

**Application for State Approval of
Teacher Preparation Specialty Programs**

**K-12 FOREIGN LANGUAGE TEACHING MAJOR
in CHINESE (FR) and ARABIC (FG/Other)**

Michigan Department of Education
Office of Professional Preparation Services
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I. Application Information	
Institution	Eastern Michigan University
MDE Endorsement Area and Code (from Application Attachment 2)	CHINESE Language and Culture (FR) ARABIC Language and Culture (FG/Other)
Date of this Application	May 1, 2006
Name and Title of Unit Head	Elisabeth Morgan, Ph.D. Department of Foreign Languages and Bilingual Studies
Signature of Unit Head	

II. Contact Information for Questions Related to This Application	
Contact Person's Name and Title	Anne Nerenz, Ph.D. Professor, Foreign Language Teacher Certification
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III. Type of Request for Approval	(Indicate One)
New program for institution	
U.S. Department of Education Classification of Instructional Programs (CIP) Code, if vocational occupational area	
Compliance with State Board of Education new or modified program criteria	
Experimental program	X
Program amendment (See Section IX for guidelines)	

IV. Program Goals: K-12 Teaching Major in Chinese Language and Culture

The Teacher Certification Program in Chinese Language and Culture at Eastern Michigan University is designed to prepare undergraduate and post-baccalaureate students for careers as foreign language teachers in elementary and secondary (K-12) school settings. Graduates of this program:

- demonstrate a high level of language competency and cross-cultural awareness.
- demonstrate that they know how to plan, prepare, and present lessons that offer students a range of opportunities to learn as defined by the national Standards for Foreign Language Learning (1998).
- are committed to all students and their learning, celebrate diversity and work effectively with diverse students, parents, and community members.
- are reflective professionals who use technology effectively and who demonstrate professional dispositions and communication skills.

The K-12 certification program in Chinese Language and Culture requires that candidates demonstrate a high level of language proficiency as well as a profound knowledge of literature and civilization. These goals are fully consistent with the American Council on the Teaching of Foreign Languages (ACTFL) teacher certification standards, the Michigan world language teacher certification standards, the *Standards for Language Learning* (AC TFL 1999) and the Michigan *K-12 World Language Content Standards*.

Eastern Michigan University's K-12 teacher certification program in Chinese is described in detail below.

V. K-12 Teaching Major in Chinese Language and Culture

Faculty

Two faculty members are responsible for designing and teaching the Chinese courses described below.

- Dr. Wenxia (Wendy) Wang is a tenured associate professor in the Department of Foreign Languages and Bilingual Studies. A native speaker of Chinese, Dr. Wang received her Ph.D. in 1998 from the Ontario Institute for Studies in Education of the University of Toronto.
- Yen Ling VonMeister is an adjunct faculty member at Eastern Michigan. Ms. VonMeister is a native speaker of Chinese and holds a Master of Arts degree in TESOL from Eastern Michigan University.

In addition, Eastern Michigan University has made a strong commitment to increasing the number of faculty in Chinese.

- A position request for an additional faculty member in Chinese was submitted to the Dean of the College of Arts and Sciences in April 2006 as part of the annual program review. This position has been ranked 13th out of 34 in the college. Because of the size of the College of Arts and Sciences, this ranking suggests that the position has a strong probability of being funded. Funding will be announced by July 1.
- Eastern Michigan University also has a faculty exchange agreement with Zhejiang Wanli University in Zhejiang, China dating from 2000. This agreement, renegotiated in Winter 2006,

specifically states that the institutions will seek opportunities for teachers who teach Chinese as a foreign/second language from Wanli to come to EMU to teach Chinese. The Chinese-teaching faculty in Wanli have offered to share their curricula and course materials. Participants from China in this faculty exchange program will teach a full faculty load of Chinese language, literature, and culture courses.

At this time, there has been no approval for a Chinese faculty member with teacher education experience; therefore, Dr. Wendy Wang will function as the liaison between Dr. Anne Nerez for methodology and language proficiency development. Exchange faculty will be consulted, but will not be responsible for world language pedagogy courses.

Program Overview

Like the programs in French, German, Japanese and Spanish, candidates seeking K-12 certification in Chinese Language and Culture at Eastern Michigan University must major in Chinese. The major:

- consists of the equivalent of 33 semester hours of coursework.
- includes coursework or documented proficiency in each of the following areas:
 - Language development
 - Literature
 - Civilization and Culture
- includes a 6-credit, required study abroad experience.
- includes a required-3-credit capstone seminar.

Because Eastern Michigan University does not offer a major in Chinese at this time, under this experimental teacher certification program, only candidates who already possess a documented ACTFL Intermediate High level of language proficiency as well as listening comprehension, reading skills, writing skills, and cultural knowledge equivalent to those acquired in a 33-credit major as defined by Eastern Michigan University may be admitted. Documentation and assessments for candidates in the experimental program are listed beneath each group of courses.

Program of Study

The following program of study meets all of the world language teacher certification standards outlined by the Michigan Department of Education.

Group I: Required Language Proficiency Component (15 credits)

Course Title	Course Number	Credit Hours	Course Description
Chinese Composition	CHNE 343	3	Builds on the foundation acquired in the 100- and 200- level courses and offers continued acquisition of Chinese characters and vocabulary; writing for a variety of purposes and a systematic grammar review; calligraphy. Frequent written assignments. <i>In Chinese</i> . Prerequisites: CHNE 233 and 234 or equivalent proficiency.
Chinese Conversation	CHNE 344	3	Builds on the foundation in speaking skills acquired in 100- and 200-level courses. Emphasizes pronunciation, acquisition of vocabulary and idioms for daily life, basic sentence structures and the development of greater oral proficiency. Presentation and practice of phonological principles. Includes a formal proficiency assessment. <i>In Chinese</i> . Prerequisites: CHNE 233 and 234 or equivalent proficiency.
Advanced Chinese Composition	CHNE 443	3	Extended acquisition of Chinese characters and vocabulary; written practice for a variety of specific purposes integrating advanced grammatical structures; continued instruction in calligraphy. Frequent written assignments. <i>In Chinese</i> . Prerequisites: CHNE 343 and 344.
Advanced Chinese Conversation	CHNE 444	3	Development of advanced oral proficiency. Emphasizes pronunciation, acquisition of vocabulary and idioms for daily life, advanced sentence structures. Advanced presentation and practice of phonological principles. Includes a formal proficiency assessment. <i>In Chinese</i> . Prerequisites: CHNE 343 and 344.
Advanced Chinese Conversation based on Media	CHNE 450	3	This course is designed to develop advanced fluency by engaging students in interpersonal, interpretive, and presentational communication. Group discussions are based on the reading of current cultural, political, economical topics, including the German Press, Internet, and film. <i>In Chinese</i> . . Prerequisites: CHNE 343 and 344.

Experimental Program

The proficiency in Chinese of students seeking K-12 teacher certification under this experimental program model will be assessed using the ACTFL oral proficiency interview. A candidate receiving a minimum rating of Intermediate High on the ACTFL OPI will be considered to have completed the five courses (15 credits) listed above.

Candidates' ability to use Chinese during instruction will be assessed in several different ways throughout their professional preparation experience: In FLAN 411 (secondary foreign language methods course), students seeking certification in Chinese, like students seeking certification in all other languages, prepare weekly scripted lesson plans in their target language and then teach portions of these lessons in the language in micro-teaching recitation settings. In addition, during student teaching, all candidates submit at least three video-taped lessons, accompanied by written reflections. Finally, during FLAN 412 (elementary methods), students prepare 10 lesson age- and developmentally-appropriate lesson plans and present at least one of these plans in a micro-teaching setting. Dr. Wendy Wang, a native speaker of Chinese, has volunteered to review

and assess the effectiveness of the candidates' use of Chinese as demonstrated in these written lesson plans, micro-teaching presentations, and video-taped lessons.

Group II: Required Literary Knowledge and Proficiency in Reading and Writing (3 credits)

Course Title	Course Number	Credit Hours	Course Description
Survey of Chinese Literature	CHNE 341	3	This course will introduce a variety of literary works in Chinese including excerpts of original works, letters, essays, short stories and poetry. <i>In Chinese.</i>

Experimental Program

Proficiency in English

- Candidates seeking K-12 teacher certification in Chinese under this experimental program model will be required to meet the English proficiency standards required of all non-native English speakers at Eastern Michigan University. Minimum scores are listed below:
 - TOEFL (Test of English as a Foreign Language)
 - paper-based: 500
 - computer-based: 213
 - internet-based: 61
 - MELAB (Michigan English Language Assessment Battery): 72
 - IELTS (International English Language Test Survey): 6.0

- Conditional admission is possible if a candidate's score is below the minimum score. ESL courses are offered for academic credit, can be taken concurrently with other academic courses, such as those offered in the College of Education, and are selected based on the skill(s) a candidate needs most.

Verification of Basic Literacy Skills

Like all candidates seeking teacher certification at Eastern Michigan University, candidates will be expected to take and pass the Michigan Test of Teacher Certification (MTTC) Basic Skills Test.

Verification of Written Proficiency in Chinese and Knowledge of Chinese Literature

- Candidates seeking K-12 teacher certification in Chinese under this experimental program model must demonstrate proficiency in written Chinese as well as a general knowledge of Chinese literature. Candidates must document skills in these areas by preparing:
 - a five-page paper on a literary work of their choice
 - and
 - a two-page essay written in a supervised setting on a topic or in reaction to a printed document provided by the examiner.

A candidate's work will be reviewed by a panel of no fewer than two examiners. It will be assessed using ACTFL/NCATE guidelines for writing proficiency (*ACTFL Program Standards for the*

Preparation of Foreign Language Teachers, p. 8 – 9). In order to receive a passing grade, both examiners must rate the candidate’s samples as *Satisfactory*. A candidate whose work is rated *Satisfactory* or higher will be considered to have completed the 3-credit course listed above.

Group III: Required Cultural Knowledge Component (6 credits)

Course Title	Course Number	Credit Hours	Course Description
Chinese Culture and Civilization I	CHNE 467	3	A study of Chinese history and civilization. All major historical periods and cultural movements prior to the cultural revolution will be covered. <i>In Chinese.</i>
Chinese Culture and Civilization II	CHNE 476	3	A study of the main events of the 20 th century. The major historical and societal movements during and since the cultural revolution will be covered. <i>In Chinese.</i>

Experimental Program

Candidates seeking K-12 teacher certification in Chinese under this experimental program model must demonstrate an in-depth knowledge of Chinese culture and civilization, including knowledge of the practices, products, and perspectives of daily life as well as knowledge of key people and events in Chinese history, politics, and society. Candidates must document skills in this area by preparing:

- a five-page paper on a cultural topic of their choice
- and
- a two-page essay written in a supervised setting on a topic provided by the examiner.

A candidate’s work will be reviewed by a panel of no fewer than two examiners and will be assessed using the attached rubric. In order to receive a passing grade, both examiners must rate the candidate’s samples as *Satisfactory*. A candidate whose work is rated *Satisfactory* or higher will be considered to have completed the two courses (6 credits) listed above.

Group IV: Required Immersion Experience (6 credits)

All students majoring in Chinese must participate in a study abroad experience of no less than six weeks duration. Eastern Michigan University already has a student exchange agreement with Zhejiang Wanli University. Students will be hosted by the university and will participate in courses offered in Chinese and in cultural excursions. An on-site supervisor will monitor students’ experiences.

Course Title	Course Number	Credit Hours	Course Description
Intensive Chinese Abroad	CHNE 490	6	An intensive linguistic and cultural immersion experience of at least 6 weeks’ duration offered in an approved Chinese-speaking environment. Instruction at many different levels. May be repeated for credit. <i>In Chinese.</i>

Experimental Program

Candidates seeking K-12 teacher certification in Chinese under this experimental program who have lived in China for more than 1 year will be considered to have completed the immersion experience (6 credits):

Group V: Required Capstone Experience (3 credits)

Course Title	Course Number	Credit Hours	Course Description
Capstone Senior Seminar	CHNE492	3	Senior level course for Chinese majors in which they demonstrate knowledge and performance in the areas of language, linguistics, cultures, and literatures. Students develop a capstone portfolio, demonstrate proficiency in oral and written Chinese, and make a final oral presentation to students and faculty. Includes a formal oral proficiency evaluation. <i>In Chinese.</i>

Experimental Program

In place of a senior seminar, candidates seeking K-12 certification in Chinese at Eastern Michigan University under this experimental program will complete 45 hours, equivalent to one 3-credit course, as teaching assistants in the Chinese courses at all levels. Candidates will prepare a portfolio documenting their work and will make a final oral presentation to students and faculty.

VI. Minor Offerings and Requirements

Minor in Chinese

A teaching minor in Chinese Language and Culture is not offered at Eastern Michigan University.

Teachable Minor Requirement

Like candidates seeking K-12 teacher certification in French, German, Japanese or Spanish, all candidates seeking K-12 certification in Chinese must complete a minor or second major in a teachable subject area as defined by the Michigan Department of Education.

For candidates in the experimental program, the minor or second major requirement will be waived.

VII. Professional Preparation— Foreign Language Methodology Courses required for K-12 Certification in Chinese

Faculty

Anne Nerenz teaches FLAN 411 and FLAN 412 and supervises all foreign language student teachers during the practicum experience. She holds a Ph.D. in Curriculum and Instruction with a specialization in French and Foreign Language Education from the University of Wisconsin, Madison. She is a tenured full professor in the Department of Foreign Languages and Bilingual Studies and has taught at EMU for 20 years.

Instructional Methods

FLAN 411 and FLAN 412 include lecture and recitation components. In the lecture portion of the classes, all students enrolled in the course meet in a large-group session. In this portion of the course, students listen to lectures, take the role of language learners in demonstration lessons presented by the professor, present and reflect on model lessons, critique model lessons on videotape, and participate in discussions, role-plays, and large group, small group, paired and individual activities. In the recitation portion of the classes, small groups of students (4 –5 students) meet with the professor. During the recitation period, students present lessons which they have planned and prepared and critique and reflect on each other’s teaching demonstrations.

Use of Chinese for Instructional Purposes

The appropriateness of a candidate’s use of Chinese for instruction purposes and integration of cultural and content-based elements are assessed in both FLAN 411 and FLAN 412 during candidate’s weekly micro-teaching demonstration lessons, from their written lesson plans, and on the demonstration lessons and written portions of the midterm and final exam using rubrics that are completely consistent with the NCATE/ACTFL guidelines for the accreditation of teacher certification programs.

Program of Study

Candidates seeking K-12 certification in Chinese, French, German, Japanese and Spanish must complete FLAN 411 and FLAN 412. Syllabi are attached to this application. The course titles and descriptions are provided below.

Course Title	Course Number	Credit Hours	Course Description
Theory and Methods of Modern Language Instruction	FLAN 411	3	This course is designed to prepare graduate and undergraduate students for careers as foreign language teachers in secondary school settings. Students in FLAN 411 will focus specifically on: 1) the history and development of instruction in modern foreign languages, 2) language acquisition theory, 3) research on adolescent development and learning, 4) curriculum, instruction, lesson design and activities that support the <i>Standards for Foreign Language Learning</i> and the <i>Michigan World Language Content Standards</i> , 5) testing, authentic assessment and evaluation rubrics.
Methods of Teaching Modern Languages in the Elementary Grades	FLAN 412	3	Through lecture, discussion, micro-teaching experiences and classroom observations, students will focus specifically on 1) the history of foreign language instruction in the elementary grades in the United States, 2) research on early foreign language learning, 3) the philosophy of, and rationale for, foreign language instruction in K-6 settings, 4) curriculum and developmentally-appropriate instructional methods, activities, and materials in standards-based FLE, immersion, and FLES programs, and 5) student and program evaluation in the elementary school setting.

Pre-requisites FLAN 412

Prior to enrolling in FLAN 412, students must have:

- successfully completed *FLAN 411: Theory and Methods of Modern Language Instruction*.
- documented their language proficiency in listening, speaking, reading, and writing as well as their knowledge of literature and Chinese culture as described above
- successfully completed all pre-admission professional preparation courses as described by the College of Education and be prepared to register for student teaching during one of the two semesters subsequent to taking this course.

Additional Field Experience Component

This course includes a 45-hour on-campus instructional component as well as an additional 45-hour field experience component to be completed off-site in an approved elementary foreign language setting. Observation sites for the K-5 experience will be in the Chinese community schools in Ann Arbor, Livonia, and Plymouth.

Similarities between FLAN 411 and FLAN 412

All beginning teachers need information about a range of topics, including language acquisition theories and research, state and national foreign language standards, child and adolescent development, student learning styles, lesson design and classroom activities. In addition, students need opportunities to practice designing, preparing, and presenting lessons so that what they know (competence) is actually reflected in what they are able to do (performance). Both FLAN 411 and FLAN 412 are designed to support and develop both the beginning teacher's competence as well as his or her performance skills.

In addition, particular skills that are taught and practiced in FLAN 411 which also serve as the knowledge base for FLAN 412 include:

- focusing curriculum and instruction around state and national standards,
- focusing instruction around language functions and vocabulary as well as meaningful, age-appropriate content and cultural contexts (practices, products, perspectives);
- developing a conversational teaching style characterized by comprehensible input such that lessons for students at all levels of proficiency can be conducted solely in the target language;
- assessing students' comprehension;
- planning a variety of lesson types, including direct, inquiry, and cooperative learning lessons, listening, reading, and writing lessons, and dialogue, vocabulary, Gouin series, mini-dialogue, and grammatically-patterned lessons; and
- planning for extended sequences of instruction and preparing thematic, functional, standards-based learning scenarios accompanied by authentic assessment activities and assessment rubrics.

Differences between FLAN 411 and FLAN 412

While much of what beginning teachers need to know and be able to do is applicable to both K-6 and 7-12 settings, there are significant differences among the learners, the curriculum, and the activities that are age- and developmentally-appropriate at the elementary, middle, and high school levels. Students in FLAN 412 will address all topics and skills considered in FLAN 411 but from the point of view of the elementary learner. In addition, FLAN 412 will:

- address the differing developmental needs of the K-2 (lower elementary) and 3-6 (upper elementary) learner;
- focus on the differences in goals and rationales among the three common types of elementary program: FLEX (Foreign Language Experience), immersion, and FLES (Foreign Languages in the Elementary School);
- focus on content-based and content-related curricula and unit design in FLES and immersion settings;
- address thematic, interdisciplinary curriculum and unit design in FLES, FLEX, and immersion settings;
- offer a variety of age- and developmentally appropriate activities, including songs, rhymes, finger plays, games, story-telling, dramatizations, dialogues, and other activities;
- consider appropriate types of student and program assessment.

VIII. Professional Preparation — Additional Required Professional Preparation Courses

Required Professional Preparation Courses			
Course Title	Course Number	Credit Hours	Course Description
Human Development and Learning	EDPS322	4	The study of childhood psychology from birth through adolescence with a focus on intellectual and psychosocial behavior and the role of parents and teachers in fostering learning and development.
Education of Students with Exceptionalities	SPGN251	3	An introductory survey course providing the historical, philosophical, and organizational factors leading to the enactment of federal and state laws, rules, and regulations governing special education. Characteristics, educational considerations, and implications of all areas of exceptionality are addressed.
Schools in a Multicultural Society	SOFD328	3	A study of the interactive relationship between schools and society, and the development of a culturally responsible pedagogy. Special emphasis on educational equity and the theoretical foundations of multicultural education.
Curriculum and Methods —Secondary	CURR305	3	The concept of curriculum and its relationship to differing philosophies of education and styles of teaching. The instructional process and multiple teaching strategies examined and applied through lesson planning and demonstration. Classroom management principles and techniques considered in the light of a curriculum and instruction perspective. Includes a planned practicum experience in public schools in addition to the regularly scheduled hours.
Introduction to Assessment and Evaluation	EDPS340	3	Basic principles in evaluation and assessment. Students will construct and interpret tests and alternative assessments; critique standardized tests; assess social, affective and behavioral factors; use computer applications; and examine assessment issues.
Teaching Reading in the Secondary School	RDNG311	3	The developmental sequence for reading skills at the junior and senior high school levels and methods for teaching the sequence, including teaching programs for all students. Providing reading instruction within the context of the various areas. Required for all students who seek certification to teach in secondary schools.
Instructional Applications of Media and Technology	EDMT 330	2	This course guides pre-service teacher educators to critically and creatively apply the concepts, principles, hardware and software associated with the infusion of technology in solving educational problems and meeting challenges in their roles as facilitators of learning.

XI. Overview of Field Experiences required for K-12 Teacher Certification in Chinese

Required Field Experiences			
Field Experience in Teacher Education	FETE 201	1	Prospective teachers will participate in a service-learning experience in a diverse community and examine their beliefs and attitudes about working with others who are different from themselves.
Field Experience in Teacher Education	FETE 302	1	Field placement in a middle level or high school. Focus is on reflective teaching and assessment decisions.
Field Experience in Teacher Education	FETE 402	1	Field placement in a middle level or high school with a diverse student population. Emphasis is on developing literacy in diverse populations and adapting instruction to individual student needs.
Additional Pre-student Teaching Field Experience of 40 hours	—	—	Field placement in an approved teaching-learning situation of the student's choice that involves learners of foreign languages in age-appropriate learning environments (e.g. after-school language program, tutoring, summer language camp)
Additional Field Experience of 45 hours in an elementary foreign language setting	FLAN 412	—	Students seeking K-12 certification will complete an additional 45-hour field experience in an approved elementary foreign language setting in conjunction with FLAN 412. See the course description above as well as the course syllabus for additional information about this field experience
Student Teaching	EDUC 492	12	Student teaching courses provide practical experience in the appropriate classroom under the guidance of mentor supervising teachers. The student teacher's role as an instructional decision-maker is reflected in planning for teaching, managing the classroom, and directing the learning activities of pupils. Student teachers are given increasing tasks for directing the activities of the classroom, gradually assuming full responsibility.

Student Teaching

All foreign language student teachers will complete a minimum of 14 weeks of student teaching, in one or more secondary classroom settings, under the direction of a qualified mentor teacher. Student teachers will be supervised by the methods professor.

Students will have the option of student-teaching in the Chinese community schools or in a year-long reduced pay internship with supervision in Plymouth-Canton, Novi, or Ann Arbor Public Schools. Placement options are currently being negotiated.

Use of Chinese for Instructional Purposes

As noted above, the appropriateness of a candidate's use of Chinese for instruction purposes and integration of cultural and content-based elements are assessed by Drs. Anne Nerenz and Wendy Wang throughout student teaching at each of four on-site observation visits, from candidate's three additional video-taped lessons, from their instructional unit, and on the mid-term and final student teaching evaluations, using rubrics that are completely consistent with the NCATE/ACTFL guidelines for the accreditation of teacher certification programs

IX. Professional Preparation — Overview of Required Seminars

During the student teaching semester, all candidates seeking K-12 certification in Chinese, French, Spanish, German, and Japanese are required to participate in a series of eight 3-hour seminars (24 contact hours) designed and taught by the methods professor. Seminar topics include: 1) standards and benchmarks, 2) writing objectives, 3) unit design, content-outlines and content mapping, 4) direct, inductive-inquiry, and cooperative learning lesson designs, 5) pre-assessment strategies, 6) post-assessment and data analysis, 7) portfolio development and 8) interviewing skills. As part of their student teaching and seminar commitment, students are also required to audio- and video-tape at least three lessons, reflect in writing on those lessons, and prepare and present their professional portfolio to a panel of in-service teachers, university faculty, students, and peers. In addition to these seminars, students are also required to attend an all-day on-campus professional development workshop sponsored by the College of Education Office of Academic Services.

X. Standards for the Preparation of Chinese Teachers

The matrix in Appendix A outlines the way in which the required courses or experiences described above allow students seeking K-12 certification in Chinese to meet the Michigan Standards for the Preparation of World Language Teachers approved in 2004.