

**Advising and Information Sheet for Candidates Seeking
M.Ed. in Curriculum and Instruction, Concentration in Chinese
MED-CRIN-ECHN
(licensure) (cohort)
27 Credits Initial Licensure + 12 Additional Credits Master's**

This is intended only for prospective students who are residing in China. For information on admission application, tuition, and special procedures for the China Cohort, send inquiries to Dongfang International Center for Educational Exchange us@cscdf.org

Candidate: _____ **Advisor:** Dr. Marjorie Hall Haley

Semester /Year Admitted: _____

Program: Curriculum and Instruction in Chinese (CRIN-ECHN) Cohort*

PART 1: LICENSURE COURSE WORK

A. Methodology and Foundations - Fall 2008 Semester # 1

Advisor's Initials	Semester/Yr Completed	
_____	_____	EDCI 560 – Methods of Teaching Foreign/World Languages
_____	_____	EDCI 516 - Bilingualism & Language Acquisition Research
_____	_____	EDUC 539 - Human Development & Learning PreK-12

B. Methodology and Foundations - Spring 2009 Semester # 2

Advisor's Initials	Semester/Yr Completed	
_____	_____	EDCI 684 - Advanced Methods Foreign/Second Languages
_____	_____	EDCI 520 - Assessment of Language Learners
_____	_____	EDRD 620 - Teaching Reading/Writing in Foreign/World Languages

C. Foundations- Summer 2009

Advisor's Initials	Semester/Yr Completed	
_____	_____	EDUC 537 - Foundations of Multicultural Education

D. Internship- Fall 2009 Semester # 3

Advisor's Initials	Semester/Yr Completed	
_____	_____	EDCI 790 - Teaching Internship
_____	_____	EDUC 598 - Independent Study in FL* (*Part of 12 credit M.ED)

PART 2: OPTIONAL M.ED. COURSE WORK
Prerequisite: Must complete all coursework with GPA of 3.0 in Part 1, A, B, C, D before proceeding to Part 2.

Advisor's Initials	Semester/Yr Completed	
_____	_____	EDCI 521- Curriculum Development for Language Learners
_____	_____	EDRS 590 - Education Research <i>or</i>
		Approved Elective* (*Effective fall 2009)
_____	_____	EDCI 777 – Theory to Practice

ACADEMIC ADVISING

Every graduate student admitted to the Chinese Language Licensure Cohort program is assigned to Dr. Marjorie Hall Haley or her designee, as advisor. It is the responsibility of each student to consult with his/her advisor ***on at least a semester basis*** to determine whether plans to take courses are realistic and feasible. ADVANCE PLANNING is essential. **In addition, as a part of the cohort, take no fewer than 9 credit hours per semester—except during the summer. Further, you must take courses in the required sequence.**

Students in the Chinese Language Licensure Cohort will be required to take the English language Skills Test at George Mason University’s English Language Institute (ELI) when they arrive. Based on test results, all cohort members will be advised of ELI support classes and workshops that are available to them.

VISA/IMMIGRATION INFORMATION

International students admitted to the Chinese Language Licensure Cohort Program who require a student visa to enter the United States may contact George Mason University’s Office of International Programs and Services (see below) with their immigration questions. The F-1 student visa will be used to support this program. All international students who qualify will be sent an immigration document (Form I-20), which they will take to the U.S. Embassy or Consulate nearest them to use to apply for an F-1 student visa.

In order to qualify for an I-20, students must be properly admitted to the program as a full time student, and provide financial support documentation showing how they intend to pay for tuition, room and board, mandatory health insurance and other living expenses. When documentation is complete, the Office of International Programs and Services will issue Form I-20 and mail it to the student.

After successful completion of the Chinese language licensure program at George Mason University, international students on F-1 visas have three options:

1. You may apply for a year of Optional Practical Training (OPT) through George Mason’s Office of International Programs and Services (OIPS). This practical training authorization will extend the length of your F-1 visa status for 12 months and will give you the permission you need to work. The work must take place in an accredited primary or secondary school where Chinese is taught. You do not need to have a job offer prior to applying for practical training. There are no extensions of OPT beyond 12 months.
2. **If you wish to continue your studies by pursuing a Master’s degree in education (M.ED.) at George Mason University, OIPS will again need to see proof of financial support for the**

amount of time you will need to complete a Master's degree and will provide you with a new immigration form (I-20). Keep in mind that international students in F-1 status need to be full time (9 graduate level credits) each semester of study, with the exception of the final semester which does not have to be full time.

3. You may wish to work for a year under practical training and pursue coursework for the Master's degree at the same time. While on OPT and working, you may take coursework on a part-time basis. When the year of practical training is over, if you still need additional time to finish your Master's degree coursework, OIPS will need to see proof of financial support and provide you with a new immigration form for the remainder of the Master's degree as a full time student.

At the end of the program of study, plus the one year period of practical training, international students on F-1 visas are expected to return to their home country.

FOR INFORMATION PLEASE CONTACT:

Xin Zhao

Division Chief for CHINA-US Educational Exchange

Dongfang International Centre for Educational Exchange ,China Scholarship Council

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Tel: 0086-10-6641 1821 ext. 602, 0086-10-6641 7254 (direct)

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Email: us@cscdf.org

http://www.cscdf.org/fa_1_0.asp?sortid=41&country=52&id=1190

[Http://www.cscdf.org](http://www.cscdf.org)

[Http://www.csc.edu.cn](http://www.csc.edu.cn)

Chinese Language Licensure Program Cohort**

George Mason University

College of Education and Human Development

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Introduction

George Mason University (GMU) offers Chinese as part of the foreign language licensure program for the Commonwealth of Virginia.

1). Credit Courses –

- a. **Licensure program** – 7 pre-internship licensure courses (21 credits) plus a 6-credit internship (Listed below)
- b. **Master Degree** – 12 additional credits.

Requirements for Admission

Applicants must meet the requirements of the Virginia Department of Education (VDOE) and the admission requirements of George Mason University prior to gaining admission into the CEHD's foreign language licensure program. Those key requirements are as follows:

1. Hold an Equivalent of an American Bachelor's Degree

Credentials are determined by evaluating the courses completed in the applicant's bachelor's degree. These evaluations will be made at Dongfang International Center for Educational Exchange us@cscdf.org

2. Receive Passing Scores (532) on the PRAXIS I: Reading, Writing and Mathematics Test

Passing the PRAXIS I is a Virginia state requirement for teacher licensure candidates. Information on PRAXIS I registration can be found at: www.ets.org/praxis. To learn more about Virginia's Professional Teachers Assessment Requirements, including information about PRAXIS I cut scores, visit:

<http://www.pen.k12.va.us/VDOE/newvdoe/praxis.pdf>

3. Receive Passing Scores (88) on the TOEFL IBT Test or Passing Scores 6.5 on the IELTS Test

This requirement is for all applicants who have earned a college degree outside of the United States. Additional information for international applicants on the CEHD's admission requirements and exemption policies regarding the TOEFL Test, is online at: <http://gse.gmu.edu/admissions/adminrqts.htm> To have scores reported directly to GMU, use institutional code 5827.

4. Additional College of Education and Human Development Admissions Requirements:

- Two official transcripts from all colleges and universities attended. Applicants with degrees from abroad must have transcripts officially translated and evaluated. Additional information for international applicants regarding international transcripts is available at: <http://gse.gmu.edu/admissions/adminrqts.htm>
- Complete the Application for Graduate Admission. https://patriotweb.gmu.edu:9977/pls/prod/bwskalog.P_DisplLoginNon
- Three letters of recommendation from professional references that target teaching experience and academic abilities. Please use the form in the Application for Graduate Admission.
- One- to two-page goals statement that addresses the applicant's reasons for choosing to become a foreign language teacher.

Licensure Courses Description

EDUC 537 Foundations of Multicultural Education (3 credit hours).

Examines multicultural education through a focus on the historical, sociological, and philosophical foundations of education. Emphasizes the role of ethnicity in the development of the nation and its education system. Includes an overview of multicultural curricula and culturally and linguistically responsive instructional and assessment techniques.

EDUC 539 Human Development and Learning, PK-12 (3 credit hours).

Provides practicing teachers and teacher candidates with the foundations of psychological theory, research, and professional practice relating to development and learning in inclusive PK-12 classroom settings.

EDCI 516 Bilingualism and language Acquisition Research (3 credit hours). Examines research in first and second language acquisition, including the interaction of a bilingual person's two languages, with applications for the classroom. Field experience in public schools is required.

EDCI 560 Methods of Teaching Foreign/Second Languages in PK-12 Schools. (3 credit hours).
Prerequisite: EDCI 516 or student is currently in a teaching position. Covers past and current approaches, theories, and methods of teaching foreign/second languages with practical application to the classroom. Students demonstrate teaching strategies, develop lesson and unit planning skills, and evaluate materials and curricula. Field experience in public schools is required.

EDCI 520 Assessment of Language Learners (3 credit hours).
Prerequisites: EDCI 516. Examines innovative approaches to assessing language minority students and English language learners. Topics include identification, placement, monitoring of student progress, development of authentic performance-based measures, design of portfolios, application of measurement concepts, analysis of assessment instruments, and linking assessment to instruction.

EDRD 620 Teaching Reading/Writing in Foreign/Second Languages in PK-12 Settings (3 credit hours).
Prerequisite: EDCI 560. Provides an introduction to the reading and writing processes in foreign and second languages, research on reading comprehension, and effective teaching and assessment approaches for students in PK-12 schools. Topics include reading goals and standards for foreign language learning, sociocultural perspectives, multimedia /computer-assistance research on related strategies and skills, and performance-based assessments.

EDCI 684 Advanced Methods of Teaching Foreign/Second Languages in PK-12 Schools (3 credit hours).
Prerequisite: EDCI 560 or student is currently in a teaching position. Blends theoretical knowledge and practical application. Provides advanced study of second language pedagogy and teaching trends. Topics include multiple learning styles, alternative forms and assessment, and teaching diverse populations. Field experience is required.

EDCI 790 Internship in Education (6 credit hours).
Prerequisite: Passing scores on Praxis I, ACTFL OPI and WPT; Virginia Communication and Literacy Assessment (VCLA). Provides intensive, supervised, clinical experience for a full semester in an accredited school. Students must register for the appropriate section.

ELIGIBILITY FOR STUDENT TEACHING/INTERNSHIP

PRAXIS I, VCLA, ACTFL OPI, and ACTFL WPT -- Eligibility for student teacher/internships requires good academic standing, satisfactory completion of all other coursework in the licensure program, and submission of scores on (a) the Praxis I tests for Reading, Writing, and Mathematics; (b) the Virginia Communication and Literacy Assessment (VCLA); and (c) the ACTFL Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT).