September 26, 2018

TO: Members of the Board of Trustees

FROM: Craig H. Kennedy, Ph.D.
Provost and Executive Vice President for Academic Affairs

RE: Integrated Bachelor’s/Master’s in Mandarin Chinese Language Education in the Neag School of Education

RECOMMENDATION:

That the Board of Trustees approve the Integrated Bachelor’s/Master’s in Mandarin Chinese Language Education in the Neag School of Education.

BACKGROUND:

The Neag School of Education’s Integrated Bachelor’s/Master’s (IB/M) program in World Languages Education has been in operation for over thirty years and currently certifies in French, German, and Spanish Language Education. Graduates of this program are highly sought after by school districts around the state and have procured employment as language teachers at a variety of schools in urban, suburban, and rural districts. World language continues to be a critical shortage area in the state of Connecticut and nationally, and the demand for languages such as Mandarin Chinese continues to increase at K-12 schools across the state.

The proposed program in Mandarin Chinese Language Education would be added to the existing world languages education majors. Preservice teachers of Chinese would take the same methods courses, general education courses, and seminars as preservice teachers of other world languages, with some additional modules that address the teaching of Chinese characters. Clinic and student teaching experiences would be created by soliciting participation in world language departments with already established partnerships with Neag. The proposed program would therefore generate additional revenue in the form of new students in the IB/M program, at no additional cost to the Neag School of Education.
Request for New/Modified UConn Academic Degree Program or Name Change

General Information

Name of proposed academic degree program (If solely a Name Change, indicate old and new names):

Chinese Language Education

Name of sponsoring Department(s):

Curriculum & Instruction

Name of sponsoring School(s) and/or College(s):

Neag School of Education

Campuses (Storrs and/or regional[s]) proposed to offer this degree program:

Storrs

Contact person and contact details:

Michele Back, michele.back@uconn.edu, 860-486-1646

Type of Proposal (New/Modified/Name Change/Discontinuation):

Modified Academic Degree Program

Type of Program (B.A./B.S./M.S./Ph.D./Certificate, ETC):

IB/M in Chinese Language Education

Anticipated Initiation Date: Anticipated Date of First Graduation:

Fall 2019 Fall 2022

CIP Code: DHE Code (if available):

13.1306

Submittal Information

Name of Department Head(s): Suzanne Wilson

Department(s): Curriculum & Instruction

Signature of Department Head(s):

Name of Dean: Gladis Kersaint

Date: 10/3/17

School/College: Neag School of Education

Signature of Dean:

Date: 10/3/17

Name of Document Recipient in Provost’s Office:

Date:
CONSENT CALENDAR

Institution: University of Connecticut
Item: New program in Chinese Language Education
Date: 06/27/2017

Background & Description

The Neag School of Education's Integrated Bachelor's/Master's program in World Languages Education has been in operation for over thirty years and currently certifies in French, Spanish, and German Language Education. Graduates of this program are highly sought after by school districts around the state and have procured employment as language teachers at a variety of schools in urban, suburban, and rural districts. In addition, graduates of the program have taken on leadership roles in world languages education at the school, district, and state level, including as department heads, district coordinators for world languages education, and president of the Connecticut Council on Language Teaching (CT-COLT).

The proposed program in Chinese Language Education would be added to the existing world languages education majors. Preservice teachers of Chinese would take the same methods courses, general education courses, and seminars as preservice teachers of other world languages. Clinic and student teaching experiences would be created by soliciting participation in world language departments with already established partnerships with Neag. The proposed program would therefore generate additional revenue in the form of new students in the IB/M program, at no additional cost to the Neag School of Education.

Reasons for the Proposed Program/Modification/Discontinuation

As outlined in a recent SDE report, world language continues to be a critical shortage area in the state of Connecticut, as well as in 44 other states and the District of Columbia. Yet demand for languages such as Chinese continues to increase at K-12 schools across the state. For example, the University of Connecticut's Chinese language program is currently working with ten instructors from nine CT high schools on Chinese language curriculum as part of UConn's Early College Experience program. At the same time, many Chinese language teaching positions go unfilled; a recent search on various teaching job sites (e.g., CTREAP, Connecticut Education Association) indicated five vacancies, four of them full-time, in Chinese instruction. Given that most preservice world language teachers have already obtained employment at this point in the year, one can assume that it will be difficult to find qualified candidates before the beginning of the 2017-2018 school year.

In addition, several other high schools and middle schools in the state are employing Chinese language instructors from China's Confucius Institute. These are temporary hires that would ideally be replaced by permanent, Connecticut certified teachers. Finally, and to the best of our knowledge, there is no other postsecondary institution in the state of Connecticut that certifies in Chinese language education. Given the increasing interest in Chinese, combined with the shortage of qualified teachers and a lack of CT institutions providing certification, there is a critical need for a teacher certification program in this language.
STAFF REPORT ADVISORY COMMITTEE IN ACCREDITATION

Curriculum & Program Outline

NEAG SCHOOL OF EDUCATION (UEDUC) UNIVERSITY OF CONNECTICUT (UCONN)
CHINESE LANGUAGE EDUCATION PROGRAM GUIDELINES
BACHELOR OF SCIENCE IN EDUCATION (CHIN2_BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in Chinese Language Education (7-12) for students following the 2019-2020 requirements.

DEGREE REQUIREMENTS
1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2019-2020. In addition to the General Education Requirements (Content Areas 1-4), students must take a course in U.S. History. Courses in Content Areas 1-3 must be in different departments.

2. Complete a SUBJECT AREA MAJOR in CHINESE consisting of a minimum of thirty-six (36) credits in courses at the 2000's level or above in the field of concentration. A minimum of twenty-four (24) credits must be taken in one or two closely related departments. A minimum of twelve (12) credits must be taken in related areas. Up to six (6) credits in 1000’s level courses may be included with prior consent of the faculty advisor.

Requirements include the following proficiency development courses or equivalents: CHIN 1111, 1112, 1113, 1114, 3200W, 3210, 3211, 3275. And, at least nine credits of the following literature courses or equivalents: CHIN 3271, 3282, 3270. And, at least twelve credits of the following culture and civilization courses or equivalents: CHIN 3230, 3260, ARTH 3720 (The Art of China), HIST 1805 (East Asian History through Hanzi Characters) HIST 3808 (East Asia to the Mid-Nineteenth Century) HIST 3810 (China and the West) HIST 3820 (History of Modern Chinese Political Thought) HIST 3822 (Modern China) POLS 3245 (Chinese Politics and Economy).

It is strongly recommended that students complete a maximum number of courses in their major language, seize all opportunities to develop control of the spoken language, and pursue meaningful study abroad at the earliest feasible time.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:
- EDCI 3100W – Multicultural Education, Equity and Social Justice 3 credits
- EPSY 3010 – Educational Psychology 3 credits
- EGEN 3100 – Seminar/Clinic: The Student as Learner 3 credits
- EPSY 3110 – Exceptionality 2 credits
- EDCI 3215 – Introduction to Secondary Methods and Clinic – World Languages 3 credits
- EDCI 4010 – Teaching Reading and Writing in the Content Areas 2 credits
- EDCI 4280W – Methods of Foreign Language Instruction, Pre-K-12 3 credits
- EPSY 3125 – Classroom and Behavior Management 2 credits
- EGEN 4100 – Seminar/Clinic: Methods of Teaching 3 credits
- EPSY 4010 – Assessment of Learning 2 credits
- EDCI 4250 – Directed Student Teaching 9 credits
- EGEN 4110 – Seminar/Clinic: Analysis of Teaching 3 credits

Students must earn at least 120 credits.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION
To earn the University of Connecticut’s institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:
- Research: EPSY 5195 (1 credit fall and 1 credit spring)
- Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)
- Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)
- Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)
- Graduate Level Language, Culture and Literature Courses: (9 credits) LING 6160 – Second Language Acquisition; LING 6060 – Historical Linguistics; LCL 5030—Methods and Approaches to Second Language Acquisition

WORLD LANGUAGE EDUCATION (CHINESE)
SAMPLE SEMESTER SEQUENCE

SUMMER SESSION
*WORLD LANGUAGE – Chinese 1111 and 1112 8

SEMESTER 1
CHIN 1113 4
ENGL 1010 or 1011 4
Content Area 2 3
PSYC 1100 - Psychology (Also fulfills Content Area 3) 3
Content Area 4 3

SEMESTER 3
Content Area 3 Lab Course (BIOL/CHEM/GSCI/PHYS) 3 or 4
CHIN 3200W: Advanced Chinese 3
HIST 3822: Modern China 3
CHIN 3275: Intro to Chinese Linguistics 3
**EPSY 3010 – Educational Psychology 3

SEMESTER 2
CHIN 1114 4
Content Area 4 3

SEMESTER 4 (STUDY ABROAD)
CHIN 2000 Level or above 3
CHIN 2000 Level or above 3
CHIN 2000 Level or above 3
CHIN 2000 Level or above, Culture & Civilization 3
CHIN 2000 Level or above, Literature 3
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SEMESTER 5
EPSY 3110 – Exceptionality (fall or spring junior year)  2
EDCI 3100W – Multicultural Education, Equity & SJ.  3
BGEN 3100 – Seminar/Clinic  3
CHIN 2120: Chinese Composition & Conversation  3
CHIN 2000 Level or above, Literature  3
Q Course  3

SEMESTER 6
EPSY 3110 – Exceptionality (fall or spring junior year)  2
EDCI 3215 – Intro. to Secondary Methods & Clinic  3
EDCI 4010 – Teaching Reading and Writing in the Content Areas II  2
CHIN 3211: Chinese Composition & Conversation II  3
CHIN 3260: Contemporary Chinese Culture  3
CHIN 2000 Level or above, Literature  3

SEMESTER 7
EPSY 3125 – Classroom and Behavior Management  2
EDCI 4205W – Methods of World Language Instruction  3
BGEN 4110 – Seminar/Clinic  3
CHIN 2000 Level or above, Literature  3
CHIN 2000 Level or above, Culture & Civilization  3
CHIN 2000 Level or above  3

SEMESTER 8
EPSY 4010 – Assessment of Learning  2
EDCI 4230 – Directed Student Teaching  9
BGEN 4110 – Seminar/Clinic  3

SEMESTER 9 (Master’s)
EDCI 5092 – Practicum  3
EDCI 5094 – Seminar  3
EPSY 5195 – Research course  1
Diversity course (either semester)  3
Leadership course (either semester)  3
Graduate Level Language, Culture & Literature Courses 3-9

SEMESTER 10 (Master’s)
EDCI 5093 – Practicum  4
EDCI 5095 – Seminar  3
EPSY 5195 - Research Course  1
Diversity course (either semester)  3
Leadership course (either semester)  3
Graduate Level Language, Culture & Literature Courses 3-9

*If the student completed less than three years of a single foreign language in high school.
**Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.
Lower division requirements have been selected to assist students with completing the general education requirements, including two W courses (one must be 2000-level and associated with the student’s major) and two Q courses (one Q course must be from Mathematics or Statistics).

In some instances, students will be expected to complete an extended or additional study abroad sequence to improve language proficiency in preparation for certification exams.

Teacher candidates in World Languages are required to pass the American Council on the Teaching of Foreign Languages Writing Proficiency Test and Oral Proficiency Interview before they can be recommended for state certification. The State of Connecticut has set the ACTFL WPT and OPI passing score at the Intermediate High level or higher. The Neag School will make every effort to ensure that candidates reach the Intermediate High level. If a candidate does not score at this level, candidates will be required to participate in remediation activities that may include communicating with native and nonnative target language speakers, additional study abroad, proficiency-based courses, and collaborating with instructors specifically on proficiency goals, and participation in target language club activities in the department of Literatures, Cultures and Languages. Candidates will be required to retest the WPT/OPI following the completion of their remediation plans.

Learning Outcomes

By the end of this program students will be able to…

Use communication-based strategies and authentic materials to teach Chinese at the secondary (7-12) level and foster intercultural competence and global citizenship among their students;

Speak and write Chinese at a minimum of the Intermediate High level, as required by ACTFL and the State of Connecticut’s Department of Education.

Enrollment & Graduation Projections

After a period of recruitment, we estimate that between 3 and 5 students per year will enroll in the program.

Financial Resources

The program in Chinese Language Education will use existing faculty and staff in the Neag School of Education and the Department of Literatures, Cultures, and Languages. Therefore, no additional financial resources are anticipated for this program.

Facilities//Equipment/Library/Special Resources
Neag School of Education. The Neag School of Education stands out as a major contributor to instructional and research excellence at the University of Connecticut. With academic departments dedicated to educational leadership, educational psychology, and curriculum and instruction, the Neag School also offers a five-year Integrated Bachelor's/Master's program in teacher education and a one-year, post-baccalaureate teacher education program in critical shortage areas. According to 2018 U.S. News & World Report rankings, the Neag School ranks among the top 20 public graduate schools of education in the nation and has three specialty programs ranked in the top 20 nationally: Special Education, Educational Psychology, and Secondary Teacher Education.

The Integrated Bachelor's/Master's Teacher Preparation Program is a highly competitive five-year comprehensive teacher preparation program that integrates coursework and school-based clinic experiences facilitated by university and K-12 faculty in the preparation of pre-service teachers.

The IB/M program is built upon a foundation of program tenets that reflect state-of-the-art practice in teacher education.

**Tenet 1:** A broad liberal arts background with a specific subject area major is part of each pre-professional student's university program.

**Tenet 2:** A common core of pedagogical knowledge is required of all education majors, regardless of their area of specialization.

**Tenet 3:** Subject and grade-level specific pedagogical knowledge is tailored to the certification area toward which students are working.

**Tenet 4:** Teaching competence is built across six semesters of progressively challenging clinical experiences.

**Tenet 5:** Every student participates in clinic placements in a variety of settings.

**Tenet 6:** Analysis of and reflection on the interplay between student characteristics, teacher practices, and the broader issues and concerns of parents and society are essential in preparing educators to be decision makers, leaders, and innovators for the twenty-first century.

**Freshman & Sophomore Years: A Liberal Arts Education**

All students applying to the program must have a strong grounding in the liberal arts and also complete a subject area major.

**Junior Year: A Common Core of Pedagogical Knowledge**

In the Junior Year, centered on "Student as Learner," all students, regardless of grade level and content area specializations, take core courses designed to help them learn about students as learners (e.g., learning theory, issues of exceptionality, etc.) and about schools as social institutions. These courses are designed to build a solid knowledge base that will be useful to prospective teachers of special and regular education, of elementary and secondary students, and of any content area.

The clinic assignment in the initial phase of the program is six hours each week spent in a Professional Development Center (PDC) school, where students can learn firsthand about student learning. Students participate in a seminar course designed to bridge the gap between the core courses and the clinic placement.
Senior Year: Subject and Grade-Level Specific Pedagogical Knowledge

During the Senior Year, termed “Student as Teacher,” students begin to specialize their studies and their clinic experiences in their certification area. Core courses are centered on methods of teaching specific content and specific grade levels.

During the fall semester, students spend at least six hours per week in a PDC school, in a classroom that corresponds with their certification area. In the spring semester students are involved in a full semester student teaching experience, working closely with a cooperating teacher and a university supervisor. During the senior year, seminar courses are centered on aspects of teaching and the student teaching experience.

Master’s Year: Professional Inquiry and Leadership

In the Master’s Year, termed “Teacher as Leader,” there is a significant change in the level of responsibility and autonomy assumed by the IB/M student as they become graduate students working toward their Master’s degree. The twin themes of the final year of the program are leadership and inquiry. The IB/M program in the fifth year encourages students to take on leadership roles in their schools and prepare them to serve as innovators and change agents in the education profession.

The clinic experience in the Master’s Year is known as the internship. Students work 18 hours per week in their internships for the entire academic year. Internships have been designed and proposed by school district personnel to meet the needs and interests of the school district in which the internship takes place. Typically, internships place IB/M students in leadership roles, working collaboratively with teachers and administrators in designing and implementing curricula and special programs.

In addition to functioning as a teacher leader in an educational setting, the internship provides an opportunity for the IB/M student to conduct a significant piece of professional inquiry in the form of an inquiry project. Ideally, inquiry projects address issues of genuine concern to teachers and administrators working in the internship site. University faculty guide the students in the conceptualization, development, implementation, and writing of their inquiry projects. Through the process of completing the inquiry project, students learn how, when, and why to use inquiry as a tool for professional growth.

Program Administration

The program will be administered by the Department of Curriculum and Instruction. Michele Back, Assistant Professor of World Languages Education, will serve as the advisor and instructor of record for methods courses and subject-specific seminars for the program.

Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree(s)</th>
<th>Status (FT/PT; tenure track/adjunct)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michele Back, Assistant Professor of World Languages Education</td>
<td>PhD</td>
<td>FT, tenure-track</td>
</tr>
<tr>
<td>Robin Hands, Associate Clinical Professor and Director of Placement</td>
<td>EdD</td>
<td>FT, clinical faculty</td>
</tr>
</tbody>
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STAFF REPORT  ADVISORY COMMITTEE IN ACCREDITATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Degree</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ann Traynor, Director of Advising and Certification</td>
<td>EdD</td>
<td>FT</td>
</tr>
<tr>
<td>Nan Meng, Assistant Professor in Residence of Chinese</td>
<td>PhD</td>
<td>FT, professor in residence</td>
</tr>
<tr>
<td>Chunsheng Yang, Assistant Professor of Chinese</td>
<td>PhD</td>
<td>FT, tenure-track</td>
</tr>
<tr>
<td>Liangsu Meng, Assistant Professor of Chinese</td>
<td>PhD</td>
<td>FT, tenure-track</td>
</tr>
<tr>
<td>Manuela Wagner, Associate Professor of German &amp; Intercultural Communication</td>
<td>PhD</td>
<td>FT, tenured</td>
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**Similar Programs in Connecticut or Region**

To the best of our knowledge, there is no other postsecondary institution in the state of Connecticut that certifies in Chinese language education, and no institution in the region that offers an integrated bachelors/master’s program option for this certification. In New York, CUNY’s Hunter College and NYU both offer postgraduate certification programs in Chinese language education (1-year and 2-year master’s programs, respectively). Brandeis University in Waltham, MA offers a one-year certification program. The University of Massachusetts Boston offers a Chinese language curriculum resource and teaching center, as well as summer institutes for teachers of Chinese, but these are mainly for the professional development of current teachers.