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: Teacher Certification Program for College Graduates in Mandarin Chinese Language Education in the Neag School of Education

RECOMMENDATION:

That the Board of Trustees approve the Teacher Certification Program for College Graduates in Mandarin Chinese Language Education in the Neag School of Education.

BACKGROUND:

The Neag School of Education’s Teacher Certification Program for College Graduates (TCPCG) World Languages Education program has been in operation for over a decade and currently certifies in French, German, Italian, Latin, 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 Mandarin Chinese would take the same methods 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 TCPCG, 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:

Hartford and Waterbury

Contact person and contact details:

John Zack, john.zack@uconn.edu, 959-200-3774

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):

TCPCG program in Chinese Language Education

Anticipated Initiation Date: Summer 2020

Anticipated Date of First Graduation: Spring 2021

CIP Code: 13.1306

DHE Code (if available): 

Submittal Information

Name of Department Head(s): Suzanne Wilson

Department(s): Curriculum & Instruction

Signature of Department Head(s):

Name of Dean: Gladis Kersaint

School/College: Neag School of Education

Signature of Dean:

Name of Document Recipient in Provost's Office: 

Date: 2-06-19

Date: 10-31-17

Date:
STAFF REPORT ADVISORY COMMITTEE IN ACCREDITATION

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 TCPCG program in World Languages Education has been in operation for over a decade and currently certifies in French, Spanish, Italian, Latin, 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.

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 TCPCG 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 THE UNIVERSITY OF CONNECTICUT
TEACHER CERTIFICATION PROGRAM FOR COLLEGE GRADUATES
WORLD LANGUAGE EDUCATION (CHINESE) GUIDELINES

The School of Education’s Teacher Certification Program for College Graduates (TCPG) in World Language Education is designed to prepare college graduates for certification as teachers of world language (7 - 12). College graduates who have completed or anticipate completing an accredited bachelor degree program at this or another college or university may apply for admission to the TCPG when their academic background includes completion of the following general education and subject area major requirements. Applicants must also apply to and be accepted by the Graduate School of the University of Connecticut to pursue a Master of Arts degree in Education. To earn the University of Connecticut’s institutional recommendation to serve as a teacher, students must successfully complete the requirements for the Master of Arts degree in Education and Connecticut’s subject knowledge testing requirements.

PLAN OF STUDY REQUIREMENTS FOR WORLD LANGUAGE (CHINESE) EDUCATION CERTIFICATION
1. A bachelor’s degree from a regionally accredited institution.

2. GENERAL EDUCATION REQUIREMENTS:
General academic courses: Applicants must have 39 semester hours of coursework that meets five of six of the following areas: (1) English; (2) Natural Sciences; (3) Mathematics; (4) Social Studies; (5) Foreign Language; or (6) Fine Arts. Applicants must have a three-semester hour U.S. History survey course and a course in Physical Education and Health.

3. SUBJECT AREA MAJOR REQUIREMENTS:
   Complete a SUBJECT AREA MAJOR in CHINESE (typically this consists of a minimum of thirty-six (36) credits in courses). 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.
   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 prior to admission. 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 retake the WPT/OPI following the completion of their remediation plans.

4. PROFESSIONAL EDUCATION AND SUBJECT AREA REQUIREMENTS:

   MASTER OF ARTS IN EDUCATION
   Summer Session I
   EDCI 5060 Social and Multicultural Foundations of Education (3)
   EDCI 5065 Learning Theories (3)
   EDCI 5070 Methods of Instruction and Evaluation (3)
   EDCI 5080 Reading and Literacy in the Content Area (3)

   Summer Session II
   EPSY 5108 Instruction for Students with Special Needs in the Classroom Environment (3)
   EDCI 5085 Subject Area Methods (3)
   EDCI 5825 Enhancing Classroom Curriculum with Computers and Electronic Media (3)

   Fall
   EDCI 5090 Directed Student Teaching (9)
   EDCI 5050 Seminar I: Student Teaching Seminar (3)

   Spring EDCI 5830
   Curriculum Laboratory: Advanced Clinical Practices (3)
   EDCI 5875 Multicultural Education (3)
   EDCI 5055 Seminar II: Teacher as Professional (3)
   XXX XX Content Area Elective (3)

   Total: 45 credits
   (42 credits of professional education)
   (3 credits of subject area elective)
   May 11, 2015

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 Languages, Cultures, and Literatures. 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.

TCPCG. The Teacher Certification Program for College Graduates is a rigorous cohort program that has been preparing secondary teachers for over a decade. Committed to urban education, TCPCG works with the Capital Region’s diverse schools as well as districts throughout the state. Our graduates have found middle school and high school teaching positions in districts throughout Connecticut and New England as well as throughout the nation and abroad. With a bachelor degree related to core secondary academic disciplines, students can earn an MA in Education and be qualified to teach grades 7–12 in a variety of certification areas.

The eleven-month program begins every summer when students take foundational coursework. Classes in learning theories, general and subject specific teaching methods, and educational technology are accentuated by the first clinical experience, where students observe classrooms and work with high school students in their respective disciplines.

In the fall TCPCG students engage in their semester long student teaching experience. Working closely with their cooperating teacher, university supervisor, and seminar leader, student teachers eventually assume the roles and responsibilities of their cooperating teacher.

In the spring TCPCG students take advanced graduate coursework. They complete an internship, typically where they completed student teaching, and engage in an inquiry project concerning aspects of teaching and learning within their discipline.
STAFF REPORT ADVISORY COMMITTEE IN ACCREDITATION

Program Administration

The program will be administered by the TCPCG program in the Department of Curriculum and Instruction. Michele Back, Assistant Professor of World Languages Education, will serve as the instructor of record for the methods course. Monica Maloney Gat serves as the coordinator for all TCPCG programs.

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>John Zack, Associate Clinical Professor</td>
<td>PhD</td>
<td>FT, clinical faculty</td>
</tr>
<tr>
<td>Monica Maloney Gat, Program Coordinator</td>
<td></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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</tbody>
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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. 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.
Neag School of Education
Department of Curriculum and Instruction
Meeting Minutes
Wednesday, September 6, 2017


The meeting was called to order at 9:31 a.m.

The minutes of the May 3, 2017 departmental meeting were accepted by consensus.

Announcements and introductions

Suzanne began the meeting by discussing recent events in regards to the end of the DACA program. The University’s Faculty Senate has been preparing for this in ways that are aggressively progressive in ways that are supportive for our students on campus. As a School, anything we do will be leveraged and coordinated with what happens on campus. We have a special obligation with how we work with the students who may be affected, as well as the communities that work with them, and we will invest in additional training as identified.

Suzanne stated that Jason Irizarry and Jillian Cavanna were unable to attend the meeting, but will be introduced/reintroduced at the next meeting they are able to attend.

She then continued by asking Glenn Mitoma to introduce Sandra Sirota. Glenn stated that Sandra is a Post-doctoral Fellow with the Humanities Institute Conviction and Humility in Public Discourse project after having received her doctorate from Teacher’s College in the International and Comparative Ed. program. Sandra shared that she will be looking at human rights education and intellectual humility, specifically with regards to how to teach students human rights with humility.

Next, Suzanne introduced Rebecca Campbell, a postdoctoral research assistant who came to the University with Dean Kersaint last year. Rebecca stated that just completed her doctorate degree in applied anthropology and has done research on the movement of people into new areas and how that is absorbed by schools in those areas. She shared that is working with Dean Kersaint and Dr. Chrystal Smith on the Dean’s grant and is also working collaborating with others within the School.

Suzanne asked if there were any other introductions to be made and Doug mentioned the new doctoral students, to which Suzanne stated she plans to invite them to a future meeting to be introduced and she is working to help encourage a sense of ownership in the doctoral program. Suzanne continued by stating the importance of having a vibrant,
coherent, lean, relevant doctoral program and stressed the need to improve upon the visibility of this program.

Curricula and Courses submission, M. Back
Modifications to the World Languages Program

Michele explained the modifications to add Chinese Language Education to the existing IB/M and TCPCG programs. There was discussion about the two submitted requests among the faculty. There was an idea shared about looking at how other universities have handled recruitment of international students into their program as a way of learning from how they have developed their programs. Zack suggested asking Ann Traynor to contact the CT State Dept. of Ed. to see what the certification requirements would be for students concerning these requests. Michele stated that these requests would next be going to the departmental committee for approval and, if approved, would be sent to the School committee. There was a final suggestion that international doctoral students could give support to the program and would be a good resource as well.