MEMORANDUM

TO: Donna Wiseman
   Dean, College of Education

FROM: Phyllis Peres
   Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to establish an integrated five-year program with the B.A. in Chinese and the M.Ed in Curriculum and Instruction (PCC log no. 08009)

Your proposal to establish an integrated five-year program with the B.A. in Chinese and the M.Ed. in Curriculum and Instruction has been administratively approved. A hard copy of the approved proposal is attached.

The change is effective Spring, 2009. The College should ensure that the program is fully described in the Undergraduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balthrop, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Reka Montfort, University Senate
    Barbara Hope, Data Administration
    Denise Nadasen, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Scott Wolpert, Undergraduate Studies
    Thomas Castonguay, Graduate School
    David Cooper, College of Education
    Kathleen Angeletti, College of Education
    Elizabeth Bergmann Loizeaux, College of Arts & Humanities
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED: February 2008

PCC LOG NO. 08009

COLLEGE/SCHOOL: College of Education in collaboration with the College of Arts and Humanities

DEPARTMENT/PROGRAM: Department of Curriculum and Instruction & Department of Asian and East European Languages, Literature and Culture

PROPOSED ACTION (A separate form for each) ADD ___X___ DELETE _______ CHANGE_______

DESCRIPTION: (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)
The Department of Curriculum and Instruction in collaboration with the Department of Asian and East European Languages, Literature and Culture propose that the Chinese major (with the Language, Culture and Literature option) be combined with a major in foreign language education. Two options are proposed: I. Four-Year Double Major in Chinese and Secondary Education – Foreign Language. II. Five-Year Integrated Program, with a Bachelor’s degree in Chinese and Master’s in Curriculum and Instruction. Both of these tracks will lead to teacher certification in Chinese (grades 7-12). This document includes the proposal for the Five-Year Integrated Program.

JUSTIFICATION/REASONS/RESOURCES: (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)
Maryland’s public need for Chinese instruction in the schools is increasing dramatically (from 169 in 2003 to 1519 in 2005-06). The State of Maryland needs a robust program to train teachers of Chinese as a Foreign Language. No new resources are needed.

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair
   [Signature]
   [Name]
   [Date]

2. Department Chair
   [Signature]
   [Name]
   [Date]

3. College/School PCC Chair
   [Signature]
   [Name]
   [Date]

4. Dean
   [Signature]
   [Name]
   [Date]

5. Dean of the Graduate School (if required)
   [Signature]
   [Name]
   [Date]

6. Chair, Senate PCC
   [Signature]
   [Name]
   [Date]

7. Chair of Senate
   [Signature]
   [Name]
   [Date]

8. Vice President for Academic Affairs & Provost
   [Signature]
   [Name]
   [Date]

VPAAP 8-05
Proposal for Chinese / Foreign Language Education
Teacher Preparation Program: Five-Year Integrated Program

Introduction
The Maryland public’s need for Chinese instruction in the schools is increasing dramatically. K-12 students of Chinese in the Maryland public schools have increased almost 9-fold over the academic years (from 169 in 2003-04 to 985 in 2004-05 to 1519 in 2005-06). While just two counties offered Chinese in the schools in 2003-04 as many as 11 are planning to offer it in 2007-2008. The State of Maryland needs a robust program to train teachers of Chinese as a Foreign Language.

Based on these considerations, the Department of Asian and East European Languages, Literature and Culture has worked with the College of Education to develop a program to prepare students for teaching careers. To this end, we propose that the Chinese major (with the Language, Culture and Literature Option) be combined with a major in foreign language education. Two options are proposed:

1. Four-Year Double Major in Chinese and Secondary Education-Foreign Language
2. Five Year-Integrated Program, with a Bachelor’s Degree in Chinese and Master’s in Curriculum and Instruction.

Both of these tracks will lead to teacher certification in Chinese (grades 7-12). This document includes the proposal for the Five-Year Integrated Program.

FIVE YEAR-INTEGRATED PROGRAM, WITH A BACHELOR’S DEGREE IN CHINESE AND MASTER’S IN CURRICULUM AND INSTRUCTION

The five-year integrated program consists of:
- 57 credits in Language Courses
- 12 credits in Education
- 37 CORE General Education (excludes Adv Studies & double-counted courses for major)
- UNIV 101, 2 credits (ARHU requirement)
- 12 credits of electives

120 Total Credits at Bachelor’s Level
+ 30 credit Master’s Program in Curriculum & Instruction

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1 The structures for the double major program in secondary education-foreign language education and the five year integrated program already exist. This proposal seeks to add an additional track (i.e., Chinese) to each of these existing structures. The proposed options in Chinese will adhere to the Middle States Student Learning Outcomes Assessment Plans that have already been established for the BA in Foreign Language Education and the MEd. in Curriculum and Instruction.

2 This proposal assumes that students entering the program have no background in Chinese prior to matriculation at UM. Students who have had a learning experience in Chinese or have some spoken proficiency in Chinese must take a placement test, unless they have the Chinese program’s permission. Students who place out of lower-level language classes will be required to consult with the Chinese program advisor to identify appropriate course substitutions.
Specific details are provided below. Appendices A and B include an academic planning sheet and sample 5 year plan for the proposed program.

I. 57 Credits in Language Courses: Pre-Professional / Subject Area Courses

**Prerequisite:** successful completion of lower-level Chinese language sequence:
CHIN 101, 102, and 103 (12 credits)
CHIN 201 and 202 (6 credits)

**Chinese Courses (39 credits):**

- **Primary FL Area - Intermediate (200 level) (3, 3)**
  - CHIN 203 - (3)
  - CHIN 204 - (3)

- **Primary FL Area - Grammar and Composition (300, 400 levels) (3, 3)**
  - CHIN 207 – (3)
  - Select 3 credits from the following:
    - CHIN 423 – (3)
    - CHIN 424 – (3)
  - or advisor-approved course substitution(s)

- **Primary FL Area - Survey of Literature (300 level) (3, 3)**
  - Select 6 credits from the following:
    - CHIN 314 - (3)
    - CHIN 315 – (3)
    - CHIN 316 – (3)
  - or advisor-approved course substitution(s)

- **Primary FL Area - Conversation (300 level) (3, 3)**
  - CHIN 301 - (3)
  - CHIN 302 – (3)
  - or advisor-approved course substitution(s)

- **Primary FL Area - Literature (400-above levels) (3, 3)**
  - Select 6 credits from the following:
    - CHIN 418A – (3)
    - CHIN 418B – (3)
    - CHIN 441 – (3)
    - CHIN 442 – (3)
  - or advisor-approved course substitution(s)

- **Primary FL Area - Culture and Civilization (3, 3)**
  - HIST 284 or 285 – (3)
  - HIST 480 or 481 - (3)
  - or advisor-approved course substitution(s)

- **Primary FL Area - Reading Strategies (3)**
  - CHIN 401 - (3)
  - or advisor-approved course substitution(s)
Mar. 25, 2008

II. 12 Credits in Education (completed at the bachelor’s level)

1) **Pre-Professional Education Courses** (9 credits)

- EDCI 488L – Diversity Class (3)
- EDHD 413 - Adolescent Development (3)
- EDCI 463 - Reading in the Secondary School (3)

2) **Professional Education Requirements** (3 credits)

- EDCI 410 – Methods I: K-12 Foreign Language Methods & Technology (3)

III. 37 CORE Liberal Arts and Studies Requirements

CORE General Education (37 credits)

(43 credits – less 6 credits double-count for CORE HO, SH, & Diversity categories = 37 credits)

1) **Fundamental Studies**

- ENGL 101 or equivalent (3 credits)
- Lower-Level Math Fundamental Studies (3 credits)
- ENGL 391 or 393 (3 credits)

2) **Distributive Studies**

- Literature, Arts, and Humanities (9 credits)
  (includes CHIN 202 or 204 double-count credits)
- Mathematics and Sciences (10 credits)
- Social and Behavioral Sciences (9 credits)
  (includes HIST284 or 285 SH/Diversity double-count)

3) **Advanced Studies**

Six Credits, Advanced Studies

4) **Diversity Requirement**

To be double-counted with CORE-SH class (HIST 284 or 285)

IV. ARHU Requirement: UNIV 101 (2 credits)

V. Elective Credits: approximately 12 credits
VI. Master’s Portion of Five-Year Integrated Program (30 credits)

Students must take and pass the American Council on Teaching of Foreign Languages (ACTFL) Chinese Mandarin Oral Proficiency Interview & Chinese Mandarin Written Proficiency Test at the Intermediate/High level prior to enrollment in the master’s portion of the program.

Fall:
Content Area Methods II (3 credits): EDCI 688A – Special Topics in Curriculum and Instruction, Art Methods II
Studying Student Learning in Diverse Settings (3 credits): EDCI 611
Conducting Research on Teaching (1 credit): EDCI 698
Internship Practicum (2/3 time placement) (3 credits): EDCI 689 – Teaching Internship

Spring:
Content Area Methods III (3 credits): EDCI 633 – Teaching for Cross-Cultural Communication
Content Area Reading (3 credits): EDCI 763 – Reading, Cognition, and Instruction: Reading in the Content Areas I
Conducting Research on Teaching (2 credits): EDCI 698
Internship (2/3 time placement) (6 credits): EDCI 689 – Teaching Internship

Summer:
Teaching as a Profession (3 credits): EDCI 690
Internship (3 credits): EDCI 689 – Teaching Internship

NOTE: Students apply for admission to the Integrated Master’s Program in Curriculum and Instruction during the Junior year of the five-year program. A minimum grade point average of 3.0 is required for admission to the master’s program. Detailed information regarding the admission process is available in the Department of Curriculum and Instruction.
Appendix A: 5-Year Integrated Program: Bachelor's Degree - Chinese; Master's Degree-- Curriculum and Instruction

Name: ____________________________ UID: ____________________________

**CORE REQUIREMENTS**

**Fundamental Studies (9 Credits)**

<table>
<thead>
<tr>
<th>Lower level requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition (FE)</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics (FM)</td>
<td></td>
</tr>
<tr>
<td>Advanced Composition (must be taken after 60 credits)</td>
<td>ENGL 391/392/393/394/395</td>
</tr>
</tbody>
</table>

**Distributive Studies (28 Credits)**

**Humanities and the Arts (9 Credits)**

| Literature (HL)                      | 3       |
| Hist./Theory of Arts (HA)            | 3       |
| Lit/Arts/Other Humanities HL/HA/HE/IE± |         |
| CHIN 202 or 204                      |         |

| Mathematics and Sciences (10 Credits) |         |
| Lab Science (PL/LL)                  | 3/4     |
| Science (PS/PL/LS/LL)                | 3/4     |
| Science or Math (PS/PL/LS/LL/MS/ HE/IE±) | 3/4 |

| Social Sciences (9 Credits)                  |         |
| Soc/Political History (SH)                  | HIST 284 or 285 | 3 |
| Behav/Soc Sci (SB)                         | 3       |
| Behav/Soc Scie (SB/HE/IE±)                 | 3       |

**Advanced Studies (6 Credits)**

300-400 level courses outside major after 60 credits

| Advanced Studies                  | 3       |
| Advanced Studies                  | 3       |

**Diversity (3 Credits)**

One course from approved list

| Double-count with CORE above        | HIST 284 or 285 |         |

**PRE-PROFESSIONAL CONTENT REQUIREMENTS**

**Chinese Major**

Please see Chinese Department advisor for specific coursework (must earn a "C" or better)

| CHIN 101 (prerequisite coursework)   | 6       |
| CHIN 102 (prerequisite coursework)   | 3       |
| CHIN 103 (prerequisite coursework)   |         |
| CHIN 201 (prerequisite coursework)   | 3       |
| CHIN 202 (prerequisite coursework)   | 3       |
| CHIN 203 (Intermediate)              | 3       |
| CHIN 204 (Intermediate)              | 3       |
| CHIN 207 (Grammar & Composition)     | 3       |
| 300-Level Survey of Literature (select from: CHIN 423, 424) | 3 |
| CHIN 301 (Conversation)              | 3       |
| CHIN 302 (Conversation)              | 3       |
| 300-Level Chinese Literature (select from: CHIN 418A, 418B, 441, 442) | 6 |
| HIST 284 or 285 (Culture and Civilization) | 3 |
| HIST 480 or 481 (Culture and Civilization) | 3 |
| CHIN 401 (Reading Strategies)        | 3       |

**ARHU Requirements** (see College Advisor for details)

| UNIV 101 (Incoming Freshmen only)     | 2       |
| Foreign Language Requirement (fulfilled by major) | XX |

**EDUCATION COURSES**

After 60 Credits

| EDCI 488L Diversity Class              | 3       |
| EDHD 413 Adolescent Development        | 3       |
| EDCI 410 Curric Instruction in Foreign Lang Ed | 3 |
| EDCI 463 Reading in Secondary Schools  | 3       |

Electives to total 120 credits (with double-counting of coursework, 12 elective credits should be available): ___________

The remaining 30 credits of professional education courses are completed during the master's portion of the Five-Year Integrated Program. Students apply for admission to the Five-Year Integrated Program during the Junior Year. For detailed information, see the Department of Curriculum and Instruction.

**Primary Major**

Advisor: ____________________________
Dean: ____________________________

**5-Year Integrated Master's Program**

Advisor: ____________________________
Dean: ____________________________
Appendix B: B.A. in Chinese, Five Year Integrated Program in C&I: Program Worksheets

CHIN: B.A. in Chinese  
(Five Year Integrated Masters Program in Curriculum and Instruction)  
Five Year Integrated Program Worksheet  
ARHU Office of Student Affairs • Chinese Language Program

Use this page as a worksheet to track or develop an individual plan. If you choose to use the cut and paste feature to arrange your plan, make sure that you do not delete any requirements.

Please Note:
  • These templates are only models of a fouryear curriculum. You will adjust course selection to accommodate course availability and/or your individual preferences. Many of the requirements for the majors have prerequisites and therefore must be taken in sequence.
  • These models do not consider the following: AP/IB credits, foreign language placement, transfer courses, double major/double degrees, minors, study abroad, internships, SAT exemptions, or any other special program requirements.
  • All students will have mandatory advising with the college and department during the first semester of matriculation, the junior year (60 credits) and senior year (90 credits). All 2005 freshman must develop a plan to be reviewed by the college and department during the first semester of matriculation mandatory advising session. All students who entered the university as a freshman, as of fall 2005, will undergo annual benchmark reviews to assess their progress and ability to continue in the major.
  • These sample templates presume that a student is full time and entered the major during the freshman year. All parttime students and students who have changed their major into the college, should consult with their advisors to determine how to develop an individualized plan.
  • This web site does not replace actual advising. You will be responsible for developing and maintaining your plans in consultation with your ARHU College and Departmental advisors.

Year 1  
Semester 1  
CORE/ARHU Requirements and Electives  
  CORE (e.g. HL, HA) ________________  
  ENGL 101 (A/H/U/S or X) ________________  
  UNIV 101 ________________  
Major Requirements  
  CHIN 101 ________________  
14 credits
Semester 2
CORE/ARHU Requirements and Electives
  CORE (e.g. Lab LL or PL)
  HIST284 or 285 (also CORE SH/Diversity)
  MATH 110/111/113/115/140/220/STAT 100
Major Requirements
  CHIN 102
  CHIN 103
16 credits
  First year benchmark (or 30 credits):
  CORE: Fundamental English and Math requirements
  MAJOR: CHIN 101/102

Year 2
Semester 3
CORE/ARHU Requirements and Electives
  CORE (e.g. Non Lab – LS/PS/MS)
  CORE (e.g. SB)
Major Requirements
  CHIN 201
  CHIN 202 (also CORE HO)
  CHIN 207
15 credits

Semester 4
CORE/ARHU Requirements and Electives
  CORE (e.g. Non Lab – LS/PS)
  CORE (e.g. HL, HA)
  CORE (SB)
Major Requirements
  CHIN 203
  CHIN 204 (also CORE HO)
15 credits
  Second year benchmark (or 60 credits):
  CORE: 7 of 9 Distributive Studies courses;
  ARHU: At least 50% of the foreign language sequence completed.
  MAJOR: CHIN203/204 or 205

Year 3
Semester 5
CORE/ARHU Requirements and Electives
  FIRST CHINESE LIT COURSE (CHIN 314, 315, or 316)
  CORE Advanced Studies (#1)
  Elective (1xx4xx)
Mar. 25, 2008

Major Requirements
CHIN 301 ________________
HIST 480 or 481 ________________
15 credits

Semester 6
CORE/ARHU Requirements and Electives
SECOND CHINESE LIT COURSE (CHIN 314, 315, or 316) ________________
Professional Writing (ENGL 391/392/393/394/395) ________________
Elective (3xx4xx) ________________
Major Requirements
CHIN 302 ________________
CHIN 400-Level LIT (418A, 418B, 441, or 442) ________________
15 credits
Third year benchmark (or 90 credits):
CORE: Distributive Studies Completed.
ARHU: Intermediate level language requirement, 24 of the required 45 upper level credits (~50%). (Upper level courses needed to fulfill major requirements as well as upper level CORE requirements are included in the 45 upper level requirement).
MAJOR: CHIN 301/302

Year 4
Semester 7
CORE/ARHU/EDCI Requirements and Electives
Elective (1xx4xx) - EDHD 413 ________________
Elective (1xx4xx) - EDCI 410 ________________
CORE Advanced Studies (#2) ________________
Major Requirements
CHIN 3xx4xx (linguistics) CHIN 423 or 424 ________________
CHIN 3xx4xx (elective) CHIN 400-Level LIT (418A, 418B, 441, or 442) ________________
15 credits

Semester 8
CORE/ARHU/EDCI Requirements and Electives
Elective (1xx4xx) - EDCI 488L ________________
Elective (3xx4xx) - EDCI 463 ________________
Elective (1xx4xx) ________________
Elective (1xx4xx) ________________
Major Requirements
CHIN 3xx4xx (pending PCC approval) - CHIN 401 ________________
15 credits
Mar. 25, 2008

Master’s Portion of Five-Year Integrated Program (30 credits)

*Students must take and pass the American Council on Teaching of Foreign Languages (ACTFL) Chinese Mandarin Oral Proficiency Interview & Chinese Mandarin Written Proficiency Test at the Intermediate/High level prior to enrollment in the master’s portion of the program.*

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**Summer:**
- Teaching as a Profession (3 credits): EDCI 690
- Internship (3 credits): EDCI 689 – Teaching Internship

NOTE: Students apply for admission to the Integrated Master’s Program in Curriculum and Instruction during the Junior year of the five-year program. Detailed information regarding the admission process is available in the Department of Curriculum and Instruction.
Professor Phyllis Peres  
Associate Provost and  
Senior Vice-President for Academic Affairs  
1122 Main Administration Building  
Campus

Dear Phyllis,

I am writing to convey my support for the proposed 4-year Double Major in Chinese and Secondary Education-Foreign Language, and the proposed 5-Year Integrated Program with a Bachelor’s Degree in Chinese and Master’s in Curriculum and Instruction. Arts and Humanities is pleased to be partnering with the College of Education to train secondary education teachers of Chinese language, for which there is a growing demand.

The proposed programs require no new resources and can be handled within the structure of the existing Chinese major.

Cordially,

James F. Harris, Dean
Dr. Steve Koziol  
Chair, Department of Curriculum and Instruction  
2311 Benjamin Building  
College of Education  
University of Maryland  
College Park, MD 20742

January 31, 2008

Dear Steve,

I am writing in support of the concept and design of your two proposals for Chinese/foreign language teacher preparation:

(1) Four-Year Double Major in Chinese and Secondary Education-Foreign Language  
(2) Five Year-Integrated Program, with a Bachelor’s Degree in Chinese and Master’s in Curriculum and Instruction.

The need for certified teachers of Chinese in US schools has never been greater, and we are pleased that the proposed BA and 5-Year Integrated program options will serve the needs of future teachers.

I understand you intend these programs to be modest in size; should the number of students in the combined programs exceed your expectations, we would invite a conversation about resource matters.

Congratulations on putting together these critically needed programs.

Sincerely,

Michael H. Long, Ph.D.  
Professor of SLA, and Director  
SLLC
Hi Steve,

Thanks for the use of your office last week. It was good to see you!
As my promised follow-up, MSDE is pleased that the College of Education
is preparing new programs for people who want to become teachers of
Chinese and Agriculture. As you take the internal and external approval
steps, please know that we are supportive — contact me when you are
ready to pursue full MSDE approval, which — as I've said before — we can
do with you and finalize with official approval letters. I have tracked
the College's interest in these areas, and recently reviewed the draft
plan you have for Chinese. Interestingly, MSDE has just adopted ACFTL
Chinese language assessments for certification, the Oral Proficiency
Interview and the Written Proficiency Test. Also, we have had staff
attending meetings about adding Agriculture. As I mentioned in your
office, these new program areas will need to meet standards of their
fields as well as requirements of the Redesign of Teacher Education.

Jennie

Virginia H. Pilato, Ph.D.
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