



Program Review Document

Preparation Program: *Arabic Education*

Date Submitted *February, 2018*

Certification Level:	<input type="checkbox"/> B-P <input type="checkbox"/> P-5 <input type="checkbox"/> 5-9 <input type="checkbox"/> 5-12 <input type="checkbox"/> 8-12 <input checked="" type="checkbox"/> P-12
Preparation Level:	<input checked="" type="checkbox"/> Initial
Modes of Delivery:	<input checked="" type="checkbox"/> Face-to-Face Only <input type="checkbox"/> Online Only <input type="checkbox"/> Hybrid
Degree Type:	<input checked="" type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate (MAT) <input type="checkbox"/> Undergraduate – Cert Only <input type="checkbox"/> Option 6
Program Codes:	WKU #609
University Catalog:	https://www.wku.edu/undergraduatecatalog/ http://catalog.wku.edu/graduate/
WKU Quality Assurance Document:	http://www.wku.edu/cebs/caep/

SYLLABI: All Professional Education, Methods Syllabi, and a Sampling of Content Area Syllabi are available on the WKU website http://www.wku.edu/cebs/peu/epsb_prds.php.

Program Description

The major in Arabic with Teacher Certification Program leads to initial certification. Courses for the major are taught using methods described in Characteristics of Highly Effective World Language Teaching and Learning, outlined by the Kentucky Department of Education. When students take the content courses such as Arabic 437, their language proficiency is assessed using a rubric that addresses the ACTFL standards. Thus, the program regularly evaluates students to insure that they are on track to reach the minimum level of Advanced-Low as defined in the ACTFL Proficiency Guidelines – Speaking (1999). Although the program emphasizes preparation for teaching in middle and secondary schools, the following core courses include components that help prepare candidates for teaching language to elementary school students: EDU 250, PSY 310, SPED 330, LTCY 421, and EDU 489.

1. COURSES: Below are all required courses for this program. Course descriptions are those found in the appropriate WKU catalog (see links above)

- Core Education Courses**

EDU 250. INTRODUCTION TO TEACHER EDUCATION. (3) The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites. Equivalent to AGED 250.

PSY 310. EDUCATIONAL PSYCHOLOGY: DEVELOPMENT AND LEARNING. (3) Prerequisite: PSY 100 or PSY 220 and one of the following: EDU 250, MGE 275, AGED 250, SMED 101, SMED 301, IECE 321, AMS 329, or permission of instructor. A required educational psychology course for students seeking teacher certification. Educational psychology is designed to give the student a thorough understanding of the theories and principles of psychology as applied to teaching and learning. The students will demonstrate knowledge, understanding, and application of theories and principles of

development, learning, memory, motivation, individual differences, instruction, classroom management, and measurement and evaluation. PSY 310 may not be counted toward the psychology major or minor.

SEC 351. TEACHING STRATEGIES FOR SECONDARY SCHOOLS. (3) Prerequisites: EDU 250 or MGE 275 and PSY 310. Designed to develop a working knowledge of planning, implementation of instruction, assessment, and classroom climate for a student population. Field experiences in public schools are required for this course. Students are responsible for arranging their own transportation to designated or assigned sites.

LTCY 421. CONTENT AREA READING IN THE MIDDLE AND SECONDARY GRADES. (3) Prerequisites: EDU 250, MGE 275, AGED 250, or AMS 330 with a grade of "C" or higher; and admission to Teacher Education. A course in reading designed to offer a detailed view of the principles, materials and methods of instruction for middle and secondary grade students. Field experiences in public schools and / or other appropriate settings away from campus are required. Students are responsible for arranging their own transportation to designated or assigned sites.

SEC 453. MANAGEMENT OF INSTRUCTION. (3) Prerequisites: Must be admitted to the Teacher Education Program. EDU 250, PSY 310, (SEC 351, SEC 352 or SPED 330) with a grade of "C" or higher. Prerequisite or Corequisite: Methods course. Designed to expand and refine the abilities of preservice teachers to create and maintain a positive learning environment, and to implement and manage instruction for diverse student populations. Field experiences in public schools are required. Students are responsible for their own transportation to designated or assigned sites.

MLNG 410. SECOND LANGUAGE ACQUISITION. (3) Prerequisites: Enrollment in P-12 certification program in French, German or Spanish and successful completion of at least two upper-division courses in the teaching language. Introduction to principal theories of the acquisition of a second or foreign language. Explores how language learning styles and strategies relate to language acquisition and implications for the classroom.

MLNG 474. TEACHING FOREIGN LANGUAGE. (3) Prerequisites: EDU 250, SPED 330, SEC 351, PSY 310. Corequisite: SEC 453. Develops skills, procedures, and strategies for teaching foreign language in middle and secondary schools. Field experiences in public schools and / or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites. Equivalent to SEC 474

SPED 330. INTRODUCTION TO EXCEPTIONAL EDUCATION: DIVERSITY IN LEARNING. (3) Prerequisites: EDU 250, FACS 192, MGE 275, AGED 250 or AMS 329; and either PSY 310 or FACS 191; or instructor permission. Characteristics of exceptionality, special education programs, schools, and community resources and research relative to exceptionality. Field experiences in public schools and / or other appropriate settings away from campus are required in this course. Students are responsible for arranging their own transportation to designated or assigned sites.

EDU 489. STUDENT TEACHING SEMINAR. (3) Corequisites: ELED 490, MGE 490, SEC 490, or IECE 490. Analyzes the connection between teaching theory and actual practice. Portfolio refinement with the Teacher Performance Standards will be emphasized. Field experiences in public schools and / or other appropriate settings away from campus are required. Pre-Service Teachers are responsible for their own transportation to designated or assigned sites.

SEC 490. STUDENT TEACHING. (5-10) Prerequisites: Admission to Teacher Education and admission to student teaching. Corequisite: EDU 489. Supervised assignment in approved school setting. Must complete a minimum of sixteen weeks in one or two placements depending on certification requirements. Students follow the academic calendar of the school district in which they are placed and are responsible for providing their own transportation to assigned site(s). Course Fee

- **Core Content Courses**

ARBC 102. ELEMENTARY ARABIC II. (3). Prerequisite: ARBC 101 or equivalent. Continuation of the development of communication skills on everyday topics and of cultural insights. Course Fee | Fulfills World Language with a grade of C or better.

ARBC 201. INTERMEDIATE ARABIC I. (3) Prerequisite: ARBC 102 or equivalent. Expansion of communication skills in increasingly complex and varied situations. Emphasis on conversational speaking, presentational writing and speaking, and understanding culturally specific texts and media. Fulfills World Language with a grade of C or better.

ARBC 202. INTERMEDIATE ARABIC II. (3) Prerequisite: ARBC 201 or equivalent. Continued expansion of interpersonal communication skills at the intermediate level. Emphasis on increasing comprehension, building of vocabulary, and on presentational modes of speaking and writing. Fulfills World Language with a grade of C or better.

ARBC 301. ADVANCED ARABIC I. (3) Prerequisite: ARBC 202 or equivalent. A continued expansion of interpersonal communication skills. Emphasis on improved comprehension, mastery of more complex linguistic structures, and speaking and writing on culturally specific texts and media. Fulfills World Language with a grade of C or better.

ARBC 302. ADVANCED ARABIC II. (3) Prerequisite: ARBC 301 or equivalent. A continued expansion of interpersonal communication skills. Emphasis on advanced comprehension, speaking and writing on culturally specific texts and mastery of more complex expressions and linguistic structures. Fulfills World Language with a grade of C or better.

ARBC 437. ADVANCED MEDIA ARABIC. (3) Prerequisite: ARBC 302 or equivalent. Study of Arabic media reporting in written, audio and video formats, focusing on political, economic and security issues in their cultural contexts. Fulfills World Language with a grade of C or better.

2. KENTUCKY TEACHER PERFORMANCE STANDARDS ALIGNMENT: The table delineates how the EPP-wide Initial Preparation Key Assessments, aligned to both Kentucky Teacher Performance and InTASC Standards, are embedded in the program

KEY ASSESSMENTS					
AREA		NAME	STANDARD ALIGNMENT		COLLECTED
			KTS	InTASC	
1	Content Assessment	Praxis II	(1)	(4,5)	Praxis Report
2	Other Content Assessment	Major GPA	(1)	(4)	Prior to Student Teaching
3	Assessment of Professional Capabilities	Praxis PLT	(2-10)	(1-3,6-10)	Praxis Report
4	Clinical Experiences Measure of Teaching Proficiency	Student Teacher Evaluation	1-10	1-10	SEC 490
5	Measure of Assessment Proficiencies	A: Learning Goals & Pre/Post Assessment B: Analysis of Student Learning	1-3,5-7	1-10	MLNG 474
6	Ability to Diagnose and Prescribe for Personalized Student Learning	Design for Instruction	1,2,5,6	1,4-10	MLNG 474
7	Application of Content Knowledge and Pedagogical Skills	Teacher Work Sample	1-3,5-7,9	1-10	EDU 489
8	Assessment of Literacy Outcomes	Operational Stance Concerning Content-Area and Discipline-Specific Literacies	1,2,5	1,4-7	LTCY 421
9	Dispositions	Dispositions Form	NA	NA	Admissions, SEC 351, SEC 490
10	KTS Exit Survey	KTS Exit Survey	1-10	1-10	EDU 489

Modern Languages Faculty List. Education Faculty provided in CEBS Master List.

Faculty Name	Highest Degree, Field, & University	Assignment: Indicate the role(s) of the faculty member	Faculty Rank	Scholarship, Leadership in Professional Organizations, and Service: List up to 3 major contributions in the past 3 years	Teaching or other professional experience in P-12 schools	Status to institution & education unit	Courses
David DiMeo	Ph.D. Comp Lit. Harvard	Faculty <i>Arabic all levels</i>	Assistant Professor	<p>Scholarship: <i>The Travels of Ibn Battuta: A Guided Arabic Reader</i> (American University in Cairo Press, forthcoming 2015) with Inas Hassan; “Building a Proficiency Oriented Arabic Curriculum” Session Chair, Northeast Modern Language Association 2015; “Creating Contexts” Kentucky World Language Association Conference 2014; “Teaching Arabic Literature through Student Engagement Techniques” Middle East Studies Association Annual Meeting, 2012.</p> <p>Leadership: Potter College Curriculum Committee 2012-2014.</p> <p>Service: Modern Languages’ New Instructor Training program mentor, 2013-2014.</p>	N/A	FT/FT	Arabic all levels
Lhousseine Guerwane	M.A.T. Spanish Morehead State University	Faculty <i>Arabic all levels</i>	Instructor	Service: Verbally and Mathematically Precocious Youth” (VAMPY) Summer Language Program instructor, WKU Gifted Studies, 2013-2015.	Full time language teaching experience 2011-2015, at middle and high school levels	FT/FT	Arabic all levels
Stasie Harrington	Ph.D. in Spanish Applied Linguistics, The Pennsylvania State University	MLNG 410, MLNG 474	Assistant Professor	<p>Textbooks</p> <p>El cine documental: Spanish Language and Culture through Documentary Film. Indianapolis: Indiana: Focus animprint of Hackett Publishing Company, 2016 (Co-authored with Tammy Jandrey Hertel)</p> <p>Relaciónate: Comunicación avanzada. Boston, MA: Heinle Cengage Learning, 2014. (Co-authored with Tammy Jandrey Hertel)</p> <p>¡Tú dirás!, 4th Edition. Boston, MA: Heinle Cengage Learning, 2007. (Contributing author)</p> <p>Articles in Refereed Publications</p> <p>“Promoting Cultural and Linguistic Competence with Documentary Film in Spanish.” Hispania 98:3 (549-569).</p> <p>September 2015 Special issue on the Scholarship of Film and Film Studies (with Tammy Jandrey Hertel)</p> <p>“Online Communities of Practice and Second Language Phonological Acquisition.” International Journal of</p>	B.A. in Spanish with secondary education certification, summa cum laude, May 1995 Shippensburg University, Shippensburg, PA	FT/FT	MLNG 410, MLNG 474

				<p>Computer-Assisted Language Learning and Teaching (IJCALLT) 3:3 (34-55). 2013. (with Gillian Lord)</p> <p>Review of “En una palabra, Puebla, México: a CD-ROM for Exploring Culture in Spanish” software program. CALICO Journal 29:1 (195-204). 2011</p>			
Peng, Ke	PhD, East Asian Studies, U of Arizona	MLNG 410, MLNG 474	Assistant Professor	<p>Scholarship: “Chinese as a Foreign Language in K-12 Education”, book chapter in Ruan, Jiening., Leung, Cynthia., & Zhang, Jie. (eds.) (2015). <i>Perspectives on Chinese as a Foreign Language Education</i>. Springer.; “The Impact of Instructional Approaches and Task Types on Learner’s Character Retention in Chinese as Foreign Language” with Chiuhung Chen in <i>Proceedings of International Conference of Association of Teaching Chinese as Second Language</i> (ATCSL 2013); “Performance-Based Assessment in an Online Course” with Yvonne Mery in <i>Portal: Libraries and the Academy</i>, 12(3).</p> <p>Leadership: President, Kentucky Association of Chinese Language Teachers, 2014-2016; Executive Board Member, Kentucky World Language Association, 2014-2016</p> <p>Service: Modern Languages’ New Instructor Training program mentor, 2013-2015; Professional Training Program for WKU Confucius Institute Visiting Teachers, 2012-2015.</p>	Dual Credit Liaison and Teacher Trainer, 4 years	FT/FT	MLNG 410, MLNG 474

Mid-Point Assessment Requirements:

To be admitted into the Student Teaching Semester, candidates must meet all minimal criteria described under “Transition Point 2: Admission to Final Clinical Experience.”

Program Completion Requirements:

1. To complete a teacher preparation program, candidates must meet all minimal criteria described under “Transition Point 3: Program Exit.”
2. Note that additional requirements (described below) must be met in order to be recommended for initial certification.
3. Rules and regulations governing the completion of this program of study have been described above and on the next page. By your signature, you are acknowledging that you understand and accept responsibility for meeting these requirements.

Delineation of EPP-Wide Transition Points – Initial Preparation Program

Transition Point 1: Admission to Education Preparation Programs				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	Approved By
Unit Level Data:	Admission to Teacher Education			
<ul style="list-style-type: none"> • Cumulative GPA • CASE test scores • Application to include: <ul style="list-style-type: none"> – 3 faculty recommendations – Physical (including TB test) – KY criminal background check – Signed KY Code of Ethics 	<ul style="list-style-type: none"> • 2.75+ average or above • Minimum CASE scores required as defined by current state guidelines (demonstrates Critical Thinking and Communication Skills) • 3 positive faculty recommendations (demonstrates their dispositions for teaching indicating their creativity and collaboration skills) • Passing physical • Passing background checks 	Each Month	Office of Teacher Services	Professional Education Council
Transition Point 2: Admission to Final Clinical Experience				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data	Successful application to Student Teaching			
<ul style="list-style-type: none"> • GPAs and at least 90+ hours completed (including 75% of content courses) • Completion of required field hours • Completion of Key Assessments • Dispositions scores 	<ul style="list-style-type: none"> • 2.75+ GPA (overall, major, minor, and professional education courses); C or higher in all professional education courses • At least 200 hours documented based on requirements of 16 KAR 5:040 • 2+ holistic score; 2+ per KTS measured • All dispositions average “At Standard” (3+) 	Each Semester	Office of Teacher Services	Professional Education Council
Additional Program Specific Data:				
<ul style="list-style-type: none"> • Assessment tests (SOPI, STAMP, etc.) • Essays • Interviews 	<ul style="list-style-type: none"> • Intermediate Low after 201/202 on all skills • Intermediate Mid after 301/302 on all skills 	Each Semester	Program Faculty	Program Faculty
Transition Point 3: Program Exit				
Data Reviewed	Minimal Criteria	Review Cycle	Reviewed By	
Unit Level Data:	Program Exit			
<ul style="list-style-type: none"> • Candidate student teaching • Teacher Work Sample scores • Dispositions scores 	<ul style="list-style-type: none"> • C or Higher • 2+ holistic score; 2+ per KTS measured • All scores “At Standard” (3+) 	Each Semester	Office of Teacher Services	Certification Officer
Additional Program Specific Data:				
<ul style="list-style-type: none"> • Assessment tests (SOPI, STAMP, etc.) • Essays • Interviews 	<ul style="list-style-type: none"> • Intermediate High proficiency in speaking • Intermediate Mid proficiency in reading/listening/writing • Able to write a 1,000 word critical essay 	On Exit	Program Faculty	Program Faculty

To be recommended for initial certification, an applicant must document:

Completion of an approved educator preparation program in each desired certification area; Passing score(s) on the appropriate PRAXIS II and PLT exam(s) or other assessments required for each desired certification area; Achievement of at least a 2.75 GPA overall, in each major and minor, and in professional education courses; Attainment of at least a “C” in all professional education courses, including student teaching.

Remediation Opportunities:

TP 1: Candidates may continue to submit Faculty Recommendations until three are positive.

TP 2: Candidates may request additional instruction from faculty and may resubmit Key Assessments in order to improve their scores.

TP 3: Candidates may request additional instruction from faculty and may resubmit the Teacher Work Sample Key Assessment in order to improve their score. Candidates may repeat student teaching.

EPSB Disclaimer: Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at www.epsb.ky.gov for current requirements or contact the EPSB at 502-564-4606 or toll free 888-598-7667.

By signing below, the candidate ensures that he or she has been advised of, understands, and agrees to adhere to all program requirements, including assessment requirements, of the program.

Candidate Name (printed):

Education Advisor's Signature/Date:

Signature

Date

Candidate Signature/Date:

Specialization Advisor's Signature/Date (if needed):

Signature

Date

Signature

Date

****END OF CURRICULUM CONTRACT****