

## **Graduate Education Course Offerings Spring 2009**

### **EDU 508A Adolescent Psychology & Middle School Methods** (M.Ed. in Teaching cohort participants only)

The purpose of this course will be to familiarize participants with the middle school concept, curriculum, and instructional techniques as they relate to the growth and development of the child in the middle level grades. (3 s.h.)

Instructor: Dr. Sandy Odegaard  
Days: Mondays - (January 26, February 23, March 30, and online)  
Time: 6:00 p.m.- 9:30 p.m.  
Location: Library Classroom

### **EDU 521A Curriculum Development and Design - CANCELLED**

This course proceeds from the assumption that the key to improving student achievement in schools is through K-12 curriculum design. Three questions will be central to this course and they are: (1) What does the research say about programs and instructional strategies that are most effective in improving student achievement: (2) What is a coherent school curriculum? (3) How will we know when students graduating from school systems are well educated? In this course, graduate students will develop specific plans to improve student achievement by redesigning curriculum. 3 s.h.

Instructor: Dr. Rachelle Loven  
Dates: MyUSF online portion begins February 1  
On campus meetings Tuesdays – February 17 & 24, March 17, April 14, May 5  
Time: 6:00 p.m. – 9:30 p.m.  
Location: Library Classroom

### **EDU 525A Secondary & Content Methods**

This course prepares teacher candidates to effectively use and adapt instructional methods appropriate to secondary level learners. Topics covered include: curriculum materials, teaching methods, communication strategies, classroom management models, motivation, and assessment techniques. In addition, the schedule will include instruction in methods and lesson planning specific to the teacher candidate's content area(s). This course is considered part of the \*Professional Semester. Prerequisite: Admission to Student Teaching. (2 s.h.)

Instructor: Randy Nelson and Staff  
Days: Mondays - January 5, 12, 19, February 2, 9, 16, March 16 (or as per notifications sent to students)  
Time: 6:00 p.m. - 9:30 p.m.  
Location: Glidden 212

### **EDU 532A Practicum: School Law Applications for Student Discipline and Staff Development**

Application of the knowledge, skills, and attributes to successfully meet legal requirements; write and apply appropriate policies; and practice ethical responsibility in either an elementary, middle, or secondary school in situations involving student discipline, staff development, staff evaluation, and special education. This course applies the concepts learned in EDU 531 Legal Foundations of Education and EDU 551 Professional, Student and Staff Development. Graduate students will provide effective professional development for certified and non-certified staff, evaluate certified and non-certified staff, and develop and apply policies that promote student safety and welfare. Consideration will be given to moral and ethical implications of policies and regulations. (3 s.h.)

Instructor: Dr. Brett Bradfield & Julie McAreavey  
Days: Wednesdays (February 4, March 11, April 15, May 6)  
Time: 6:00 p.m.- 8:30 p.m.  
Location: J319

### **EDU 538A Practicum: Literacy (K-12)**

This course includes application of the literacy curricula from developmental reading and writing programs, support for readers and writers of all abilities, strategies for working with words and fluency development, children's and adolescent literature, leadership, technology, integration of curriculum, developing classroom study aids, working with struggling literacy learners, adapting the program and identifying technology that can support the classroom program. The concepts presented will emphasize teacher as cognitive mediator, servant-leader, manager, communicator, and researcher. Prerequisite: Successful completion of EDU 537. (3 s.h.)

Instructor: Dr. Lisa Sullivan  
Days: Thursdays - (February 12, March 5, April 2, May 7)  
Time: 4:30 p.m.-7:00 p.m.  
Location: Library Classroom

### **EDU 555A Research & Instructional Management**

This course gives graduate candidates an understanding of research processes and the organization and management of classroom teaching. National and state performance standards and the Education Unit's Curricular Framework, "Teacher as a Developing Professional" are used as a framework for the course. The competencies and framework reflect effective teaching standards that carry with them the ultimate goal of improving student achievement. This course is considered part of the \*Professional Semester. Prerequisite: Admission to Student Teaching. (3 s.h.)

Instructor: Dr. Beth Jernberg  
Days: Monday-Friday, February 23-27 & online  
Time: 9:15 a.m. - 3:15 p.m.  
Location: McDonald Center Conference Room

### **EDU 556A Secondary/K-12 Student Teaching**

This is the culminating experience for the graduate program, which includes ten weeks of student teaching in the secondary or K-12 school environment under the direction and supervision of classroom and university teachers. This course is considered part of the \*Professional Semester. Prerequisite: Admission to Student Teaching. (5 s.h.)

USF Supervisor: Randy Nelson and Dr. Rachelle Loven  
Days: Monday-Friday  
February 18, 19 & 20, and daily Mar 2-May 15  
Time: 8:00 a.m.- 4:00 p.m.  
Location: Sioux Falls Seminary

### **EDU 557A Literacy Across the Curriculum**

Application of literacy strategies across all curricular areas and in a variety of contexts is the focus of this course. The use of children's and adolescent literature integrated throughout the disciplines will provide strategic use of a variety of text features and structures. Attention is given to curriculum mapping and integrated designs to maximize the use of time and resources. (3 s.h.)

Instructor: Carol DenOtter  
Days: Mondays beginning February 2 (except 2/23 and 3/30)  
Time: 6:00 p.m.- 9:30 p.m.  
Location: Library Classroom

### **EDU 574A Practicum: Technology Planning & Implementation**

Graduate students will demonstrate technology leadership skills in applying knowledge and attributes from the M.Ed. program to lead a significant improvement in a school or district. Students will design, develop, implement and evaluate a technology research project that will benefit the faculty and students in their school or school district. The application of strategic, instructional, organizational, and contextual leadership skills will result in completion of the Research Application Project in approved written form. Within the model of teacher as developing professional, this course will emphasize the components of researcher and communicator. (2 s.h.) Prerequisite: Successful completion of EDU 585. *Special note: The Research Project continues over a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.*

Instructor: Dr. Arlys Peterson  
Days: Mondays, January 26, February 23, March 16 and continued research with advisement  
Time: 6:00-8:00 PM  
Location: Glidden 402

### **EDU 592A Practicum: Planning and Implementing School Change**

Graduate students will demonstrate leadership skills in applying the knowledge and skills learned in the Master's of Education program, by creating a significant improvement in a school district. The application of strategic, instructional, organizational, and contextual leadership skills will result in the completion of the Research Application Project in approved written form. Within the model of teacher as a developing professional, this course will emphasize the components of researcher and communicator. (2 s.h.) *Prerequisite: Successful completion of EDU 585 Research Methods. Special note: The Research Project continues over a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.*

Instructors: Randy Nelson, Dr. Michelle Hanson, Dr. Beth Jernberg, Dr. Bob Neely, & Dr. Arlys Peterson  
Days: Mondays, January 26, February 23, March 16 and continued research with advisement  
Time: 6:00-8:00 PM

Location: Glidden 402

**EDU 598A Practicum: Planning and Implementing Literacy Change**

Graduate students will demonstrate literacy skills in applying knowledge and attributes from the M.ED. program to lead a significant improvement in a school or district's literacy program. The application of strategic, instructional, organizational, and contextual leadership skills will result in completion of the Research Application Project in approved written form. Within the model of teacher as developing professional, this course will emphasize the components of researcher and communicator. (2 s.h.) *Prerequisite: Successful completion of EDU 585 Research Methods. Special note: The Research Project continues over a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.*

Instructors: Dr. Beth Jernberg, Dr. Michelle Hanson, Dr. Bob Neely, Dr. Sandra Odegaard ,  
Dr. Lisa Sullivan & Randy Nelson  
Days: Mondays, January 26, February 23, March 16 and continued research with advisement  
Time: 6:00-8:00 PM  
Location: Glidden 406

**SPECIAL SESSIONS – Rapid City Cohort**

**EDU 536R Adolescent Literacy**

The unique needs of the adolescent literacy learner are examined in this course. Foundational principles based on current research provide an opportunity to develop understanding of workshop approaches for reading and writing designed to provide rigor and relevance for students in grades 4-8. (3 s.h.)

Instructor: Dr. Liz Venenga & Ann Hengen  
Days: Tuesdays, January 13- April 14  
Time: 4:30 p.m. - 7:30 p.m.  
Location: Rapid City

**EDU 538R Practicum: Literacy (K-12)**

This course includes application of the literacy curricula from developmental reading and writing programs, support for readers and writers of all abilities, strategies for working with words and fluency development, children's and adolescent literature, leadership, technology, integration of curriculum, developing classroom study aids, working with struggling literacy learners, adapting the program and identifying technology that can support the classroom program. The concepts presented will emphasize teacher as cognitive mediator, servant-leader, manager, communicator, and researcher. Prerequisite: Successful completion of EDU 537. (3 s.h.)

Instructor: Dr. Liz Venenga  
Days: January 6 & 29, February 23, March 19, April 9, May 7  
Time: 4:30 p.m. - 7:30 p.m.  
Location: Rapid City

**EDU 585R Research Methods**

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. (3 s.h.)

Instructor: Dr. Beth Jernberg  
Days: Orientation Jan 8, 4:30-7:30 PM and online, optional help session Feb 7, 9:00 a.m. - 11:00 a.m.  
Location: Rapid City

**EDU 598R Practicum: Planning and Implementing Literacy Change**

Graduate students will demonstrate literacy skills in applying knowledge and attributes from the M.ED. program to lead a significant improvement in a school or district's literacy program. The application of strategic, instructional, organizational, and contextual leadership skills will result in completion of the Research Application Project in approved written form. Within the model of teacher as developing professional, this course will emphasize the components of researcher and communicator. (2 s.h.) *Prerequisite: Successful completion of EDU 585 Research Methods. Special note: The Research Project continues over a full school year. Students register for the two-credit course in the fall semester and again in the spring semester. Credits are repeatable.*

Instructors: Dr. Beth Jernberg & Dr. Rachelle Loven  
Days: January 9, February 26, March 26 and continued research with advisement, Symposium April 21  
(optional Help session Feb. 7 by appointment)  
Time: 6:00-8:00 PM  
Location: Rapid City

**EDUCATIONAL SPECIALIST**  
**PROGRAM COURSES:**

**EDU 640 Curriculum and Assessment**  
**INSTRUCTOR: Dawn Olson**

This course is about providing leadership in K-12 curricula development and assessing curricula effectiveness. School administration is primarily about leadership and the belief that these skills can be learned. Administrative leadership in K-12 curricula will include the following: strategic planning for curricula change, writing school board policies and regulations, applying decision-making skills to curricula development, budgeting for curricula change, staff development, using standards in the classroom, mapping the curriculum, and assessing curricula effectiveness, and preparing leaders to integrate faith in learning. Within the University of Sioux Falls' developing professional model, this course will emphasize the components of cognitive mediator, researcher, evaluator, servant-leader, and communicator. (3 s.h.)

Session: January 10, February 7, March 7 and online  
Time: 8:30-4:30  
Location: Cleveland, Room 106A

**EDU 625 Intergovernmental Relationships**

**INSTRUCTOR: Jim Parry**

The course is designed to enhance the knowledge, skills, and attributes necessary to establish and maintain an effective working relationship with the local governing board, the state legislature, and government agencies. Students are introduced to different approaches of educational politics and policy making including macro and micro-politics. Strategies are studied and practiced to influence and relate public policy initiatives to student welfare and the district's vision, mission, and priorities. (3 s.h.)

Session: April 4, May 2, June 6 and online  
Time: 8:30-4:30  
Location: Glidden Hall Room 212