

MANDARIN CHINESE EDUCATION PROGRAM GUIDELINES
BACHELOR OF SCIENCE IN EDUCATION (CHIN2_BS)

These guidelines summarize the requirements for a Bachelor of Science and partial completion of Connecticut certification requirements in Spanish Language Education (4-12) for students following the 2024-2025 requirements.

DEGREE REQUIREMENTS

1. Complete the GENERAL EDUCATION REQUIREMENTS listed in the Academic Regulations of the University of Connecticut Undergraduate Catalog 2024-2025, which include two W courses (one must be 2000-level or above and associated with the student's major), two Q courses (one Q course must be from Mathematics or Statistics), an Environmental Literacy course, and courses in Content Areas 1-4 (see catalog.uconn.edu for more information). In addition to the General Education Requirements, students must take a course in U.S. History (HIST 1501 or 1502) and PSYC 1100.
2. Complete a SUBJECT AREA MAJOR in MANDARIN CHINESE consisting of a minimum of thirty-six (36) credits in courses at the 2000's level or above in the field of concentration. A minimum of twenty-four (24) credits must be taken in one or two closely related departments. A minimum of twelve (12) credits must be taken in related areas. Up to six (6) credits in 1000's level courses may be included with prior consent of the faculty advisor.

Requirements include the following proficiency development courses or equivalents: CHIN 1111, 1112, 1113, 1114, 3210, 3211, 3250W, and 3275. And, at least twelve credits of the following literature courses or equivalents: CHIN 3271, 3270, and 3282. And, at least nine credits of the following culture and civilization courses or equivalents: CHIN 3230/W, 3260, ARTH 3720 (The Art of China), HIST 1805 (East Asian History through Hanzi Characters), HIST 3808 (East Asia to the Mid-Nineteenth Century), HIST 3810 (China and the West), HIST 3820 (History of Modern Chinese Political Thought), HIST 3822 (Modern China), and POLS 3245 (Chinese Politics and Economy).

It is strongly recommended that students complete a maximum number of courses in their major language, proactively seek out multiple opportunities to develop control of the spoken language, and pursue meaningful study abroad at the earliest feasible time.

3. Complete the following PROFESSIONAL EDUCATION REQUIREMENTS:

EDCI 3100/W – Multicultural Education, Equity and Social Justice	3 credits
EPSY 3010 – Educational Psychology	3 credits
EGEN 3100 – Seminar/Clinic: The Student as Learner	3 credits
EPSY 3110 – Exceptionality	2 credits
EDCI 3215 – Teaching World Languages to Elementary-Age Student: Seminar and Clinic	3 credits
EDCI 4010 – Teaching Reading and Writing in the Content Areas	2 credits
EDCI 4205W – Teaching World Languages to the Secondary-Age Student (7-12)	3 credits
EPSY 3125 – Classroom and Behavior Management	3 credits
EGEN 4100 – Seminar/Clinic: Methods of Teaching	3 credits
EPSY 4010 – Assessment of Learning	2 credits
EDCI 4250 – Directed Student Teaching	9 credits
EGEN 4110 – Seminar/Clinic: Analysis of Teaching	3 credits

Students must earn at least 120 credits.

MASTER OF ARTS IN CURRICULUM AND INSTRUCTION

To earn the University of Connecticut's institutional recommendation for teacher certification, students must additionally successfully complete the requirements for the Master of Arts in Curriculum and Instruction including a minimum of thirty (30) credits (two full-time semesters) of graduate level course work. Requirements are anticipated to include at least:

Content Pedagogy: LING 6160 – Second Language Acquisition; LING 6060 – Historical Linguistics; LCL 5030–Methods and Approaches to Second Language Acquisition (3 credits)

Curriculum Electives and/or Graduate Liberal Arts: (6 credits)

Language and Cultural Diversity in Education: (3 credits)

Choose one: EDCI 5700 – Foundations of Bilingual Education, EDCI 5705 – Curricular Issues in Bilingual Education, EDCI 5715 – Bilingualism and Second Language Acquisition, EDCI 5720 – Bilingual Education and Biliteracy, EDCI 5740 – Latinos and U.S. Education, EDCI 5742 – Sheltered English Instruction for English Language Learners, EDCI 5750 – Language Diversity and Literacy, EDCI 5830 – Theory & Practice of Intercultural Education, EDCI 5875 – Multicultural Education, EDCI 5885 – Introduction to Critical Pedagogy, EDCI 5890 – Educational Linguistics, EDCI 5895 – Language Ideology & Education, GERM/ALDS/CLCS 5324 – Teaching for Intercultural Citizenship & Human Rights, GERM/ALDS/CLCS 5325 – Teaching for Intercultural Citizenship & Human Rights II

Leadership: EDLR 5015 – Teacher Leadership and Organizations (3 credits)

Practicum: EDCI 5092 (3 credits fall) and EDCI 5093 (4 credits spring)

Seminar: EDCI 5094 (3 credits fall) and EDCI 5095 (3 credits spring)

Research: EPSY 5195 (1 credit fall and 1 credit spring)

Technology: EPSY 5221 – Wise Integration of Technology into Teaching and Learning Environments (1 credit)

MANDARIN CHINESE LANGUAGE EDUCATION

SAMPLE SEMESTER SEQUENCE

SUMMER SESSION

*WORLD LANGUAGE – CHIN 1111 and 1112 8

SEMESTER 1

CHIN 1113 – Intermediate Chinese I 4
 ENGL 1007 or 1010 or 1011 or 2011 4
 Content Area 2 3
 PSYC 1100 – Psychology (Also fulfills Content Area 3) 3
 Content Area 4 3

SEMESTER 2

CHIN 1114 – Intermediate Chinese II 4
 Content Area 4 3
 Q Course (STAT 1000Q or 1100Q – Statistics, suggested) 4
 HIST 1501 or 1502 – US History (Also fulfills CA 1) 3
 Content Area 2 3

SEMESTER 3

Content Area 3 Lab Course (BIOL/CHEM/ERTH/PHYS) 3 or 4
 CHIN 3210 – Chinese Composition & Conversation I 3
 CHIN 2000 Level or above, Literature 3
 HIST 3822 – Modern China 3
 **EPSY 3010 – Educational Psychology 3

SEMESTER 4 (STUDY ABROAD)

CHIN 2000 Level or above 3
 CHIN 2000 Level or above 3
 CHIN 2000 Level or above 3
 CHIN 2000 Level or above, Culture & Civilization 3
 CHIN 2000 Level or above, Literature 3

SEMESTER 5

EPSY 3110 – Exceptionality (fall or spring junior year) 2
 EDCI 3100/W – Multicultural Education, Equity & SJ 3
 EGEN 3100 – Seminar/Clinic 3
 CHIN 3260 – Contemporary Chinese Culture 3
 CHIN 2000 Level or above, Literature 3
 Q Course 3

SEMESTER 6

EPSY 3110 – Exceptionality (fall or spring junior year) 2
 EDCI 3215 – Teaching WL, Elementary-Age: Seminar/Clinic 3
 EDCI 4010 – Teaching Reading and Writing in the Content Areas 2
 CHIN 3211 – Chinese Composition & Conversation II 3
 CHIN 3250W – Advanced Chinese 3
 CHIN 3275 – Introduction to Chinese Linguistics 3

SEMESTER 7

EPSY 3125 – Classroom and Behavior Management 3
 EDCI 4205W – Teaching WL Secondary-Age Student 3
 EGEN 4100 – Seminar/Clinic 3
 CHIN 2000 Level or above, Literature 3
 CHIN 2000 Level or above, Culture & Civilization 3
 CHIN 2000 Level or above 3

SEMESTER 8

EPSY 4010 – Assessment of Learning 2
 EDCI 4250 – Directed Student Teaching 9
 EGEN 4110 – Seminar/Clinic 3

*If the student completed less than three years of a single foreign language in high school.

**Students should take EPSY 3010 prior to semester 5, if possible, but no later than semester 6. The course is available fall, spring, summer and online.

SEMESTER 9 (Master's)

EDCI 5092 - Practicum 3
 EDCI 5094 – Seminar 3
 EPSY 5195 – Research course 1
 EPSY 5221 – Wise Technology (either semester) 1
 Diversity course (either semester) 3
 EDLR 5015 – Leadership (either semester) 3
 Elective 3-6
 Content Pedagogy course (either semester) 3

SEMESTER 10 (Master's)

EDCI 5093 – Practicum 4
 EDCI 5095 – Seminar 3
 EPSY 5195 – Research Course 1
 EPSY 5221 – Wise Technology (either semester) 1
 Diversity course (either semester) 3
 EDLR 5015 – Leadership (either semester) 3
 Elective 3-6
 Content Pedagogy course (either semester) 3

In some instances, students will be expected to complete an extended or additional study abroad sequence to improve language proficiency in preparation for certification exams.

Teacher candidates in World Languages are required to pass the American Council on the Teaching of Foreign Languages Writing Proficiency Test and Oral Proficiency Interview before they can be recommended for state certification. The State of Connecticut has set the ACTFL WPT and OPI passing score at the Intermediate High level or higher. The Neag School will make every effort to ensure that candidates reach the Intermediate High level. If a candidate does not score at this level, candidates will be required to participate in remediation activities that may include communicating with native and nonnative target language speakers, additional study abroad, proficiency-based courses, and collaborating with instructors specifically on proficiency goals, and participation in target language club activities in the department of Literatures, Cultures and Languages. Candidates will be required to retake the WPT/OPI following the completion of their remediation plans.