

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: TLES PROPOSED EFFECTIVE SEMESTER: 2016 - Fall COLLEGE: CoEHD

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program checkboxes: New degree*, New major*, New curriculum*, New concentration* (checked), New certificate, New minor, Revised major, Revised minor, Admission requirements, Graduation requirements, Deletion, Transfer, Other (explain**)

Substantive Course Changes

- Substantive Course Changes checkboxes: New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix, Title and description, General education (select one), Not Applicable, Other (explain**)

Misc. Course Changes

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

Title of degree, curriculum, major, minor, concentration, or certificate: M.A.T. Master of Arts in Teaching; Concentration: Teaching Chinese as a Second Language.

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 [Signature] Date 10/14/15

Chair, College Curriculum Committee [Signature] Date 10/14/15

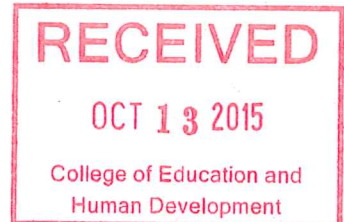
Dean [Signature] Date: 11-5-15 Graduate Dean: Date

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.

WMU currently offers a combined master's degree and initial teaching certification (MAT) in the areas of Math and Science. This proposal creates an additional concentration in Teaching Chinese as a Second Language within the existing MAT program.

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

There are two main reasons for this curricular change. First, with more than 1.1-billion people worldwide speaking Chinese as their first language, and with the rise of economic globalization in which China plays a key role, there is a growing need for Americans to understand Chinese language and culture. While interest in traditionally-taught heritage languages, such as French and German, has been declining in American schools, the number of students studying Chinese grew tenfold between 1997 and 2010, and it continues to increase exponentially. Thus, there is a growing need for teachers who are certified to teach Chinese as a second language.

Second, enrollment in WMU's teacher preparation program has declined precipitously over the past decade. This is a national trend—not limited to WMU or the state of Michigan—which transcends the ordinary ebbs and flows of the economy. WMU's declining enrollment is a market response to state and federal education policies that have negatively impacted the salaries, benefits, job security, and working conditions of teachers, thereby making teaching a less desirable career choice for students entering college. By attracting teacher candidates into a high growth area, such as Teaching Chinese as a Second Language, TLES can help to offset the declining numbers in other certification areas.

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.

Four of the courses for this program will be offered by other departments. Two courses will be offered by the Department of World Languages and Literatures, while the other two will be offered by the Department of Special Education and Literacy Studies. See attached letters of support.

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

The Department of Teaching, Learning, and Educational Studies currently has a Master of Arts in Teaching (MAT) program that leads to certification in secondary math and science. The proposed change would add another area of certification to this existing program.

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.

The proposed program would compliment existing programs. Students will complete the program in 20 months, which is a reasonable amount of time to meet all of the state's certification requirements as well as the university's degree requirements. This timeframe includes three courses that will be offered only in the summer. ED 6010 and LS 6170 will be offered in the Summer I term between the first and second year. The rationale for placing these two courses in the summer, rather than in the fall and spring semesters, is to give the students a better chance to succeed in the program. Not only will they need time to become acclimated to American culture during the first year, but they will also be completing labor-intensive field experiences throughout the program. Given these demands, it would be unreasonable to expect the students to complete ED 6010 and LS 6170 in the fall or spring semesters. The other course which will be offered only in the summer is ED 7120, a field experience in grades K-5 and 6-8 that is required for certification purposes. This section of ED 7120 will consist of a summer camp attended by area youth who wish to learn about Chinese language and culture. It cannot be offered in the fall or spring because the area youth attendees would be in school and unable to participate.

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 students will be recruited from Chinese universities such as the Beijing Language and Culture University (BLCU), where they will have already earned a bachelor's degree in International Chinese Education or a related field. Obtaining teaching certification in the United States is extremely desirable for the graduates of Chinese universities; it benefits them professionally even if they do not remain in the United States. As a result, a large applicant pool is anticipated.

The first cohort will consist of approximately 10 students, with subsequent cohorts possibly having as many as 20.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. 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.)

This proposal requires the hiring of an additional faculty member to direct the program, as well as the hiring of one or more part-time faculty members to assist with the field supervision. Anticipated qualifications and work responsibilities of the program director include the following:

Anticipated Qualifications

- 1) Bilingual: fluent in Chinese and English.
- 2) At least 5 years of teaching and/or administrative experience in a K-12 setting.
- 3) A doctoral degree in education, Chinese language, Chinese history/culture, or a related field.
- 4) Demonstrated administrative skills.
- 5) Excellent interpersonal skills.

Anticipated Work Responsibilities

- 1) Provide field supervision to teacher candidates and recruit and train additional field supervisors as needed.
 - 2) Provide oversight of the admission process and work with faculty to review teacher candidate applications.
 - 3) Coordinate curriculum and scheduling.
 - 4) Work with K-12 schools to identify field placements, recruit mentor teachers, assign teacher candidates to appropriate sites, and help area schools to develop Chinese language programs as needed.
 - 5) Serve as a liaison between the Department of World Languages and the Department of Teaching, Learning, and Educational Studies.
 - 6) Chair an advisory committee of 5-7 WMU faculty and/or staff members to oversee the program.
 - 7) Work with the Michigan Department of Education on program development and approval.
 - 8) Coordinate program assessment activities.
 - 9) Develop, organize and oversee a yearly Chinese Language Summer Institute for local K-12 students.
 - 10) Design and administer program assessments required by the Michigan Department of Education and/or national accreditation agencies.
 - 11) Assist teacher candidates in preparing for and passing the Michigan Test for Teacher Certification (MTTC) and the Oral Proficiency Interview (OPI) in Chinese.
 - 12) Teach intern seminar to teacher candidates.
 - 13) Coordinate development efforts with the WMU Confucius Institute, the Timothy Light Center for Chinese Studies, and community organizations.
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.)

N/A

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.

Data indicate declining enrollments in WMU's teacher education programs. By attracting teacher candidates into a high growth area, such as Teaching Chinese as a Second Language, WMU can help to offset the declining numbers in other certification areas.

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.

N/A

Master of Arts in Teaching

Concentration: Teaching Chinese as a Second Language

Coordinator: TBD

Contact Person: Tamara Klinger

4121 Sangren

269-387-3465

tammie.klinger@wmich.edu

The Master of Arts in Teaching with a concentration in Teaching Chinese as a Second Language is a post baccalaureate initial teacher certification program designed for teacher candidates from China. This cohorted program, which requires a bachelor's degree in Chinese International Education (or equivalent) from a Chinese university, will result in Michigan certification to teach Chinese language and culture in K-12 settings.

The 20-month program includes four school-based field experiences designed to familiarize teacher candidates with the culture and contexts of American education. The first field experience consists of a series of focused observations in American elementary, middle and high schools, examining issues such as school structure and governance, curriculum, pedagogy, and classroom organization. During the second field experience, a supervised pre-internship, the teacher candidate will spend one semester (i.e., at least 75 hours) in a Chinese language classroom in which American students are learning Chinese as a second language. The third field experience involves teaching within the context of a multi-week summer camp for local K-8 children who are interested in learning about Chinese language and culture. The final field experience is a semester-long internship in which teacher candidates will either be placed with a mentor who teaches Chinese language and culture at all grade levels, or they will split their internship between two settings: one elementary and the other secondary.

Embedded within the pre-internship and internship experiences is a weekly seminar that addresses such issues as curriculum, assessment, pedagogy, organization of learning environments, leadership, and child and adolescent development.

Admission Requirements:

1. Bachelor's degree in Chinese International Education (or equivalent).
2. Undergraduate transcript.
3. An overall grade point average of at least 3.0 (4.0 = A).
4. Three letters of recommendation.
5. A concise written "statement of purpose" (250 words or less) indicating the applicant's reasons for seeking admission to the program and what the applicant hopes to accomplish during the program of study.
6. A passing score on the Michigan Professional Readiness Exam or a state-approved equivalent test.
7. A minimum TOEFL score of 91.

33 hours

Year 1 - Fall Coursework

ES 6300 - History of Education in the United States Credits: 3 hours

ED 7120 - Professional Field Experience¹ Credits: 1 hour

CHIN 5200 - Topics in Chinese Linguistics and Language Science Credits: 3 hours

Spring Coursework

ED 7120 - Professional Field Experience² Credits: 3 hours

LANG 5580 - Second Language Acquisition and Teaching Credits: 3 hours

SPED 5300 - Introduction to Special Education Credits: 3 hours

Summer I Coursework

LS 6170 - Reading in the Content Areas Credits: 3 hours

ED 6010 - Introduction to Research in Educational Settings Credits: 3 hours

¹ A directed field experience in a K-12 setting.

² 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.

Summer II Coursework

ED 7120 - Professional Field Experience³ Credits: 2 hours

Year 2 - Fall Coursework

ED 7120 - Professional Field Experience⁴ Credits: 6 hours

Spring Coursework

ED 6790 - Capstone Research Project Credits: 3 hours

³ A supervised field experience in a multi-week summer camp for K-8 youths who are interested in exploring the Chinese language and culture.

⁴ 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 issues such as curriculum, assessment, pedagogy, organization of learning environments, leadership, and child and adolescent development.

WESTERN MICHIGAN UNIVERSITY



Diether H. Haenicke Institute for Global Education

Ming Li, Ed.D., Dean
College of Education and Human Development
Western Michigan University
2301 Sangren Hall
Kalamazoo, MI 49008-5229

October 23, 2015

Dear Dean Li:

As the Associate Provost for the Haenicke Institute for Global Education, I am writing to express my strong support for the proposal to establish a Master of Arts in Teaching concentration for Teaching Chinese as a Second Language.

This new concentration would not only address an urgent need for more certified teachers of Mandarin in Michigan schools, but also strengthen the relationship between WMU and key partner institutions in China, in particular with Beijing Language and Culture University (BLCU). Numerous times, BLCU officials have expressed a strong interest in such a program at BLCU since it would provide a pathway for BLCU graduates that does not exist currently. For example, BLCU graduate students currently on assignment at the Confucius Institute (co-sponsored with BLCU) are not able to serve as language teachers in local public schools due to their lack of Michigan teacher certification. This in turn limits the ability of the Confucius Institute to provide language teaching support for schools in the area. The Master of Arts in Teaching will allow these students to obtain Michigan teacher certification, not only increasing the reach of the Confucius Institute, but also opening up new career opportunities for the students.

Hanban, the Chinese Ministry Education division responsible for Confucius Institutes, is interested in increasing the number of certified teachers of Mandarin. We have approached Hanban to explore the possibility of funding support for the MAT/ Teaching Chinese as a Second Language, and will continue these discussions at an upcoming Confucius Institute conference in Shanghai in December 2015.

Sincerely,

A handwritten signature in black ink, appearing to read "W. Schlör", written over a white background.

Wolfgang Schlör
Associate Provost

WESTERN MICHIGAN UNIVERSITY



October 25, 2015

College of Education and Human Development
Office of the Dean

Dear Members of the College Curriculum Committee,

This letter is to provide the College Curriculum Committee (CCC) with information about additional resources that may be needed to support the establishment of the proposed Master of Arts in Teaching with a Concentration in Teaching Chinese as a Second Language.

As indicated in the proposal, a new full-time faculty member will need to be hired to serve as director of the program. In addition, one or more part-time faculty members will need to be hired to assist with the field supervision. As for the new full-time faculty line, the college is currently working with the Haenicke Institute for Global Education (HIGE) to secure the needed funding from the Chinese government, specifically, the Chinese National Office for Teaching Chinese as a Foreign Language (NOTCFL). A proposal has been submitted by HIGE to NOTCFL requesting funding support of the position. We will not start the program until we have the funding to hire the program director.

As for hiring one or more part-time faculty members to assist with the field supervision, the college will work with the Office of Field Placement and Department of Teaching, Learning and Educational Studies to identify faculty resources needed in that regard.

Please let me know if you have any questions about this letter.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ming Li', is written over a horizontal line.

Ming Li, Ed.D.
Dean

1903 W. Michigan Ave., Kalamazoo, MI 49008-5229

PHONE: (269) 387-2960 FAX: (269) 387-2882

WEBSITE: wmich.edu/education

CAMPUS SITE: 2301 Sangren Hall

WESTERN MICHIGAN UNIVERSITY



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

September 28, 2015

Dr. James Muchmore
Department of Special Education and
Literacy Studies
Western Michigan University
Kalamazoo MI 49006

Dear Jim:

This message is written on behalf of the Special Education and Literacy Studies Department in support of TLES's curriculum proposal for the Master's in the Art of Teaching (MAT) for Chinese Teachers.

We are familiar with your curriculum proposal and are willing to support the program by offering LS 6170 Reading in the Content Areas and SPED 6290 Secondary Education Inclusive Practices to your students. We have the resources that will be required to offer these courses. We look forward to supporting this program in any way we can. Please keep us advised about when the first offerings should occur.

Sincerely,

A handwritten signature in cursive script, reading "Daniel Morgan", followed by a horizontal line.

Daniel Morgan, Ph.D.
Chair

1903 W. Michigan Avenue, Kalamazoo, MI 49008-5258

PHONE: (269) 387-5935 FAX: (269) 387-5703

E-MAIL: spls_info@wmich.edu

WEBSITE: wmich.edu/specialed

CAMPUS SITE: 4571 Sangren Hall



Department of World Languages and Literatures
College of Arts and Sciences

September 28, 2015

Dr. James Muchmore
Department of Teaching, Learning, and Educational Studies
College of Education and Human Development
Western Michigan University

Dear Jim,

This letter is written on behalf of the department of World Languages and Literatures in support of TLES's curriculum proposal for the Master's degree in the Art of Teaching (MAT) for Chinese Teachers.

We have had a sustained conversation about this program and are familiar with it. We will be pleased to support the program by offering LANG 5580 (Second Language Acquisition and Teaching) and CHIN 5200 (Topics in Chinese Linguistics and Language Science). CHIN 5200 will be taught by a member of our faculty, Dr. Xiaojun Wang, whose area of expertise is Chinese second language acquisition. LANG 5580 will be offered in the department of World Languages and Literatures but taught by the new hire that will be made in the CoEHD. We look forward to collaborating with the CoEHD on this program.

Sincerely,

A handwritten signature in blue ink that reads "Molly Lynde-Recchia".

Molly Lynde-Recchia
Professor of French and Chair