

**CONNECTICUT STATE BOARD OF EDUCATION  
Hartford**

**TO BE PROPOSED:**

June 6, 2018

**RESOLVED**, That the State Board of Education, pursuant to Section 10-145d-9(g)(3)(A) of the Regulations of Connecticut State Agencies, grants full approval for the period June 6, 2018, through November 30, 2022, to the University of Connecticut (UCONN), with annual progress monitoring conducted using program data from the Connecticut Educator Preparation Provider (EPP) Data Dashboard until UCONN's Council for the Accreditation of Educator Preparation (CAEP) 2022 site visit, for the purpose of certifying graduates from UCONN in the following new certification area:

<b>Program</b>	<b>Grade Level</b>	<b>Program Level</b>	<b>Program Type</b>
Mandarin Chinese	7-12	Initial	Undergraduate/Graduate

and directs the Commissioner to take the necessary action.

Approved by a vote of \_\_\_\_\_ this sixth day of June, Two Thousand Eighteen.

Signed: \_\_\_\_\_  
Dianna R. Wentzell, Secretary  
State Board of Education

**CONNECTICUT STATE BOARD OF EDUCATION**  
**Hartford**

**TO:** State Board of Education

**FROM:** Dr. Dianna R. Wentzell, Commissioner of Education

**DATE:** June 6, 2108

**SUBJECT:** Approval of New Educator Preparation Program: University of Connecticut, Mandarin Chinese Program

**Executive Summary**

**Introduction**

Connecticut educator preparation providers (EPPs) and other organizations proposing new educator preparation programs must seek official approval through the Connecticut State Board of Education (CSBE). EPPs are required to participate in a Connecticut State Department of Education (CSDE) evaluation process designed to guide and support new program proposals. The proposal then moves forward to the CSDE Review Committee (Attachment A), which makes recommendations to the Commissioner of Education regarding new program approval based on evaluation findings. This report presents a summary of evaluation findings for the University of Connecticut (UCONN) proposal for a Mandarin Chinese program and includes the Commissioner of Education's recommendation for approval.

**History/Background**

UCONN consists of 14 schools and colleges, offering eight undergraduate degrees in more than 102 majors, 17 graduate degrees in 75 fields of study, and six graduate-level professional programs in law, medicine, dental medicine, and pharmacy. The UCONN Neag School of Education (NSOE) manages and coordinates all programs offered for the initial and advanced preparation of teachers and other school professionals. The Integrated Bachelor's and Master's Program (IB/M), offering programs in elementary education, special education, music education, agriculture, and secondary education (English, mathematics, science, social studies and world languages) and the Teacher Certification Program for College Graduates (TCPCG), offering programs in special education, agriculture and secondary education (English, mathematics, science, social studies, and world languages), both provide initial certification at the master's level. UCONN also offers advanced preparation programs leading to certification in the areas of educational leadership and administration, remedial reading and language arts, school counseling, school psychology, and speech and language pathology; and non-certification programs for advanced preparation in the areas of educational technology, educational psychology, curriculum and instruction, and kinesiology. UCONN educator preparation programs are fully approved by the CSBE

and nationally accredited by the National Council for Accreditation of Teacher Education (NCATE).

UCONN currently offers several world language certification options, including French, Italian, Latin, Spanish and German. In March 2018, UCONN submitted to the CSDE a proposal to add Mandarin Chinese to their existing world language program. In April 2018, a CSDE-trained evaluation team consisting of external, content area experts reviewed the proposal to evaluate the quality of program in the following areas:

- (1) design, scope and sequence, including coursework and fieldwork/clinical experiences;
- (2) candidate assessments, including data collection, analysis, and reporting methods;
- (3) faculty and instructor qualifications; and
- (4) program resources.

CSDE consultants also reviewed the proposal for compliance with Connecticut statutory and regulatory requirements.

The evaluation team identified a minor area for improvement (AFI) for the UCONN proposal and was unanimous in its decision that the proposal move forward to the CSDE Review Committee for consideration, with the requirement that the AFI be addressed before the committee meeting. During a May 24, 2018 Review Committee meeting, UCONN satisfactorily addressed the AFI and the committee recommended full approval for the UCONN Mandarin Chinese program.

### **Recommendation and Justification**

Based upon evaluation team findings and the recommendation of the CSDE Review Committee, I recommend that the UCONN Mandarin Chinese program be granted full approval for the period June 6, 2018, through November 30, 2022. If approved by the CSBE, the program will begin implementation during fall 2018 and be reviewed during the UCONN 2022 Council for Accreditation of Educator Preparation (CAEP) site visit. In the interim, the Connecticut EPP Data Dashboard will provide program evaluation data on an annual basis beginning fall 2018 for all UCONN educator preparation programs, including the Mandarin Chinese program.

### **Follow-up Activity**

If granted full approval by the SBE, the dean of the UCONN Neag School of Education will be notified immediately so that UCONN may start recruiting for the fall 2018 semester.

Prepared by: Katie Moirs, Ph.D., Program Approval Coordinator, Bureau of Educator Effectiveness

Approved by: Sarah J. Barzee, Ph.D., Chief Talent Officer, Talent Office

**CONNECTICUT STATE DEPARTMENT OF EDUCATION**  
**Educator Preparation Program Approval Review Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Representation</b>
1. Hari Koirala	Eastern Connecticut State University	Higher Education
2. Tamika La Salle	University of Connecticut	Higher Education
3. Catherine O'Callaghan	Western Connecticut State University	Higher Education
4. Julie Sochacki	University of Hartford	Higher Education
5. Joseph Bonillo	Waterford Public Schools	K-12
6. Thomas Danehy	Area Cooperative Educational Services	K-12
7. David Erwin	Berlin Public Schools	K-12
8. Ana Ortiz	Oxford Public Schools	K-12
9. Shuana Tucker	New Britain Public Schools	K-12
10. Evette Avila	Connecticut Center for School Change	Community
11. A. Bates Lyons	A. Bates Lyons Associates	Community