of the University of Dallas towards teacher development. **A scholarship of \$260.00 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 \$200 non-refundable deposit is required. Maximum enrollment in each course is 25. A course must have 10 students to be offered.

Personal Information

Name: _____ SSN: _____

Home Address: _____

City, State, Zip: _____ County _____

Phone: (____) _____ Email: _____

Permanent Mailing Address: _____

Optional Information

Birth Date: _____ Birth Place _____ Sex: Male Female

Ethnic Background African American/Black American Indian Caucasian
 Hispanic Asian/Pacific Islander Non-Resident Alien

Required Academic History/ Information

Degree Earned & Major _____ Year: _____

Please list all colleges and universities attended:

 (University Name) (City) (State)

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 (University Name) (City) (State)

You are required to submit official transcripts from each college / university attended.

Have you previously attended the University of Dallas? Yes No

Are you planning to attend UD this fall? Yes No

School Information (if under contract)

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 \$200 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 \$760. Payment is due by the first day of class.

Signature/Date: _____

If you have any questions, please contact Ms. Sylvia Whiteacre in the Department of Education at 972-721-5389 or email swwhiteacre@udallas.edu DANTE Website: <http://dante.udallas.edu> Mail this form and a tuition deposit of \$200, 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):

**\$200 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 11 – July 27

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 6 – June 27: There will be some on-campus, collaborative days and some off-campus, independent study days. See course description page for details.**

Course Title (Grade Levels)	Time	Room	Instructor
___ Edu 5357/01 ST/Human Growth and Development (K-12)	9:00 -12 noon	BMC	TBA

Session II: July 9 – July 27: There will be some on-campus, collaborative days and some off-campus, independent study days. See course description page for details.

Course Title (Grade Levels)	Time	Room	Instructor
___ Edu 5357/02 ST/Methods of Teaching Reading (K-12)	12:00 -3:00 p.m.	BMC	Caraway, M.

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.

Textbook: *Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 5th edition*
Author: James H. McMillan ISBN-10: 0132099616 Pub. Date: 2010

Edu 5357/01 ST/ Human Growth and Development (Grades K-12): This course is designed to explore the physical, mental, psycho-social growth of children from infancy through adolescence. The course will emphasize the work of Piaget, Erikson, Kohlberg, and Vygotsky. Teachers and prospective teachers will begin to recognize the value in learning to "know" the children/adolescents they teach. Children/Adolescents themselves are the primary texts for the course, and interacting with the "primary texts" will be an essential component of the course work as students discuss and question significant theories of development that reflect on the issue of "nature v. nurture." A "research" study will require students to examine the activity of children/adolescents in light of developmental theories. 3 credit hours.

Textbook: Crain, William. *Theories of Development (6th edition)*. Prentice Hall, 2010.

June 6-8 and June 11-15: Meet on campus from 9:00 a.m. to 12:00 p.m.

June 18-22 Online work and research study completed and supported using online tools / Blackboard

June 25-27 Meet on campus from 9:00 a.m. to 12:00 p.m.

Edu 5357/02 ST/ Methods of Teaching Reading (Grades K-12): This course will explore the teaching of reading through process and product. Participants will learn and practice a variety of strategies to use before, during, and after reading. Areas of study will include the five pillars of reading: phonemic and phonological awareness, phonics, fluency, vocabulary, and reading comprehension. Writing strategies to support reading will be presented. Participants will gain a deeper understanding of the reading process and develop a repertoire of teaching and learning strategies. 3 credit hours.

Textbook: *Teaching Reading in the 21st Century 5th ed.* Graves, Juel, Graves, Dewitz ISBN978-0-13-704879-3

July 9-13 Meet on campus from 12:00 p.m. to 3:00 p.m.

July 16-20 Online work completed using Blackboard

July 23-27 Meet on campus from 12:00 p.m. to 3:00 p.m.