

University of Sioux Falls

Fall 2010 – Graduate Classes

EDU 506U Foundations of Education

(Course designated for cohort Masters in Teaching leading to Teacher Certification – online format)

This course is an introduction to the history, philosophy, and purposes of American Schools; it explores teacher roles, historical, philosophical, political, and sociological foundations of education. (3 s.h.) *The course is for students who have already earned an undergraduate degree (3 s.h.)* **Special Notes:** *There is a mandatory, in-person meeting for all class participants on Saturday, September 11, 2010 from 1:00-4:00 p.m. The class session follows a program orientation to the M.Ed. in Teaching, starting at 9:45 a.m.* **Prerequisite:** *Admission to the graduate program or permission from the Director of Graduate Programs in Education.*

Instructor: Dr. Becky Thurman

Location: Cleveland 121 & 122

Meeting Times: 1:00-4:00 1st session,

Days: Orientation on campus – September 11 (Saturday)
Online meetings TBA

EDU 514A Teaching and Learning with Technology

(Course designated for cohort Masters in Teaching leading to Teacher Certification – online format)

This course focuses on the integration of technology into the school curriculum. It explores educational and management software, productivity tools, emerging technologies, instructional strategies, trouble shooting, and key issues and trends related to technology in the teaching and learning environment. (3 s.h.)

Prerequisite: *Admission to the graduate program or permission from the Director of Graduate Programs in Education.*

****Course begins September 14th****

Instructor: Andy Johnson

Location: Glidden 115

Meeting Times: 6:00-9:00 PM

Days: Tuesdays

EDU 515A Exceptional Students

(Course designated for cohort Masters in Teaching leading to Teacher Certification) This course is an introductory study of the history, philosophy, and legal implications of the education of the exceptional child.

This course includes identification and classification of various exceptionalities and the identification of effective educational strategies within an inclusive classroom setting. Course experiences provide opportunities for interaction with community resource persons. (3 s.h.) **Prerequisite:** *Admission to the graduate program or permission from the Director of Graduate Programs in Education.*

****Course meets September 7th instead of September 14th****

Instructor: Dr. Patti Ward-Maguire

Location: Glidden 212

Meeting Times: 6:00-9:00 PM and online

Days: Tuesdays, 9/7, 9/21, 10/5, 10/19, 11/2, 11/16, 11/30, 12/14

EDU 518A Practicum: Constructive Literacy Assessment

This course requires the candidate to use a variety of assessment tools and practices to interpret, plan, and provide effective reading instruction for readers and writers of varied ability levels and backgrounds. Particular emphasis will be placed on the special needs of struggling readers and English Language Learners (ELL).

Current research in brain-based learning principles is examined along with strategies for meeting the literacy needs of all students in today's diverse student populations. Candidates will participate in an inquiry-based study of specific student needs. Emphasis will be placed on communication of assessment information to various audiences. The concepts presented will emphasize the teacher as evaluator, servant leader, cognitive mediator, manager, researcher, and communicator. (3 s.h.) **Prerequisite:** *Successful completion of EDU 517 Constructive Literacy Assessment.*

Instructor: Karen Lukens

Location: ~~Library Classroom~~ Moved to Glidden Hall Rm 204

Meeting Times: 4:30-7:00 PM 9-12:30pm

Days: ~~Tues. 9/14, 9/28, 10/19, 12/7~~ Saturdays 9/18, 10/23, & 12/11

EDU 522A Practicum: Curriculum Development and Design – Elementary Emphasis

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success and increased achievement. Following USF EDPCM and ELCC Standards, candidates will complete project-based learning and practicum experiences at their school sites to develop knowledge, skills, and dispositions to implement and steward a vision for effective schools with a positive climate. Students will synthesize prior learning from EDU 521 to gain a leadership perspective that understands the larger context of schools and districts as influenced by professional and ethical leaders in collaboration with families, school staff, and communities. (3 s.h.) **Prerequisite:** *Successful completion of EDU 521 Curriculum Development and Design.*

Instructor: Dr. Becky Thurman

Location: Glidden 402

Meeting Times: 6:00-8:45 PM

Days: Wednesdays 9/8, 10/6, 11/3, 12/1

EDU 530A Practicum: Curriculum Development and Design – Secondary Emphasis

Graduate students will demonstrate leadership through a focus on curriculum and its centrality to student success and increased achievement. Following USF EDPCM and ELCC Standards, candidates will complete project based-learning and practicum experiences at their school sites to develop knowledge, skills, and dispositions to implement and steward a vision for effective schools with a positive climate. Students will synthesize prior learning from EDU 521 to gain a leadership perspective that understands the larger context of schools and districts as influenced by professional and ethical leaders in collaboration with families, school staff, and communities. (3 s.h.) **Prerequisite:** *Successful completion of EDU 521 Curriculum Development and Design.*

Instructor: Dr. Becky Thurman

Location: Glidden 402

Meeting Times: 6:00-8:45 PM

Days: Wednesdays 9/8, 10/6, 11/3, 12/1

EDU 533A Native American Studies

(Course designated for cohort Masters in Teaching)

Gaining understanding of the backgrounds and ways of life of Native American peoples, especially of those in America is a fundamental aspect of the course experience. The course includes the study of methods and techniques to enhance the learning opportunities for Native American children in the secondary and K-12 classroom. This course fulfills the requirement for South Dakota teacher certification. (3 s.h.) **Prerequisite:** *Admission to the graduate program or permission from the Director of Graduate Programs in Education.*

Instructor: Marcia Zephier

Location: Glidden, 212

Meeting Times: 6:00-9:00 PM and online

Days: Tuesdays 9/14, 9/28, 10/12, 10/26, 11/9, 11/23, 12/7

EDU 585U Research Methods (Offered only in on-line format)

An introduction to the basics of research, including principles of behavioral studies, research terminology, structure of research reports, measurement and interpretation of statistics, types of research, and planning a research project. Emphasis will be on enabling the practicing professional to evaluate and implement research effectively and ethically. (3 s.h.) **Special Notes:** *There is a mandatory, in-person meeting for all class participants on Saturday, September 11, 2010 from 9:00 – 11:00 AM. An optional in-person meeting will be held on Saturday, October 23, 2010 from 9:00 – 11:00 AM. Prerequisite:* *Admission to the graduate program.*

Instructor: Dr. Beth Jernberg

Location: Science Center 203 and computer lab 207

Meeting Times: 9:00-11:00 AM

Days: September 11, optional class session Oct. 23

Online meetings TBA

EDU 592 Practicum: Planning and Implementing School Change

Graduate students will demonstrate leadership by applying knowledge, skills, and dispositions gained throughout the M.Ed. program to lead change in a school or district from the perspective of increasing student achievement. The application of strategic, instructional, organizational, and contextual leadership skills will result in the completion of a Research Application Project in approved written form. Within the FSoE model of educator as developing professional, this course will emphasize the components of researcher and communicator. The ensuing research will also serve as a synthesis and capstone aligned to the program standards for the candidate's major. **Prerequisite:** Successful completion of EDU 585 Research Methods and all courses specified as the content for the major (exceptions must be approved by the Director of Graduate Programs in Education.) **Special note: The Research Project continues over a full school-year. Students register for the two-credit course in the fall semester and register again in the spring semester. Credits are repeatable.** (2/2 s.h.)

Instructors: Dr. Michelle Hanson, Dr. Arlys Peterson, **Location:** Glidden 402, 406, 212, 205,
Dr. Rachele Loven, Randy Nelson, 204, 105, 106
Carol Den Otter, Dr. Bob Neely, Dr. Sandy Odegaard

Meeting Times: 6:00 – 8:00 PM **Days:** Wednesdays, 9/15, 10/20, 12/8
(Spring dates 1/26, 2/23)

Rapid City Cohort Program only

EDU 501U Professional and Ethical Leadership (*online – Rapid City cohort only*)

A study of leadership theories and principles as applied in educational settings. The course will explore leadership styles and how those styles are communicated to the various publics. Emphasis will be placed on communication techniques. Attention will be given to ethical reasoning and moral development within the framework of an open Christian worldview. 3 s.h.

Instructor: Dr. Nicholle Schuelke **Location:** Knollwood Elementary School, Rapid City
Meeting Times: Online meetings TBA **Days:** Orientation will be Saturday, Sept. 11 – 9am to noon

EDU 537R Foundations of Literacy (Rapid City Cohort)

(Course designated for cohort Masters in Education in Literacy Leadership for the Rapid City Cohort)

This course explores the foundational knowledge about reading and writing processes, instructional practices and curriculum materials needed by literacy specialists to support the creation of effective literacy environments that support all readers and writers. The course explores theoretical principles and practices based on current research with an emphasis on early literacy acquisition. The role of language and cognitive development in learning to read forms the foundation for study. Emergent and early instructional approaches provide a theory to practice experience. The concepts presented will emphasize the teacher as cognitive mediator, evaluator, manager, communicator, and researcher. 3 s.h.

Instructor: Ann O'Connell and Paula Ruedebusch **Location:** Rapid City
Meeting Times: 4:30-7:30 PM **Days:** September 14- December 21

EDU 538R Practicum: Literacy (K-12)

(Course designated for cohort Masters in Education in Literacy Leadership for the Rapid City Cohort)

This course includes the application of literacy curricula from developmental reading and writing programs. Candidates apply research based knowledge of strategies for phonemic awareness, word identification, vocabulary and background knowledge, fluency, comprehension strategies and motivation used in fluent reading. Candidates will demonstrate the application of skills required by literacy specialists that show support for readers and writers of all abilities and backgrounds, knowledge of children's and adolescent literature, application of leadership skills, integration of technology into the curriculum, development of classroom study aids, and program adaptations that support the development of an effective literacy environment. The concepts presented will emphasize the teacher as cognitive mediator, servant-leader, evaluator, communicator and researcher. **Prerequisites:** *Successful completion of EDU 537. (3 s.h.)*

Instructor: Dr. Liz Venenga

Location: Rapid City

Meeting Times: 4:30-7:30 PM

Days: September 13- December 20

EDU 592R Practicum: Planning and Implementing School Change (Rapid City Cohort)

Graduate students will demonstrate leadership by applying knowledge, skills, and dispositions gained throughout the M.Ed. program to lead change in a school or district from the perspective of increasing student achievement. The application of strategic, instructional, organizational, and contextual leadership skills will result in the completion of a Research Application Project in approved written form. Within the FSoE model of educator as developing professional, this course will emphasize the components of researcher and communicator. The ensuing research will also serve as a synthesis and capstone aligned to the program standards for the candidate's major. Prerequisite: Successful completion of EDU 585 Research Methods and all courses specified as the content for the major (exceptions must be approved by the Director of Graduate Programs in Education.) **Special note:** *The Research Project continues over a full school-year. Students register for the two-credit course in the fall semester and register again in the spring semester. Credits are repeatable. (2/2 s.h.)* **Prerequisite:** *Successful completion of EDU 585 Research Methods.*

Instructor: Dr. Michelle Hanson, Dr. Liz Venenga, **Location:** Rapid City
and Marilyn Herz

Meeting Times: TBA

Days: TBA

Superintendent Program**EDU 615 Technology Applications for School Districts**

This course will prepare administrators to take full advantage of technology to improve personal productivity and to maximize school district management and communication toward increased student achievement. Administrators will gain leadership skills and experiences that will help them position technology appropriately in their school district, enabling schools to utilize new and emerging technologies to better serve their students and communities. (3 s.h.)

Instructor: Dr. Joe Hauge

Location: ~~Cleveland 106-A & 121~~ Moved to GLD 115, 212, and Sunroom.

Meeting Times: 8:30-5:00

Days: Saturdays, On-campus meetings will occur on 9/11, 10/2, and 11/6.