Honors Designated Sections for fall 2014

1. **SPE 222 Orientation to Education of the Exceptional Child**

   **Description:** This course provides an overview of the education of children with special educational needs from birth through age 21, and is intended to provide background to allow for the meaningful inclusion of diverse learners in educational environments. The course introduces the following concepts:
   - The history of special education, legal and ethical issues, and service delivery models
   - Survey of human exceptionality, including origins, nature and characteristics
   - Identification of individuals with disabilities, with needs and considerations during early childhood, school age, and adulthood
   - Implementation of IDEA across educational environments: early intervention, pre-school, K-12; considerations for post-secondary services
   - The role of educators in meeting the needs of all learners considering language, culture, age span, educational setting, and category of exceptionality
   - The impact of advocacy and leadership in addressing issues related to access and disability.

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<th>Line #</th>
<th>Title</th>
<th>Time</th>
<th>Day</th>
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<td>C</td>
<td>SPE 222 75438 Orient to Ed Exceptional Child</td>
<td>12:00 PM - 01:15 PM</td>
<td>TTh</td>
<td>Cocchiarella &amp; Harris</td>
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<td>SPE 222 72702 Orient to Ed Exceptional Child</td>
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<td>C</td>
<td>SPE 222 75584 Orient to Ed Exceptional Child</td>
<td>10:30 AM - 11:45 AM</td>
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2. **BLE 220 Foundations of Structured English Immersion**

   **Description:** In this introductory course, pre-service teachers will explore, critique, and reflect on the theoretical foundations of educating English language learners. Current educational practices and historical legal issues surrounding educating English language learners will be examined. The purpose of the course is to prepare pre-service teachers for linguistically diverse classrooms while providing them with the foundations for Structured English Immersion needed to meet the requirements for a provisional Structured English Immersion (SEI) endorsement. The course will cover the following required areas from the Curricular Framework for Augmented 45 hours Provisional SEI Endorsement: ELL Proficiency Standards, Assessment Objectives, Foundations of SEI, and SEI strategies.

   | C | BLE 220 85554 Foundations of SEI | 09:00 AM - 10:15 AM | MW | Okhremtchouk, Irina | TEMPE 3 | 25 |

3. **USL 216 Service Learning for Educators**

   **Description:** This is a graded internship that allows students to integrate coursework with a hands-on service-learning experience.
The central objective of this course is to examine the effects of social justice issues on student achievement. Internships working with high needs children will be utilized to promote critical reflection to analyze community needs, the importance of civic engagement, and community issues affecting ethnic minorities and marginalized populations in contemporary American society particularly how it applies to our education system. Students dedicate a minimum of 70 hours at a pre-approved site (including Title I K-12 schools, youth programs, health services, social services, etc.) directly serving high needs youth. A weekly seminar, course readings, discussions, and reflection assignments facilitate critical thinking and a deeper understanding of cultural diversity, citizenship, how to contribute to positive social change in our community, and how to utilize these practices in the teaching profession to better serve all children. The course is also designed to provide “real-world” experiences that exercise academic skills and knowledge applicable to each student’s program of study and career exploration working with children, youth and families.

4. TEL 492 Honors Directed Study
   One-on-one consultation meetings are held with a FHA to discuss the process, potential ideas, and progress. Students meet regularly with their thesis director at mutually agreeable times.

5. TEL 493 Honors Thesis
   One-on-one consultation meetings are held with a FHA to discuss progress toward thesis completion. Students meet regularly with their thesis director at mutually agreeable times.

6. TEL 494 Undergraduate Project and Research in Education
   **Description:** This course is intended for Honors and Scholar’s Academy students that are planning and/or implementing theses or creative projects, but is open to all students. Course topics will include history of educational research, literature reviews, research methodology, resources, individual project ideas and the creation of a research prospectus. Students may also work in teams to complete theses or projects if their interests intersect.

   **Course Meetings and Project Intent:** This is a hybrid 8-week course that includes a weekly seminar and an online component. Class size is limited to 12 students to allow for ample individual attention from faculty in education. Weekly course seminars promote inquiry-based activities, assignments, and discussions that can be applied to the problem and solution of the chosen topic. All class meetings are intended to be meaningful experiences whereby learner participation directly aids the overall learning experience for a mutual professional formation. Topics and applications are
intended to assist class participant with critical issues that affect schools, educational organizations, children, and their families. The online component covers course readings and critical questions for analyzing research in terms of questions, strengths and weaknesses, and methodological match. The online component will also guide students through the writing process for a prospectus.

**Student Outcomes:**

1. Students will analyze published research and report on strengths, weaknesses and methodological match.
2. Students will operationalize the ethical guidelines of research.
3. Students will learn to operationalize research questions and match research designs to the question type.
4. Students will write a review of the literature in their area of interest.
5. Students will learn how to write a prospectus for a creative project and justify the need for such a project.
6. Student will increase his/her interpersonal development, the ability to effectively collaborate with others, and leadership and communication skills.

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