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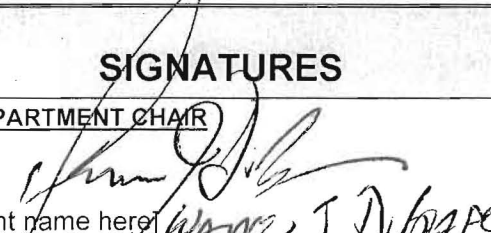
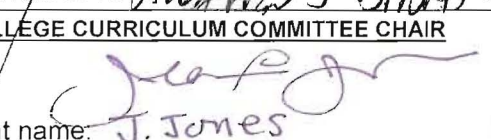
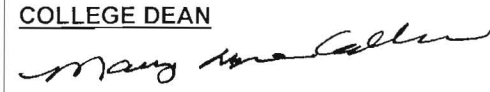
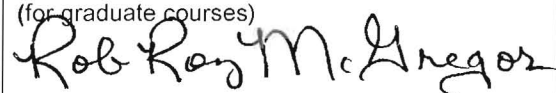
UNC CHARLOTTE

Proposal Number: MDSK 2-16-11

Proposal Title EDCI 8201: Perspectives in Immigration and Urban Education

Originating Department Middle, Secondary, and K-12 Education

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
3/18/11	3/18/11	3/18/11	Approved	<u>DEPARTMENT CHAIR</u>  [print name here] <u>Warren J. Dikane</u>
3/18/11	3/18/11	3/18/11	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  Print name: <u>J. Jones</u>
3/18/11	3/21/11	3/21/11	Approved	<u>COLLEGE FACULTY CHAIR</u> Print name:
3/18/11	3/21/11	3/21/11	Approved	<u>COLLEGE DEAN</u>  Print name here if signing on behalf of Dean:
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses)
3-24-11	4-5-11	10-3-11	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)

COPY MADE 10-3-11
 Grad School ap

University of North Carolina at Charlotte

New Graduate Course Proposal

Department of Middle, Secondary, and K-12 Education

Creation of a New Course in the Ph.D. in Curriculum and Instruction/Urban Education Program: EDCI 8201 Perspectives in Immigration and Urban Education

A. PROPOSAL SUMMARY AND CATALOG COPY

1. SUMMARY

The MDSK Teaching English as a Second Language (EDCI) faculty propose the addition of a new 3 credit course to the graduate curriculum, entitled, *EDCI 8201 Perspectives in Immigration and Urban Education*.

2. PROPOSED CATALOG COPY

EDCI 8201 Perspectives in Immigration and Urban Education (3 cr.)

This course examines theories, issues, policies and historical trends in the education of immigrant students in urban public schools. Topics will include theories of immigrant adaptation in relation to race, gender, social class, language learning, and immigration status, demographic trends and their influence on urban schools and on teacher preparation, broader political influences on immigrant education, and the role of family and community in shaping immigrant students' educational trajectories. Students will critically analyze scholarly research and theoretical work related to immigration and education in variety of fields. Fall or Spring.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The purpose of this course is to orient students to current theory and scholarship on the education of immigrant K-12 student populations in urban settings. The course will also require students to critically analyze and apply a variety of research methods and designs used in research with immigrant students.

2. Discuss prerequisites/corequisites for course(s) including class-standing.

Prerequisites/corequisites: Admission to and good standing in the Graduate School.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

A course number was assigned in consultation with the MDSK Department Chair and the Chair

of the Ph.D. program in Curriculum and Instruction to reflect the graduate nature of the course.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The creation of EDCI 8201 represents a purposeful and responsive enhancement of the TESL strand of the Ph.D. in Curriculum and Instruction/Urban Education by providing doctoral students with opportunities to analyze and apply theory and research within the field of immigrant education.

C. IMPACT.

- 1.** What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The primary groups of students that will be served by this proposal are doctoral students in the Ph.D. in Curriculum and Instruction program. It is open to graduate students in other Master's or doctoral programs.

- 2.** What effect will this proposal have on existing courses and curricula?

This proposed course expands the TESL strand of the Ph.D. in Curriculum and Instruction/Urban Education by adding additional content in this field. The effect of the proposed course will be to deepen degree candidates' understandings of the intersection of immigration and education and its implications for K-12 educators and institutions. Other than this additive effect, no effect on existing courses and curricula is foreseen.

- a.** When and how often will added course(s) be taught?

The course will be taught on a need and enrollment basis and no more than once each academic year. The course will have an online or face to face format depending on the needs of the TESL strand.

- b.** How will the content and/or frequency of offering of other courses be affected?

The proposed course is an enhancement of the TESL strand of the Ph.D. in Curriculum and Instruction/Urban Education program and will serve to enrich existing course offerings.

- c.** What is the anticipated enrollment in course(s) added (for credit and auditors)?

Course enrollment is anticipated to be 10-15 students per offering.

- d.** How will enrollment in other courses be determined? How did you determine this?

Through advising Ph.D. students, students have expressed a need for accessible advanced

content courses in the TESL strand.

- e. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

The course has never been offered.

- f. Identify other areas of catalog copy that would be affected, e.g., curriculum outlines, requirements for the degree, etc.

The Graduate Catalog and Planning Sheets will reflect that this course will satisfy a content specialization requirement for the TESL strand of the Ph.D. in Curriculum and Instruction/Urban Education program.

D. RESOURCES REQUIRED TO SUPPORT THE PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

1. Personnel - None. This course was designed in the fall, 2010 semester by Dr. Liv Dávila. Dr. Dávila has 13 years of experience teaching English as a second language and researching issues around immigrant student adaptation 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. (See item b. below)

a. Specify requirements for new faculty, part-time teaching, student assistant and/or increased load on present faculty. - None

b. List by name qualified faculty members interested in teaching the course(s).

Liv Dávila
Scott Kissau
Theresa Perez
Lan Quach Kolano
Spencer Salas

2. Physical Facility - None

3. Equipment and Supplies - None

4. Computer - Specify requirements for computer usage by students and/or faculty, and include an assessment of the adequacy of computing resources by Computing Services.

Current computer labs provided by the University are appropriate.

5. Audio-Visual Specify requirements for audio and/or visual equipment and media production services from Media Services.

Current audio-visual equipment and media production services provided by University Media Services are appropriate.

6. Other Resources Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding. – None

7. Indicate source(s) of funding for new/additional resources required to support this proposal. - None

E. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

1. Library Consultation

Written consultation with the Library Reference Staff at the departmental level insure that library holdings are adequate to support the proposal prior to its leaving the department. (See attachment of *Consultation on Library Holdings*).

See attached letter from UNCC Library Reference Staff.

2. Consultation with other departments or units. List departments/units consulted in writing and dates consulted.

None Needed

F. INITIATION AND CONSIDERATION OF THE PROPOSAL

1. Originating Unit - Briefly summarize action on the proposal in the originating unit including information on voting and dissenting options.

EDCI 8201 was conceived in response to a discussion regarding the need for additional coursework within the TESL strand of the Ph.D. program in Curriculum and Instruction/Urban Education. The process included a series of formal and informal conversations between the TESL revisioning team and the MDSK revisioning team. TESL faculty have approved this course proposal.

2. Other Considering Units - Briefly summarize action on the proposal by each considering unit including information on voting and dissenting options.

G. ATTACHMENTS

1. Attach relevant documentation of consultations with other units. For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.

2. For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication.

3. For Graduate Courses attach a course syllabus. (See Course Syllabus attached).

To: Liv Thorstensson Dávila, Dept. of Middle, Secondary, and K-12 Education
From: Judy Walker, Education/Curriculum Materials Librarian
Date: March 23, 2011
RE: Consultation on Library Holdings

Course/Program: TESL 8201: Perspectives in Immigration and Urban Education

Summary of Librarian's Evaluation of Holdings:

Evaluator: Judy Walker **Date:** March 23, 2011

Please Check One:

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

Comments:

With the addition of the Wilson Education Index, several other social science databases and the SAGE & Wiley back files we have sufficient resources to support this course.



UNC CHARLOTTE

College of Education

Course Outline Template

New or Revised Undergraduate and Graduate Courses

COURSE NUMBER EDCI 8201 **CREDIT HOURS** 3 Graduate

COURSE TITLE *Perspectives in Immigration and Urban Education*

CATALOG DESCRIPTION

This course examines theories, issues, policies and historical trends in the education of immigrant students in urban public schools. Topics will include theories of immigrant adaptation, demographic trends and their influence on urban schools and on teacher preparation, broader political influences on immigrant education, and the role of family and community in shaping immigrant students' educational trajectories. Students will critically analyze and apply scholarly research and theoretical perspectives related to immigration and education.

COURSE PREREQUISITES

Admission to the Doctoral Program in Curriculum and Instruction, and Permission of the Department.

COURSE COREQUISITES: None

COURSE RATIONALE

The purpose of this course is to orient students to current theory and scholarship on the education of immigrant K-12 student populations in urban settings. The course will also require students to critically analyze and apply a variety of research methods and designs used in research with immigrant students.

ALIGNMENT TO UNCC COED CONCEPTUAL FRAMEWORK

Excellent scholars possess a comprehensive knowledge base that is comprised of conceptual knowledge, pedagogical knowledge, and reflective knowledge. Conceptual knowledge relates to the individual's broad knowledge base as well as a more specialized knowledge base in the content field and knowledge of how human beings learn and develop. Pedagogical knowledge entails the understanding of methods of effective teaching: knowledge of how to teach subject matter and knowledge of how to teach the subject matter to specific learners, attention to individual differences, and how to create environments that support learning. Reflective knowledge enables cogent evaluation of teaching practice, including self-appraisal. Excellent professionals understand how to blend these types of knowledge in actuating teaching and learning in positive ways. Excellent scholars/professionals make connections between the knowledge base and the uses of this knowledge. In summary, UNC Charlotte develops excellent scholars/professionals who are knowledgeable, effective, reflective; responsive to equity and diversity, collaborative, and who are leaders in their profession.

ACADEMIC INTEGRITY

Students have the responsibility to know and observe the requirements of the UNCC Code of Student Academic Integrity. The code is available at <http://www.uncc.edu/catalog/yr2001-03/student/20conduct.htm>. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty.

COURSE OBJECTIVES

Upon completion of the course, students will be able to:

1. Identify and examine theories that relate to immigrant adaptation and the K-12 experience
2. Analyze and critique a variety of research methods used in published scholarship on immigrant students
3. Understand global political and economic push and pull factors that influence immigration
4. Describe the role of family and urban communities in influencing immigrant student trajectories in school
5. Analyze the impact of federal immigration policies on immigrant students in U.S. schools
6. Understand the role of language learning and heritage language maintenance in adaptive processes of immigrant student
7. Understand the role of race, gender, language, social class, and immigration status in immigrant students' experiences in urban schools

INSTRUCTIONAL METHODS

This course will follow a seminar format comprised of lectures and in-class discussions and presentations.

COURSE CONTENT

Week 1

Introduction to the course

Weeks 2-4

Historical perspectives and demographic data on immigration in the U.S. and their influence on the education of immigrants

Weeks 5-9

Race, gender, social class, learning English and heritage language maintenance, and immigration status: Theories on adaptation, identity and achievement

Weeks 10-11

Analysis of existing scholarship on immigrant school populations.

Weeks 12-13

Analysis of existing scholarship on immigrant families and urban communities as they relate to education.

Weeks 14-16

National and state educational policies

Teacher preparation
Curriculum design

ILLUSTRATIVE COURSE ACTIVITIES

- Assigned readings and discussions that examine theoretical perspectives, research domains and comparative analysis of topics in immigration and education.
- Research on the foundations of a theoretical orientation of the student's choice
- Development of a research proposal on a topic within the area of immigration and education
- Presentation of a research proposal on a topic within the area of immigration and education

ILLUSTRATIVE METHODS FOR EVALUATING CANDIDATE PERFORMANCE

Attendance and participation (10%)

Weekly Reflections (20%)

Students will provide written reflections on weekly readings in the form of postings to course Moodle module. Students will also be required to respond to two of their classmates' postings.

Theory Analysis Paper (20%)

Students will research the social, historical, and political foundations of a chosen theory used within the study of immigration and education. Students will then engage in critical analysis of the theory drawing on scholarship that has employed that theory.

Research Proposal (30%)

Students will develop a research proposal on a research topic related to immigration and education. For this assignment students will be required to provide a sound introduction to the topic, a well-researched literature review related to the topic, and a detailed research design.

Proposal Presentation (20%)

Students will do a formal proposal presentation to the class. Classmates will provide critical and constructive oral feedback on the topic, depth and relevance of the literature review, and the research design.

SPECIFIC POLICIES THAT APPLY TO THE COURSE

Grading Scale (Percentage):

- A: 93-100
- B: 86-92
- C: 77-85
- U: <77

Attendance & Participation

Attendance, participation, and promptness are components of professional behavior. You are expected to be prepared for class lectures, discussions, and activities. Because a significant portion of your final grade is based on in-class participation, attendance is expected at all class meetings. More than two absences will negatively affect your final grade. Two tardies will count as one absence.

Web and Email: This class uses Moodle as its course management software--log on at moodle.uncc.edu using your UNCC username and password. All enrolled students are automatically members of the Moodle course. The course Moodle site contains links to web documents (including this syllabus), on-line versions of assigned readings when available, various pieces of explanatory material, and the course discussion forum. Please familiarize yourself with both Moodle and the course's Moodle site; you are expected to be following along and keeping up with assignments and requirements. The Moodle site is also a main method by which I will communicate with students, and it is seamlessly connected with your official UNC Charlotte email address (username@uncc.edu). You should ensure that you can access mail at this address and that you check your mail on a daily basis.

Inclement Weather: Classes will run as usual unless the University is closed. The Inclement Weather Hotline is 704-687-2877. In the event that classes are canceled, you will be responsible for reading over the material that was to be covered that day, and emailing any assignments due to me. During the next class session, questions will be addressed concerning these sections. In the event that classes are canceled on a day that a test was scheduled, the test will be given on the very next class day and the schedule will be adjusted.

Phones & Texting: Cell phones must be turned off during the class period. Cell phone calls or texting in class will result in a deduction of your attendance grade (1% per incident). Any other behavior that disrupts the learning environment will also result a 1% deduction in your participation grade.

**UNC Charlotte
College of Education Diversity Commitment**

The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Approved by the College of Education Faculty 1/11/05

AN ILLUSTRATIVE CURRENT BIBLIOGRAPHY

Probable Textbooks

Rong, X. L. & Preissle, J. (2009). *Educating immigrant students in the 21st century: What educators need to know*. Thousand Oaks: Corwin Press.

Suárez-Orozco, C., Suárez-Orozco, M. & Todorova, I. (2008). *Learning a new land: Immigrant students in American society*. Cambridge, MA: Belknap.

Important References Relevant to the Course

Alba, R. & Nee, V. (1997). *Rethinking immigration theory for a new era of immigration*. *International Migration Review*, 31(4), 826-874.

- Archer, L. (2002). "It's easier that you're a girl and that you're Asian": Interactions of 'race' and gender between researchers and participants. *Feminist Review*, 72, 108-133.
- Brettell, C. (2003). *Anthropology and migration: Essays on transnationalism, ethnicity, and identity*. Altamira Press.
- Brittain, C. (2002). *Transnational messages: Experiences of Chinese and Mexican immigrants in American schools*. New York, NY: LFB Scholarly Publishing.
- Carhill, A., Suarez-Orozco, C. & Páes, M. (2008). Explaining English language proficiency among adolescent immigrant students. *American Educational Research Journal*, 45(4), 1155-1179.
- Centrie, C. (2004). *Identity formation of Vietnamese immigrant youth in an American high school*. New York, NY: LFB Scholarly Publishing.
- Conchas, G. Q. (2006). *The color of success. Race and high-achieving urban youth*. New York, NY: Teachers College Press.
- Gibson, M. (1998). Promoting academic success among immigrant students: Is acculturation the issue? *Educational Policy*, 12, 615-633.
- González, N., Moll, L.C. & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahwah, NJ: Lawrence Erlbaum.
- Lareau, J. (2003). *Unequal childhoods. Class, race, and family life*. Los Angeles, CA: University of California Press.
- Lee, S.J. (1996). *Unraveling the Model Minority stereotype: Listening to Asian American youth*. New York, NY: Teachers College Press.
- Lee, S.J. (2005). *Up against whiteness: Race, school, and immigrant youth*. New York, NY: Teachers College Press.
- Lopez, N. (2003). *Hopeful girls, troubled boys: Race and gender disparity in urban education*. New York, NY: Routledge.
- Mosselson, J. (2006). *Roots and routes: Bosnian adolescent refugees in New York City*. New York, NY: Peter Lang.
- Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change*. Harlow, UK: Pearson.
- Ogbu, J.U. (1987). Variability in minority responses to schooling: A problem in search of an explanation. *Anthropology and Education Quarterly*, 18(4), 312-334.
- Ogbu, J. U. (1991). Minority coping responses and school experience. *Journal of Psychohistory*, 18, 433-456.

- Olsen, L. (1997). *Made in America: Immigrant students in our public schools*. New York, NY: The New Press.
- Ong, A. (2003). *Buddha is hiding: Refugees, citizenship in New America*. Berkeley, CA: University of California Press.
- Ovando, C.J. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27(1), 1-24.
- Portes, A. (1997). Immigration theory for a new century: Some problems and opportunities. *International Migration Review*, 31(4), 799-825.
- Portes, A. & Rumbaut, R.G. (2001). *Legacies: The story of the immigrant second generation*. Berkeley, CA: University of California Press.
- Ruiz-de-Velasco, J. & Fix, M. (2000). *Overlooked and underserved: Immigrant students in U.S. secondary schools*. Washington, DC: Urban Institute.
- Rumbaut, R.G. & Portes, A. (2001). *Ethnicities: Children of immigrants in America*. Berkeley, CA: University of California Press.
- Sarroub, L. (2005). *All American Yemeni girls: Being Muslim in a public school*. Philadelphia, PA: University of Pennsylvania Press.
- Stritikus, T. & Nguyen, D. (2007). Strategic transformation: Cultural and gender identity negotiation in first-generation Vietnamese youth. *American Educational Research Journal*, 44 (4), 853-895.
- Toohey, K. (2000). *Learning English at school: Identity, social relations and classroom practice*. Clevedon, UK: Multilingual Matters.
- Valenzuela, A. (1999). *Subtractive schooling: U.S.-Mexican youth and politics of caring*. Albany, NY: SUNY Press.
- Wiley, T.G., Lee, J.S. & Rumberger, R.W. (Eds.) (2009). *The education of language minority students in the United States*. Bristol, UK: Multilingual Matters.

FACULTY RESPONSIBLE FOR DEVELOPING THIS COURSE OUTLINE

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

APPROVAL BY THE APPROPRIATE COLLEGE OF EDUCATION CURRICULUM COMMITTEE:

Approved on _____ by the College Undergraduate Curriculum Committee

Date

Chair: _____

Approved on _____ by the College Graduate Curriculum Committee

Date

Chair: _____