



UNIVERSITY OF DALLAS
The Catholic University for Independent Thinkers

DANTE Institute for Teachers

Summer 2013 Application

Dallas Area Network for Teaching and Education (DANTE)

Tuition for the DANTE Teachers Institute is \$760 per course. This tuition rate is 1/3 the regular tuition rate and 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. The deposit will be applied to tuition. Maximum enrollment in each course is 25. Generally, a course must have 6 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)

(University Name) (City) (State)

(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, one \$200 non-refundable deposit is required. Deposits will be applied to tuition. 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. Arrangements for payment must be made 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 swhiteacre@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):

Course Selections

Please check the course(s) in which you plan to enroll.

Blended Courses: June 10 – July 26

Blended courses combine Web-based and traditional classroom instruction (also referred to as "face-to-face" instruction).

Course Title (Covers Topics For These Specific Grade Levels)			Instructor
___ Edu 5350 ST/Computer Problem Solving (K-12)	See Course Description	Blended	Khirallah, B.
___ Edu 5352 Educational Evaluation (K-12)	See Course Description	Blended	Khirallah, B.
___ Edu 5357/01 ST/Human Growth and Development (K-12)	See Course Description	Blended	Khirallah, B.
___ Edu 5357/02 ST/Instructional Principles & Practices (K-12)	See Course Description	Blended	Khirallah, B.

Students MUST register for classes during the Summer I registration period, attend on-campus class sessions, and be able to access web-based course materials. (See specific course descriptions for dates and times.)

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 also satisfy selected requirements for Texas state certification. Students interested in pursuing state certification must seek formal admission and acceptance into the University of Dallas Teacher Certification Program. Please contact Mrs. Kay Haaser, the University Certification Officer for certification information. Email: khaaser@udallas.edu Telephone: 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 from June 10 – June 30 and July 8 – July 19. 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, ISTE, and the Catholic Diocese of Dallas. 3 credit hours.

Meeting Dates and Times:

Required on-campus orientation (2 hours) – to be scheduled with instructor no later than 6/14/2013

Required on-campus final presentation and evaluation (1 hour) – to be completed no later than 7/26/2013

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 from June 10 – June 30 and July 8 – July 19. 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

Meeting Dates and Times:

June 10 – 14: Meet on campus from 11:00 a.m. to 1:00 p.m.

June 18 – July 5: Online readings and unit development supported using online tools / Blackboard

*July 8 – 12: Meet on campus from 11:00 a.m. to 1:00 p.m.

July 15 – July 19: Online readings and unit development supported using online tools / Blackboard

July 22 – July 26: Meet on campus from 11:00 a.m. to 1:00 p.m. Unit presentations and final exam.

*Web-based course work can substitute for on-campus class meetings during this week.

Edu 5357/01 ST/ Human Growth and Development (Grades K-12): Requirements/ supporting materials for this course will be available online. To assist students in achieving course requirements, there will be teaching support at the University from June 10 – June 30 and July 8 – July 19. 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.

Meeting Dates and Times:

June 10 – 14: Meet on campus from 9:00 a.m. to 11:00 a.m.

June 18 – July 5: Online work and research study proposal developed and supported using online tools / Blackboard

*July 8 – 12: Meet on campus from 9:00 a.m. to 11:00 a.m.

July 15 – July 19: Online work and research study completed and supported using online tools / Blackboard

July 22 – July 26: Meet on campus from 9:00 a.m. to 11:00 a.m. Research study presentations and final exam.

*Web-based course work can substitute for on-campus class meetings during this week.

Edu 5357/02 ST/ Instructional Principles and Practices (Grades K-12): Requirements/ supporting materials for this course will be available online. To assist students in achieving course requirements, there will be teaching support at the University from June 10 – June 30 and July 8 – July 19. The purpose of this course is to give both pre-service and in-service teachers opportunity to explore, reflect on, and evaluate their own theories of instruction and classroom practices in the light of the philosophies, theories, research, and beliefs that together inform the development of a theory of instruction. Students in this course are expected to (1) construct instructional plans that rely on research-based instructional strategies designed to yield increased student learning; (2) evaluate and justify instructional plans for their potential for increasing student learning; and (3) articulate a personal theory of instruction informed by emerging perspective gained from an examination of past, current, and future trends in education. 3 credit hours.

Textbook: Marzano, Robert J. *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. Alexandria, Va.: ASCD, 2007.

Meeting Dates and Times:

June 10 – 14: Meet on campus from 1:00 p.m. to 3:00 p.m.

June 18 – July 5: Online work and Instructional Plan developed and supported using online tools / Blackboard

*July 8 – 12: Meet on campus from 1:00 p.m. to 3:00 p.m.

July 15 – July 19: Online work and Instructional Plan completed and supported using online tools / Blackboard

July 22 – July 26: Meet on campus from 1:00 p.m. to 3:00 p.m. Research study presentations and final exam.

*Web-based course work can substitute for on-campus class meetings during this week.