

Dordt College Graduate Courses



Graduate Courses Summer 2010 On-Campus Courses

Week One: July 12-16

EDUC 521: Structuring School Curriculum Jack Fennema, Ed.D

This course both examines and develops curricular structure for the school. State or provincial standards are examined. A school-wide course of study with a scope and sequence is developed, based on a biblical orientation and creational structure. The structure of each sphere of reality and how it relates to other spheres is examined.

EDUC 544: Literacy in K-12 Education Jeanette Romkema, Ph.D Candidate

This course is designed to explore the conditions that encourage and enhance the acquisition of literacy skills in grades K-12. Special attention will be given to current research and best practice. In addition to common texts, students will select readings from a provided list of books that best suit their particular teaching context.

Week Two: July 19-23

***EDUC 501: Current Issues in Education Lloyd Den Boer, Ed.D Candidate**

This course critically examines the philosophical and historical background and context of contemporary educational practice. The focus is on the key issues currently affecting the areas of teaching, curriculum, learning and the school as an institution. Emphasis falls on relating philosophical and historical contexts to daily classroom practice.

EDUC 522: Constructing Thematic Units Jeanette Romkema, Ph.D Candidate

This course will examine and develop curriculum materials as they are used within the particular classroom or grade level of the participants: elementary or high school, Christian or public school, US school or another country, experienced or inexperienced teacher. A step-by-step approach to working thematically will be learned and tested, so that each teacher can easily use this method of planning with minimal difficulty. We will analyze how working thematically helps to maximize learning.

Week Three: July 26-30

***EDUC 503: Research Methods in Education Tim Van Soelen, Ed.D**

This course provides graduate students with a conceptual introduction to the essential principles, quantitative and qualitative methods of educational research so that they are equipped to critique, analyze and interpret research. In addition, students will also be introduced to “action research,” an applied approach to educational research in the classroom. Attention will also be given to internet resources like the ERIC database and the use of APA style for writing research papers.

EDUC 532: Inclusion of Students with Special Needs Kathleen VanTol Ed.D

This course is designed to increase the abilities of regular K-12 classroom teachers to identify and meet the instructional and social needs of all students, including those with mild disabilities or who may be identified as talented and gifted. Students become familiar with classroom-based procedures for identifying which students have difficulties and why the difficulties persist. The class helps students discover strategies that allow all students to succeed in the general class.

EDUC 549: Historical Topics for Middle School and High School Mathematics Teachers..... Calvin Jongsma, Ph.D

This course explores the origins and historical development of mathematical ideas and techniques, primarily those connected to elementary algebra. Upon completing this course, teachers will have a more developed Christian philosophy of mathematics education, will be more familiar with the major developmental stages and potential pitfalls of learning algebra, will have a better understanding of how algebra developed historically, and will have explored ways in which history of mathematics can deepen and enrich their classroom teaching.

Summer 2010 Online Graduate Courses

June 14 – August 20

EDUC 533: Enhancing Learning with Technology..... Tim Van Soelen, Ed.D

This course is designed to foster creative and divergent thinking regarding the application and integration of technology into the processes of teaching and learning. The intent is to “distinguish sharply, think critically, and judge wisely” how technology is changing the teaching/learning environment. Hands-on technology training will provide a basis upon which participants will reconstruct curriculum and instructional techniques to support the learning needs of their students.

EDUC 545: The Middle Level Child Pat Kornelis, Ed.D

This course is designed for teachers who work with middle level children and who desire a thorough knowledge of early adolescent development and an understanding of the implications for productive learning communities. This course addresses the unique emotional, physical, intellectual, social and spiritual characteristics and needs of the middle level child. Emphasis is on developing a biblical view of the student, of motivation techniques, classroom management, and assessment and evaluation and to explore how each area influences teaching strategies.

July 12- December 17

***EDUC 540: Practicum in Curriculum and Instruction Pat Kornelis, Ed.D**

This course deals with the practice of biblical servant leadership within the areas of professional and curriculum development in the school. Specifically, it examines how teachers may help other experienced or novice teachers develop teaching skills or curriculum. It suggests ways of mentoring other teachers and helping them establish guidelines for writing and evaluating curriculum. It examines how curriculum coordinators can help teachers discover sound principles of teaching, organizing and evaluating learning experiences.

Available Fall and Spring Semesters

***EDUC 590: Master's Project..... Pat Kornelis, Ed.D**

The master's project is the culmination of a student's program. Research is conducted on an educational topic of practical interest to the student. Students first select an issue or topic within the areas of curriculum or instruction that is relevant to their own classroom or school. Next, they conduct a thorough review of the literature for the purpose of analyzing and evaluating the major research findings or for the purpose of conducting action research.

Professional Development Workshops

[all professional development workshops earn one continuing education unit (CEU)]

July 12, 2010

EDUC 55J: "Curriculum Mapping 101" B. Hoekstra, T. Van Soelen

Has this topic been on your professional development agenda for awhile? The Center for Educational Services will take the first two schools who respond, leading key staff through the basics of curriculum mapping and offering year-long support, assistance, and professional development in creating curriculum maps. Participants will develop a shared vision for mapping. Individual course and school-wide maps will be created and aligned with state standards using 21st Century tools. Two follow-up visits with participating schools will be included as part of the workshop offering.

July 12-13, 2010

EDUC 58D: "Mentoring New Teachers"D. Vander Plaats, P. Kornelis, R. Zonnefeld

Like new teachers, new mentors also need training and coaching to be effective in their roles. This workshop provides mentors with strategies and instruction that will move a mentoring program from a "buddy system" to one that can support new teachers and enhance their effectiveness in the classroom. This workshop is suitable for mentors of beginning teachers, of teachers new to your school, as well as pre-service teachers.

July 19, 2010

**EDU 54C: “Creating Tiered Lessons and Assignments
in the Differentiated Classroom”Pat Kornelis**

Trying to meet the learning needs of all students in your classroom requires differentiation. In this one-day workshop learn how to tier lessons and assignments so that all students are challenged at their readiness level while meeting the same lesson objectives and goals. The learning process continues as you apply tiering to your own lessons and assignments. This workshop includes 2 follow up/support visits by the instructor of the workshop throughout the school year to help implement the differentiation strategy in your classroom. [Note: Differentiation is a key component in RtI. Participants of this workshop are encouraged to attend the following 1-day workshop on RtI]

July 20, 2010

EDUC 57I: “What is RTI?” K. VanTol, G. Marra

RtI (Response to Intervention) is a multi-tiered process that involves implementing a continuum of support for struggling learners. This workshop will address the core principles and components of RtI, planning for development of an RtI program, and progress monitoring related to implementation of the RtI model. Ongoing support (2 follow up visits) will be available during the school year. Recommended for teams of elementary school educators.

July 27-28, 2010

EDUC 56F: “Critical Lenses for Evaluating Children’s Literature” J. Romkema

This workshop is designed to help educators evaluate children’s literature with a reflective and critical lens. Participants will learn how to read the images in children’s picture books, how to teach children to select and read books critically and how to develop an anti-racist classroom through careful book selection. Additionally, participants will unpack a Bible story using multiple text and versions of the story.

- Visit our website at www.dordt.edu/masters for other professional development opportunities offered by other Dordt College departments.

Fees and Credits

Graduate Courses	\$230/credit
Professional Development/Audit for Graduate Courses	\$50/credit
Registration Fee (<i>required for each course taken</i>)	\$35
Professional Development/Audit Courses	\$75
CEU Processing Fee – through NW AEA (<i>required for each course taken</i>)	\$15

Graduate Courses taken for Graduate credit are worth 3 credits.

Graduate courses taken for professional development are worth 2 continuing education units (CEU).

Professional Development courses are worth 1 continuing education units (CEU).

Registration is due on June 1, 2010. All sessions are conducted during the month of July.

For more information contact:

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