

# REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: **TLES** PROPOSED EFFECTIVE SEMESTER: **2019-Fall** COLLEGE: **CEHD**

## PROPOSED IMPROVEMENTS

### Academic Program

- ☐ New degree\*
- ☐ New major\*
- ☐ New curriculum\*
- ☐ New concentration\*
- ☒ New certificate
- ☐ New minor
- ☐ Revised major
- ☐ Revised minor
- ☐ Admission requirements
- ☐ Graduation requirements
- ☐ Deletion ☐ Transfer
- ☐ Other (explain\*\*)

### Substantive Course Changes

- ☐ New course
- ☐ Pre or Co-requisites
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description  
(attach current & proposed)
- ☐ General education (select one)  
Not Applicable
- ☐ Other (explain\*\*)

### Misc. Course Changes

- ☐ Title
- ☐ Description (attach current & proposed)
- ☐ Deletion (not required by others)
- ☐ Course #, same level
- ☐ Variable credit
- ☐ Credit/no credit
- ☐ Cross-listing
- ☐ COGE reapproval
- ☐ Other (explain\*\*)

\*\* Other:

Title of degree, curriculum, major, minor, concentration, or certificate: **Teaching Chinese as a Second Language (graduate certificate)**

Existing course prefix and #: Proposed course prefix and #: Credit hours:

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s)

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently:

Is there a minimum grade for the prerequisites or corequisites?

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces):

b. Multi-topic course: ☐ No ☐ Yes

c. Repeatable for credit: ☐ No ☐ Yes

d. Mandatory credit/no credit: ☐ No ☐ Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

1. ☐ Lecture

2. ☐ Lab or discussion

3. ☐ Lecture/lab/discussion

4. ☐ Seminar or ☐ studio

5. ☐ Independent study

6. ☐ Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director



Date **4/11/18**

Chair, College Curriculum Committee

Date

Dean

Date:

Graduate Dean:

Date

Curriculum Manager: Return to dean ☐ Date

Forward to:

Date

Chair, COGE/ PEB / FS President

Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

\* ☐ Approve ☐ Disapprove

Chair, GSC/USC

Date

\* ☐ Approve ☐ Disapprove

Provost

Date

1. Explain briefly and clearly the proposed improvement.

We are proposing to create a new graduate certificate entitled "Teaching Chinese as a Second Language."

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

We currently have a master's program in Teaching Chinese as a Second Language, which leads to an initial state teaching certificate. It is 33 credit hours long. In marketing this program to prospective students, we have encountered several who already possess a master's degree and do not want to get a second masters, but instead only want to obtain a state teaching certificate in Teaching Chinese as a Second Language. The WMU certificate that we are proposing would enable these students to take only those courses that will lead to a state teaching certificate without getting the full master's degree. Because this option will take less time and cost less money, it will provide a feasible pathway for these students. In essence, instead of getting a WMU degree and a Michigan teaching certificate, they would get a WMU certificate and a Michigan teaching certificate. (Please note that there is a distinction between a state teaching certificate, which is issued by the Michigan Department of Education and a WMU program certificate. These are two different things, although both use the same word of "certificate.")

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This program will include courses from the Department of Special Education and Literacy Studies and the Department of World Languages and Literatures (see attached letters of support).

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This new certificate builds upon our existing Master's Degree program in Teaching Chinese as a second language.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This proposed certificate program will have no effect on currently enrolled students.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The student market includes the following: 1) Current state certified teachers who want to get an additional endorsement in Teaching Chinese as a Second Language; 2) Prospective teachers who desire an initial state teaching certificate in Teaching Chinese as a Second Language without necessarily getting a full master's degree.

We have encountered students in these two categories, who are interested in our program but do not view it as meeting their needs. They would like a shorter and less expensive pathway to obtaining a state teaching certificate (or endorsement) in Teaching Chinese as a Second Language.

The estimated enrollment is approximately 5 students per year.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university library affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

No effect. The courses for this certificate already exist, and there is capacity to accommodate these new students without adding additional sections or hiring additional faculty.



8. General education criteria. For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting reapproval of an existing course.)

Not Applicable.

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

The learning outcomes of this program are based the following ten standards of the Interstate Teacher Assessment and Support Consortium (InTASC). These standards were approved by the Michigan State Board of Education on April 9, 2013.

Standard #1: Learner Development

The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Difference

The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher candidate works with others to create environments that support individual collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This proposed change is an outcome of informal assessment activities involving enrollment. In the process of recruiting students to our existing master's degree program in Teaching Chinese as a Second Language, we have encountered a group of prospective students who would be ideal candidates for the proposed WMU certificate program, rather than the full master's program. The proposed change would address the needs of this group.

11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from

Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not Applicable.

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given course and/or program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

(see attachment)

## Proposed Graduate Catalog Copy (2019-20)

**NOTE: Please insert the following text into the Graduate Catalog so that it comes immediately after the section entitled "Concentration: Teaching Chinese as a Second Language."**

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### *Certificate Program in Teaching Chinese as a Second Language*

Coordinator: Moi Mooi Lew 4121 Sangren  
(269) 387-3496 [moimooi.lew@wmich.edu](mailto:moimooi.lew@wmich.edu)

Contact Person: Tamara Klinger 4121 Sangren  
(269) 387-3465 [tammie.klinger@wmich.edu](mailto:tammie.klinger@wmich.edu)

This program is designed for teacher candidates who want to obtain a Michigan teaching certificate without completing the additional coursework needed for a master's degree. Instead of leading to a full master's degree, it will lead to a WMU graduate certificate from Teaching Chinese as a Second Language, plus a K-12 Michigan certificate in the area of Chinese Language and Culture.

#### Program Requirements (26 hours)

##### *Year 1 - Fall Coursework*

ED 7120 - Professional Field Experience Credits: 1 to 12 hours  
A directed field experience in a K-12 setting. Credits needed: 3 hours.  
CHIN 5200 - Topics in Chinese Linguistics and Language Science Credits: 3 hours

##### *Spring Coursework*

ED 7120 - Professional Field Experience Credits: 1 to 12 hours  
A supervised K-12 pre-internship and seminar. This weekly seminar will address issues such as curriculum, assessment, pedagogy, organization of learning environments, leadership, and child and adolescent development. Credits needed: 3 hours.  
SPED 5300 - Introduction to Special Education Credits: 3 hours

##### *Summer I Coursework*

LS 6170 - Reading in the Content Areas Credits: 3 hours  
LANG 5580 - Second Language Acquisition and Teaching Instruction Credits: 3 hours

##### *Summer II Coursework*

ED 7120 - Professional Field Experience Credits: 1 to 12 hours  
A supervised field experience in a multi-week summer camp for K-8 youths who are interested in exploring the Chinese language and culture. Credits needed: 2 hours.

##### *Year 2 - Fall Coursework*

ED 7120 - Professional Field Experience Credits: 1 to 12 hours  
A supervised K-12 internship and seminar. Teacher candidates will either be placed with a mentor who teaches courses in Chinese language and culture at all grade levels, or they will split their field experience between two settings: one elementary and the other secondary. The accompanying weekly seminar will address such issues as curriculum, assessment, pedagogy, organization of learning environments, leadership, and child and adolescent development. Credits needed: 6 hours.



# WESTERN MICHIGAN UNIVERSITY



Department of Special Education and Literacy Studies  
College of Education and Human Development

February 13, 2018

To Whom It May Concern:

As the interim chair of the department of Special Education and Literacy Studies, I am providing a letter of support for the *Teaching Chinese as Second Language Certificate* program.

This certificate program will provide another option to prepare Chinese language teachers. The certificate option will appeal to candidates who do not need to obtain a MA degree. I also support the inclusion of *LS 6170: Reading in the Content Areas* and *SPED 5300: Introduction to Special Education* in the certificate program. We offer these courses on a regular basis and have the capacity to accommodate the students in the certificate program.

Feel free to contact me if you have questions or need more information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Regena F. Nelson".

Regena F. Nelson, Ph.D.  
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# WESTERN MICHIGAN UNIVERSITY



College of Arts and Sciences  
World Languages and Literatures

To: Dr. Moi Mooi Lew  
Department of Teaching, Learning and Educational Studies  
College of Education and Human Development  
Western Michigan University

From: Dr. Molly Lynde-Recchia *MLR*  
Chair, Department of World Languages and Literatures  
College of Arts and Sciences  
Western Michigan University

Date: February 27, 2018

Re: Graduate Certificate in Teaching Chinese as a Second Language

This memo is to document that the Department of World Languages and Literatures fully supports the proposed certificate in teaching Chinese as a second language. We will be able to offer CHIN 5200 (Topics in Chinese Linguistics and Language Science) and LANG 5580 (Second Language Acquisition and Teaching Instruction) on a regular basis to support this program. As is the practice with regard to the existing MA in Teaching Chinese program, in some instances we may call upon personnel in the CoEHD to teach the classes, and the timing of the offerings (fall vs. spring or summer) may need to be adjusted on an ad-hoc basis. In such situations, these adjustments will be made in coordination with you.