

LONG SIGNATURE SHEET



Proposal Number: MDSK 6-3-2010

UNC CHARLOTTE

Proposal Title: TESL 6206 Globalization, Communities, and Schools - New Course

Originating Department: (MDSK) Middle, Jean devy & K-12 Education

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE X UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
6/11	6/11	6/11	Approved	<u>DEPARTMENT CHAIR</u>
7/1/10	10/30/10	11/1/10	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>
			Approved	<u>COLLEGE FACULTY CHAIR</u> <u>NA</u>
11-1-10	11-17-10	11-17-10	Approved	<u>COLLEGE DEAN</u>
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
11-17-10	12-7-10	12-10-10	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses)
			Approved	<u>FACULTY GOVERNANCE SECRETARY</u> (noting Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)

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 Grad School
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University of North Carolina at Charlotte

New Graduate Course Proposal

Department of Middle, Secondary, and K-12 Education

Creation of a New Course in Teaching English as a Second Language

TESL 6206, Globalization, Communities, and Schools

A. PROPOSAL SUMMARY AND CATALOG COPY

1. SUMMARY

The Department of Middle, Secondary, and K12 Education proposes a new course in Teaching English as a Second Language: *TESL 6206 Globalization, Communities, and Schools*.

2. PROPOSED CATALOG COPY

TESL 6206 Globalization, Communities, and Schools (3)

An examination of the intersection of globalization and education with specific attention to the experiences of children of immigration in North Carolina K-12 communities and the contemporary phenomenon of transnationalism. Implications for best K-12 educational practice are emphasized. This course does not carry a fieldwork requirement. Fall or Spring

B. JUSTIFICATION.

1. *TESL 6206 Globalization, Communities, and Schools* posits that academic success and failure are to a great extent socially constructed through the schooling process itself and that academic success can be primarily mediated through building relationships with students and their families and through creating welcoming schools (Allen, 2007). Children of immigration in K-12 schools fail in large numbers not because of a lack of English, but because of particular interactions in schools that lead them to withdraw from academic effort (Musetti, Salas, Perez, 2009). The proposed course *TESL 6206 Globalization, Communities, and Schools* provides TESL M.Ed. and M.A.T. candidates an opportunity to collaboratively and individually examine the intersection of globalization and education with specific attention to the experiences of immigrant children in North Carolina communities and the contemporary phenomenon of transnationalism as it relates to schools and schooling. With its emphasis on NC Professional Teaching Standard II, the course therefore ensures an additional layer of certainty that candidates will “ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS” by embracing diversity in the school community and in the world. Additionally, TESL 6206 is aligned to these NC Standards for English as a Second Language and, in particular, enhances candidates’ deep of knowledge concerning Standard 2: ESL teacher candidates have knowledge and understanding of the interaction between language and culture, and how sociocultural factors impact second language acquisition (Language and Culture).
2. Prerequisites/corequisites: Admission to and good standing in the Graduate School.

3. A course number was assigned in consultation with the MDSK Department Chair to reflect the graduate nature of the course and its location in the TESL sequence.
4. The creation of TESL 6206 represents a purposeful and responsive enhancement of the TESL M.Ed. and M.A.T. degree programs by providing advanced licensure candidates with the theoretical foundations for proactive dialogue and praxis in regards to transnational immigrant children and communities.

C. IMPACT.

1. The primary groups of students that will be served by this proposal are students in the TESL M.A.T. and TESL M.Ed. programs in the Middle, Secondary and K-12 Education Department. The course has also been integrated as a possible elective into the Middle Grades M.Ed. sequence. Finally, it is open to graduate students in other Master's or doctoral programs.
2. This proposed course refines the TESL M.Ed. sequence and expands the TESL M.A.T. curricula by provided another layer of content area learning in its explicit focus on globalization as it relates to schools and communities and implications for best K-12 practice. As such, the effect of the proposed course will be to deepen degree candidates' understandings of the intersection of globalization and education and its implication for K-12 educators and institutions. Other than this additive effect, no effect on existing courses and curricula is foreseen.
3. The course will be taught on a need and enrollment basis and no more than twice each academic year. The course will take an online or face to face format, depending on the needs of the MDSK programs.
4. The proposed course is an enhancement of advanced TESL content offering and will serve to enrich existing course offerings.
5. Course enrollment is anticipated to be 15-24 students per offering.
6. Through advising all TESL candidates, students have expressed a need for accessible and advanced content courses.
7. The course has never been offered.
8. The Teaching English as a Second Language section of the Graduate Catalog is currently under revision and will reflect this new course addition.

D. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

1. Personnel - No new faculty are required for teaching this course. It can be offered within current faculty load expectations. This course was designed in spring of 2010 by Dr. Spencer Salas. Dr. Salas has 20 years of expertise in teaching English as a second language and is highly qualified to teach this course. The program also has two other tenured faculty members, and three tenure track faculty members who are qualified to teach this course:

Dr. Scott Kissau
Dr. Theresa Perez
Dr. Lan Quach Kolano
Dr. Spencer Salas
Dr. Liv Davila

2. Current physical facility, equipment, supplies, computers, and other resources are adequate for teaching this course.

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation
See attached letter from UNCC Library Reference Staff.
2. Consultation with other departments or units was not needed.

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit: Department of Middle, Secondary and K12 Education. TESL 6206 was conceived in response to a two year revisoning process that included a series of formal and informal conversation between the program and departmental revisoning teams, as well as involved school partners. The proposed course was approved by the program and departmental faculty in June 2010.
2. 2. Other Considering Units: None.

G. ATTACHMENTS

1. Library consultation
2. Course Outline

To: Spencer Salas, Dept of Middle, Secondary and K-12 Education
From: Judy Walker, Education/Curriculum Materials Librarian
Date: June 7, 2010
RE: Consultation on Library Holdings

Course/Program: TESL 6206 Globalization, Communities, and Schools

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** June 7, 2010

Please Check One:

- Holdings are superior _____
- Holdings are adequate _____ **X**
- Holdings are adequate only if Dept. purchases additional items. _____
- Holdings are inadequate _____

Comments:

Students in the class would have access to a wide variety of journals via our databases which would give them current theory and practice. But after checking the bibliography of the proposal, it looks like the library may need to purchase some monographs that will provide the historical perspective needed.

these NC Standards for English as a Second Language and, in particular, enhances candidates' deep of knowledge concerning Standard 2: ESL teacher candidates have knowledge and understanding of the interaction between language and culture, and how sociocultural factors impact second language acquisition (Language and Culture).

COURSE OBJECTIVES

- Examine cultural constructions of immigrant youth, parents, and communities in the mainstream media and educational discourse on immigrants.
- Understand the historical context that shapes the educational experience of children of immigrants in the U.S.
- Identify transnational issues shaping the schooling experiences of immigrant students in North Carolina.
- Analyze how knowledge of historical, cultural and transnational contexts challenges or complicates mainstream constructions of immigrant communities and their interactions with K-12 institutions.
- Identify additive K-12 instructional models and programming for children of immigration

INSTRUCTIONAL METHODS

This course will be delivered in an online or face-to-face graduate lecture/seminar format with instructional methods emphasizing the free, open, and rigorous exchange of ideas within a community of supportive professionals. Teaching and learning are grounded in a theoretical lens underscoring the social nature of professional and academic development. Representative activities include, but are not limited to, individual and/or collaborative inquiry and response, and applications of theoretical concepts to K-12 communities.

COURSE CONTENT

The proposed course *TESL 6206 Globalization, Communities, and Schools* guides participants in an examination of the intersection of globalization and education with specific attention to the experiences of children of immigration in North Carolina schools and the contemporary phenomenon of transnationalism. The course begins with readings in Post-1965 immigration theory and contemporary scholarship challenging historical assimilationist narratives in regards to immigrant children in U.S. education. An examination of contemporary demographic shifts in North Carolina and the "New South" is included. The course concludes with readings on transnational identity and implications at the classroom and institutional level for working effectively with children of immigration and their families and communities.

ILLUSTRATIVE COURSE ACTIVITIES

Readings, discussions, and collaborative and individual inquiry assignments facilitated by the instructor will mediate participants' knowledge and understanding of the intersection of globalization and education with specific attention to the experiences of immigrant children in North Carolina and the contemporary phenomenon of transnationalism. This course does not carry a clinical requirement.

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Participants' will be evaluated on a series of collaborative and individual assignments demonstrating their formative and summative knowledge and understanding of the intersection of globalization and education with specific attention to the K-12 experiences of immigrant children and the contemporary phenomenon of transnationalism. Letter grades consistent with graduate coursework will be assigned as follows A (90-100); B (80-89); C (70-79); U (69 and under). However, a passing grade will be dependent on students' successful completion of all course assignments as indicated by the instructor. For example: Attendance and participation 20%; Theory to practice assignment 1/midterm examination 30%; Theory to practice assignment 2/final exam 50%.

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Probable Textbooks for required reading will include:

- Odem, M., & Lacy, E. (Eds.) (2009). *Latino Immigration and the Transformation of the U.S. South*. Athens, GA: University of Georgia Press.
- Portes, A., & Rumbaut, R. G. (2001). *Legacies: The story of the immigrant second generation*. Berkeley: University of California Press.
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2008). *Learning in a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.

Important current references relevant to the course

- Cuadros P. A (2006). *Home on the Field: How One Championship Team Inspires Hope for the Revival of Small Town America*. New York, NY: Rayo.

- Gibson, M. A. (1988). *Accommodation without assimilation: Sikh immigrants in an American high school*. Ithaca, NY: Cornell University Press.
- González, N. (2005). *I am my language: Discourses of women and children in the borderlands*. Tucson: The University of Arizona Press.
- González, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah, NJ: L. Erlbaum Associates.
- Odem, M., & Lacy, E. (Eds.) (2009). *Latino Immigration and the Transformation of the U.S. South*. Athens, GA: University of Georgia Press.
- Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York: The New Press.
- Portes, A., & Rumbaut, R. G. (1996). *Immigrant America: A portrait* (2nd ed.). Berkeley: University of California Press.
- Portes, A., & Rumbaut, R. G. (2001). *Legacies: The story of the immigrant second generation*. Berkeley: University of California Press.
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2001). *Children of immigration*. Cambridge, MA: Harvard University Press.
- Suárez-Orozco, C., & Suárez-Orozco, M. M. (2008). *Learning in a new land: Immigrant students in American society*. Cambridge, MA: Belknap Press of Harvard University Press.
- Suárez-Orozco, M. M., & Páez, M. (2002). *Latinos: Remaking America*. Berkeley, CA: University of California Press.
- Valdés, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools: An ethnographic portrait*. New York: Teachers College Press.
- Valdés, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: Teachers College Press.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and the politics of caring*. Albany: State University of New York Press.
- Wortham, S., Murillo, E. G., & Hamann, E. T. (2002). *Education in the new Latino diaspora: Policy and the politics of identity*. Westport, CT: Ablex Pub.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

- UNC Charlotte Code of Student Academic Integrity. <http://www.legal.uncc.edu/policies/ps-105.html>
- College of Education Diversity Commitment. http://education.uncc.edu/coe/diversity_statement.htm
- Participants share the responsibility of being present and on time to all classes, of contributing what they have learned from the readings, and of being involved in all discussions and activities in a collegial, supportive, and professional manner.
- The A (90); B (80); C (70); U (69) graduate grading scale will designate the quality of student academic achievement.
- Course meetings will be suspended in the event of a university-wide closing for inclement weather as announced by UNC Charlotte website

SAMPLE TOPICAL COURSE CALENDAR

Week 1

Introductions to the Course and Each Other

Week 2, 3, 4

Globalization and Post-1965 Immigration Theory

Week 5, 6, 7, 8

Immigration and the Transformation of the U.S. South; Midterm

Week 9, 10, 11, 12

Transnational Identities and Children and Immigration

Week 13, 14, 15, 16

NC Immigrants and Communities; Individual/Group Projects Presentations and Final Exam

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

(List the names of the faculty members who have developed this basic course outline.)

Dr. Spencer Salas

Dr. Theresa Perez

Approved by the College of Education Graduate Curriculum Committee

Chair:

Jeannine Jones by V. Jones

Date: 11-4-10