

**MICHIGAN STATE
UNIVERSITY**

August 20, 2010

MEMORANDUM

TO: Dr. Douglas Estry, Associate Provost for Undergraduate Education
and Dean of Undergraduate Studies

FROM: Dr. Linda O. Stanford, Associate Provost for Academic Services

RE: Request for a New Disciplinary Teaching Minor in Arabic
For Transmittal to the University Committee on Academic Policy
(UCAP)

The request referenced above is being sent to the University Committee on Academic Policy (UCAP) in accordance with the *Bylaws for Academic Governance*, 4.4.

UCAP Response Requested:

Please ask the UCAP to consider the request referenced above and provide consultative commentary. Please mail the related materials referenced under the heading Attachments at the end of this memorandum to the UCAP members.

After receiving UCAP's consultative response, the Provost will make a determination to forward or not to forward the request to the University Committee on Curriculum for its approval of curriculum and degree requirements.

If you have any questions, please call Joy Speas, University Curriculum Administrator, at 5-8420.

Thank you.

Attachments:

1. Request to Establish a New Academic Program form dated January 28, 2010: Disciplinary Teaching Minor in Arabic available for elementary and secondary teacher certification and attachments.



**University
Curriculum and
Catalog**

176 Administration Bldg.
East Lansing, MI
48824-1046

517-355-8420
Fax: 517-353-1935

s:\share\ucaparbteachminor

COLLEGE OF ARTS AND LETTERS

1. Request to establish a **disciplinary teaching minor in Arabic** that is available for elementary and secondary teacher certification in the Department of Linguistics and Germanic, Slavic, Asian and African Languages. The Teacher Education Council (TEC) will consider this request at its September 13, 2010 meeting. The University Committee on Academic Policy will consider this request at its September 16, 2010 meeting.

a. **Background information:**

Much greater attention is being paid to teaching Arabic as a world language across the K-16 spectrum in the United States. A series of federal education policies has made new monies and programs available to support the addition of Arabic in the K-12 education system. The American Council for the Teaching of Foreign Languages (ACTFL) has developed national standards for Arabic instruction and what students should be able to do with the language.

In addition to these national trends, Michigan is unique in the United States. It is home to a significant Arab American community with a rich history in the state and an equally rich history of teaching Arabic in public schools and maintaining the language through community programs. Moreover, Michigan State University recently approved an undergraduate academic major and minor in Arabic which began Fall 2009 and is housed in the Department of Linguistics, Germanic, Slavic, Asian and African Languages.

The teaching minor in Arabic will allow undergraduate Arabic minors to seek certification to teach Arabic at the elementary and secondary level by preparing students for teacher certification tests and employment as teachers of Arabic. The requirements are based on those in the current Arabic minor, and entails adding a requirement that Arabic minors seeking teacher certification need to take LLT 307 as part of their program of study. By training students to be proficient and certified teachers in Arabic, the program contributes directly to the "world grant" mission as laid out in the Boldness by Design strategic plan. The educational objectives of the Arabic program have been developed in consonance with MSU's Guiding Principles. Within this context, the program strives to: (1) develop students' language skills within a communicative, four skills framework; (2) encourage active learning through the transmission of culture knowledge and the fostering on analytical skills that students can apply to other areas of their studies and their lives; (3) integrate students' acquisition of language and cultural skills at all levels, whether the courses focus on language of culture; (4) help students develop cross-cultural awareness and sensitivity.

b. **Academic Programs Catalog Text:**

ARABIC

Complete a minimum of 20 credits from the following:

- | | | | |
|----|--|--|----|
| 1. | All of the following courses: | | |
| | ARB 201 | Second-Year Arabic I | 4 |
| | ARB 202 | Second-Year Arabic II | 4 |
| | ARB 301 | Third-Level Arabic I | 3 |
| | ARB 302 | Third-Level Arabic II | 3 |
| | Students with intermediate or advanced-level Arabic can substitute ARB 351, 352, 361, or 362 for any of the courses above. | | |
| 2. | One of the following courses: | | |
| | ARB 460 | Special Topics in Arabic Culture (W) | 3 |
| | ARB 461 | Introduction to Arabic Literature (W) | 3 |
| 3. | The following course: | | |
| | LLT 307 | Methods of Teaching English to Speakers of Other Languages | 3 |
| | | | 20 |

Effective Spring 2011.

View a Program		Main Menu
Joy Speas, RO	Thursday, 1/28/2010	
Program Name: Arabic Degree: MNEL Sequence Number: 1	Program Request ID: 1659	
Effective Dates: Fall 2010 - Open Status: Interim Initial Action: New		
Requested Date: 12/8/2009 2:49:53 PM		
<p>1. Department/School/College: 04543 Department of Linguistics and Germanic, Slavic, Asian and African Languages</p> <p>2. Name of Program: Arabic</p> <p>3. Name of Degree: MNEL</p> <p>4. Type of Program: Minor, TE Elementary</p> <p>5. Effective Start Semester: Fall 2010</p> <p>6. Target student audience for the program: Elementary Education majors in the College of Education minoring in Arabic.</p> <p>7. Enrollment: What is the expected enrollment per year: 5 What is the minimum enrollment acceptable: 2</p> <p>8. Source of budget for the program: To align academic planning and curricular change, ALL requests for NEW funds must be included in the College's annual planning letter. Provost approval of new funds and the effective date for the new program must align. If funding is not approved, then the program request will not be forwarded to Academic Council. Internal reallocation If new funds, was this request included in the College's annual planning letter? Indicate yes or no. If no, then this is a department or college fund reallocation (If the program is implemented, no additional resources are required.).</p> <p>9. Projected Costs as compared to other programs in unit: Same</p> <p>10. Staff requirement: How many additional staff will be required: 0 Who will provide the primary instruction. Describe any external linkages(industry, government, etc.): Current Arabic program faculty in the Department of Linguistics and Germanic, Slavic, Asian, and African Languages will provide instruction.</p>		

11. Will additional equipment be required:

Approximate cost: 0

Source of funding:

12. Will additional library materials be required:

Approximate cost: 0

Source of funding: n/a

13. Will additional space be required:

Type: n/a

Approximate amount: n/a

14. If the program requirements contain a named concentration, do you wish for the concentration to be noted on the student's transcript?:

No

15. Detailed Description:

- a. **Background information** including the considerations which precipitated the development of the program, and its relationship to similar programs offered at MSU and by other educational institutions. Supply a copy of standards of accrediting agencies and federal regulations related to the program as appropriate.

Much greater attention is being paid to teaching Arabic as a world language across the K-16 spectrum in the United States. A series of federal education policies has made new monies and programs available to support the addition of Arabic in the K-12 education system. The American Council for the Teaching of Foreign Languages (ACTFL) has developed national standards for Arabic instruction and what students should be able to do with the language.

In addition to these national trends, Michigan stands out as unique in the United States in that it is home to a significant Arab American community with a rich history in the state and an equally rich history of teaching Arabic in public schools and maintaining the language through community programs. Moreover, Michigan State University recently approved an undergraduate academic major and minor in Arabic starting with AY 09-10, which is housed in the Department of Linguistics, Germanic, Slavic, Asian and African Languages.

This program request is to create a teaching minor in Arabic, which will allow undergraduate Arabic minors to seek certification to teach Arabic at the elementary level. It is based on the current Arabic minor, and entails adding a requirement that Arabic minors seeking teacher certification need to take LLT 307 as part of their program of study. This change requires no new courses nor changes to any existing courses.

- b. **Rationale for changing the program at MSU.**

See above.

- c. **Rationale for the program being housed in the primary administrative unit.**

The current Arabic minor already offered at MSU is located in the primary administrative unit.

- d. **Educational objectives** of the program and their relationship to those of the college and the University.

This program seeks to qualify Arabic teaching majors to teach at the elementary level by preparing students for teacher certification tests and employment as teachers of Arabic. By training students to be proficient and certified teachers in Arabic, the program contributes directly to the "world grant" mission as laid out in the Boldness by Design strategic plan. The educational objectives of the Arabic program have been developed in consonance with MSU's Guiding Principles. Within this context, the program strives to: (1) develop students' language skills within a communicative, four skills framework; (2) encourage active learning through the transmission of culture knowledge and the fostering on analytical skills that students can apply to other areas of their studies and their lives; (3) integrate students' acquisition of language and cultural skills at all levels, whether the courses focus on language of culture; (4) help students develop cross-cultural awareness and sensitivity.

- e. **Faculty who were instrumental in changing the program** and faculty who will be **responsible for implementing the program.** (See Item 10)

Dr. Wafa Hassan, Dr. Mahmoud Abdalla, Brahim Chakrani.

- f. **Expected enrollment per year averaged over the next five years.**

Undergraduate: 5

- g. **Plan for evaluating the program.** Plan for assessing student outcomes. For academic minor programs, indicate the learning objectives/goals for students and how outcomes will be assessed. If these plans have not been submitted in the past, submit them with this request. The outcomes assessment form can be found at www.reg.msu.edu/ucc/assessment.asp.

Multiple forms of program assessment are anticipated. The academic program will be evaluated based on comparison or benchmarking with peer institutions using ACTFL proficiency levels as a guide, student retention, standard MSU student course evaluation, a program-specific student survey, and curriculum analysis. We will determine if students are reaching program objectives based on student performance on comprehensive examinations, speaking and writing proficiency examinations, and portfolio evaluations.

An additional form of program assessment relates to certification assessments required by the Michigan Department of Education. These assessments include: a passing score on the Arabic portion of the Michigan Test for Teacher Certification, as well as a score of Intermediate High or better on the Oral Proficiency Interview as designed by the American Council for the Teaching of Foreign Languages. The third assessment is a long-standing collection of professional criteria that the Department of Teacher Education has had in place to evaluate the progress of teacher candidates.

The final assessment is external insofar as the Michigan Department of Education must review an application to approve the Arabic teacher certification program and to evaluate that application against state standards for teacher preparation programs. Those

standards relate both to general pedagogical and professional content as well as to specific requirements for Arabic teacher candidates.

- h. **Program description** including statement and specific requirements of the program as they will appear in the university catalogue. Provide edited text of the current approved requirements from *Academic Programs*, indicating deletions (strikethrough) and additions (double-underline). Information contained in the catalogue represents a University contract with students. **Any deviation from college and University policies must be specifically requested.**

The Minor in Arabic, which is administered by the Department of Linguistics and Germanic, Slavic, Asian and African Languages, will provide students the opportunity to acquire a core of basic knowledge of Arabic language and culture.

Students who plan to complete the requirements for the minor should consult an undergraduate advisor in Arabic.

Requirements for the elementary disciplinary teaching minor in Arabic

Complete a minimum of 20 credits:

- All of the following courses (14 credits):

ARB 201	Second-Year Arabic I	4
ARB 202	Second-Year Arabic II	4
ARB 301	Third-Level Arabic I	3
ARB 302	Third-Level Arabic II	3

Students with intermediate or advanced-level Arabic can substitute ARB 351, 352, 361 or 362 for any of the courses in item 1 above.
- One of the following courses (3 credits):

ARB 460	Special Topics in Arabic Culture (W)	3
ARB 461	Introduction to Arabic Literature (W)	3
- The following course (3 credits):

LLT 307	Methods of Teaching English to Speakers of Other Languages	3
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- i. If the program will be offered in a location other than the main campus in East Lansing, specify the location(s).

no

- j. List the name and describe any certificate program that is associated with this degree program.
 - Explain the relationship between the certificate program and this degree program.
 - If a certificate program is being changed that is related to a degree program, please explain how the department/school/college will learn that the supervising faculty have endorsed the potential certificate holders as possessing specified skills or competency levels that render them eligible to receive the certificate and the degree.

The relevant certificate program is Teacher Certification. Students must complete the TE internship requirements to become eligible for the Michigan Department of Education (MDE) certification tests. There are no changes to that certificate program

required.

- k. **Other information** that will assist the Provost and the University-level committees in evaluating the request.

none

16. Are there admissions requirements for this program?:

Grade or grade-point average requirements and if so in which course(s), portfolio requirement, audition, essay, etc. If there are not admission requirements other than those required by the University policy indicate "none".

Although there are no requirements for the Arabic minor, students in the TE program do have to meet those admissions requirements.

DEPARTMENT LEVEL APPROVAL STATUS

Approved: Department of Linguistics and Germanic, Slavic, Asian and African Languages
1/27/2010 8:16:46 PM by David Prestel for David K. Prestel, Chairperson

SIGNOFFS STATUS

Signed Off: College of Education
1/28/2010 3:52:47 PM by Karen Glickman for Michael Sedlak, Associate Dean

Comments: In number 15-h, add the word "teaching" prior to "Minor" in sentence 1. "The teaching Minor in Arabic..."

COLLEGE LEVEL APPROVAL STATUS

Approved: College of Arts and Letters
1/28/2010 4:05:25 PM by Theresa Walker for Janet Swenson, Associate Dean

View a Program		Main Menu
Joy Speas, RO	Thursday, 1/28/2010	
Program Name: Arabic Degree: MNSE Sequence Number: 1	Program Request ID: 1667	
Effective Dates: Fall 2010 - Open Status: Interim Initial Action: New		
Requested Date: 12/10/2009 12:06:05 PM		
1. Department/School/College:		
04543 Department of Linguistics and Germanic, Slavic, Asian and African Languages		
2. Name of Program:		
Arabic		
3. Name of Degree:		
MNSE		
4. Type of Program:		
Minor, TE Secondary		
5. Effective Start Semester:		
Fall 2010		
6. Target student audience for the program:		
Secondary Education majors in the College of Education minoring in Arabic.		
7. Enrollment:		
What is the expected enrollment per year: 5		
What is the minimum enrollment acceptable: 2		
8. Source of budget for the program:		
To align academic planning and curricular change, ALL requests for NEW funds must be included in the College's annual planning letter. Provost approval of new funds and the effective date for the new program must align. If funding is not approved, then the program request will not be forwarded to Academic Council.		
Internal reallocation		
If new funds, was this request included in the College's annual planning letter? Indicate yes or no. If no, then this is a department or college fund reallocation (If the program is implemented, no additional resources are required.).		
9. Projected Costs as compared to other programs in unit:		
Same		
10. Staff requirement:		
How many additional staff will be required: 0		
Who will provide the primary instruction. Describe any external linkages(industry, government, etc.):		
Current Arabic program faculty in the Department of Linguistics and Germanic, Slavic, Asian, and African Languages will provide instruction.		

11. Will additional equipment be required:

Approximate cost: 0

Source of funding:

12. Will additional library materials be required:

Approximate cost: 0

Source of funding: n/a

13. Will additional space be required:

Type:

Approximate amount: 0

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No

15. Detailed Description:

- a. **Background information** including the considerations which precipitated the development of the program, and its relationship to similar programs offered at MSU and by other educational institutions. Supply a copy of standards of accrediting agencies and federal regulations related to the program as appropriate.

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Dr. Wafa Hassan, Dr. Mahmoud Abdalla, Brahim Chakrani.

f. **Expected enrollment per year averaged over the next five years.**

Undergraduate: 5

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The final assessment is external insofar as the Michigan Department of Education must review an application to approve the Arabic teacher certification program and to

evaluate that application against state standards for teacher preparation programs. Those standards relate both to general pedagogical and professional content as well as to specific requirements for Arabic teacher candidates.

- h. **Program description** including statement and specific requirements of the program as they will appear in the university catalogue. Provide edited text of the current approved requirements from *Academic Programs*, indicating deletions (strikethrough) and additions (double-underline). Information contained in the catalogue represents a University contract with students. **Any deviation from college and University policies must be specifically requested.**

The Minor in Arabic, which is administered by the Department of Linguistics and Germanic, Slavic, Asian and African Languages, will provide students the opportunity to acquire a core of basic knowledge of Arabic language and culture.

Students who plan to complete the requirements for the minor should consult an undergraduate advisor in Arabic.

Requirements for the secondary disciplinary teaching minor in Arabic

Complete a minimum of 20 credits:

1. All of the following courses (14 credits):

ARB 201	Second-Year Arabic I	4
ARB 202	Second-Year Arabic II	4
ARB 301	Third-Level Arabic I	3
ARB 302	Third-Level Arabic II	3

Students with intermediate or advanced-level Arabic can substitute ARB 351, 352, 361 or 362 for any of the courses in item 1 above.

2. One of the following courses (3 credits):

ARB 460	Special Topics in Arabic Culture (W)	3
ARB 461	Introduction to Arabic Literature (W)	3

3. The following course (3 credits):

LLT 307	Methods of Teaching English to Speakers of Other Languages	3
---------	--	---

- i. If the program will be offered in a location other than the main campus in East Lansing, specify the location(s).

no

- j. List the name and describe any certificate program that is associated with this degree program.

- Explain the relationship between the certificate program and this degree program.
- If a certificate program is being changed that is related to a degree program, please explain how the department/school/college will learn that the supervising faculty have endorsed the potential certificate holders as possessing specified skills or competency levels that render them eligible to receive the certificate and the degree.

The relevant certificate program is Teacher Certification. Students must complete the TE internship requirements to become eligible for the Michigan Department of Education

(MDE) certification tests. There are no changes to that certificate program required.

- k. **Other information** that will assist the Provost and the University-level committees in evaluating the request.

none

16. Are there admissions requirements for this program?:

Grade or grade-point average requirements and if so in which course(s), portfolio requirement, audition, essay, etc. If there are not admission requirements other than those required by the University policy indicate "none".

Although there are no requirements for the Arabic minor, students in the TE program do have to meet those admissions requirements.

DEPARTMENT LEVEL APPROVAL STATUS

Approved: Department of Linguistics and Germanic, Slavic, Asian and African Languages
1/27/2010 8:17:00 PM by David Prestel for David K. Prestel, Chairperson

SIGNOFFS STATUS

Signed Off: College of Education
1/28/2010 3:53:02 PM by Karen Glickman for Michael Sedlak, Associate Dean

Comments: In number 15-h, add the word "teaching" prior to "Minor" in sentence 1. "The teaching Minor in Arabic..."

COLLEGE LEVEL APPROVAL STATUS

Approved: College of Arts and Letters
1/28/2010 4:05:42 PM by Theresa Walker for Janet Swenson, Associate Dean

TEACHER CERTIFICATION OPTIONS

The Chinese, German, and Japanese disciplinary majors leading to the Bachelor of Arts degree are available for teacher certification.

~~Chinese, German, Japanese, Russian, and teaching English to speakers of other languages disciplinary minors are also available for teacher certification.~~

Arabic,

Students with a Japanese disciplinary major are required to complete Japanese 202, 301, 302, 350, 369, 401, 402, and 469; and the following additional pedagogy course: Language, Learning and Teaching 307. Language, Learning and Teaching 307 may be substituted by a Japanese pedagogy course, when offered.

Students with a Chinese disciplinary major are required to complete Chinese 201, 202, 301, 302, 350, 366, 401, 402; 466 and the following additional pedagogy course: Language, Learning and Teaching 307.

Students with a German disciplinary major are required to complete German 460 and 461 as part of their major course work, as well as the requirements for teacher certification. German 461 may be used to satisfy the requirements referenced in item 3. a. (5) under the heading *Requirements for the Bachelor of Arts Degree in German*.

Students who elect the ~~Chinese, German, or Japanese disciplinary major, or the Chinese, German, Japanese, Russian or teaching English to speakers of other languages disciplinary minor,~~ must contact the Department of Linguistics and Germanic, Slavic, Asian and African Languages.

Arabic,

For additional information, refer to the statement on *TEACHER CERTIFICATION* in the *Department of Teacher Education* section of this catalog.

MSU Disciplinary Teaching Minors for Elementary and Secondary Teacher Certification

The State of Michigan requires a minimum of 20 semester credits for a single–subject disciplinary teaching minor, and a minimum of 24 semester credits for a group subject disciplinary teaching minor, for elementary or secondary teacher certification. Below, the disciplinary teaching minors that are available for teacher certification are identified, and other information is provided.

OPTIONS FOR ACCEPTABLE SUBJECT MATTER TEACHING MAJORS AND MINORS FOR ELEMENTARY TEACHER CERTIFICATION

Integrated Teaching Majors Available for Elementary Teacher Certification

- Language Arts
- Social Studies (with history and geography concentrations)
- Integrated Science

Disciplinary Majors Available for Elementary Teacher Certification

MAJOR	COLLEGE
Chinese	Arts and Letters
Comparative Cultures and Politics	James Madison College
English	Arts and Letters
French	Arts and Letters
German	Arts and Letters
History	Social Science
Interdisciplinary Studies in Social Science:	
Social Science Education	Social Science
International Relations	James Madison College
Japanese	Arts and Letters
Mathematics	Natural Science
Political Theory and Constitutional Democracy	James Madison College
Social Relations and Policy	James Madison College
Spanish	Arts and Letters

Disciplinary Teaching Minors Available for Elementary Teacher Certification

Students electing to complete the requirements for two disciplinary teaching minors should make their choices from the listing below.

MINOR	COLLEGE
Chinese	Arts and Letters
Computer Science	Engineering
English	Arts and Letters
Environmental Science	Agriculture and Natural Resources
French	Arts and Letters
Geography	Social Science
German	Arts and Letters
History	Social Science
Japanese	Arts and Letters
Mathematics-Elementary	Natural Science
Russian	Arts and Letters
Spanish-Elementary	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

Arabic

Arts and Letters

Undergraduate Majors Leading to Endorsements on an Elementary Teacher Certificate

MAJOR	COLLEGE
Child Development	Social Science
Special Education	Education

Language arts, social studies, integrated science, interdisciplinary studies in social science, international relations, political theory and constitutional democracy, and social relations are group majors, requiring 36 or more semester credits.

The minor of Teaching English to Speakers of Other Languages must be paired with an academic major such as Language Arts or a world language.

A given course may not be counted toward both the requirements for a disciplinary major or integrated teaching major and the requirements for a disciplinary teaching minor (including the Planned Program for Elementary Education), or toward the requirements for two or more disciplinary teaching minors (including the Planned Program for Elementary Education).

**OPTIONS FOR ACCEPTABLE SUBJECT MATTER
 TEACHING MAJORS AND MINORS FOR SECONDARY
 TEACHER CERTIFICATION**

**Disciplinary Majors Available for Secondary Teacher
 Certification**

MAJOR	COLLEGE
Biological Science—Interdepartmental	Natural Science
Chemistry	Natural Science
Chinese	Arts and Letters
Comparative Cultures and Politics	James Madison College
Earth Science—Interdepartmental	Natural Science
Economics	Social Science
English	Arts and Letters
Environmental Studies and Agriscience	Agriculture and Natural Resources
French	Arts and Letters
German	Arts and Letters
History	Social Science
Interdisciplinary Studies in Social Science: Social Science Education	Social Science
International Relations	James Madison College
Japanese	Arts and Letters
Journalism	Communication Arts and Sciences
Mathematics	Natural Science
Physical Science—Interdepartmental	Natural Science
Physics	Natural Science
Political Theory and Constitutional Democracy	James Madison College
Social Relations and Policy	James Madison College
Spanish	Arts and Letters

**Disciplinary Teaching Minors Available for Secondary
 Teacher Certification**

MINOR	COLLEGE
Agriscience	Agriculture and Natural Resources
Anthropology	Social Science
Biological Science	Natural Science
Chemistry	Natural Science
Chinese	Arts and Letters
Computer Science	Engineering
Earth Science	Natural Science
Economics	Social Science
English	Arts and Letters
Environmental Science	Agriculture and Natural Resources
French	Arts and Letters
Geography	Social Science
German	Arts and Letters
History	Social Science
Italian	Arts and Letters
Japanese	Arts and Letters
Journalism	Communication Arts and Sciences
Latin	Arts and Letters
Mathematics-Secondary	Natural Science
Physics	Natural Science
Political Science	Social Science
Psychology	Social Science
Religious Studies	Arts and Letters
Russian	Arts and Letters
Sociology	Social Science
Spanish-Secondary	Arts and Letters
Teaching English to Speakers of Other Languages	Arts and Letters

Arabic

Arts and Letters

**Undergraduate Majors Leading to K-12 Endorsements on
 a Secondary Teacher Certificate**

MAJOR	COLLEGE
Art Education	Arts and Letters
Chinese	Arts and Letters
Communicative Sciences and Disorders	Communication Arts and Sciences
Japanese	Arts and Letters
Music Education	Arts and Letters

Agriscience, interdisciplinary studies in social science, international relations, physical science-interdisciplinary, political theory and constitutional democracy, and social relations are group majors requiring 36 or more semester credits.

Art Education and Music Education are K-12 comprehensive group majors, requiring a minimum of 50 semester credits, and are exempt from the requirement to complete a separate teaching minor.

Agriscience and environmental science are group subject minors, requiring 24 or more semester credits.

The minor of Teaching English to Speakers of Other Languages must be paired with an academic core major.

A given course may not be counted toward both the requirements for a disciplinary major and the requirements for a disciplinary minor, or toward the requirements for two or more disciplinary minors.

REQUIREMENTS FOR THE DISCIPLINARY TEACHING MINORS

AGRISCIENCE

			CREDITS
ABM	100	Decision-making in the Agri-Food System	3
AEE	314	Issues in Agricultural and Environmental Education Programs	3
AEE	412	Agricultural and Natural Resources Leadership and Education	3
ANS	110	Introductory Animal Agriculture	4
CSS	101	Introduction to Crop Science	3
CSS	210	Fundamentals of Soil and Landscape Science	3
HRT	203	Principles of Horticulture I	2
HRT	203L	Introduction to Horticulture I Laboratory	1
ZOL	355	Ecology	3
ZOL	355L	Ecology Laboratory	1
			26

ANTHROPOLOGY

ANP	201	Sociocultural Diversity	3	
ANP	202	Biocultural Evolution	3	
ANP	320	Social and Cultural Analysis	4	
Or				
ANP	480	History of Anthropological Theory	3	
One course from each of the following groups (thematic/theoretical):				
(1)	ANP	340	Introduction to Physical Anthropology	4
	ANP	363	Rise of Civilization	3
(2)	ANP	420	Language and Culture	3
	ANP	423	Psychological Anthropology	3
	ANP	424	Culture and Economic Behavior	3
(3)	ANP	220	Genders Relations in Comparative Perspective	3
	ANP	330	Race, Ethnicity and Nation: Anthropological Approaches to Collective Identity	3
One of the following courses (ethnographic):				
ANP	410	Revolution and Social Change in Latin America	3	
ANP	411	North American Indian Ethnography	3	
ANP	412	Social and Cultural Status of Latinos in the U.S.	3	
ANP	414	Anthropology of South Asia	3	
ANP	415	China: Culture and Society	3	
ANP	416	Anthropology of Southern Africa	3	

21 to 23

Insert ①

BIOLOGICAL SCIENCE

BS	110	Organisms and Population	4
BS	111	Cells and Molecules	3
BS	111L	Cell and Molecular Biology Laboratory	2
ZOL	341	Fundamental Genetics	4
ZOL	355	Ecology	3
ZOL	355L	Ecology Laboratory	1
PSL	250	Introductory Physiology	4
Or			
PLB	301	Introductory Plant Physiology	3
BMB	200	Introduction to Biochemistry	4
Or			
MMG	301	Introductory Microbiology	3

23 to 25

ARABIC

Complete a minimum of 20 credits from the following:

1.	All of the following courses:			
	ARB	201	Second-Year Arabic I	4
	ARB	202	Second-Year Arabic II	4
	ARB	301	Third-Level Arabic I	3
	ARB	302	Third-Level Arabic II	3
	Students with intermediate or advanced-level Arabic can substitute ARB 351, 352, 361, or 362 for any of the courses above.			
2.	One of the following courses:			
	ARB	460	Special Topics in Arabic Culture (W)	3
	ARB	461	Introduction to Arabic Literature (W)	3
3.	The following course:			
	LLT	307	Methods of Teaching English to Speakers of Other Languages	3
				3
				20