The National Hispanic University

Teacher Education

Spring

2007 Schedule of Classes

The National Hispanic University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) 985 Atlantic Avenue, #100 Alameda, CA 94501 510.748.9001
<table>
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<tr>
<td>January 8</td>
<td>Begin Teacher Education Spring – Spring Module 1</td>
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<td>January 15</td>
<td>HOLIDAY - Martin Luther King Jr. Day</td>
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<td>University Closed</td>
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<td>February 15</td>
<td>End Teacher Education – Spring Module 1</td>
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<td>February 19</td>
<td>HOLIDAY - President's Day</td>
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<td>University Closed</td>
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<td>February 20</td>
<td>Begin Teacher Education – Spring Module 2</td>
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<td>March 29</td>
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<td>March 30</td>
<td>Cesar Chavez Day</td>
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<td>April 2</td>
<td>Begin Teacher Education – Spring Module 3</td>
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<td>May 10</td>
<td>End Teacher Education – Spring Module 3</td>
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**Summer Semester Begins May 14, 2007**
Course Descriptions

EDU 508—2C01
Educational Foundations
Vecellio
3 Units
5:30-9:30 p.m.
April 3 – May 10, 2007
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
3 Units
5:30-9:30.
February 20 – March 29, 2007
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 515 – 2A01
Cultural Diversity
Gomez
3 Units
5:30-9:30 p.m.
January 8 – February 14, 2007
Room 207
This course focuses on the general nature of cultural diversity. Students explore school and community implications such as ethnic, linguistic, socioeconomic, gender and ability differences. A focus on theoretical and practical issues of diversity in a classroom setting as it relates to culture, race, gender ethnicity, language and socio-economic levels is included. Group culture patterns and value orientation; research findings in multicultural education; learning experiences and curriculum development is discussed.

EDU 516—2A01
Field Experience
Vecellio
1 Unit
5:30-8:00 p.m
January 9-February 13, 2007
Room 209
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 Acquisition
Hofemann
3 Units
5:30-9:30 p.m
February 20 – March 29, 2007
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 524—2T01
Secondary Methods: Curriculum and Instruction
6 Units 5:30-9:30 p.m
Hess
January 8 – March 28, 2007
M/W Room 205
Through observations in public school settings and participation in seminars and small group discussions facilitated by professional educators, teacher candidates will demonstrate their understanding of their chosen content area as well as the instructional strategies appropriate to their discipline. Concepts of learning, critical thinking, curricular content, instructional planning, teaching techniques, classroom management, and methods of diagnosing and evaluating student performance in culturally/linguistically diverse classrooms in the secondary classroom are covered. The focus of this course will be on (1) developing an understanding of the current practices in targeted area (2) learning to teach content specific concepts using effective and appropriate strategies, and (3) practicing how to teach for understanding. Enfolded into this course will be curriculum development, developing an understanding of content specific thinking, creating a classroom environment that promotes the investigation and growth, and developing strategies to ensure the success of all students in multi-cultural settings.

EDU 527—2C01
Methods: MS Mathematics
2 Units 5:30-8:30 p.m
Yellenberg
April 3 – May 10, 2007
T/Th Room 205
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 531—2C01
Computer Technology for Teaching/Learning I
2 Units 5:30-8:30 p.m
Stebbins
April 2 – May 9, 2007
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—2B01
Health Education
2 Units 5:30-8:30 p.m
White
February 21 – March 28, 2007
M/W Room 207
California State Framework on Heath 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
3 Units 5:30-9:30 p.m
Bronson
January 9 – February 15, 2007
T/Th 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 552—2A01
Computer Technology for Teaching/Learning Level II  Hofemann
January 9 – February 15, 2007  T/Th  Room 203
This course covers more advanced use of personal computers with applications to the classroom. It includes the use of collaborative computer tools for communication purposes, use of software for data manipulation and analysis, development and understanding of assessment practices, use of software and programs for teaching purposes, and development of lesson plans using computer-based activities. EDU 552 is web based and requires work at home as well as work in class. Schedule will be announced the first meeting. CLEAR COURSE for qualified candidates.

EDU 555
Student/Intern Teaching & Seminars
January 8 – February 15, 2007  Section 2A01 Rosenberg/Rizzo
February 20 – March 29, 2007  Section 2B01 Vecellio
April 2 – May 10, 2007  Section 2C01 Rosenberg/Rizzo
Students are required to attend seminar classes 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.

EDU 561—2A01
Creating An Inclusive Classroom  Bronson/Hofemann
January 9 – February 15, 2007  T/Th  Room 207
This course requires the candidate to build on the knowledge, skills and strategies acquired during preliminary preparation for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. The goals of this course are to give participants an understanding of the inclusion process, to increase their awareness of modification strategies and activities, to offer them a diversity of successful inclusion practices, to guide them in developing their own strategies, and to prepare them to work collaboratively with other staff members in the inclusion process. CLEAR COURSE for qualified candidates.

EDU 567 — 2C01
Advanced Study in Teaching English Learners  Hess
April 2 – May 9, 2007  M/W  Room 205
EDU 567 builds on knowledge and skills acquired during preliminary preparation programs for delivery of comprehensive, specialized instruction for ELs. Candidates critically examine schools’ organizational structures and resources designed to meet EL students’ needs and further develop skills in planning and delivering instruction and assessment in English language development, academic language comprehension and production, and Specially Designed Academic Instruction in English (SDAIE).
Advanced coursework in methods and assessments for the teaching of English Learners to meet specific standards and competencies as outlined by the new California Commission on Teacher Credentialing (CCTC) mandates per legislative action, 2042 is covered. CLEAR COURSE for qualified candidates.

SPED 500—2C01
Assessment and Instructional Planning
2 Units  5:30-8:30 p.m.
TBA
April 2 – May 9, 2007
M/W  Room 207
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 501—2B01
Behavior Management and Intervention
3 Units  5:30-9:30 p.m.
TBA
February 20 – March 29, 2007
T/Th  Room 209
Strategies will be presented for constructing collaborative learning environments that promote positive behavior and active learner participation for special education students. Behavior management approaches and classroom design discussed within the context of this course will focus on developing dynamic learning environments that accommodate diverse educational needs and that are centered on positive and proactive learner supports. Students will gain knowledge of components of positive behavior support plans and intervention strategies. Individual, small group and large group supports for success will be addressed. Discussions on the legal aspects of behavioral support, aspects of challenging communication, self-advocacy, systems change, and school violence are included.

SPED 503 — 2A01
Teaching Mild to Moderate Students
3 Units  5:30-9:30 p.m.
Hacke
January 9 – February 15, 2007
T/Th  Room 205
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.
### FIRST MODULE: January 8, 2007 — February 15, 2007

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<td><strong>Monday</strong>&lt;br&gt;Wednesday</td>
<td>EDU 524(6) Two modules 2T01 Secondary Methods Hess</td>
<td>EDU 515(3) 2A01 Cultural Diversity Gomez</td>
<td>EDU 555 (2) 2A01 Student Teaching Seminars Rosenberg/Rizzo</td>
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<td><strong>Tuesday</strong>&lt;br&gt;Thursday</td>
<td>EDU 552 (3) 2A01 Technology II Hofemann</td>
<td>SPED503 (3) 2A01 Teaching Mild to Moderate Students Hacke</td>
<td>EDU 551 (3) 2A01 Inclusive Educational Practices Bronson</td>
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<td><strong>Tuesday</strong>&lt;br&gt;Thursday</td>
<td>EDU 567 (3) 2B01 Advanced Teaching ELL Students Hess Stebbins</td>
<td>EDU 550 (2) 2B01 Health Education White</td>
<td>EDU 555 (2) 2B01 Student Teaching Seminars Vecellio</td>
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### SECOND MODULE: February 20, 2007 — March 29, 2007

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<td><strong>Monday</strong>&lt;br&gt;Wednesday</td>
<td>EDU561 (2) 2B01 Creating Inclusive Classrooms Bronson/Hofemann</td>
<td>EDU 524(6) 2T01 (continues) Secondary Methods Hess</td>
<td>EDU 550 (2) 2B01 Health Education White</td>
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<td><strong>Tuesday</strong>&lt;br&gt;Thursday</td>
<td>EDU 520 (3) 2B01 2nd Language Acquisition Hofemann</td>
<td>EDU 514 (3) 2B01 Effective Teaching Stebbins</td>
<td>SPED 501 (3) 2B01 Behavior Support Interventions TBA</td>
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### THIRD MODULE: April 2, 2007 — May 10, 2007

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<td>EDU 531 (2) 2C01 Technology I Stebbins</td>
<td>EDU567 (3) 2C01 Advanced Teaching ELL Students Hess</td>
<td>SPED 500 (2) 2C01 Assessment and Instructional Planning TBA</td>
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<td><strong>Tuesday</strong>&lt;br&gt;Thursday</td>
<td>EDU 527 (2) 2C01 Multiple Subjects Methods: Mathematics Yellenberg</td>
<td>EDU 508 (3) 2C01 Educational Foundations Vecellio</td>
<td>EDU 555 (2) 2C01 Student Teaching Seminars Rosenberg/Rizzo</td>
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12/05/2007