2006 Schedule of Classes
Where Every Student Counts!

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985 Atlantic Avenue, #100
Alameda, CA 94501 510.748.9001
# 2006 Fall Semester Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>Monday</td>
<td>August 14</td>
<td>Begin Teacher Education Module 1</td>
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<tr>
<td>Monday</td>
<td>September 4</td>
<td>Labor Day — <strong>University Closed</strong></td>
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<td>Thursday</td>
<td>September 21</td>
<td>End Teacher Education Module 1</td>
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<tr>
<td>Monday</td>
<td>September 25</td>
<td>Begin Teacher Education Module 2</td>
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<td>November 2</td>
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<td>Monday</td>
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<td>Friday</td>
<td>November 10</td>
<td>Veteran’s Day — <strong>University Closed</strong></td>
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<td>November 23</td>
<td>Thanksgiving — <strong>University Closed</strong></td>
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<td>Friday</td>
<td>November 24</td>
<td>Day After Thanksgiving — <strong>University Closed</strong></td>
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<tr>
<td>Thursday</td>
<td>December 14</td>
<td>End of Teacher Education Fall Semester</td>
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*Spring Semester Begins January 8, 2007*
EDU 508 – 2C01  
**Educational Foundations**  
Vecellio  
November 7 - December 14, 2006  
T/TH Room 207  
The course does a systematic analysis of the effect of culture, values, language, economic status, gender and ethnicity on children in the classroom. Issues related to political control of education, English Language Learners, culture, assessment, philosophy and history is addressed.

EDU 514 - 2B01  
**Effective Teaching & Learning**  
Stebbins  
September 26 - November 2, 2006  
T/TH Room 207  
The purpose is to provide the teacher with the tools and strategies to be effective in the classroom. The content of this course includes effective teaching practices, learning processes, principles of instruction, teaching strategies, principles and techniques of classroom organization and behavior management and parent involvement.

EDU 516 – 2A01  
**Field Experience**  
Stebbins  
August 15 – September 19, 2006  
Tuesdays Room 205  
This course provides an introduction to the K-12 classroom. Students will be required to engage in observations, interviews, and interaction with students, teachers, and administrators in a selected school setting as they investigate effective teaching strategies, California Standards for the Teaching Profession, and best practices. Findings and observations will be shared in a seminar setting.

EDU 520 – 2B01  
**2nd Language Learners**  
Hess  
September 25 – November 1, 2006  
M/W Room 205  
This course focuses on theories and factors in first and second language acquisition and English language development, including cognitive, affective, socio-cultural, political, and pedagogical factors that affect first and second language development in a multicultural setting. The course prepares teacher credential candidates to achieve knowledge about language learning issues required for teaching culturally and linguistically diverse learners in California. In addition, students will explore and develop instructional models, strategies, approaches, and assessment for ESL and content based second language teaching in diverse cultural and linguistic settings. Fieldwork observation is expected.
EDU 522 – 2C01
Methods: MS Science Curriculum and Instruction
Hess
November 6 – December 13, 2006
M/W Room 207
Multiple Subject Candidates. Course covers theory, content and methods of teaching mathematics and science in the elementary classroom for mainstream and SDAIE students. The emphasis is on planning, instruction, assessment, computer-assisted instruction, resource materials, SDAIE and complex instruction. Integration of math and science across the curriculum is covered in order to provide access to all students to the core curriculum.

EDU 527 – 2A01
Methods: MS Mathematics
Yellenberg
August 15 - September 21, 2006
T/Th Room 207
This course covers the theory, content and methods of teaching mathematics in the elementary classroom for all students including struggling and English Language Learners. Emphasis is on content standards, planning, instruction, assessment, and resource materials.

EDU 529 – 2A01
Methods: Ms Social Studies
Hess
August 14 – September 20
M/W Room 205
This course covers the methods of implementing History-Social Science and the Visual and Performing Arts framework and standards in the classroom. This course is designed to introduce prospective elementary school teachers to the theoretical concepts, instructional methods and materials for use in social studies education and curriculum integration. The broad emphasis of this course will focus on issues of planning, organization and assessment that involve the learner in higher-level thinking through cognitive and affective involvement.

EDU 530 - 2T01
Methods: Lang. Arts & Reading Instruction
Hofemann
September 26 – December 14, 2006 (12 week course)
T/Th Room 205
Theory, content and methods of teaching language arts in the K-12 classroom are covered in this course. Emphasis is on basic approaches to reading, vocabulary, comprehension, emergent literacy and phonics. Assessment of reading problems, remedial techniques and materials will be included. One class meeting will cover the RICA assessment for August.
Prerequisites: Theory courses and subject matter competency.

EDU 531 - 2B01
Computer Technology for Teaching/Learning I
TBA
September 25-November 1, 2006
M/W Room 203
This course addresses the use of personal computers with applications to the classroom. It includes the use of collaborative computer tools, selection and evaluation of computer software and resources, development of computer-based lessons targeting different learning styles, and knowledge of copyright, privacy and security issues.
EDU 550 – 2C01  
**Health Education**  
White  
2 Units  
5:30-8:30  
November 6-December 13, 2006  
M/W  
Room 205  
California State Framework on Health Education includes concepts of health and wellness, measures of health status, comprehensive school health education, positive lifestyles, prevention and risk factors, nutrition, sexually transmitted diseases, addictions, narcotics, alcohol, drugs, tobacco, and other substances. *Candidates must enroll in Community CPR/First Aid.*

EDU 551 - 2A01  
**Inclusive Education Practices**  
Bronson  
3 Units  
5:30-9:30  
August 14 – September 20, 2006  
M/W  
Room 207  
This course will provide knowledge on how to provide a less restrictive environment consistent with effective classroom strategies. Includes integration of learning for handicapped, physically handicapped, severely handicapped, gifted and talented, and culturally diverse students.

EDU 555  
**Student/Intern Teaching & Seminars**  
Rosenberg  
2 Units  
August 14 – September 21, 2006  
Section 2A01  
Students may be required to complete the six weeks during the second module due to varying school starting dates.

September 25 – November 2, 2006  
Section 2B01

November 6 – December 14, 2006  
Section 2C01

Students are required to attend three seminars on campus during teaching module. Dates will be announced following registration and completion of Personal Information Form (PIF).

Course includes supervised teaching practicum in an elementary or single subject classroom. Student teachers and Intern teachers will demonstrate lesson planning, scaffolding for ELL and struggling students and for special education students. Students are required to complete all TPAs, complete their portfolio, and prepare for exit interview during their student/Intern teaching experience. **Prerequisites:** Completion of all theory, subject matter competency, and methods courses or Chair’s approval.
Notice of Pending Course Offerings

The following courses are tentatively scheduled to start the second module of Fall Semester pending California Commission Teacher Credentialing (CCTC). An announcement will be published on the NHU website (www.nhu.edu) of the official start date. Registration for these classes will not be accepted until after approval is granted by CTC.

For further information or updates contact NHU Teacher Education Department check the NHU website or call (408) 273-2752.

**SPED 500 – 2C01**
Assessment and Instructional Planning  
2 Units  
5:30-8:30  
TBA  
November 7, 2006-December 14, 2006  
T/TH  
Room 209

The purpose of this course is to expose students to a variety of assessment techniques appropriate for individuals with exceptionalities. Emphasis will be on those instruments and assessment methods which provide direction for instruction as well as diagnosis, including, but not restricted to: traditional psychometric instruments, curriculum-based assessment, clinical observation, interviews, dynamic assessment, criterion-referenced assessment, and other alternative assessment techniques. The course also focuses on methods for assessing, instructing, and modifying curriculum so that students with disabilities, language, and other learning differences are able to reach their full potential.

**SPED 503 – 2B01**
Teaching Mild to Moderate Students  
3 Units  
5:30-9:30  
Hacke  
September 26, 2006 - November 2, 2006  
T/Th  
Room 207

This course is designed to provide an overview of special education disabilities and programs for the education of children, youth, and young adults with mild/moderate disabilities. SPED 503 focuses on creating responsive environments, planning and organizing instruction, and various educational approaches including technology for diverse learners with mild/moderate disabilities. Research in the field is reviewed with emphasis on current trends. It provides a knowledge base and introduces skills necessary for the teacher in contemporary educational environments to assess, plan for, instruct, and evaluate students with mild/moderate disabilities.
## The National Hispanic University
### Teacher Education Department
#### Fall 2006 Schedule

### FIRST MODULE: AUGUST 14 – SEPTEMBER 21, 2006

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<td>MS Math Methods</td>
<td>Technology I</td>
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