



EDU 220
Introduction to Serving
English Language Learners
(ELL)
3 credit hours



Course Description:

Rationale for and current educational and legal issues for English Language Learners (ELL). Comparison and evaluation of various types of language educational models including Structured English Immersion (SEI), English as a Second Language (ESL) and bilingual. Includes SEI, ESL, and bilingual strategies.

Prerequisites: None.

Course Note: Approved school-based practicum is required. EDU220 incorporates the 45-clock hour curricular framework for provisional SEI endorsement through the Arizona Department of Education.

Course Competencies [Bracketed codes refer to ADE Curricular Framework connections.]

1. Trace the historical and legislative foundations of programs of instruction for English Language Learners (ELL). [C1]
2. Identify and explain theories of first and second language acquisition. [C3]
3. Identify the role of culture in learning. [C4]
4. Explain the philosophical and theoretical foundations of SEI, ESL, and Bilingual Education programs. [C2]
5. Compare and contrast program models for serving English language learners.
6. Identify and describe SEI/ESL and bilingual strategies for serving various age and language groups including related terminology. [D1]
7. Integrate multiple strategies to improve student achievement. [D1]
8. Identify the alignment between ELL proficiency standards to the Arizona Language Arts Academic Standards. [A1]
9. Identify ELL proficiency standards and ways to integrate them into content areas. [A3]
10. Use ELL proficiency standards to plan, deliver and evaluate instruction. [A2]
11. Identify instruments used to assess language skills and describe how they can be used to guide instruction. [B3]
12. Explain the relevance of state-mandated achievement levels for English language learners. [B2]
13. Apply instruction and assessment strategies in a K-12 classroom. [B1]
14. Summarize the practicum experience.

Disclaimer:

All provisions in this syllabus are subject to revisions by the instructor. Such revisions, if any, will be announced in class. The student is responsible for making note of all such announcements concerning syllabus revisions and assignments.

Required Materials: Textbook and Practicum

Alsen, E. & Guerrero, K. *Putting ALL the Pieces Together*, 2nd ed. Allyn and Bacon, Inc., 2011.

Educational Impact Video Access

Supplemental Materials:

Resources such as journal articles, chapter excerpts from novels and picture books.



**CURRICULAR FRAMEWORK FOR
PROVISIONAL STRUCTURED ENGLISH IMMERSION (SEI) ENDORSEMENT TRAINING
(45 HOURS/AUGMENTED)**

In compliance with the Arizona Department of Education requirements for Provisional Structured English Immersion (SEI) Endorsement, the following state-approved curricular framework will be used to fulfill the required forty-five (45) clock hours addressing the components identified below.

A	B	C	D
ELL Proficiency Standards Objectives <i>Three (3) Clock Hours</i>	Assessment Objectives <i>Four (4) Clock Hours</i>	Foundations of SEI Objectives <i>Thirteen (13) Clock Hours</i>	SEI Strategies Objectives <i>Twenty-five (25) Clock Hours</i>
1. Examine the format and alignment of ELL Proficiency Standards to the Arizona Language Arts (Listening & Speaking, Reading, and Writing) Academic Standards.	1. Analyze the content and use of the Arizona English Language Learner Assessment (AZELLA) in guiding ELL instruction.	1. Know the legal, historical and educational reasons for SEI.	1. Identify and use multiple strategies to improve student achievement. Integrate: <ul style="list-style-type: none"> • Comprehensible input; • Ongoing, specific and immediate feedback; • Grouping structures and techniques; • Building background and vocabulary development; and, • Student engagement. Recommendations for Augmentation: -Develop specific content lesson plans that incorporate all of the above to improve student achievement. -Present these lesson plans during a minimum of 24 hours of class/contact time. -These contact hours must include, but are not limited to, discussion, identification, and application of these strategies. -An evaluation/synthesis of these lessons will also be included in these contact hours.
2. Use ELL Proficiency Standards to plan, deliver and evaluate instruction.	2. Discuss the relevance of state-mandated achievement for ELLs.	2. Know basic SEI terminology.	
3. Demonstrate the integration of ELL Proficiency Standards in all content areas.	3. Identify and use alternative methods of assessment.	3. List language acquisition theoretical principles.	
		4. Define the role of culture in learning.	

Course Grades and Assignment Descriptions:

To receive full credit, assignments must be of college level quality, completed according to the criteria outlined in the course. Each assignment will be graded with a rubric. All assignments must be typed and double-spaced with proper spelling and grammar usage.

Readings and Participation/Attendance			
Category	Description		
ARO Advanced Reading Organizer/15 Points 120 Total	Advanced reading organizers are used to teach reading strategies emphasized by the Common Core State Standards. AROs will be used each week to summarize the assigned chapters from <i>Putting All The Pieces Together</i> . Due weekly.		
Late AROs:	Up to 1 week after the due date with 50% off of total points.		
DQ Discussion Question 15 points 120 Total	Discussion questions are whole class discussions answered weekly on day 3. It includes an initial post and two responses on different days before day 7. Late posts are not accepted.		
	Initial Post: 200 word post to the discussion topic	Response #1: 100 word response to another post	Response #2: 100 word response to another post
	7 Points	4 Points	4 Points
NOTE: Attendance	<i>Failure of weekly attendance will result in course withdrawal or a drop in grade. See attendance policy.</i>		
Assignments			
Category	Description		
Autobiography 20 Points	The Autobiography is a cultural self-study investigating one's personal customs, values, attitudes, beliefs, etc. Due WK2.		
Court Case Tour 25 Points	The Court Case Tour is an exploration of the laws and legislation influencing the education of ELLs. Due WK3.		
Cloze Notes 10 Points	Cloze Notes is an ELL strategy that can be used to help facilitate note taking for second language learners. Due WK4.		
ELL Interview 30 Points	The ELL Interview is an interview of a person who has learned English as a second language to better understand their experiences in school as well as in the community. Due WK5.		
Vocabulary PowerPoint 25 Point	The Vocabulary PowerPoint (VB Ppt.) assignment is a strategy used to teach key terms to support the concepts of the lesson defined by the objectives and standards. Due WK6.		
Late Assignments:	Up to 1 week after the due date with 50% off of total points.		
Survey 10 Points	The online Survey assesses your technological and course content gained as a result of this training. Due WK8.		
Final 100 Points	The Final is an assessment reviewing and evaluating eight teaching scenarios according to the SIOP Protocol demonstrating your knowledge of the course. Due WK8.		
NOTE:	NO LATE FINALS are accepted.		
Total 600 Points			
A = 600-540, B = 539-480, C = 479-420, D = 419-360, F = 359 and below			

Course Grades and Assignment Descriptions Continued:

Assessments: Lectures and Videos		
Category	Description	
Quiz Practicum Experience 20 points 140 Total	A Practicum Experience is required of English Language Learners within a K-12 classroom setting . The practicum will help you gain insights not available in the college classroom. This requirement is accomplished through weekly assessments mainly based on the corresponding weekly PowerPoint lectures and videos. Below is a general breakdown for most weeks.	
	50% of total points will be deducted if submitted late.	
	Lectures: Weekly Power Points	Educational Impact (EI) Video: EI Videos posted on the video schedule under the course content on the homepage
	8 to 10 Points	12 to 15 Points
Educational Impact (EI) Online:		
Educational Impact (EI) Online is the premier online provider of professional development for K-12 teachers, administrators and university students. Through the power of online streaming video, educators can "see" what effective instruction looks like in real classrooms with real students. To complete the Practicum requirement, you will need to purchase the access from Educational Impact Online for \$15.00. A link is provided to EI Online in the WK3 folder.		
EI Video Schedule:		
WK 3	Module II	Methods of Sheltered English
WK 4	Module I	Unsheltered/Sheltered Language
WK 5	Module VII	Focused Instruction & Planning
WK 6	Module III	Extra-linguistic Cues
WK 7	Module VI	Cooperative Learning
WK 8	Module IX	Putting It All Together
Failure to complete the Practicum will result in not passing the course.		
Extra Credit Lesson Scenario 10 points Up to 10 Pts. Total	How do you create effective lessons to support all learners including ELLs? Earn up to 10 points extra credit by evaluating the teaching scenario provided according to the SIOP Model. Reference the SIOP Components and explain how the instructor should improve their instruction by providing specific feedback with examples.	
	Earn up to 10 points per answered prompt. The quiz will open week 8 and due by Sunday at 11:59 pm., the last date of the course. Late extra credit will not be accepted.	
	1 Attempt Only	Ends WK8 on Sunday
Total 600 Points A = 600-540, B = 539-480, C = 479-420, D = 419-360, F = 359 and below		

EDU220 Pacing Calendar: Print and write the due dates.

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Academic Week	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 1: Learning About the Learner	Read Ch 1	DQ Extra Credit Due	WK1 DQ Due	Video: Starting Small WK1 Quiz		WK1 ARO WK1 Quiz	WK1 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 2: Culture and History of Biling. Ed.	Read Ch 2		WK2 DQ Due	Video: World of Difference WK2 Quiz		WK2 ARO WK2 Quiz	Assignment: Autobiography WK2 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 3: Lang. Acquisition and Programs	Read Ch 3		WK3 DQ Due	WK3 PPT	EI Online Video	WK3 ARO WK3 Quiz	Assignment: Court Case WK3 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 4: Lang. and Content-Area Assessment	Read Ch 4		WK4 DQ Due	WK4 PPT	EI Online Video	WK4 ARO WK4 Quiz	Assignment: Cloze Notes WK4 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 5: Introducing SI and Lesson Prep.	Read Ch 5		WK5 DQ Due	WK5 PPT	EI Online Video	WK5 ARO WK5 Quiz	Assignment: ELL Interview WK5 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 6: Building Background/ Comprehensible Input	Read Ch 6		WK6 DQ Due	WK6 PPT	EI Online Video	WK6 ARO WK6 Quiz	Assignment: Vocab. PPT WK6 DQ Responses Due
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 7: Strategies, Interaction and Application	Read Ch 7		WK7 DQ Due	WK7 PPT	EI Online Video	WK7 ARO WK7 Quiz	WK7 DQ Responses
	Day 1 ____	Day 2 ____	Day 3 ____	Day 4 ____	Day 5 ____	Day 6 ____	Day 7 ____
Week 8: Lesson Delivery, Review and Assessment	Read Ch 8		WK8 DQ Due WK8 PPT	EI Online Video		WK8 ARO WK8 Quiz Due WK8 DQ Responses	Assignment: Final, Survey and E.C. Due

EDU220						
Introduction to Serving English Language Learners (ELL)						
Weekly Point Sheet						
Grades are on Canvas						
DUE Week 1:						
Folder Location	Assignments		Due WK1		Possible Points	Points Earned
WK1	E.C. DQ: Check-In BIO.		Day 2	Tues.	10 EC	
	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 1		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	15	
			Weekly Total		45	
DUE Week 2:						
WK2	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 2		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	15	
WK1	Autobiography		Day 7	Sun.	20	
			Weekly Total		65	
DUE Week 3:						
WK3	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 3		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
WK2	Court Case Tour		Day 7	Sun.	25	
			Weekly Total		75	
DUE Week 4:						
WK4	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 4		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	10	
	Cloze Notes		Day 7	Sun.	10	
			Weekly Total		50	
Total 600 Points						
A = 600-540. B = 539-480. C = 479-420. D = 419-360. F = 359 and below						

EDU220						
Introduction to Serving English Language Learners (ELL)						
Weekly Point Sheet						
DUE Week 5:						
Folder Location	Assignments		Due WK5		Possible Points	Points Earned
WK5	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 5		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
WK3	ELL Interview		Day 7	Sun.	30	
			Weekly Total		80	
DUE Week 6:						
WK6	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 6		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
WK5	Vocabulary PPt.		Day 7	Sun.	25	
			Weekly Total		75	
DUE Week 7:						
WK7	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 7	Sun.		
	ARO: Chpt. 7		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
			Weekly Total		50	
DUE Week 8:						
WK8	DQ	Initial Post (1)	Day 3	Wed.	15	
		Reply Posts (2)	Day 6	Sat.		
	ARO: Chpt. 8		Day 6	Sat.	15	
	Quiz		Day 6	Sat.	20	
	Survey		Day 7	Sun.	10	
	Final: SIOP Lesson Rev.		Day 7	Sun.	100	
			Weekly Total		160	
E.C.	Extra Credit: 10 pts.		Course Total		600	/600
Total 600 Points						
A = 600-540, B = 539-480, C = 479-420, D = 419-360, F = 359 and below						

Instructor Contact and Grading Expectations

Contacting the Instructor: Communication responses within 48-72 hours.



For any **questions, concerns, or general comments**, the best way to communicate with the instructor is via **mail on Canvas**. The instructor reserves the right to take up to **72 hours** to respond. The instructor may have to do some grading, look something up, or may just be taking care of his or her own life requirements.

Discussion Questions:



Grading Form	Yes, a rubric with the grading criteria.
--------------	--

Comments	None.
----------	-------

Turn Around	Within a week of the response due date .
-------------	--

NOTE:

The instructor will **monitor** the DQs weekly. Posts will be added as additional information about the topic.

Chapter Summaries: Advanced Reading Organizers



Grading Form	Yes, a rubric with the grading criteria.
--------------	--

Comments	Included on the grading form as needed.
----------	---

Turn Around	Within one to two weeks of the due date .
-------------	---

NOTE:

For a grade not posted, the assignment may have been returned for editing. Check the Assignment Tool under Course Tools.

Quizzes:



Grading Form	No. Automatic totaled points posted.
--------------	--------------------------------------

Comments	None.
----------	-------

Turn Around	WK1-2: Within one to two weeks of the due date . WK3-8: Immediately upon submission.
-------------	--

NOTE:

Students have two attempts per quiz. Late points will be deducted if submitted after the Due Date according to the calendar.

Assignments:



Grading Form	Yes, a rubric with the grading criteria.
--------------	--

Comments	Included on the grading form.
----------	-------------------------------

Turn Around	Within two weeks of the due date .
-------------	--

NOTE:

For a grade not posted, the assignment may have been returned for editing. Check the Assignment Tool under Course Tools.

Student Guidelines

Academic Integrity

All students assume as part of their obligation to the College the responsibility to exhibit in their academic performance the qualities of honesty and integrity. You are expected to uphold the principles of academic integrity in all the work you do for this course. This means that all of the work you turn in must be entirely your own. If you borrow any material from external sources and use it in your writing, you must follow the MLA (Modern Language Association) or APA (American Psychological Association) guidelines for giving credit to the authors and publishers of the borrowed information.

*Students who **plagiarize** (either intentionally or unintentionally) or engage in other forms of academic dishonesty such as cheating will be **withdrawn from the course** or receive a failing grade for the course at the instructor's discretion.*

Attendance Policy

Learn new strategies daily in class!

Course attendance requires that students participate in the discussions three times per week as well as complete weekly assignments. **Failure** to do so, **will result** in **withdrawal** from the course, regardless of the reason for the absence, with a W (withdrawal passing) or Y (withdrawal failing) as per MCC Education Studies Dept. withdrawal guidelines:

1. (W) withdrawal passing by the end of week three from the start date of the course
 - student-initiated
 - instructor-initiated and student is in good standing (consistent attendance / passing)
 - not computed in GPA
 - may affect status of financial aid, insurance and current/future scholarships
2. (Y) withdrawal failing after week three from the start date of the course
 - instructor-initiated and student is not in good standing (excessive absences / failing)
 - 0 points per credit hour computed in GPA
 - may affect status of financial aid, insurance and current/future scholarships
3. (F) course completion failing
 - Student attends class all semester but fails
 - 0 points per credit hour computed in GPA
 - usually considered course completion for financial aid and insurance purposes

Withdrawals (W's) will not be issued after week 3.

Course Calendar

Stay organized and check for Canvas for DUE dates.

The course calendar provided includes weekly topics of class activities, due dates for discussions, quizzes and assignments. A calendar is provided in the syllabus as a guide to pace the course as well as with Canvas. Adjustments will be reflected in Canvas.

Disclaimer

Subject to revisions by the Instructor

All provisions in this syllabus are subject to revisions by the instructor. Such revisions, if any, will be noted in the Canvas calendar. The student is responsible for making note of any changes, and, in the case of absence, all assignments that were made while absent from class.

Students are expected to:

1. Read and accept responsibility for all information in the syllabus.
2. Adhere to the college policies as per the MCC Catalog and Student Handbook.

Minimum Technological Skills

1. Microsoft Office (word and Power Point), email, Adobe Reader, etc.
2. Other technologies used with tutorial support: Animoto, Dipity, Glogster, etc.

Student Guidelines

Disability Resources and Services

The college will make reasonable accommodations for persons with documented disabilities, including learning disabilities. Students should notify Disability Resources and Services (S&D 461-7447, RDM 654-7770) and their instructors as soon as possible of any special needs.

For more information, go to: <http://www.mesacc.edu/disability-services>

Netiquette

Netiquette is network etiquette -- that is, the etiquette of cyberspace; a set of rules for behaving properly online in which all students' will be held to act responsibly online.

Failure to follow netiquette will result in course withdrawal or a drop in grade.

For more information, go to: <http://www.albion.com/netiquette/>

Student Support

Advisement

Education majors are encouraged to contact the Education Studies Department Office (480-461-7904) for advisement and program information.

Counseling Services

The Counseling Department offers a variety of services to address personal, educational and career concerns. Confidential services are offered to help you achieve your full potential. Call to schedule an appointment! (480) 461-7588

For more information, go to: <http://www.mesacc.edu/departments/counseling>

Early Alert Referral System (EARS)

Mesa Community College is committed to the success of all our students. Numerous campus support services are available throughout your academic journey to assist you in achieving your educational goals. MCC has adopted an Early Alert Referral System (EARS) as part of a student success initiative to aid students in their educational pursuits. Faculty and Staff participate by alerting and referring students to campus services for added support. Students may receive a follow up call from various campus services as a result of being referred to EARS. Students are encouraged to participate, but these services are optional. Early Alert Web Page with Campus Resource Information can be located at: www.mesacc.edu/students/ears

Help Center

Hours:

For computer assistance or technology related issues call the Help Center:

Phone: (480)-461-7217

Email: HelpCenter@mesacc.edu

Monday – Thursday: 6:30am – 10:30pm

Friday: 6:30am – 5:00pm

Saturday: 8:00am – 5:00pm

Sunday: Closed

Learning Enhancement Center

Many students find that college coursework provides new academic challenges. The Learning Enhancement Center offers free tutoring in most academic subjects and other services to support learning and teaching college-wide. Services are offered in person and/or online. Call the Learning Enhancement Center!

Southern and Dobson:

Building: LB 11

Phone: 480-461-7678

Red Mountain:

Building: RDM W

Phone: 480-654-7735

For more information, go to: <http://www.mesacc.edu/students/tutoring>

Student Support

Writing Center

The Writing Center provides professional English tutors that can help with structuring papers, writing essays and research papers, and writing mechanics. You may schedule an appointment in person or by phone at the Learning Enhancement Center of the MCC Libraries (S&D 461-7678, RDM 654-7735).

For more information, go to: <http://www.mesacc.edu/departments/english/writing-center>

Student Information and Events

Clubs

FEC

Join the Future Educator's Club!

To bring education students together, the FEC offers social and academic support to all Education majors. Participation in meetings and events are great teacher résumé building opportunities and count for extra credit in some classes. To get involved, contact Tawn Hauptli: thauptli@mesacc.edu. Check out the club's Facebook page: <http://www.facebook.com/pages/Mesa-AZ/FEC-MCC/150716599747>

All MCC education majors should sign up for **FEC Google Groups** to receive (and post) emails on important events, advisement updates, university transfer tips, and scholarship and job opportunities for future teachers. Follow the directions below to join:

- Go to <http://groups.google.com/group/fec-mcc>
- Click on "Apply for Membership."
- Choose how you want to receive the emails in "How do you want to read this group?"
- For "What nickname do you want people in this group to see," use your first & last name.
- In the box above "Apply to this group" type in your name, the education class(es) you are enrolled in, and your instructor's name.
- This message should appear: "Your request to join is pending and has not yet been approved by the group manager." As soon as one of the managers approves the membership, you will be added to Google Groups!

MCC Book Club

Students are encouraged to participate in the MCC Book Club this semester featuring *Help Me Find My People: The African American Search for Family Lost in Slavery* by Heather Andrea Williams. An **introductory meeting** will be held on **Wed. February 6**, where a drawing will be held for free copies of the featured book. **Two discussion sessions** will be held on **Wed. March 6** (for 1st half of book) and **Wed. April 3** (for 2nd half of book). All meetings will be from **2:45-4:15pm** in the **Southwest Reading Room** on the 3rd floor of the MCC Library. Contact: kate.mohler@mesacc.edu

Community Events: Conferences, Workshops, etc.

Community Engagement Expo

- Southern and Dobson:
Wednesday, Jan. 30th - 9:00am to 1:00pm, MU Lawn Tent
Thursday, Jan. 31st - 9:00am to 1:00pm, MU Lawn Tent
- Red Mountain:
Wednesday, Feb. 6th: 9:00am to 12:00pm, Red Mountain Campus, Saguaro Building

Student Information and Events

Community Events: Conferences, Workshops, etc.

Family Fun Fair

In celebration of the National Week of the Young Child, the MCC E.H. Warren Child Development Lab will be sponsoring the Family Fun Fair on **Saturday, March 30, 2013 from 10am-2pm**. Students are encouraged to help organize and/or volunteer on the day of the event. If interested, contact barbara.weeks@mesacc.edu or rochelle.ramirez-clark@mesacc.edu.

Future Educator's Conference 2013

Each year a Maricopa Community Colleges host this **FREE event** for education majors. Special guest speakers and a variety of workshops are provided to help future teachers grow in the profession. This year's conference will be on **Friday, March 8 from 8:00am - 2:00pm at Paradise Valley Community College**. Seating is limited. Preregistration required. Go to: <https://sites.google.com/site/futureedconference2013/>

MCC Educator's Academy

FREE campus workshops help promote effective practices for working with preschool and school age children as well as inspire a greater enthusiasm for teaching. For descriptions, and registration, visit <http://tiny.cc/MCC-EducatorsAcademy>. Spring 2013 Workshop dates:

- Tues, **Jan 29**, 4:00-6:00 PM in HW 846E
- Tues, **Feb 19**, 4:00-6:00 PM in HW 846E
- Tues, **Mar 19**, 4:00-6:00 PM in HW 846E
- Wed, **Apr 10**, 4:00-6:00 PM in HW 846E

Read Across America

MCC will host a celebration on **Friday, March 1, 2013**. Students are encouraged to volunteer on the day of the event. If interested, go to <http://www.mesacc.edu/service-learning/events-opportunities>

Special Olympics

MCC will be playing a significant role in supporting this event which will take place April 25th- 27th. Opportunities for service learning will be available. Sign up to volunteer at <http://www.mesacc.edu/service-learning/events-opportunities>

Grants and Scholarships: \$\$

H.E. Hendrix Scholarship

Specifically for MCC students majoring in elementary education, secondary education, special education, early childhood education or child development and plan to transfer to a four-year institution to complete a bachelor's degree in the education field. Apply by completing the general Maricopa Colleges Foundation application at <http://www.maricopa.edu/foundation>

Professional Career Pathway Project (PCPP) Grant

Specifically for individuals employed in a child care center or as a family child care provider or as a family group home provider/employee. Funds are for early childhood education classes only. Contact: mary.stewart@mesacc.edu

T.E.A.C.H. Early Childhood Arizona Scholarship

The early childhood workforce is encouraged to return to college to pursue an associate's degree through the new T.E.A.C.H. Early Childhood @ Arizona scholarship program. Funds help cover paid release time and travel as well as tuition and books. Contact: mary.stewart@mesacc.edu

Student Information and Events

\$ Grants and Scholarships \$:

Honors Program

Requirements for Honors Program eligibility:

- 12 or more credit hours accumulated
- Registered in minimum of 3 hours honors credit each semester
- Minimum 3.25 GPA

For more information, call 480-461-7079 or visit www.mesacc.edu/academics/honors/

NAUTeach: Paid Noyce Grant Summer Internships

These programs allow students with science, technology, engineering or math abilities to explore teaching STEM in a low-risk manner. One-credit introductory classes (EDU111 and EDU112) can be taken at MCC in preparation for the programs. Paid STEM summer camp internships are available for EDU111 completers, and substantial scholarships can be awarded to NAUTeach program students.

Contact: Julie Garner at julie.garner@mesacc.edu.

Study Abroad

Guanajuato Study Abroad Program

The Guanajuato Study Abroad Program offers an opportunity to participate in a summer international learning experience in the historical city of Guanajuato, México. During this four-week home-stay program, participants earn 6-7 transferable college credits and engage in service learning experiences. Visit <http://www.mesacc.edu/study-abroad/guanajuato-mexico>. For more information, contact Jaime Herrera at jaime.herrera@mesacc.edu or 480-461-7484.

MCC EDU Programs and Transfers

Simple K12: Become a 21st Century Learner

A SimpleK12 grant awarded to the Education Studies Department to aid in the preparation of 21st Century teachers makes the Teacher Learning Community available for **FREE from September 1, 2012 through August 31, 2013** to all faculty at MCC, all MCC Education Studies course students and alumni, and community school teachers that participate in formal partnerships with the MCC Education Studies Department. To apply for free membership, complete the form at: <http://tinyurl.com/simpleK12MCC>

MCC TL³C Program

Are you an aspiring teacher who would like to work with language learners? The Teachers of Language Learners Learning Community will prepare you today to become a future leader in education. For more information, visit tinyurl.com/mccTL3C or contact 480-461-7904.

ASU: Maricopa-ASU Pathways Program (MAPP)

Students who sign up for and complete a MAPP – a list of courses that fulfill associate's degree requirements as well as specific Arizona State University program prerequisites – get special ASU transfer and tuition benefits. See www.maricopa.edu/allia

NAU: Connect2NAU

If you plan to transfer to any NAU campus and are enrolled in at least 6 credits per semester, then sign up for this! Benefits include an admissions application fee waiver, access now to online NAU resources, an NAU ID card, an NAU email account, and eligibility for a merit-based (3.5 GPA) transfer scholarship upon associate's degree completion. Go to the NAU office in MCC Enrollment Services area for info.

