Before undertaking this major, the student must establish language proficiency in Chinese equivalent to Chinese Level IV. Proficiency may be established by taking and passing CHNS 20200 - Chinese Level IV, by examination, or by other evidence acceptable by the School of Language and Cultures. If pre-requisite courses from the list below need to be taken for credit, the credits will be applied to Electives.

CHNS 10100 Chinese Level I
CHNS 10200 Chinese Level II
CHNS 20100 Chinese Level III
CHNS 20200 Chinese Level IV

Overall GPA for Chinese courses with the Departmental/Program Major Courses must be at least 2.50/4.00

Area A: Chinese Language
CHNS 30100 Chinese Level V 3
CHNS 30200 Chinese Level VI 3

Area B: Advanced Chinese Language
CHNS 40100 Chinese Level VII 3

Area C: Introduction to Chinese Literature
CHNS 24100 Introduction to the Study of Chinese Literature 3

Area D: Advanced Chinese Literature I (Select one)
CHNS 34100 Chinese Literature I: Traditional Chinese Literature OR 3
CHNS 34200 Chinese Literature II: Modern Chinese Literature 3

Area E: Advanced Chinese Literature II
CHNS 59400 Special Topics in Chinese Literature 3

Area F: Chinese Selectives (Select five not taken above)
CHNS 28000 Topics in Chinese Civilization and Culture 3
CHNS 28100 Introduction to Chinese Food and Culture 3
CHNS 28500 Chinese Calligraphy 3
CHNS 31300  Reading and Writing Practice  3
CHNS 33000  Introduction to Chinese Cinema  3
CHNS 34100  Chinese Literature I: Traditional Chinese Literature  3
CHNS 34200  Chinese Literature II: Modern Chinese Literature  3
CHNS 39900  Special Study Abroad Credit in Chinese  3
CHNS 40200  Chinese Level VIII  3
CHNS 49000  Special Topics in Chinese Language  3
CHNS 49300  Special Topics in Chinese Literature  3

PROFESSIONAL EDUCATION

*All Professional Education courses, including University Concentration courses, are calculated into the Professional Education GPA (“B” average with no grade lower than a “C”)*

Required for TEP Admission

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI</td>
<td>20500 Exploring Teaching as a Career</td>
<td>2</td>
</tr>
<tr>
<td>EDCI</td>
<td>28500 Multiculturalism and Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EDST</td>
<td>20010 Educational Policies and Laws</td>
<td>1</td>
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</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
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<tbody>
<tr>
<td>EDCI/EDPS 20001</td>
<td>Special Populations Seminar: Focus On Students with Disabilities and Differentiation Approaches</td>
<td>1</td>
</tr>
<tr>
<td>EDCI/EDPS 20002</td>
<td>Special Populations Seminar: English Language Learners and Students with Gifts and Talents</td>
<td>1</td>
</tr>
<tr>
<td>EDCI 27000</td>
<td>Introduction to Educational Technology and Computing</td>
<td>1</td>
</tr>
<tr>
<td>EDCI 30900</td>
<td>Reading in the Middle and Secondary Schools: Methods and Problems</td>
<td>1-3</td>
</tr>
<tr>
<td>EDCI 35000</td>
<td>Community Issues &amp; Applications for Educators</td>
<td>1-3</td>
</tr>
<tr>
<td>EDCI 37001</td>
<td>Teaching and Learning English as a New Language</td>
<td>2-3</td>
</tr>
<tr>
<td>EDPS 23500</td>
<td>Learning and Motivation</td>
<td>2-3</td>
</tr>
<tr>
<td>EDPS 24000</td>
<td>Children with Gifts, Creativity, and Talents</td>
<td>1</td>
</tr>
<tr>
<td>EDPS 24800</td>
<td>Differentiating Curriculum and Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDPS 26501</td>
<td>The Inclusive Classroom</td>
<td>2</td>
</tr>
<tr>
<td>EDPS 32700</td>
<td>Classroom Assessment</td>
<td>1-3</td>
</tr>
<tr>
<td>EDPS 36201</td>
<td>Positive Behavioral Supports</td>
<td>2-3</td>
</tr>
<tr>
<td>EDPS 43010</td>
<td>Secondary Creating and Managing Learning Environments</td>
<td>2-3</td>
</tr>
<tr>
<td>LC 23700</td>
<td>Our Common Bond: Languages and Cultures in a Global Context</td>
<td>3</td>
</tr>
</tbody>
</table>

Methods Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI</td>
<td>42700 Teaching of World Languages</td>
<td>3</td>
</tr>
<tr>
<td>LC</td>
<td>47500 Theories of Teaching World Languages</td>
<td>3</td>
</tr>
</tbody>
</table>

Student Teaching

*Completion of education methods courses and other Milestone requirements for the major area and admittance to teacher education required prior to this course.*

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI</td>
<td>49800 Supervised Teaching</td>
<td>12</td>
</tr>
</tbody>
</table>
University Concentrations

Choose one course from the concentrations below that was not already taken as a required course. Students can elect to take additional coursework to complete a full concentration if they choose, but it is not required.

**English Language Learners (Licensure Eligible) 12-13**

- EDCI 37001 Teaching and Learning English as a New Language 2-3
- EDCI 51900 Teaching English Language Learners 3
- EDCI 52600 Language Study for Educators 3
- EDCI 55900 Academic Language and Content Area Learning 3
- EDCI/EDPS 20002 Special Pop Sem: English Lang Learners and Students with Gifts OR Special Pop Sem: English Lang Learners and Students with Gifts 1

**High Ability (Licensure Eligible) 13-15**

All courses must be completed with a B- or better average

- EDCI/EDPS 20001 Special Pop Sem: Focus on Students with Disabilities and Differentiation 1
  OR Special Pop Sem: Focus on Students with Disabilities and Differentiation
- EDCI/EDPS 20002 Special Pop Sem: English Lang Learners and Students with Gifts OR Special Pop Sem: English Lang Learners and Students with Gifts 1
- EDPS 24800 Differentiating Curriculum and Instruction 1
- EDPS 49500 Practicum in Gifted, Creative, and Talented Education 3
- EDPS 54200 Curriculum and Program Development in Gifted Education 3
- EDPS 54500 Social and Affective Development of Gifted Students 3

Select one

- EDPS 24000 Children with Gifts, Creativity, and Talents OR 1
- EDPS 54000 Gifted, Creative, and Talented Children 3

**Special Education (Non-Licensure) 12-13**

- EDCI/EDPS 20001 Special Pop Sem: Focus on Students with Disabilities and Differentiation 1
  OR Special Pop Sem: Focus on Students with Disabilities and Differentiation
- EDCI/EDPS 20002 Special Pop Sem: English Lang Learners and Students with Gifts OR Special Pop Sem: English Lang Learners and Students with Gifts 1
- EDPS 21100 Special Education Law, Policy, and Ethical Guidelines 3
- EDPS 26501 The Inclusive Classroom 2
- EDPS 36201 Positive Behavioral Supports 2-3
- EDPS 41700 Special Education Knowledge and Skills for General Educators 3

**Applied Behavioral Analysis (Non-Licensure) 12**

- EDPS 34100 Introduction to Philosophical Underpinning and Concepts of Behavior Analysis 3
- EDPS 34200 Applied Behavior Analysis - Assessment and Intervention 3
- EDPS 44100 Introduction to Ethics and Practice of Applied Behavior Analysis 3
- EDPS 44200 Advanced Intervention in Applied Behavior Analysis 3
Licensure Information

All Purdue University Program and Indiana Department of Education requirements must be met for recommendation for Indiana licensure.

After all requirements are met, Purdue graduates will be considered eligible to apply to the Indiana Department of Education for licensure under REPA 3 in:

- Chinese (5-12)
- Addition in Blended and Online Teaching (5-12)
Optional: Addition in High Ability Education (P-12) or Teachers of English Learners (P-12) if chosen university concentration requirements are complete

Visit the Indiana Department of Education website for more information about what courses can be taught once licensed in this area.

Please reference the 2023-2024 Chinese Education Guidelines and Requirements and the 2023-2024 Chinese Education Checklist for more information.